

Instructions for scoring integrity rubric:

- Each item on the rubric is scored based on the degree of implementation of specific activities related to data analysis, reporting, and the use of data by school teams. (i.e., 0=not implemented, 1=partially implemented, 2=fully implemented).
- Review the specific criteria under each component to determine the appropriate score. For each component listed, assess the current state of implementation.
- Use the descriptors provided (e.g., for "Participate in ACE's and PCE's training and create a resilient school team," scoring is based on whether no staff, some staff, or all staff have completed the necessary training).
- Document the data sources used to justify scoring. These could include attendance logs, training certificates, meeting minutes, or observations. Add notes that provide additional context or explain nuances, especially if scoring is not straightforward.
- After scoring all components, review your score. This will give an overview of how well the school's initiatives are being implemented.
- Based on the rubric, schools should use the findings from the data sources to inform the next steps. This includes adjusting implementation strategies and communicating findings to staff, students, and families.

Components	0 Not implemented	1 Partially implemented	2 Fully implemented	Item score	Data sources/notes
1. Participate in ACE's and PCE's training and create a resilient school team- Members include administrators, counselors, teachers, staff, and students	No staff have been trained	Some staff have been trained but not core team members identified	All staff have completed training and a team has been formed		
2. Define core values and align with school vision	Not defined	Gained consensus on core values from all stakeholders	Disseminate values to staff, faculty, students, families, and community		
3. Define teaching and learning belief statements based on the needs of the school community	Not defined	Gained consensus on belief ideas from all stakeholders	Disseminate beliefs to staff, faculty, students, families, and community		
4. Adopt a common language related to trauma informed practices PCEs, and communication of values, vision, and beliefs	No common language	Faculty and staff use common language	Faculty, staff, students, families, and community use common language		

Components	0 Not implemented	1 Partially implemented	2 Fully implemented	Item score	Data sources/notes
5. Activate vision and core values to create the school culture	Not implemented	Created lesson plans to explicitly teach all students core values	Implementing scheduled instruction of positive behavior expectations and school-wide celebrations		
6. Delivered professional development (pd) on plan, study, do, act model for action planning, and integration of evidence-based restorative practices	No pd has been provided	Scheduled to attend pd	Received pd and ongoing coaching		
7. Identified students who meet the criteria for tier 2 and/or tier 3 supports and implement student success plan	Examination of data and identification of target areas has not begun	Identified some students in need of additional supports	Identified all students based on need and implementing student success plan		
8. Implement restorative and/or reentry plan following the consequence resulting from an office discipline referral (ODR) or teacher/counselor referral	Process for transitioning students from ODR to school has not begun	Process for transitioning students from ODR to school has begun (intermediate use)	Systematically implementing restorative practices with students upon return from ODR		
9. Implement reset and calm spaces-This should be a component of the learning community, not an escape from the community.	Process for designing the reset and calm spaces has not begun	Process for design for reset and calm spaces is complete, and spaces are built	Systematically implementing restorative practices in the reset and calm spaces with students with review of data		
10. Implement restorative practices school-wide	Not implemented	Integrated restorative circles into lesson plans Integrated restorative processes in individual and group conflict resolution	Implementing restorative circles school-wide Integrated restorative processes in individual and group conflict resolution		

Components	0 Not implemented	1 Partially implemented	2 Fully implemented	Item score	Data sources/notes
11. Review or analyze data on an ongoing basis and adjust goals related to implementation of restorative practices and reset and calm spaces	No review or data analysis has occurred	Review and/or data analysis has begun	Adjustments to plan are based directly on review and data analysis		
12. Communicate celebrations with school staff, students, families, and other stakeholders quarterly	No communication of results of school improvement plan has occurred	Communication plan complete, contact with families had begun	All families/ students contacted quarterly		
13. Implement sustainable onboarding for professional learning for all faculty, staff, students, and administrators	No trainers have been identified to support or deliver onboarding-related professional learning	Some trainers have been identified but not for all roles or departments	Trainers have been clearly identified for all required onboarding and professional learning components		
14. Expand student voice and leadership opportunities	There are no formal structures for student voice or leadership	Some structures or activities support student voice and leadership	Students are consistently engaged in leadership roles and decision-making through well-defined, sustainable structures		
					Total: /28 Notes: