



Name of principal:	Michele Liguori-Alampi		
Name/number of school:	James P. B. Duffy School 12		
School address:	Jefferson Campus 1 Edgerton Park Rochester, NY 14608		
School telephone number:	585-461-3280	Principal's direct phone number:	585-490-2233
Principal's e-mail:	Michele.liguori-alampi@rcsdk12.org		

A Message to School/District Leaders:

The purpose of the New York State Education Department (NYSED) school review focused on the DTSDE is to provide all New York State (NYS) stakeholders currently involved in school and/or district evaluation cogent messages around school improvement and highly effective educational practices. We also encourage interested school and district communities looking to assess the state of a school and/or the district's effectiveness in supporting the school to use the DTSDE as a self-assessment tool. Our thinking is that the more the NYS educational community engages in common practices and uses common language to evaluate and describe effective schools, the more readily we, as an educational community, will be able to provide high-quality seats to all students in our state.

In addition, the school review process supports continuous improvement by raising expectations and setting the standards of effectiveness expected by schools, providing a challenge and motivation to act where improvement is needed, and promoting rigor in the way schools evaluate their own performance thus enhancing their capacity to improve.

School reviews have the strongest impact on school improvement when the school understands the evidence and findings that have led to the judgments and recommendations, and with this in mind, we encourage you to be actively engaged with the review process.

Guidance

The DTSDE self-assessment documents give the school the opportunity to clearly articulate the strategies, practices and accomplishments that should be noted and considered by the NYSED review team when conducting the school review. Schools should use the self-assessment task as an opportunity to reflect on the rubric and honestly consider areas for sustainability and improvement so that the school review process can be a collaborative effort. The School information sheet and the narrative describing the school's top priorities will be added to the final report. The DTSDE self-assessment document should be completed and returned four weeks (28 days) prior to the scheduled review.

Completing This Form

- ✓ Before completing this form, we suggest you take a moment and peruse the DTSDE rubric. In your review of the rubric, be sure to look at the impact statements for each SOP. After examining the rubric, take a look at the following documents, which are available online:
 - Tenets Big Ideas
 - Sub-Statements Big Ideas
 - Mental Model of Statement Interdependence
 - Visit the DTSDE Learning Lab, self-assessment session under the School Leadership Series, for additional guidance
- ✓ Discuss your interpretation of the rubric and support documents with your school community to establish a common understanding of what is stated in the documents.
- ✓ As a group, begin to complete this form by identifying the strategies and practices you either are planning to implement or have implemented that correlate to the expectations in the rubric.
 - Use the SOP prompt to reflect and identify evidence of work and impact
 - Use evaluative language and don't forget to connect how the strategies and practices have or will impact teaching and learning and/or student outcomes
 - Name it! Tell us where the review team can and will find evidence of the strategies and practices noted above in the school or district.
- ✓ Be concise and clear when writing your statements. Consider using bullet points to list multiple points. When possible, connect horizontally the evidence of work with the evidence of impact of that work, along with the next steps for that work.

A Successfully Completed Self-Assessment Document

A successfully completed self-assessment document creates an accurate, real-time picture of your school that allows the reviewer to see evidence and artifacts of the work you have been doing in creating an effective and coherent educational experience for your community. The description cogently states the areas you and your school community are looking to sustain and ways in which you are attempting to improve

areas of need. The statements in the document will closely align to the expectations put forth in the rubric so that you and the team of reviewers can discuss how your current practices align to the optimal conditions for school and district effectiveness.

Evidence for any statement of practice that is rated as effective or better will need to be more than just a list of what is currently happening. To support effective ratings, the evidence should be connected to the impact the initiatives or strategies have had (in measurable terms if possible), and how the strategies have added value to the school.

Extraordinary Circumstances of the School
<p><i>(Please use the space below to alert the review team to any extraordinary circumstances related to the current operations of the school).</i></p> <p><u>School 12 is now located in a new school where we are sharing the space for the next two years. We have had to develop new policies and procedures that match the new school configuration as well as how the school culture has adapted to the new classroom design and configuration.</u></p>

Name of those assisting in the completion of the Self-Assessment (add rows if necessary)	Title
<u>Michele Liguori-Alampi</u>	<u>Principal</u>
<u>Marty Beth Ash-Jones</u>	<u>Assistant Principal</u>
<u>Tim Graziano</u>	<u>Assistant Principal</u>
<u>Casey Gillette</u>	<u>Classroom Teacher</u>
<u>Amanda Forkner</u>	<u>School coach</u>
<u>Jeanne Robillard</u>	<u>School Librarian</u>
<u>Rachel Larsen</u>	<u>Parent and School Grant Coordinator</u>
<u>Kelly Wicker</u>	Parent
<u>Lisa Eckardt-Nevo!</u>	<u>Special Ed. Teacher</u>
<u>Jeremy Peters</u>	<u>Classroom Teacher</u>
<u>Susan Allen</u>	<u>Parent Liaison</u>

Morag Martin	Parent
Elizabeth Anderson	Parent
Stephanie Woelk	Student Teacher
Ann Bounds	Teacher
Sandra Perez	Teacher
Meagan Hennessey	Teacher

School Information Sheet for

School Configuration (2014-15 data) given

Grade Configuration		Total Enrollment		SIG-Recipient	
Types and Number of English-Language Learner Classes (2014-15)					
# Transitional Bilingual		# Dual Language		# Self-Contained English as a Second Language	
Types and Number of Special Education Classes (2014-15)					
# Special Classes		# SETSS		# Integrated Collaborative Teaching	
Types and Number of Special Classes (2014-15)					
# Visual Arts		# Music		# Drama	
# Foreign Language		# Dance		# CTE	
School Composition (most recent data)					
% Title I Population		% Attendance Rate			
% Free Lunch		% Reduced Lunch			
% Limited English Proficient		% Students with Disabilities			
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		% Black or African American			
% Hispanic or Latino		% Asian or Native Hawaiian/Pacific Islander			
% White		% Multi-Racial			
Personnel (most recent data)					
Years Principal Assigned to School		# of Assistant Principals			
# of Deans		# of Counselors/Social Workers			
% of Teachers with No Valid Teaching Certificate		% Teaching Out of Certification			
% Teaching with Fewer Than 3 Years of Experience		Average Teacher Absences			
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4			
Science Performance at levels 3 & 4 (4th Grade)		Science Performance at levels 3 & 4 (8th Grade)			
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4			
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		% of 2nd year students who earned 10+ credits			
% of 3rd year students who earned 10+ credits		4 Year Graduation Rate			
6 Year Graduation Rate					
Overall NYSED Accountability Status (2013-14)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District		Focus School Identified by a Focus District			
Priority School					

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Accountability Status – Elementary and Middle Schools

School Information Sheet											
Grade Configuration	K-6	Total Enrollment	727	Title 1 Population	100%	Attendance Rate (SPA 13-14)	94%				
(2012-13 NYS Report Card)											
Free Lunch	68%	Reduced Lunch	3%	Student Sustainability	N/A	Limited English Proficient	14%	Students with Disabilities	16%		
Types and Number of English Language Learner Classes – (2014-15 PowerSchool SMS, Grades 7-12)											
#Transitional Bilingual		#Dual Language		#Self-Contained English as a Second Language							
Types and Number of Special Education Classes - (2014-15 PowerSchool SMS, Grades 7-12)											
#Special Classes		#Consultant Teaching		#Integrated Collaborative Teaching							
# Resource Room											
Types and Number Special Classes - (2014-15 PowerSchool SMS, Grades 7-12)											
#Visual Arts		#Music		#Drama		# Foreign Language		# Dance		CTE #	
Racial/Ethnic Origin (2012-13 NYS Report Card)											
American Indian or Alaska Native	1%	Black or African American	54%	Hispanic or Latino	30%	Asian or Native Hawaiian/Other Pacific Islander	2%	White	13%	Multi-racial	0%
Personnel – (2012-13 NYS Report Card)											
Years Principal Assigned to School (PeopleSoft 2013-14)	8	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers (PeopleSoft 2013-14)	1				
% of Teachers with No Valid Teaching Certificate	2%	% Teaching Out of Certification	2%	% Teaching with Fewer Than 3 Yrs. of Exp.	3%	Average Teacher Absences (PeopleSoft 2013-14)	4 Days				
Overall State Accountability Status (Mark applicable box with an X)(2014-15 Accountability Status)											
School in Good Standing		Priority School		Focus District		Focus School Identified by a Focus District	X	SIG Recipient			
(June 2014 PowerSchool SMS & SPA)											
ELA Performance at levels 3 & 4	10%	Mathematics Performance at levels 3 & 4	15%	Science Performance at levels 3 & 4	71%	4 Year Graduation Rate (HS Only) (2009 Cohort)	%				
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits (2008 Cohort)		% of 2 nd yr. students who earned 10+ credits (2008 Cohort)		% of 3 rd yr. students who earned 10+ credits (2008 Cohort)		6 Year Graduation Rate (2008 Cohort)	%				
Did Not Meet Adequate Yearly Progress (AYP) in ELA (NYS 2012-13 School Report Card)											
X	American Indian or Alaska Native	X	Black or African American								
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander								
X	White		Multi-racial								
X	Students with Disabilities	X	Limited English Proficient								
X	Economically Disadvantaged										
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics (NYS 2012-13 School Report Card)											
	American Indian or Alaska Native	X	Black or African American								
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander								
	White		Multi-racial								
X	Students with Disabilities		Limited English Proficient								
X	Economically Disadvantaged										
Did Not Meet Adequate Yearly Progress (AYP) in Science (NYS 2012-13 School Report Card)											
	American Indian or Alaska Native	X	Black or African American								
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander								
	White		Multi-racial								
	Students with Disabilities		Limited English Proficient								
X	Economically Disadvantaged										
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective											
	Limited English Proficiency										
Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (CEP, SIG, DIP, etc.):											

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			
Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):			

DTSDE Self-Assessment

Examples of evidence to support an effective or highly effective judgment should include evidence of how the practice described has added value to the educational experience of students at the school. For example, saying the school hired an early childhood reading specialist is not sufficient evidence of effective practices if that decision cannot be connected to evidence of impact. You should support your judgments with carefully chosen evidence that demonstrates the impact of the school's actions on improving outcomes for students especially when supporting an effective or highly effective judgment. It is expected that schools may not have information for some of the boxes.

Review the DTSDE Rubric, along with the SOP prompt for each SOP. Identify efforts being made at the school connected to the SOP. Connect the efforts with the impact that has resulted, along with next steps.

Tenet 2		
Statement of Practice (SOP) 2.2: The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).		
SOP Prompt: Has the school leader worked with the school community to develop and promote goals/mission/vision that drive and bring about sustained school improvement?		
Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<div><div>•</div><div>Effective- Did not need to complete for the School Run/ District supported Site visit</div></div>	<div><div>•</div></div>	<div><div>•</div></div>
Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 2.2: Choose an item.		

Tenet 2		
Statement of Practice (SOP) 2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.		
SOP Prompt: Has the school leader used resources strategically to bring about school improvement and increased opportunities for student success?		
Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">
Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 2.3: Choose an item.		

Tenet 2		
Statement of Practice (SOP) 2.4: The school leaders has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on students data and feedback.		
SOP Prompt: Is the school leader providing frequent and targeted observations and reviewing observation and classroom data to provide targeted feedback and make strategic decisions (PD, placement, coaching etc.) to ensure continuous improvement in instructional practices?		
Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">
Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 2.4 Choose an item.		

Tenet 2		
Statement of Practice (SOP) 2.5: Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).		
SOP Prompt: Has the school leader established systems to track and monitor individual and school wide practices to know what is happening in the school, and does he/she use this insight to make informed decisions that will move the school forward?		
Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">
Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 2.5 Choose an item.		

Tenet 3

Statement of Practice (SOP) 3.2:

The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

SOP Prompt: Is the school leader ensuring that the CCLS are being implemented and that the school's curriculum takes into account student needs and contributes to college and career readiness?

Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<p><u>Quarterly teacher release by grade level to complete deep data dives and design DI and SDI lessons that include tier I classroom supports as well as tier 2 and 3 interventions.</u></p> <p><u>PD committee will design a comprehensive PD plan encompassing 20 hours of PLC, 10 hours of retreat, 5 hours interest surveys, 5 hours of goal setting (based upon data analysis) focused on identified needs that include DDI, DI, SDI, and HOTS questioning.</u></p> <p><u>Summer retreat on DI and HOTS questioning, as well as teacher strategies to diffuse and deescalate social emotional behavioral issues in the classroom.</u></p>	<p><u>See Data meeting schedules and Intervention group schedules and rosters. The student growth as a result of the Interventions is measured using various progress monitoring tools. Implementation of these activities is measured through the SCEP Monitoring Guide. See data meeting summary for the impact on results and the changes made in intervention/enrichment groups.</u></p> <p><u>The school designed a Professional Development Planning Guide 2014-2015. Implementation of these activities is measured through the SCEP Monitoring Guide.</u></p> <p><u>See Summer Retreat Agenda. 13 hours of follow up PD has been offered 40% of the staff attended. Implementation of these activities is measured through the SCEP Monitoring Guide.</u></p> <p><u>Evidence- in 80% of lesson plans show CCLS and</u></p>	<ul style="list-style-type: none"> <u>Expand the amount of time for staff to spend on professional learning opportunities to plan, assess, and modify differentiated CCLS based on units in Math, ELA and other content areas.</u> <u>Help foster a culture of dynamic, integrated learning units.</u> <p><u>Suggestion- Offer teachers' professional learning opportunities (yearlong) that use Immersing Teachers In practice of the content and pedagogy and using the CCLS to plan and deliver differentiated lessons. This should include ongoing monitoring tools to help assess students' growth and allow teachers to modify lessons. This should include methods to build a classroom climate of trust and respect.</u></p>

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adhere to the NYS Engage NY adopted ELA and Math modules.
PD and grade level meetings have focused on helping staff adjust their plans to differentiate content, process, and product to meet students' needs.

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Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 3.2 Effective

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Tenet 3

Statement of Practice (SOP) 3.3:

Teachers develop and ensure that unit and lesson plans used include data-drive instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

SOP Prompt: Do teachers plan and deliver effective lessons that include DDI, align to the CCLS and incorporate student needs, complex materials and higher-order questioning?

Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<ul style="list-style-type: none"> - <u>Schedule horizontal team meetings (monthly) that use DDI protocols to differentiate instruction and go beyond grouping students. This would include planning to close the performance gaps through analysis.</u> - <u>Develop PLC collaborative teams (Classroom Teachers (CRTS), support staff, and special subjects' teachers) to align instruction to the CCLS shifts and standards. Special subject teachers will directly connect their instructional program to the kindergarten program (1st semester) and 1st grade program (2nd semester) for one aligned unit of study.</u> - <u>Have grade level teams design units of study that go beyond CCLS for Math and ELA to include content area curricula. The lessons should be DDI, include DI strategies while focusing on HOTS questioning.</u> - <u>Quarterly teacher release by grade level to</u> 	<ul style="list-style-type: none"> • <u>The school designed a Professional Development Planning Guide 2014-2015 and comprehensive Student Growth Network Chart (Theory of Action) that connects tools and school forums to focus on students' growth. See the PD Planning Guide for details about horizontal and vertical team plans. See agendas and minutes for evidence of horizontal teams. See the agenda and outcome charts for evidence of vertical teams. Implementation.</u> • <u>The school designed a Special Subjects Teacher PLC to align their planning with the 5th and 6 the grade curriculum. See attached agenda and plans for evidence. Implementation of these activities is measured through the SCEP Monitoring Guide.</u> <p>3.3.ac Evidence of vertical teams and grade level meetings that allow teacher to reflect on practice and include in their planning.</p>	<ul style="list-style-type: none"> • <u>Meeting minutes need to be more specific and reflective on how meeting CCLS expectations. Giving specific examples of curriculum outcomes and impact. Suggestion- redesign minute format to include these elements.</u> • <u>Include all grade levels in the vertical teaming with special subjects aligned with the CCLS. Suggestion- Share plan in September and have grade levels sign up for a month where they want to connect to the special subject/ support staff classrooms</u> • <u>Ensure that teachers go beyond using the CCSS learning modules as only source of planning and include HOTS and DI in all content areas in the planning process.</u> <p>Suggestion- Offer Professional learning opportunities and ongoing support to allow teachers to use multiple curricular tools to plan ELA, Math and other content areas that include</p>

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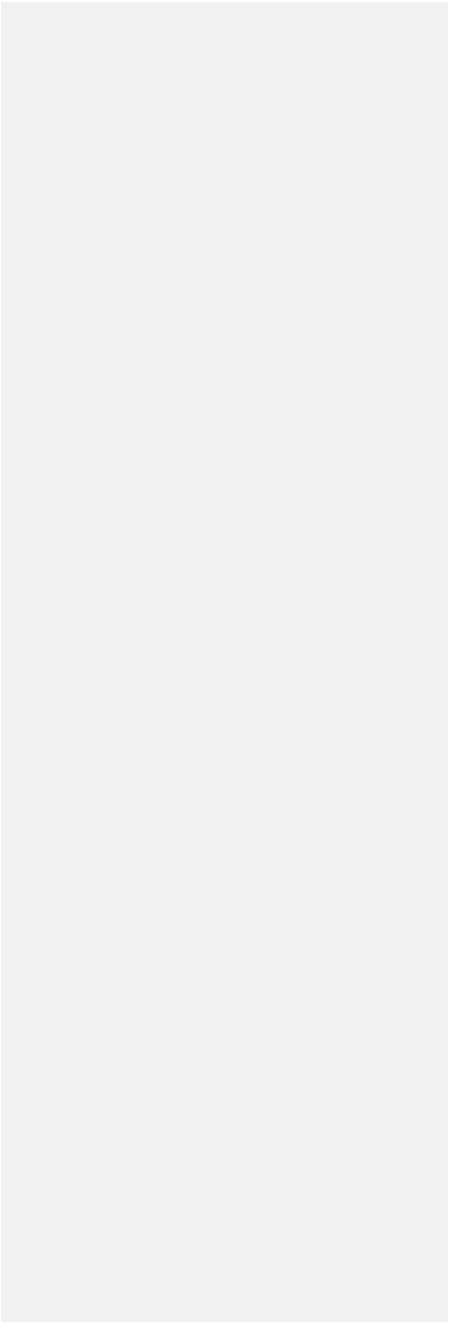
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<p><u>complete deep data dives and design DI and SDI lessons that include tier I classroom supports as well as tier 2 and 3 interventions</u></p> <ul style="list-style-type: none"> - <u>PD committee will design a comprehensive PD plan encompassing 20 hours of PLC, 10 hours of retreat, 5 hours interest surveys, 5 hours of goal setting (based upon data analysis) focused on identified needs that include DDI, DI, SDI, and HOTS questioning.</u> - <u>Summer retreat on DI and HOTS questioning, as well as teacher strategies to diffuse and deescalate social emotional behavioral issues in the classroom.</u> 	<p><u>Lack of proof of focus in the minutes but were in the agendas. (E)</u></p> <p><u>Sample evidence for grades 1, 1, 5th, 6th grade level agendas and minutes PD offered.</u></p> <p><u>Evidence of 5th and 6th grade cross curricular lesson plans for all special subject alignment to CCLS in ELA and Science. (vertical planning) (E)</u></p> <p><u>Evidence of PD for HOTS in ELA and Math but did not see evidence in all content areas beyond the CCLS modules. (D)</u></p>	<p><u>DI and HOTS. Use of vertical planning meetings to build on units of study across the grade levels</u></p> <p><u>-Answer- how do the assessments address students' analytical thinking and HOTS?</u></p> <p><u>As a results of ongoing data analysis how are teacher adjusting their lesson to promote HOTS, analytical and reflective skills as well as Differentiating lessons across the grade level content areas?</u></p> <p><u>Suggestion- Make this question a part of all data analysis, including at the teacher level assessments in class tools (such as exit tickets and mid unit assessments).</u></p>	<div>Formatted: Superscript</div> <div>Formatted: Superscript</div> <div>Formatted: Superscript</div>
	<p><u>Evidence of data meetings (see data charts) that's how ongoing student performance towards meeting SCEP goals. (E)</u></p> <p><u>80% of staff attended summer retreat</u></p> <p><u>40% attended follow up retreat</u></p> <p>• <u>20% of staff attended after school PD sessions. (D)</u></p>	<ul style="list-style-type: none"> • <u>While the PD sessions and PL opportunities in the school are structured to promote the use CCLS (ELA and Math) and beyond in other content areas, as well HOTS and DI they are not reaching the entire school population.</u> • <u>Suggestions- teachers need to attend the pd and an innovative professional learning plan must be designed to promote all staff to attend voluntary session and redesign time management plan to develop mandatory meeting times within the school day. Use of the RCSD PL tools can aid in this process.</u> 	<div>Formatted: Font color: Black</div> <div>Formatted: No bullets or numbering</div> <div>Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"</div> <div>Formatted: Normal, No bullets or numbering</div> <div>Formatted: Font: Bold</div> <div>Formatted: Font: Bold</div>

Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 3.3 <u>Effective</u>		



Tenet 3

Statement of Practice (SOP) 3.4:

The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology and other enrichment opportunities.

SOP Prompt: Are teachers providing interdisciplinary curricula and working together to connect the curriculum across subjects in ways that increase students' engagement and promote better opportunities for student success?

Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<p><u>Develop PLC collaborative teams (Classroom Teachers (CRTS), support staff, and special subjects teachers) to align instruction to the CCLS shifts and standards. Special subject teachers will directly connect their instructional program to the kindergarten program (1st semester) and 1st grade program (2nd semester) for one aligned unit of study.</u></p> <p><u>Conduct peer review visits that include special subject teachers visiting grade level classrooms in order to align their programs to that of the classroom instruction, as determined by PLC, with a goal of one visit per month.</u></p> <p><u>Reinstitution of the Bilingual Council monthly meetings to address the HOLA program and ELL needs for native and target language development. (9 hours)</u></p> <p><u>Data Team will include the planning of one SAS provider per 6 week block to support classroom</u></p>	<p>•</p> <p><u>The school designed a Special Subjects Teacher PLC to align their planning with the 5th and 6 the grade curriculum. See attached agenda and plans for evidence. Implementation of these activities is measured through the SCEP Monitoring Guide. A sample of the Bi-lingual Council agendas and minutes is attached. PD's to support the integration of technology, see sample email.</u></p>	<p>•</p> <p><u>Include all grade levels in the vertical teaming with special subjects aligned with the CCLS. Suggestion- Share plan in September and have grade levels sign up for a month where they want to connect to the special subject/ support staff classrooms</u></p> <p>• <u>Peer visits did not occur across the school during the 2014*-15 school year.</u></p> <p><u>Suggestion- In September-Have grade level and PLC groups develop a yearly calendar on peer visitations on a specific problem of practice each month.</u></p> <p><u>-HOLA meetings did not focus on solutions or result in change of practice and</u></p>

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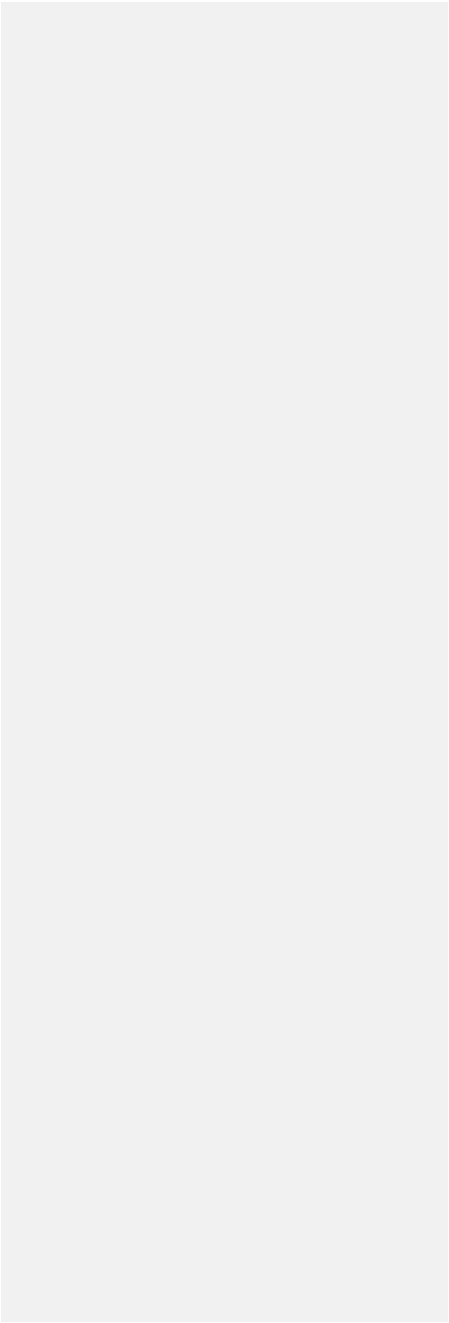
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<u>enrichment.</u>		<u>improved student outcomes.</u> <u>Suggestion- Align the HOLA Bilingual Council meetings with student outcomes for ELLS and have data to support their work on impact.</u> <u>-Due to Title I restrictions, SAS Service providers needed to support intervention.</u> <u>Suggestion- Seek other funding sources to promote gifted and talented education across the school community.</u> <ul style="list-style-type: none"><u>Introduced and solidified the use of technology for intervention and support services: added Imagine Learning, Supported COMPASS and NWEA connection: promoted the use of LEXIA</u><u>Use of AIMSWEB, LEXIA, COMPASS, and NWEA to progress monitor student growth and change as needed intervention/ enrichment.</u><u>Some classes are still not meeting the minimum time for program effectiveness.</u> <u>Suggestion- continue to support technology initiatives and maintain funding sources through the 2015-16 school year.</u> <u>Continue to offer ways to use data from technology programs</u>
<u>Provide PD to facilitate integration of technology into interdisciplinary instruction as well a variety of data sources for use in planning.</u>		
<u>In PD forums and embedded into classroom; staff will model proficient uses of technology to solve problems, create, collaborate and communicate effectively.</u> <ul style="list-style-type: none">		

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Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 3.4 <u>Developing</u>		



Tenet 3

Statement of Practice (SOP) 3.5:

Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

SOP Prompt: Are teachers using a range of assessments to guide and inform their curriculum planning, and are they giving students the feedback they need to ensure ownership of learning and improve achievement?

Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<ul style="list-style-type: none"> • <u>Received effective- How do we move to HE? (WE USE DISTRICT AND SCHOOL WIDE ASSESSMENTS)</u> • <u>Classroom teachers use class assignments regularly to bridge deficiencies (ie module assessments, skills unit assessments).</u> 	<ul style="list-style-type: none"> • <u>Overall student performance scores will rise.</u> <ul style="list-style-type: none"> ○ <u>Some grade levels made the NWEA growth targets at midyear assessment point</u> ○ <u>Lesson plans should show methods to address deficiencies while continuing the pacing.</u> ○ <u>Teacher knowledge of student deficiencies (areas of strength and weakness) should be reflected in their data notebooks or other data collection and planning tools.</u> 	<ul style="list-style-type: none"> • <u>Suggestion- develop an easy method to record whether or not students met a specific standard (look at class assessments, figure out standards, create document). Use an RCSD protocol to LASW and plan accordingly. Suggested summer retreat title: How Teacher can turn data into action.</u>

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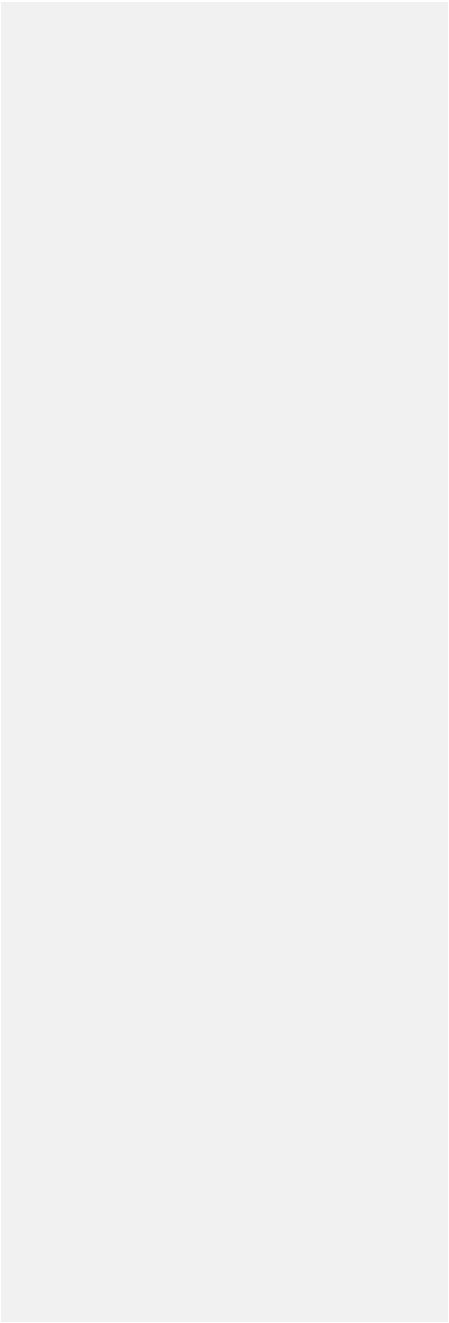
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Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 3.5 <u>Effective</u>		



Tenet 4

Statement of Practice (SOP) 4.2:

School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

SOP Prompt: Do school and teacher leaders ensure that teachers' instructional plans and practices are adaptive and informed by data, reflective of students' needs and learning styles and lead to increased achievement and the meeting of student goals?

Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<p><u>Effective- How do we move to HE</u></p> <ul style="list-style-type: none"> <u>Provided Teachers multiple lessons plan formats through after school PD and grade level meetings</u> <u>2 Formal Data Meetings (1- Grade Level Release and 1- Individual)</u> <u>Weekly Data & Donuts Meetings with coach to data for planning group differentiation</u> <u>Reviewed lesson plans and grade levels with suggestions for differentiation</u> <u>Administrators have reviewed lesson plans during walk through and observations</u> 	<ul style="list-style-type: none"> <u>Currently we have grades 1, 2 meeting NWEA growth Targets in ELA and Math</u> <u>3rd and 5th Grade Meeting in Math</u> <u>3rd Grade is 1 point away and the following are close to the target: ELA (3rd & 5th) 6th Grade Math is close.</u> <u>Kindergarten is not included in this baseline data</u> <u>50% of Staff have evidence of differentiation in their lesson plans</u> 	<p><u>Suggestion- School Based Planning Team to design criteria for lesson planning. In order to support this team will gather suggested formats in use for resources and best practice research</u></p> <ul style="list-style-type: none"> <u>75% of Teachers will show evidence of DI in 2 core subjects (Science, Math, ELA, and SS).</u> Continue coaches working in 6 week blocks to go deeper in planning DDI lessons to support DI Focus grade level discussions on implementation of identified strategies

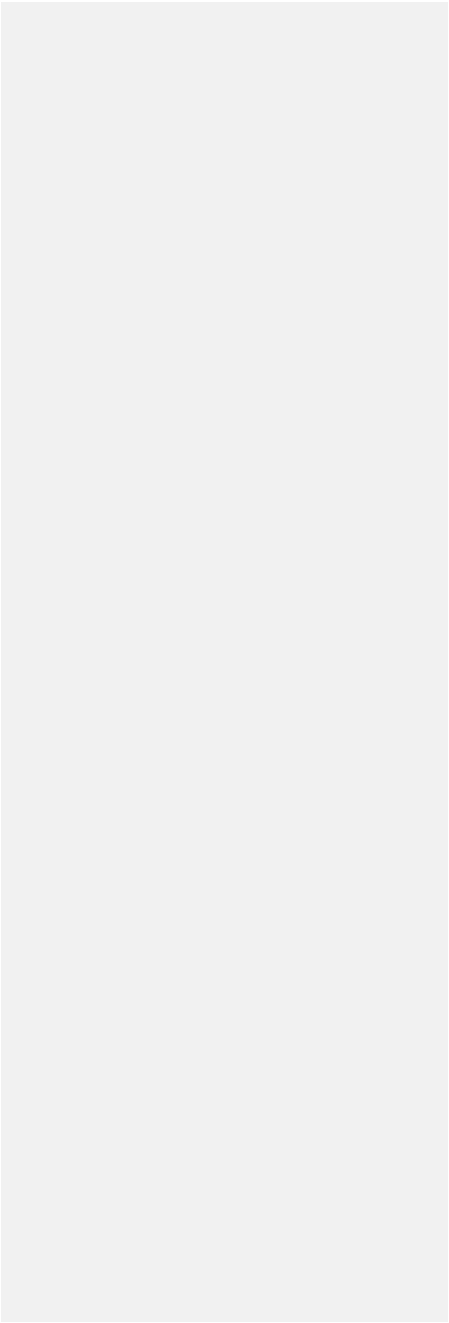
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Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 4.2 Effective		



Tenet 4

Statement of Practice (SOP) 4.3:

Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

SOP Prompt: Do teachers provide engaging, CCLS-aligned lessons that incorporate higher-order questions, text complexity and multiple opportunities to learn?

Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<p><u>Summer retreat to develop teacher's knowledge of use of higher order thinking questions in students.</u></p> <p><u>PLCs will complete deep dives into the use of LASW and other DDI instructional strategies that assess effective of teacher and students questioning. (this includes use of the exit tickets and student developed questions or increase students questioning and methods for answering questioning) PLCs will lose the RCSD DDI protocols for format, content, and documentation purposes.</u></p> <p><u>Administration to complete walk throughs on Danielson domain and questioning strategies (1e and 3b) providing feedback to SBPT, classroom teachers, and PLCs for planning purposes.</u></p> <ul style="list-style-type: none"> 	<p><u>List the evidence that these lesson are happening in the school and the impact on teacher and student performance</u></p> <p><u>Need to see the results of the LASW or the minutes from the grade levels and the changes in practices teachers are making and impacting students' performance</u></p> <p><u>Eval ratings?</u> School forums include: Grade level meetings, data meetings, intervention groups progress monitored and adjusted as needed, walk throughs</p>	<p>-Find a way for teachers to document DI and HOTS that could include:</p> <ul style="list-style-type: none"> informal anecdotal notes Release time for planning Summer committee to rewrite CCSS lessons to include DI Use of google docs to share lessons and DI suggestions Weekly sharing of best practice in grade levels /DD <p>Suggestion- a deep grade level and vertical team dive to review team lesson plans or other evidence of use of HOTS and DI in place in daily practice and the impact on student performance (show evidence of the above). Include student performance data pre/post period to check impact on growth.</p> <ul style="list-style-type: none"> Many times administration are unable to complete all walk throughs and provide feedback due to non-instructional duties and management of student behaviors. <p>Suggestion- Use of SSOs to support student climate issues. Ensure administrators have</p>

		sufficient time to conduct walk throughs.
Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 4.3 Developing		

Tenet 4

Statement of Practice (SOP) 4.4:

Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

SOP Prompt: Are students actively engaged in an intellectually safe learning environment that meets the needs of every student?

Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<ul style="list-style-type: none"> Effective- How do we move to HE? The school community adheres to the PBS standards and promotes the use of the reinforcement and recognition systems. Teachers promote the use of positive classroom management procedures that ensure the safety of students. Teacher questions (use of HOTS) to stimulate discussion that relate to instructional materials that contain high levels of text and content complexity. 	<ul style="list-style-type: none"> 95% of the staff regularly use and participate in the monthly PBS activities and incentives (pep rallies, distribution of duck bills, class participation in monthly activities and events). As per teacher walk throughs, unannounced and formal observations, the majority of staff are receiving Effective domains 2c and 2d (classroom procedures and student discipline). 90% of teachers ask many lower level questions or those outlined in the modules that may not meet the needs of all learners in the classroom nor stimulate deep thinking and discussion on the part of children. 	<ul style="list-style-type: none"> PBS team lacks resources to add additional supports for tier 2 and 3 student needs in classrooms. <p>Suggestion- Look for alternative resources that can provide additional tier 2 and 3 supports to enable teachers to create positive learning environments within their classrooms.</p> <p>Continue to support the use of DI tools to differentiate classroom learning environment to meet students' needs and improve student engagement and performance outcomes.</p> <ul style="list-style-type: none"> Many teachers are not including the students in the management of classroom routines and monitoring of peers (as outlined in the HE Danielson description). <p>Suggestion- build teacher capacity to release control and establish routines that are student developed, driven and run to reach higher levels of student autonomy and control of their learning environment.</p> <p>Suggestion- Continue to work on refining teacher questioning and help them develop student-led questioning.</p>

Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 4.4 Developing		

Tenet 2

Statement of Practice (SOP) 4.5:

Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

SOP Prompt: Do teachers use data and assessments to inform and adjust their instructional strategies and groupings while engaging students in self-evaluation through feedback and other approaches?

Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<p><u>Teachers will present formative data to students on a weekly basis for targeted goal setting purposes (behavior data, NWEA reports, AIMSweb Progress monitoring, unit assessments, exit tickets, and data walls are options).</u></p> <p><u>SAS service providers (4 per diem subs) and classroom teachers will use formative data to group students for interventions/ enrichment based upon their needs. Students will be a part of reviewing growth and target setting to create more buy-in and monitor student growth rates/ success. Sessions will run 4 x 30 minutes a week for 6 week blocks.</u></p> <p><u>School leaders and teachers will work with RCSD Professional Learning Team to create students forums that permit students to make informed decisions on their own learning using formative and summative assessment data. Parents will be a part of this decision.</u></p>	<p>•</p> <p><u>All special education elements still in action plan development. SAS providers and teacher PM and provide 10 week progress reports for report cards. NWEA and AIMSweb serve as tools.</u></p> <p>There are a variety of intervention groups designed to meet the needs of children in the school: PM is documented in these reports. Less than 10% of students needed a change in intervention due to no growth at mid-year data meetings.</p> <p>Reading Mastery, Corrected Reading, Lexia, SCHOLASTIC, FCRR, NWEA/Compass connection AIMS web Exit tickets End/Mid unit assessments RAZ kids</p>	<p>-Evidence requires a review of lesson plans to identify where teacher use a variety of relevant data sources to create robust lesson plans that account for student grouping and to determine the appropriate intensity and duration of instruction.</p> <p>-Evidence requires that teachers provide specific and on-going feedback to students and either provide them with next steps (E) Or allows them to reflect on their own learning to assess and adjust their own learning paths (HE).</p> <p>Suggestion: Provide more PD on how teachers can provide frequent and relevant feedback to students as they reflect, adjust, and assess their own progress. (This may lead to exploration of student led conferencing strategies and helping teachers turn data into action plans with their students.</p>

<u>Grade level teams will review student target setting protocols used in classrooms and share the results on a quarterly basis.</u>	Imagine Learning Staff participate in a series of differentiate forums to develop their professional learning and impact on student outcomes. These include: Grade level meetings, DI PD afterschool, CLC, summer retreat and PD sessions. <ul style="list-style-type: none">- Evidence of impact on student outcomes on Feb. data meeting charts and classroom data results.- Minutes from the CASE meetings and the PSIT minutes- Copies of teacher lesson plans- Teacher conducted student interest surveys on methods they learn best- get input from the students to help meet their needs. Teacher reflection sheets about instruction and changing it to meet the needs of children.- Data meeting charts- evidence of students’ growth to decide targeted plans/ adjust groups.	
<u>Leadership team, RCSD coaches, and special education support staff will provide special education opportunities for release time to focus on explicit instruction and the use of the IEP goals when planning lessons.</u>		
<u>Special Education teachers will receive PD support to ensure Specially Designed Instruction (SDI): A method of instruction that is required through regulation that has teachers adapting or modifying the curriculum based on the unique needs of the student. It is important to provide the student with access to the general curriculum.</u>		
•	Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 4.5 Developing	

Tenet 5		
Statement of Practice (SOP) 5.2: The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.		
SOP Prompt: Has the school leader established systems that identify the social/emotional developmental health (SEDH) needs to ensure that appropriate SEDH supports are provided to students?		
Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">
Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 5.2 Choose an item.		

Tenet 5		
Statement of Practice (SOP) 5.3: The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.		
SOP Prompt: Is the school effectively using curricula/programs/materials to address SEDH to students, and is the school providing the professional development needed to develop adult capacity of SEDH?		
Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">
Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 5.3 Choose an item.		

Tenet 5		
Statement of Practice (SOP) 5.4: All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.		
SOP Prompt: Has the school strategically organized their work with school stakeholders to ensure that students’ SEDH needs are consistently met in a healthy learning environment?		
Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">
Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 5.4 Choose an item.		

Tenet 5		
Statement of Practice (SOP) 5.5: The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.		
SOP Prompt: Has the school developed and implemented a strategic plan to collect, analyze and utilize data to identify and meet the SEDH needs of all students?		
Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">
Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 5.5 Choose an item.		

Tenet 6		
Statement of Practice (SOP) 6.2: The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.		
SOP Prompt: Do the school leader’s communications and relationships ensure that students and families are aware of high expectations for student success and are equipped to help students reach those expectations?		
Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">
Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 6.2 Choose an item.		

Tenet 6		
Statement of Practice (SOP) 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.		
SOP Prompt: Is the school providing multiple and equitable opportunities for reciprocal communication to increase staff and families’ understanding about student needs and further support student achievement?		
Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">
Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 6.3 Choose an item.		

Tenet 6		
Statement of Practice (SOP) 6.4: The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.		
SOP Prompt: Is the school providing training to parents and to staff on creating and sustaining home-school partnerships so that both parties are able to work together to support student achievement?		
Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">
Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 6.4 Choose an item.		

Tenet 6		
Statement of Practice (SOP) 6.5: The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.		
SOP Prompt: Is data shared in a way that allows stakeholders to understand both student and family needs and advocate for services that address those needs?		
Evidence of Work What is the practice aligned to this SOP?	Evidence of Impact What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measureable data when available.	Next Steps Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?
<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">
Based on your reflection of the evidence of work and impact, as well as the identified next steps, rate the SOP for 6.5 Choose an item.		