



ACIP

Phenix City Board of Education

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Executive Summary

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Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

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Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Phenix City, Alabama, is the result of the consolidation of two separate communities, Girard and Brownsville. Tradition says that the city was originally named for the Eagle and Phenix Mill located in Columbus, Georgia. At some point, the "o" was dropped from the word Phoenix, to distinguish it from Phoenix, Arizona. Although the spelling omits the "o", the city's symbol is the legendary Phoenix bird which symbolizes rebirth which has proven to be an appropriate symbol for the resilient people who live here. Phenix City is a friendly, family-oriented community. Although Alabama is in the central time zone, Phenix City operates on Eastern Time. Because so many residents work in Columbus and Fort Benning, the government in early years decided to change the time to accommodate the needs of its citizenry.

The city is located in east Alabama along the west bank of the Chattahoochee River, and forms the boundary between the states of Alabama and Georgia. It is also located at the fall line, a geological fact that has significantly impacted its history. Phenix City is the county seat of Russell County located immediately west of downtown Columbus, Georgia, and in close proximity to Fort Benning, Georgia, a larger Army installation. Locally, these cities are referred to as the bi-city area.

According to the most recent census, the county has a population of 52,947 with 32,822 residing within the city limits of Phenix City. Approximately 51% of Phenix City residents are Caucasian, 47% are African American and 2% are represented by other races/ethnicities. Between 2000 and 2010, the city's population grew by 14%. Yearly per capita income for city residents is \$32,608 with average household income at \$44,315. The largest employer in the county is the Phenix City Board of Education.

There are numerous educational opportunities within the immediate community. Chattahoochee Valley Community College and Troy University are located in Phenix City. Secondary students participate in dual enrollment at these higher educational institutions. Additionally, there are other colleges and universities within a 50-mile radius of Phenix City to include: Columbus State University, Auburn University, Columbus Technical College, Tuskegee University, LaGrange College, Troy University (Fort Benning), Georgia Military College, and Southern Union Community College.

Fortunately, each school has multiple Adopt-A-School Partners that provide human, fiscal, and material resources to supplement the state, local, and federal revenues. These include, but are not limited to, local businesses such as Wal-Mart and Chick-fil-A, civic groups, Troy University, Chattahoochee Valley Community College, Auburn University (East Alabama Regional In-service Center), Columbus State University, Fort Benning, Family and Children Connection, East Alabama Mental Health, Department of Human Resources, Boral Bricks, Continental Carbon, TEARS, USO (United to Save Ourselves), banking institutions, and others. These organizations provide mentors and other valuable information and resources for teachers and students.

The school system is governed by a seven-member Board of Education appointed by the city council. The primary responsibility of the Board is to formulate policy that directly impacts educational programs. With a dedicated commitment to students and quality instruction, the business of the Board is to promote and improve student learning in a high-quality, safe environment. The day-to-day operations of the school system are entrusted to the Superintendent of Education who is selected by the School Board. With the assistance of a central office staff of Directors, the Superintendent's primary responsibility is that of implementing board policy and successfully administering educational programs to fulfill state requirements, as well as expectations of community stakeholders. In late November of 2013, the School Board voted SY 2014-2015

in favor of buying out the contract of the Superintendent. An Interim Superintendent was appointed and served until June of 2014 when Mr. Randy Wilkes was selected as the Superintendent of Phenix City Schools.

The Phenix City Board of Education, the superintendent, the central office staff, along with a dedicated faculty and staff unite with the community to form the foundation upon which the Phenix City Public School System builds its efforts daily to pursue excellence on behalf of every student in every school. Currently there are 850 employees, of which 507 are certified personnel while the other 343 serve as support staff in such positions as secretarial/clerical, bookkeeping, maintenance, bus driver, custodial, teacher aide, and lunchroom worker.

Phenix City Schools provides program offerings to its students through eleven school sites, plus an Early Learning Center and a Success Academy, both of which serve the entire system. Two new facilities have been built since the last SACS visit - a new Freshman Academy and a new primary school (grades K & 2). Additionally, five of the existing schools have been expanded to accommodate increased enrollment. Currently, there are approximately 6995 students in eleven schools with an enrollment of 60% African American, 32% Caucasian, and 8% other races and ethnicities. This is not consistent with the population of Phenix City which, as referenced earlier, is comprised of a larger population of Caucasian residents (51%) than African American residents (47%). Of the students enrolled, 67% are from low-income families based on the number receiving free and reduced price meals. The remaining 37% represent those who pay for or bring their meals from home.

Currently, there are approximately eight languages (Spanish, German, Gujarati, Swahili, Tagalog, Mandingo, Arabic, and Vietnamese) spoken by the seventy-five English Learners (EL) in the system. The number of EL students has risen from thirty-one last school year to seventy-five during the current school year.

There are 570 students currently receiving special education (non-gifted) services as defined by the Alabama State Code. Early intervention is also provided for preschool students who qualify for special education services. The system currently has 350 students eligible for gifted services.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

The school district and each school actualize our vision, mission, and belief statements in curriculum development, course offerings, selection of resources, instructional practices, and fiscal decisions which are evidenced in each school's Continuous Improvement Plan. The curriculum and instruction programs are research based, are aligned to content standards found in the Alabama Courses of Study, and have an emphasis on Alabama's College and Career Ready Standards. Vertical and horizontal planning and professional development are integral parts of addressing the school system's stated purpose. Each school's Building Leadership Team collaborates on the development of the school's Continuous Improvement Plan based on current data from local and state assessments, attendance records, discipline files, and survey results.

Each school holds regular data meetings during which assessment data is discussed and instructional decisions are made. Each teacher keeps a data binder in which he/she tracks student progress over time and documents intervention efforts for struggling students. Students in need of intensive intervention, beyond what can be provided during regular instruction, are referred to the school's Problem Solving Team (PST), through which efforts at remediation are documented and progress through tiered instruction is supported. The Building Leadership Team uses the data to develop the goals, strategies, and action steps for the school's Continuous Improvement Plan. Likewise, the data is analyzed at the district level to identify areas of instruction and/or implementation that require additional professional development across the district. Data is also used to develop goals, strategies, and action steps for the district's Continuous Improvement Plan.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Technology is an area of notable achievement for our school system. It is our belief that all students must be taught to use the latest technologies in order to compete in the high-tech world of the 21st century. In order to compete for the attention and interest of our children today, our teachers must be equipped with the latest hardware and software that will capture the imagination of students. Each classroom is equipped with multiple student computers and the Internet. Smart Boards are the norm, complete with surround-sound and video projectors. Our schools also have numerous laptops and iPads that students use on a regular basis. Each classroom is equipped with multiple desktop computers. All of these devices provide students access to educational apps, programs, and Internet resources that they utilize for their learning.

Many schools have hi-definition televisions and classroom student response systems. Student response systems provide each student with a "clicker" which allows the student to respond to teacher questions, exams, or roll-call by simply aiming the clicker and pressing a button. The feedback to the teacher is automatic; therefore, it allows him/her to make instructional decisions immediately. Software is included with the student response systems so that the clickers will communicate with the teacher's computer, enter test scores, calculate grades, and prepare charts and graphs in order to communicate results in a colorful and easy-to-understand fashion.

As a part of the middle school revitalization, the Phenix City Schools Technology Division will complete wireless upgrades in all schools with the initial phase beginning at Phenix City Intermediate School and South Girard School. Phenix City Intermediate Schools serves grades 6-7 and South Girard Schools serves the 8th grade. These two schools are the focus of the revitalization and the new 1 to 1 strategy that will place an electrical device in the hands of every student grades 6-8. This device (iPad, iPad mini, or Surface tablet) will eventually replace textbooks.

All of our school campuses have been equipped with surveillance equipment strategically placed in appropriate locations to monitor activity in and around the buildings. This technology allows administrators at all levels to remotely monitor activity in and around school and district sites. Live images may be viewed from the comfort of an office or on a laptop computer while sitting in a vehicle. This technology allows school officials, law enforcement, and safety personnel to view the surveillance cameras via the world-wide-web. In the event of an emergency, law enforcement personnel will have access to the security video before entering harm's way. This instant information gleaned from the video images will aid in decision-making and improve critical response time. Only school and central office administrators, law enforcement, and safety personnel have access to the password and images displayed on the surveillance cameras.

Another notable achievement is the strength of our Child Nutrition Program (CNP). During the past five years, the Child Nutrition Program has received several recognitions and grants.

Over the past five years the school system has created content area pacing guides and has implemented a comprehensive process for continuous improvement. The Phenix City School District began the curriculum alignment process by forming curriculum committees that meet several times during the school year and during summer break as needed. These committees are comprised of teachers, department leaders, instructional coaches, and administrators who have worked together to create pacing guides for reading, language arts with writing, math, science, social studies, and technology. These pacing guides are fluid documents that are annually reviewed and improved. The curriculum committees have also attempted to set up the pacing guides in an easy to read, visual format for the teachers to use in lesson

planning. These pacing guides are posted to the Curriculum and Instruction page of the school district's website, www.pcboe.net.

The pacing guides ensure that horizontal alignment by teachers in a common grade level is achieved by providing teachers with a guide, or goal, for their instruction. The guides capture the content and skills every teacher in the school system is teaching. The guides address the educational needs of the entire student population being served and also helps students by ensuring that each student is adequately prepared for the next grade and state assessment.

The implementation of Alabama's College and Career Ready Standards supports the vertical alignment of curriculum across the grade levels, from Kindergarten through high school, building upon instruction based upon standards. The Phenix City School System has provided extensive professional development to teachers over the past two years on the interpretation, implementation, and application of Alabama's College and Career Ready Standards. This professional development is on-going and provides multiple opportunities for vertical alignment of content in an effort to improve student performance by decreasing the amount of instructional time consumed with re-teaching concepts. Additionally, vertical alignment is evaluated through state testing.

Curriculum in the Phenix City School System is aligned with state standards, standardized tests and/or state tests, curriculum-embedded tests, student assignments, lesson plans, textbooks, and instruction. This process prevents teachers from overlapping or skipping content that is essential to meeting state and national standards. Curriculum alignment facilitates communication among educators as they plan for both horizontal and vertical alignment of the curriculum.

Another area of notable achievement is that Meadowlane Elementary was selected as an Alabama Torchbearer School in the 2009-2010 school year. The Torchbearer Schools Program was created to recognize high-poverty, high-performing public schools in Alabama. To be eligible for a monetary award, the Torchbearer School must make Adequate Yearly Progress (AYP) for two consecutive years and meet additional criteria.

During the next three years, it is the intent of Phenix City Schools to implement the school system's Five Year Strategic Plan by achieving the following desired results:

- Ensure a nurturing and safe environment
- Ensure high standards and a variety of engaging learning experiences
- Provide textbooks and all resource materials as appropriate
- Expand the technology infrastructure to accommodate the increased need for wireless connectivity
- Purchase technology hardware to accommodate the needs of a growing population of students
- Ensure students are empowered and inspired for continuous knowledge and post-secondary success
- Close the achievement gap between subgroups of students
- Ensure student and staff diversity is valued, respected, and embraced
- Extend efforts to recruit more highly qualified and certified minority staff
- Ensure that the community and families are actively engaged in the educational process
- Create more opportunities and a variety of opportunities for parent and community involvement
- Ensure that we have a caring and quality staff

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

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Improvement Plan Stakeholder Involvement

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Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Technology is being used to facilitate the dissemination of information from the schools to stakeholders, i.e., district website, each school's website, some teachers' utilization of other social media sites, School Cast for Me, eBOARD, and surveys. Parents and community leaders are asked to serve on the Title I Advisory Board and in advisory capacities with the Career Technical programs. The East Alabama Regional In-service Center personnel at Auburn University are actively involved with support of professional development. Local colleges and university personnel are asked to provide support and meaningful participation and input into curriculum and instructional programs. Parents are invited to participate in PTSA, luncheons, breakfasts, and workshops as well as to serve on the Continuous Improvement Plan Committees, the District Strategic Planning Committees and the AdvancED Standards Committees. Local agencies and Partners in Education provide tremendous support to schools. They provide mentors, funds for trips, speakers, outdoor classrooms and gardens, gifts and prizes for events, etc. The Phenix City Education Foundation provides funding for teachers through grants and a special recognition program where school personnel are recognized for outstanding accomplishments. The Board meetings are opened to the public with the exception of the executive sessions. The district and local schools will continue to actively engage stakeholders in defining, supporting, and executing the system's purpose and direction.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The stakeholder groups participate in plan development at the school level. Each school garners stakeholder involvement through school ACIP committees, school Leadership Team committees, Parent Teacher Student Advisory Meetings, Guidance Advisory Meetings, District Title I Committee Meetings, and through attendance of Phenix City Board of Education meetings. Each of these meetings are face-to-face opportunities for stakeholders to participate. Stakeholders can also provide input and receive information through various technological avenues, such as the district website. As these meetings take place and plans are reviewed, stakeholders receive updates and progress reports of changes to plans. These updates occur in order to meet established timelines which are established by either the District or by the Alabama State Department of Education.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final Continuous Improvement Plan has been distributed and will be disseminated through the schools in the district via the local school committees. The district website, board meetings, and parent meetings hosted by the local schools will share information with the community, including stakeholders, about the progress of the Continuous Improvement Plan.

Stakeholder Feedback Diagnostic

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Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	We completed the Stakeholder Feedback Data document offline. Data was transferred to the correct area of response.	

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Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

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Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Phenix City Schools participated in District Accreditation on March 6-8, 2014. All schools participated in the Stakeholder Feedback Questionnaires in April of 2013. The AdvancED Stakeholder Survey does not survey all stakeholder groups on every Indicator. The results for the Indicators for which all stakeholder groups were surveyed are as follows:

- 1.1 = 4.40
- 2.4 = 4.18
- 3.3 = 4.11
- 3.6 = 4.26
- 3.8 = 3.94
- 3.9 = 4.05
- 3.10 = 4.20
- 4.3 = 4.09
- 4.4 = 4.36
- 4.6 = 4.18
- 5.5 = 4.22

Of these Indicators, 1.1 received the highest rating with an average score of 4.40. Indicator 1.1 states, "The system engages in a systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success."

The ratings that each group of stakeholders gave to Indicator 1.1 are as follows:

- Staff = 4.31
- Parents = 4.13
- Early Elementary = 4.96
- Elementary = 4.88
- Middle & High = 3.73

To achieve the overall rating of 4.40 on Indicator 1.1, the school system used a team approach to agree on the vision, mission, and beliefs shared by stakeholder groups. Parents, students, faculty, staff, community members, administrators, and board members were invited to share in the process. The process has been in place for a number of years and is the method by which our shared vision statement was created. During the past five years or more our students have daily recited the school system's vision statement, "Pursuing excellence on behalf of every student in every school." All of our schools adopted this vision statement for their individual schools as well. Banners were made and hung on the outside of all school system facilities as a reminder to the public of our commitment to excellence on behalf of our students.

In the summer of 2013, the school system revisited the vision statement when it began developing its Five Year Strategic Plan and began the process of internal review for reaccreditation with AdvancED. The vision, mission, and beliefs of the school system were systematically reviewed by members of all stakeholder groups. While the mission statement and belief statements changed slightly, the stakeholders chose

to keep the same vision statement. This is a reflection of the commitment and value that all stakeholder groups have for excellence in our schools.

Because the AdvancED Stakeholder Surveys do not address every Indicator with every stakeholder group, it is necessary to analyze the findings by stakeholder group. The following paragraphs discuss the survey results based on the Indicators that each stakeholder group addressed.

Staff members were surveyed on the following Indicators: 1.1 - 1.3, 2.1-2.6, 3.1-3.3, 3.5-3.12, 4.1-4.5, 5.1, 5.2, 5.4, and 5.5.

The staff rated Indicator 1.3 the highest with a score of 4.48. Indicator 1:3 states, "The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills." It is not surprising that this was the highest rated indicator by staff members. As one walks throughout our schools and speaks with teachers, support staff, and administrators, their love for teaching and learning is very evident. They maintain high expectations and express these to their students. Student work displayed throughout our school system reflects these high expectations.

Parents were surveyed on the following indicators: 1.1, 1.3, 2.2-2.5, 3.1, 3.3, 3.5, 3.6, 3.8-3.10, 3.12, 4.1-4.4, 4.6, 5.4, and 5.5.

Parents rated Indicator 4.3 the highest with a score of 4.27. Indicator 4.3 states, "The system maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff." It is not uncommon to hear positive comments from visitors to our school system regarding our facilities. We have a dedicated staff of maids, janitors, and maintenance personnel who are dedicated to keeping our buildings clean and supplies well-stocked. Teams of individuals at each school inspect the facilities on a regular basis to repair anything that shows signs of wear and tear. Our superintendent believes that not only do our students deserve the best that we can provide academically, but they also deserve the best facilities that we can provide. His high expectations for doing all things with excellence and pride has trickled down; and we have all, therefore, committed ourselves to this high standard.

School safety is a priority focus for our school system as reflected in our Five Year Strategic Plan. Drills are held frequently for fire, storm, and intruder safety. Documentation of these drills is maintained in each school office and at the district office. Each school and the school system have a safety plan in place. Each plan is periodically revised and updated. To enhance our security measures, our campuses are patrolled by School Resource Officers. Each school requires that exterior doors remain closed and locked throughout the school day. Visitors to the school utilize a "buzz-in" system that is monitored by school office personnel. All visitors to our campuses are required to sign in and wear a "Visitor" badge. Additionally, all of our school campuses have been equipped with surveillance equipment strategically placed in appropriate locations to monitor activity in and around the buildings.

This finding has been addressed in the school system's Five Year Strategic Plan under Strategy 1, "We will ensure a nurturing and safe environment." To that end, each of our schools are committed to the following actions:

- implement systematic and regular practices to recognize and celebrate the accomplishments and contributions of the various stakeholder groups
- produce responsible internet citizens who demonstrate proficiency with internet etiquette (netiquette)
- annually review and revise existing system and school safety plans and procedures to ensure that each facility remains safe and secure and implement additional security measures as warranted
- implement a comprehensive, system-wide anti-bullying program involving collaboration between educators, students, parents, and community

Early Elementary students were surveyed on the following indicators: 1.1, 2.1, 2.4, 3.1, 3.3, 3.6, 3.8-3.10, 4.3-4.6, and 5.5.

Early Elementary students rated Indicators 1.1 and 4.4 the highest with a score of 4.96. Indicator 1.1 states, "The system engages in a systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success." This high rating reflects the daily reminder to be in pursuit of excellence. Indicator 4.4 states, "The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system." Even our youngest students see the on-going construction of new facilities and the upkeep of our older facilities. As building projects are being completed and plans for new projects are being discussed, our young students catch the enthusiasm and understand that this is being done for them.

Our students have also heard their parents and school personnel discuss the school system's Five Year Strategic Plan. Although they may not fully comprehend what that involves, they know it is important because the adults around them have been talking about its elements of College and Career Ready Standards, increased academic rigor, safety, respect, and engagement.

Elementary students were surveyed on the following indicators: 1.1, 2.1, 2.4, 3.2-3.4, 3.6, 3.8-3.10, 4.3-4.6, 5.1, 5.4, and 5.5.

Elementary students rated Indicator 4.5 the highest with a score of 4.90. Indicator 4.5 states, "The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system." Our schools are filled with technology, books, and other resources that are readily available to students. Students engage in lessons through Smart Board technology and student response systems. Our schools also have numerous laptops and iPads that students use on a regular basis. Each classroom is equipped with multiple desktop computers. All of these devices provide students access to educational apps, programs, and Internet resources that they utilize for their learning. All of our media centers are equipped with books, materials, resources, and personnel that are appropriate for each school. Students have access to the media center on an as-needed basis for book check-out. This is linked to Accelerated Reader and other academic programs that encourage student learning through the use of library-media resources. Teachers are able to utilize the library-media and its resources to enhance their lessons and collaborate with the Media Specialist to provide instruction on research, resources, and proper use of programs and hardware. For that reason, it is not surprising that this was the highest rated Indicator for the elementary students.

Middle and high school students were surveyed on the following indicators: 1.1-1.3, 2.1, 2.4, 3.1-3.3, 3.6, 3.8-3.10, 3.12, 4.3-4.6, 5.4, and 5.5.

Our middle and high school students rated Indicator 5.4 the highest with a score of 3.75. Indicator 5.4 states, "The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level." This rating is indicative of the commitment that our secondary teachers have in preparing students to be college and career ready. The secondary schools recently participated in SREB review and are using the findings and suggestions from that review to continuously improve in their methods for reaching and teaching all students. Advanced course work is provided to students who need an increased challenge while intervention is provided for students who need additional support. Distance learning and credit recovery are available for qualified students. Our Career Technical Center provides opportunities for work experiences outside the classroom that will assist many students in being prepared to enter the workforce upon graduation. Faculty, staff, and parents have frequent communication regarding student achievement and work together in preparing students for the next level.

This finding has been addressed in the school system's Five Year Strategic Plan under Strategy 2, "We will ensure high standards and a variety of engaging learning experiences." To that end, each of our schools are committed to the following actions:

-increase rigor in classroom instruction and assessments

-fully implement a system-wide communication protocol to keep all stakeholders informed of what is occurring in our schools to include high standards and learning experiences

-participate in professional development to demonstrate knowledge and application of instructional strategies that increase student engagement through multiple learning experiences

This finding is also embedded in our Five Year Strategic Plan under Strategy 3, "We will ensure students are empowered and inspired for continuous knowledge and post-secondary success." To that end, each of our schools are committed to the following actions:

-provide opportunities beyond the classroom to connect academic learning to college and career paths

-assist every student in grades 8-12 in developing a five-year college or career plan that identifies a specific pathway and realistic post-secondary goals

-provide all students in grades 8-12 with opportunities to participate in extracurricular activities to support career plans, scholarship opportunities, and student interests

-increase graduation rates by preparing students in grades K-12 to meet college and career ready benchmarks in preparation for post-secondary education or career employment

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Phenix City Schools administered the Stakeholder Feedback Questionnaires for the first time at the close of the 2012 - 2013 school year. For that reason, there is no trend data available for comparison using the AdvancED Stakeholder Surveys.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The results of the 2012-2013 Title 1/Continuous Improvement Parent Surveys have been included in our Stakeholder Feedback Data Document. Data from that survey suggests that 91% of parents feel welcome in the school, 91% of parents feel they are encouraged to be involved in their child's education, 98% understand report cards and test scores, and 92% are able to reach the teacher when needed. These percentages indicate that parents have a positive opinion of their child's school.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Phenix City Schools participated in District Accreditation on March 6-8, 2014. All schools participated in the Stakeholder Feedback Questionnaires in April of 2013. The AdvancED Stakeholder Survey does not survey all stakeholder groups on every Indicator. The results for the Indicators for which all stakeholder groups were surveyed are as follows:

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- 3.3 = 4.11
- 3.6 = 4.26
- 3.8 = 3.94
- 3.9 = 4.05
- 3.10 = 4.20
- 4.3 = 4.09
- 4.4 = 4.36
- 4.6 = 4.18
- 5.5 = 4.22

Of these Indicators, 3.8 received the lowest rating with an average score of 3.94. Indicator 3.8 states, "The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress." The score that each stakeholder group gave to indicator 3.8 is as follows:

- Staff = 3.83
- Parents = 4.03
- Early Elementary = 4.33
- Elementary = 4.21
- Middle & High = 3.32

It is interesting to note that staff and middle and high school students gave the lowest rating to Indicator 3.8. A possible explanation for the difference in the staff rating and the parent rating for Indicator 3.8 may be that staff members want parents to be more involved and seek various ways of involving them but parents pick and choose the opportunities for involvement that most appeal to them. It appears that, most often, parents attend special events that center on entertainment and fun but do not participate as frequently in interactions that focus on student academic goals. However, when examining data from the Title 1/Continuous Improvement Plan Parent Survey (attached to the Stakeholder Survey Data Document), the data indicates that only 80% of parents are aware of their child's academic goals and 79% know the academic standards for their child in reading and math. This suggests that this information is available to parents but parents are not taking advantage of the opportunities being provided by the schools to inform them of these important aspects of their child's education.

This concern has been addressed in the school system's Five Year Strategic Plan under Strategy 5, "We will ensure that the community and families are actively engaged in the educational process." To that end, each of our schools are committed to the following actions:

- establish a consistent and systematic process to ensure that communication is maintained between the school and home
- provide multiple and varied opportunities for parents and community members to become involved at school events and activities
- provide resources to assist parents whose primary language is not English

The Title 1/Continuous Improvement Plan Survey data indicates that only 86% of parents surveyed believed that their child's teacher was interested and cooperative when they tried to discuss their child's academic progress and/or other concerns. This may also be a reason why parental involvement is not as frequent as we believe is needed for student achievement and academic growth.

This concern has been addressed in the school system's Five Year Strategic Plan under Strategy 6, "We will ensure that we have a caring and quality staff." To that end, each of our schools are committed to the following actions:

- establish a New Teacher Academy and New Leader Academy for newly hired certified personnel to ensure that high expectations for quality instruction are addressed
- address student advocacy in a consistent and systematic manner as a means of providing caring and personal support for students and parents
- regularly monitor and evaluate daily school and classroom practices to ensure that they reflect a "Culture of Caring"

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Phenix City Schools participated in District Accreditation on March 6-8, 2014. All schools participated in the Stakeholder Feedback Questionnaires for the first time in April of 2013. For that reason, there is no trend data available for comparison using the AdvancED Stakeholder Surveys.

What are the implications for these stakeholder perceptions?

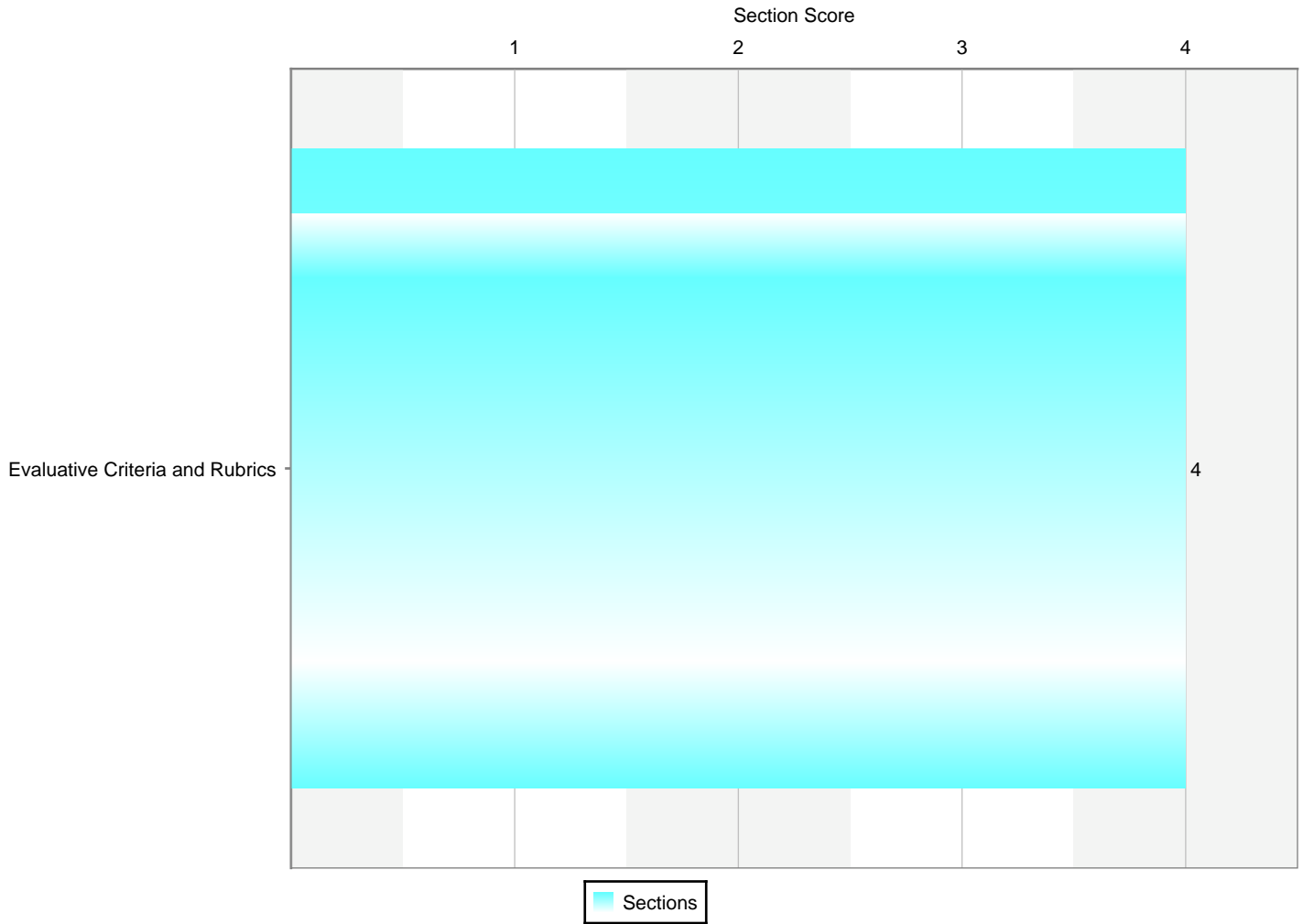
In addressing the area of schools engaging families in meaningful ways in their children's education and keeping them informed of their children's progress implies that there is a disconnect between what the schools perceive and what the parents perceive. Although there are numerous avenues used by the schools to communicate with parents (such as daily student planners, the web-based parent portal, websites, handbooks, etc.) connections with the parents are not verifiable. The population of parents who receive this information is limited and needs to expand to include larger groups of parents.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The results of the 2012-2013 Title 1/Continuous Improvement Parent Surveys have been included in our Stakeholder Feedback Data Document. Data from that survey suggests that 80% of parents are aware of their child's academic goals and 79% know the academic standards for their child in reading and math. These percentages indicate that our schools need to find additional ways of communicating academic standards and student academic goals to parents, especially in light of the adoption of Alabama's College and Career Ready Standards.

Report Summary

Scores By Section



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Student Performance Diagnostic

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Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	We completed the student performance data offline. Data was transferred to the correct area of response.	

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Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Students exceeded the expected levels of performance in math on the ARMT in grade spans 6-8. These grade spans made AYP in 2012-2013. The science/biology portions of the Alabama High School Graduation Exam reflect a 99% passage rate for 2012. DIBELS results for 2012 Kindergarten reflect a 97% proficiency rate. The Scholastic Aptitude Test, which is given to aspiring college students, shows a composite increase of 36 points from 1233 to 1269. The African American students increased their average composite score by 59 points from 1175 to 1234 closing the achievement gap with their Caucasian counterparts by 20 points from 1436 to 1456.

On the locally implemented Criterion Writing Assessment, fifth grade students across the district exceeded the expected level of performance in narrative, descriptive, and expository writing. 74.1% of fifth graders scored a three or four in narrative writing on the spring 2013 administration of the Criterion Writing Assessment. 77.1% of fifth graders scored a three or four in descriptive writing on the spring 2013 administration of the Criterion Writing Assessment and 76.4% of fifth graders scored a three or four in expository writing on the spring 2013 administration of the Criterion Writing Assessment.

The ACT (American College Test) is a new assessment which will replace the Alabama High School Graduation data relative to accountability. In the spring of 2014, all seniors were administered the ACT. The data from this assessment is designed to impact instructional changes to improve student academic performance. The ACT results for the class of 2014 indicate our reading score was 19.5, which is an improvement over 18.6.

Describe the area(s) that show a positive trend in performance.

The Alabama Science Assessment reveals an increase in 7th grade proficiency from 68% to 76%.

Enrollment in the Phenix City School System has increased by 1,687 students since the 2003-2004 school year.

The high school improved its average composite score on the Scholastic Aptitude Test by 36 points from 1233 in 2011-2012 to 1269 during 2012-2013. Additionally, the African American students boosted their average composite score by 59 points from 1175 to 1234 closing the gap with their Caucasian counterparts who increased their average composite score by 20 points from 1436 to 1456.

On the locally implemented Criterion Writing Assessment, the percentage of students in fourth, fifth, and eighth grades across the district scoring at levels three and four in their assessed forms of writing showed a positive trend in performance. The number of fourth graders scoring a three or four on the Criterion Writing Assessment increased in narrative writing by 16.5% and in descriptive writing by 13.5%. The number of fifth graders scoring a three or four on the Criterion Writing Assessment increased in narrative writing by 8.5%, in descriptive writing by 12.5%, and in expository writing by 7.7%. The number of eighth graders scoring a three or four on the Criterion Writing Assessment increased in narrative writing by 3.9%, in expository writing by 6.7%, and in persuasive writing by 9.0%.

Which area(s) indicate the overall highest performance?

The Alabama High School Graduation Exam (AHSGE) results in reading remained consistent at the 95% level for 2011-2012 and 2012-2013.

DIBELS results for 2012 Kindergarten reflect a 97% proficiency rate.

As reported on the 2012-2013 Alabama AYP Accountability Report the highest achievement across all grade spans in the Phenix City School System was in the area of math. Grade span 6-8 received the highest achievement in math during 2012-2013 with a score of 11.15. The subgroup of Caucasians at grade span 6-8 received the highest overall math score in 2012-2013 with a score of 17.97. In the area of reading on the 2012-2013 Alabama AYP Accountability Report the highest achievement in reading occurred within the Hispanic subgroup at grade span 6-8 with a score of 12.70.

On the locally implemented Criterion Writing Assessment, the overall highest performance was in ninth grade writing. 84% of ninth graders scored at levels three and four in narrative writing.

Which subgroup(s) show a trend toward increasing performance?

According to the Alabama AYP Accountability Report for grade spans 3-5 in the area of reading the Pacific Islander subgroup increased their scores from 12.62 in 2011-2012 to 12.71 in 2012-2013. In the African American subgroup scores increased in reading from 4.04 in 2011-2012 to 4.15 in 2012-2013. In the area of math the Pacific Islander subgroup increased their scores from 16.92 in 2011-2012 to 17.21 in 2012-2013.

According to the Alabama AYP Accountability Report for grade spans 6-8 in the area of reading the Special Education subgroup increased their scores from -18.20 in 2011-2012 to -17.25 in 2012-2013. In the Hispanic subgroup scores increased in reading from 11.65 in 2011-2012 to 12.70 in 2012-2013. In the area of math for grade span 6-8 in the category of All Students math scores increased from 9.02 in 2011-2012 to 11.15 in 2012-2013. In the area of math the Special Education subgroup increased their scores from -14.17 in 2011-2012 to -11.39 in 2012-2013. In the African American subgroup scores increased in math from 5.80 in 2011-2012 to 7.90 in 2012-2013. In the area of math the Hispanic subgroup increased their scores from 13.55 in 2011-2012 to 15.21 in 2012-2013. In the Caucasian subgroup scores increased in math from 15.54 in 2011-2012 to 17.97 in 2012-2013. In the Free/Reduced Meals subgroup scores increased in math from 6.22 in 2011-2012 to 9.01 in 2012-2013.

According to the Alabama AYP Accountability Report for grade spans 9-12 in the area of math the All Students subgroup increased their scores from .62 in 2011-2012 to .68 in 2012-2013. In the Special Education subgroup scores increased in math from -49.16 in 2011-2012 to -32.77 in 2012-2013. In the area of math for grade span 9-12 in the category of African American math scores increased from -1.31 in 2011-2012 to -.90 in 2012-2013. In the area of math the Caucasian subgroup increased their scores from 4.46 in 2011-2012 to 5.43 in 2012-2013.

On the locally implemented Criterion Writing Assessment, the percentage of students in fourth, fifth, and eighth grades across the district scoring at levels three and four in their assessed forms of writing showed an increase in performance. The number of fourth graders scoring a three or four on the Criterion Writing Assessment increased in narrative writing by 16.5% and in descriptive writing by 13.5%. The number

of fifth graders scoring a three or four on the Criterion Writing Assessment increased in narrative writing by 8.5%, in descriptive writing by 12.5%, and in expository writing by 7.7%. The number of eighth graders scoring a three or four on the Criterion Writing Assessment increased in narrative writing by 3.9%, in expository writing by 6.7%, and in persuasive writing by 9.0%. Additionally, seventh grade students increased by 2.3% in narrative writing and by 5.9% in expository writing.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between the subcategories of Special Education and All Students within grade spans 9-12 in the area of reading. The gap between the two subgroups in 2011-2012 was 40.16 whereas the gap between the two groups in 2012-2013 was 39.65.

The achievement gap is closing between the subcategories of Special Education and All Students within grade spans 9-12 in the area of math. The gap between the two subgroups in 2011-2012 was 49.78 whereas the gap between the two groups in 2012-2013 was 33.45.

The achievement gap is closing between the subcategories of African American and All Students within grade spans 9-12 in the area of math. The gap between the two subgroups in 2011-2012 was 1.93 whereas the gap between the two groups in 2012-2013 was 1.58.

Because the Criterion Writing Assessment is locally administered, data is not disaggregated into subgroups for analysis; therefore, achievement gaps between subgroups is not identifiable.

Which of the above reported findings are consistent with findings from other data sources?

There are no other data sources.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

The grade span 3-5 did not make AYP for 2 consecutive years.

The DIBELS data indicate growth in kindergarten but not in the assessed grades spans of 3-5. This is consistent with the other data sources.

On the Alabama AYP Accountability Report for the 3-5 grade span in reading the Special Education subgroups performed lower than expected with a score of -17.61. This subgroup also scored lower than expected in math with a score of -20.61.

On the Alabama AYP Accountability Report for the 6-8 grade span in reading the Special Education subgroups performed lower than expected with a score of -17.25. This subgroup also scored lower than expected in math with a score of -11.39.

On the Alabama AYP Accountability Report for the 9-12 grade span in reading all subgroups performed lower than expected:

- All Students -6.58
- Special Education -45.23
- African American -9.21
- Hispanic -19.27
- White -0.10
- Free/Reduced Meals -11.03

On the Alabama AYP Accountability Report for the 9-12 grade span in math the following subgroups performed lower than expected:

- Special Education -32.77
- African American -0.90
- Hispanic -17.82
- Free/Reduced Meals -1.73

On the locally implemented Criterion Writing Assessment, sixth grade students across the district performed below the expected level of performance in persuasive writing with only 47.5% of students scoring at a level three or four. Seventh grade students across the district performed below the expected level of performance in expository writing with only 48.2% of students scoring at a level three or four.

The ALSDE established a new assessment system for students: ASPIRE grades 3-8; PLAN grade 10; ACT grades 11-12. In the spring of 2014, these new assessments were administered to the students in Phenix City schools. The district scores are as follows:

Math-

- 3rd grade - 48% readiness
- 4th grade - 42% readiness
- 5th grade - 44% readiness
- 6th grade - 45% readiness
- 7th grade - 30% readiness
- 8th grade - 22% readiness

Reading-

3rd grade - 31% readiness

4th grade - 35% readiness

5th grade - 31% readiness

6th grade - 33% readiness

7th grade - 29% readiness

8th grade - 46% readiness

The benchmark results from this assessments were below the expected levels of performance. However, this data has allowed us to refocus our academic attention.

Describe the area(s) that show a negative trend in performance.

The following areas and subgroups reflect a negative trend in performance:

The data from the 2013-2014 ASPIRE results indicated a decreasing performance in all grades 3-8 for minority achievement. The achievement gap is increasing between white and black students. The ASPIRE results indicate the Hispanic achievement level is comparable to the data of the white students.

Grades 3-5 in reading:

-Special Education went from -15.79 in 2011-2012 to -17.61 in 2012-2013.

-Hispanic went from 7.60 in 2011-2012 to 6.60 in 2012-2013.

-Caucasian went from 8.95 in 2011-2012 to 8.73 in 2012-2013.

Grades 3-5 in math:

-All Students went from 6.78 in 2011-2012 to 5.56 in 2012-2013.

-Special Education went from -14.59 in 2011-2012 to -20.61 in 2012-2013.

-African American went from 4.60 in 2011-2012 to 2.86 in 2012-2013.

-Hispanic went from 15.30 in 2011-2012 to 7.08 in 2012-2013.

-Caucasian went from 9.77 in 2011-2012 to 9.16 in 2012-2013.

-Free/Reduced Meals went from 4.34 in 2011-2012 to 3.60 in 2012-2013.

Grades 6-8 in reading:

-All Students went from 8.05 in 2011-2012 to 7.53 in 2012-2013.

-African American went from 6.39 in 2011-2012 to 5.60 in 2012-2013.

-Caucasian went from 11.63 in 2011-2012 to 11.51 in 2012-2013.

-Free/Reduced Meals went from 6.56 in 2011-2012 to 5.57 in 2012-2013.

Grades 6-8 in math:

-There were no negative trends in the 6-8 grade span in the area of math.

Grades 9-12 in reading:

- All Students went from -3.19 in 2011-2012 to -6.58 in 2012-2013.
- Special Education went from -43.35 in 2011-2012 to -45.23 in 2012-2013.
- African American went from -5.38 in 2011-2012 to -9.21 in 2012-2013.
- Caucasian went from .48 in 2011-2012 to -.10 in 2012-2013.
- Free/Reduced Meals went from -5.01 in 2011-2012 to -11.03 in 2012-2013.

Grades 9-12 in math:

- Free/Reduced Meals went from -.68 in 2011-2012 to -1.73 in 2012-2013.

On the locally implemented Criterion Writing Assessment, a negative trend in performance was noted in the number of sixth, seventh, and ninth grade students across the district scoring at levels three and four. The number of sixth graders scoring a three or four on the Criterion Writing Assessment decreased in narrative writing by 5.2.5%, in descriptive writing by 5.4%, in expository writing by 6.0%, and in persuasive writing by 12.2%. The number of seventh graders scoring a three or four on the Criterion Writing Assessment decreased by 3.1% in descriptive writing and by 6.4% in persuasive writing. The number of ninth graders scoring a three or four on the Criterion Writing Assessment decreased in narrative writing by 1.6%, in expository writing by 5.4%, and in persuasive writing by 3.7%.

Which area(s) indicate the overall lowest performance?

The following areas and subgroups reflect the lowest performance:

Grades 3-5 in reading:

- Special Education went from -15.79 in 2011-2012 to -17.61 in 2012-2013.

Grades 3-5 in math:

- Special Education went from -14.59 in 2011-2012 to -20.61 in 2012-2013.

Grades 6-8 in reading:

- Free/Reduced Meals went from 6.56 in 2011-2012 to 5.57 in 2012-2013.

Grades 9-12 in reading:

- Special Education went from -43.35 in 2011-2012 to -45.23 in 2012-2013.

Grades 9-12 in math:

- Free/Reduced Meals went from -.68 in 2011-2012 to -1.73 in 2012-2013.

On the locally implemented Criterion Writing Assessment, sixth grade students across the district had the lowest performance with only 47.5% of students scoring at a level three or four in persuasive writing.

Which subgroup(s) show a trend toward decreasing performance?

The data from the 2013-2014 ASPIRE results indicated a decreasing performance in all grades 3-8 for minority achievement. The achievement gap is increasing between white and black students. The ASPIRE results indicate the Hispanic achievement level is comparable to the data of the white students.

In grade spans 3 - 5 in reading the subgroups showing a trend towards decreasing performance are Special Education, Hispanics, and Caucasians. In grade span 3-5 in the area of math all subgroups are showing a trend towards decreasing performance.

In grade spans 6 - 8 in reading the subgroups showing a trend towards decreasing performance are All Students, African Americans, Caucasians, and Free/Reduced Meals. In grade span 6-8 in the areas of math there are no subgroups showing a trend towards decreasing performance.

In grade spans 9 - 12 in reading the subgroups showing a trend towards decreasing performance are All Students, Special Education, African Americans, Caucasians, and Free/Reduced Meals. In grade span 9-12 in the area of math the Free/Reduced Meals subgroups is showing a trend towards decreasing performance.

On the locally implemented Criterion Writing Assessment, there was a decrease in the percentage of students in sixth, seventh, and ninth grades across the district scoring at levels three and four. The number of sixth graders scoring a three or four on the Criterion Writing Assessment decreased in narrative writing by 5.2.5%, in descriptive writing by 5.4%, in expository writing by 6.0%, and in persuasive writing by 12.2%. The number of seventh graders scoring a three or four on the Criterion Writing Assessment decreased by 3.1% in descriptive writing and by 6.4% in persuasive writing. The number of ninth graders scoring a three or four on the Criterion Writing Assessment decreased in narrative writing by 1.6%, in expository writing by 5.4%, and in persuasive writing by 3.7%.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is growing between the subcategories of Special Education and All Students, between All Students and Hispanics, between All Students and Caucasians, and between Caucasians and Hispanics within grade spans 3-5 in the area of reading. The achievement gap is growing between the subcategories of Special Education and All Students, between All Students and Hispanics, and between All Students and African Americans within grade spans 3-5 in the area of math.

The achievement gap is growing between the subcategories of Hispanics and African Americans and between Hispanics and Caucasians within grade spans 6-8 in the area of reading. The achievement gap is growing between the subcategories of Caucasians and Hispanics and between Caucasians and African Americans within grade spans 6-8 in the area of math.

The achievement gap is growing between the subcategories of Special Education and All Students, between All Students and Free/Reduced Meals, and between Caucasians and African Americans within grade spans 9-12 in the area of reading. The achievement gap is growing between the subcategories of Free/Reduced Meals and All Students, and between Caucasians and African Americans within grade spans 9-12 in the area of math.

Because the Criterion Writing Assessment is locally administered, data is not disaggregated into subgroups for analysis; therefore, achievement gaps between subgroups is not identifiable.

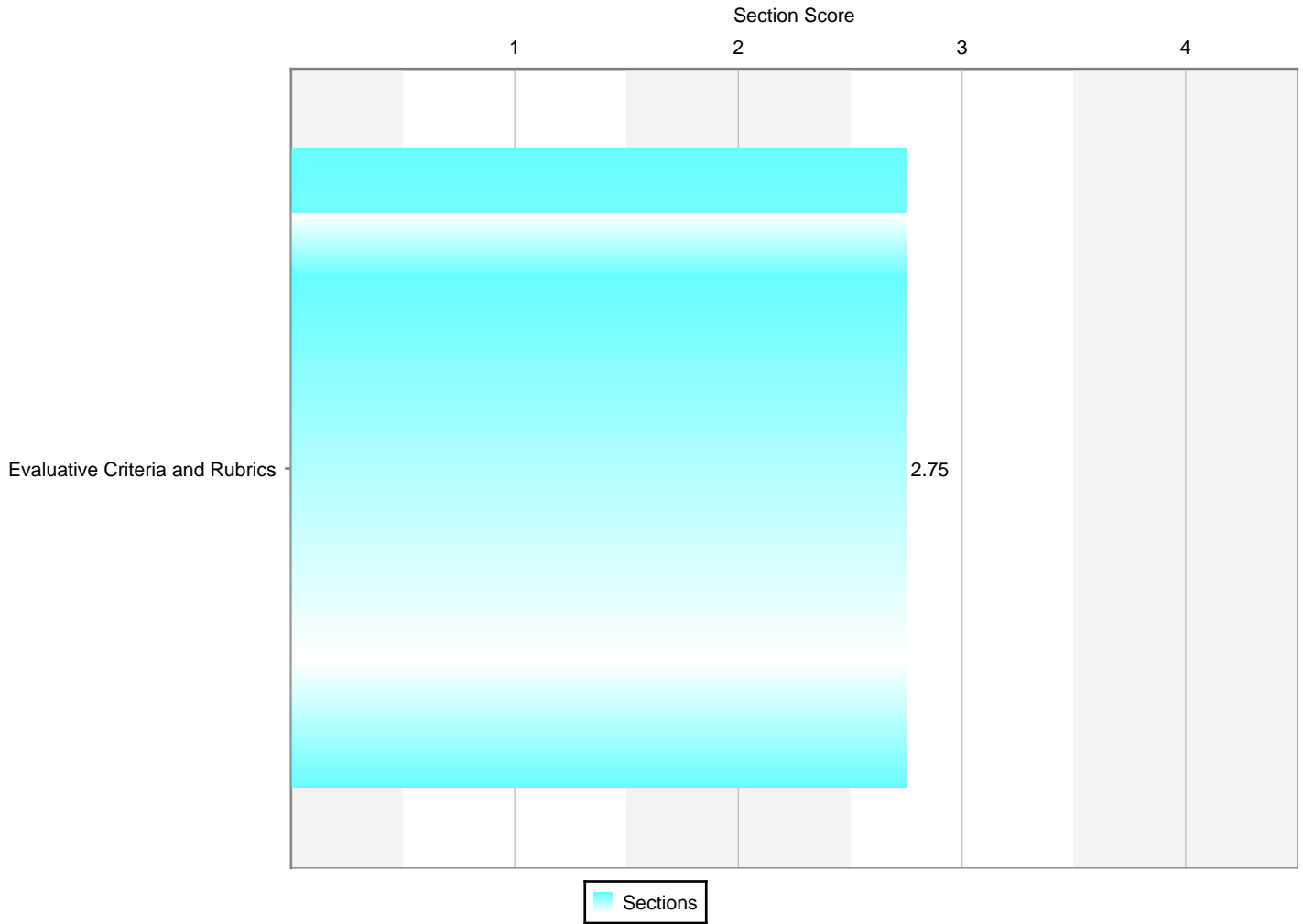
Which of the above reported findings are consistent with findings from other data sources?

There are no other data sources.

DRAFT

Report Summary

Scores By Section



D

ACIP Assurances

DRAFT

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

DRAFT

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Mr. Randy Wilkes - Superintendent; Dr. Darrell Seldon - Director of Elementary Curriculum & Instruction; Mrs. Lisa B. Coleman - Director of Secondary Curriculum & Instruction and Federal Programs; Dr. Bonnie Burns - Director of Special Services and Assessments; Mr. Joe Blevins - Director of Student Services, Personnel, and Operations; Dr. Brindlea Griffin - Director of Child Nutrition Services; Mrs. Lynn Herman - Special Education Coordinator; Ms. Seval Gomez - ESL Teacher; Mrs. Veatrice Thomas - Title I Principal; Melissa Wheelis - Teacher; Misti Miles - Parent	

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		EOE Board Policy

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Joe Blevins Director of Student Services, Personnel, and Operations 1212 9th Avenue Phenix City, AL 36867 334-298-0534	Assurance of Compliance with Title IX 2014-2015

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parental Involvement Plan

ACIP

Phenix City Board of Education

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	UPLOAD	

DRAFT

Goals and Plans 2014-2015

DRAFT

Overview

Plan Name

Goals and Plans 2014-2015

Plan Description

DRAFT

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Adequate Progress in Language Acquisition	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	To provide Professional Development to all core teachers based on the ACT ASPIRE and College and Career Ready Standards	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$30000
3	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$60000
4	To ensure that all teachers in Phenix City Schools are Highly Qualified.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Adequate Progress in Language Acquisition

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency by making AMAO for the 2014-2015 school year in English Language Arts by 06/30/2015 as measured by data from the ACCESS Test for EL students.

Strategy 1:

IELP Development - EL Committee and EL Coach will schedule meetings within the first 30 days of school to write expanded IELPs for students who did not make AMAO during the 2013-2014 school year, and to write IELPs for any student who did not score 3.9-4.7 on the ACCESS Test.

Research Cited: WIDA Standards, SIOP

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL Committees will analyze comprehensive data for each EL student to write an individualized plan for attainment of language. IELPs will be monitored bi-annually to make adjustments to IELPs for students who are not making adequate progress toward language goals. Schools: All Schools	Academic Support Program	10/15/2014	06/30/2015	\$0	No Funding Required	EL Coach, EL Committee

Activity - SIOP Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will plan, instruct, and assess utilizing the SIOP method to ensure that ELs are mastering language objectives and content objectives simultaneously. Schools: All Schools	Direct Instruction	10/15/2014	06/30/2015	\$0	No Funding Required	EL Coach, content area teachers

Goal 2: To provide Professional Development to all core teachers based on the ACT ASPIRE and College and Career Ready Standards

Measurable Objective 1:

demonstrate a proficiency to deliver instruction of the Mathematics standards based on the ACT ASPIRE and College and Career Ready Course of Study by 06/30/2015 as measured by classroom observation, walk-through data, teacher surveys, and benchmark assessments..

Strategy 1:

ACT ASPIRE/CCRS Training - All mathematics teachers will complete professional development to plan and implement the ACT ASPIRE/CCRS standards that are appropriate to the grade/subject area. Teachers will work to plan vertically and horizontally to develop pacing guides, identify resources, and develop

formative/benchmark assessments.

Activity - ACT ASPIRE/CCRS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers in grades K-12 will receive professional development to increase their knowledge to plan for and implement the ACT ASPIRE or College and Career Ready Standards. Schools: All Schools	Professional Learning	10/01/2014	06/30/2015	\$30000	General Fund	Superintendent, Director of Elementary Curriculum & Instruction, Director of Secondary Curriculum & Instruction and Federal Programs, Director of Special Services and Assessments

Goal 3: Engage and Empower the Learner Through Technology

Measurable Objective 1:

80% of All Students will demonstrate a proficiency to use digital tools, individually and collaboratively, in and out of the classroom, to gather, organize, evaluate, and share and present information in the Arts, Mathematics, History, Science, and in English Language Arts by 06/30/2015 as measured by student products/portfolios, Global Scholar performance data, edmodo analytical usage reports, lesson plans, classroom observations, and Transform 2020 surveys..

Strategy 1:

Technology Integration - Classroom teachers will provide students opportunities to utilize technology on a frequent basis. Students will use a variety of technology tools including, but not limited to, Leapfrogs, iPads, laptops, netbooks, eReaders, SmartBoards, multimedia projectors, etc. to work individually and collaboratively. Students will also develop projects, portfolios, and products that demonstrate understanding of the CCRS upon which lesson plans are focused.

Research Cited: <http://www.iste.org/docs/excerpts/NETTB2-excerpt.pdf>

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan lessons that ensure students will utilize technology in the classroom and in the overall learning process. Schools: All Schools	Policy and Process	08/20/2014	06/30/2016	\$0	No Funding Required	Selected classroom teachers

Activity - Purchase Additional Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Phenix City Board of Education

Schools will make purchases of technology to enhance technology usage for a 1 to 1 initiative. Schools: All Schools	Academic Support Program	08/20/2014	06/30/2016	\$60000	Title I Part A, General Fund	Principals, Director of Federal Programs, Director of Technology
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Strategy 2:

Technology Personnel - Provide support at the school level to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready. The technology personnel will be mentoring and coaching teachers in both technology and best practices teaching strategies. This combination will be essential in allowing classroom teachers to move to new levels of successful technology integration and teaching practice that positively effect student achievement.

Research Cited: http://www.instructionalcoach.org/images/downloads/ISTE_Whitepaper_June_Final_Edits.pdf

Activity - Appy Hour	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology personnel will provide embedded professional development during the school day and on professional development days. Schools: All Schools	Professional Learning	01/05/2015	06/30/2016	\$0	No Funding Required	EARIC, AMSTI, School technology personnel

Goal 4: To ensure that all teachers in Phenix City Schools are Highly Qualified.**Measurable Objective 1:**

collaborate to ensure that all teachers in Phenix City Schools will be Highly Qualified by 06/30/2015 as measured by the review of teacher certification documentation.

Strategy 1:

LEA Highly Qualified Plan - The Federal Programs Director and Personnel Director will write and monitor the LEA Highly Qualified Plan to ensure that all teachers are HQ by June 30, 2015.

Activity - Monitor LEA HQ Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Federal Programs Director and Personnel Director will monitor teacher certification documents to ensure that all teachers are HQ by June 30, 2015. Schools: All Schools	Other	10/01/2014	06/30/2015	\$0	No Funding Required	Federal Programs Director, Personnel Director

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase Additional Technology	Schools will make purchases of technology to enhance technology usage for a 1 to 1 initiative.	Academic Support Program	08/20/2014	06/30/2016	\$20000	Principals, Director of Federal Programs, Director of Technology
ACT ASPIRE/CCRS Training	All mathematics teachers in grades K-12 will receive professional development to increase their knowledge to plan for and implement the ACT ASPIRE or College and Career Ready Standards.	Professional Learning	10/01/2014	06/30/2015	\$30000	Superintendent, Director of Elementary Curriculum & Instruction, Director of Secondary Curriculum & Instruction and Federal Programs, Director of Special Services and Assessments
Total					\$50000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase Additional Technology	Schools will make purchases of technology to enhance technology usage for a 1 to 1 initiative.	Academic Support Program	08/20/2014	06/30/2016	\$40000	Principals, Director of Federal Programs, Director of Technology
Total					\$40000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Appy Hour	Technology personnel will provide embedded professional development during the school day and on professional development days.	Professional Learning	01/05/2015	06/30/2016	\$0	EARIC, AMSTI, School technology personnel
Monitor LEA HQ Plan	The Federal Programs Director and Personnel Director will monitor teacher certification documents to ensure that all teachers are HQ by June 30, 2015.	Other	10/01/2014	06/30/2015	\$0	Federal Programs Director, Personnel Director
Lesson Planning	Teachers will plan lessons that ensure students will utilize technology in the classroom and in the overall learning process.	Policy and Process	08/20/2014	06/30/2016	\$0	Selected classroom teachers
SIOP Strategies	Content area teachers will plan, instruct, and assess utilizing the SIOP method to ensure that ELs are mastering language objectives and content objectives simultaneously.	Direct Instruction	10/15/2014	06/30/2015	\$0	EL Coach, content area teachers
Student Goal Setting	EL Committees will analyze comprehensive data for each EL student to write an individualized plan for attainment of language. IELPs will be monitored bi-annually to make adjustments to IELPs for students who are not making adequate progress toward language goals.	Academic Support Program	10/15/2014	06/30/2015	\$0	EL Coach, EL Committee
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT ASPIRE/CCRS Training	All mathematics teachers in grades K-12 will receive professional development to increase their knowledge to plan for and implement the ACT ASPIRE or College and Career Ready Standards.	Professional Learning	10/01/2014	06/30/2015	\$30000	Superintendent, Director of Elementary Curriculum & Instruction, Director of Secondary Curriculum & Instruction and Federal Programs, Director of Special Services and Assessments
Student Goal Setting	EL Committees will analyze comprehensive data for each EL student to write an individualized plan for attainment of language. IELPs will be monitored bi-annually to make adjustments to IELPs for students who are not making adequate progress toward language goals.	Academic Support Program	10/15/2014	06/30/2015	\$0	EL Coach, EL Committee
SIOP Strategies	Content area teachers will plan, instruct, and assess utilizing the SIOP method to ensure that ELs are mastering language objectives and content objectives simultaneously.	Direct Instruction	10/15/2014	06/30/2015	\$0	EL Coach, content area teachers
Lesson Planning	Teachers will plan lessons that ensure students will utilize technology in the classroom and in the overall learning process.	Policy and Process	08/20/2014	06/30/2016	\$0	Selected classroom teachers
Purchase Additional Technology	Schools will make purchases of technology to enhance technology usage for a 1 to 1 initiative.	Academic Support Program	08/20/2014	06/30/2016	\$60000	Principals, Director of Federal Programs, Director of Technology
Appy Hour	Technology personnel will provide embedded professional development during the school day and on professional development days.	Professional Learning	01/05/2015	06/30/2016	\$0	EARIC, AMSTI, School technology personnel

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Monitor LEA HQ Plan	The Federal Programs Director and Personnel Director will monitor teacher certification documents to ensure that all teachers are HQ by June 30, 2015.	Other	10/01/2014	06/30/2015	\$0	Federal Programs Director, Personnel Director
					Total	\$90000

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