



Accreditation Report

David A. Perdue Primary School

Houston County Schools

Mrs. Leslie Shultz, Principal
150 Bear Country Boulevard
Warner Robins, GA 31088

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school 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, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

Describe the school'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 serves?

Houston County is one of the most rapid growing communities in Middle Georgia. It is located approximately 100 miles south of Atlanta Hartsfield International Airport and covers approximately 375 square miles. Warner Robins Air Force Base is its largest employer. Houston County has a population of approximately 146,136. The median household income is \$55,738. Approximately 2.7% of our residences live below the poverty level. The demographic break down: Caucasian: 64.7% African American: 29.4% and Hispanic: 6.3%.

David A. Perdue Primary School (DPPS) is located in the middle of Houston County. DPPS serves approximately 722 students, of which 46% are female and 54% are male. Of these students 54% are Caucasian, 3% Asian/Pacific Islander, 29% African American, 8% Hispanic, and 5% Multicultural. Currently, our Free and Reduced lunch rate is 41 %.

Our student population reflects the wonderful diversity of our community. The English Language Learners (ELL) program serves 29 students of those 20 Spanish, 4 Gujarati, 1 French, 1 Chinese, 1 Thai, 1 Tamil and 1 Arabic student. Support is also provided for students who are struggling in the areas of reading and math through our Early Intervention Program (EIP) which serves 55 students, 35 boys and 20 girls. In addition, 95 students are served through our special education department. Each of these students has an Individualized Education Plan (IEP). Of this group, 35 have speech as their primary eligibility. The other students who are eligible in the following areas, 7 autism, 47 SDD, 1 EBD, 1 SLD, 7 OHI. DPPS has two self-contained classes. We also have 54 students served in the gifted program. We serve children who have lived all over the world along with children who have special needs. Our education program acknowledges this diversity and the staff incorporates this knowledge into the curriculum and instructional plan.

The highly qualified faculty and staff at DPPS includes 53 full-time teachers, 35 classroom, 5 special education, 1 of the following PE, speech, art, music, counselor, media specialist, EIP math, EIP reading, ESOL, gifted (GTL), assistant principal for instruction, a part time assistant principal for discipline and principal. Our certified staff believes in continuing their education, which consists of 2 doctorates, 23 Specialist, 13 Masters and 15 Bachelors. We have 21 paraprofessionals who are all highly qualified. Our staff further includes a secretary/bookkeeper, part-time receptionist, a full time medical technician, cafeteria manager with 6 workers, 3 custodians, 2 lunchroom monitors and 1 part time ISS teacher. The ethnicity of our faculty and staff is 82% Caucasian and 18% African American.

Over the past few years we have seen economic changes within our school. Free and Reduced lunch has grown from % to 41%. Many of our students come from homes where both parents work. The number of children living with only one parent has also increased. All of these factors put a strain on building home and school relationships. Communications through student agendas, email, text messages, and the use of a call out system have increased to help encourage the involvement of our working parents. Our school offers an After School Program (ASP) for working parents so children are not sent home to an empty house. During ASP, students are provided a healthy snack, the opportunity to go outside for exercise, and access to educational games and activities.

School's Purpose

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

David A. Perdue Primary School Mission Statement, Our mission is to create a safe, nurturing school environment that builds a community of learners. Our Vision Statement: We will create a learning community that is intellectually invincible. Together there is nothing we can't learn! DPPS faculty, staff and stakeholders are dedicated and committed to our shared mission and vision. We are a family. Our upperclassmen are only eight years old. Our youngest are just three years old when they first walk through our doors. Some of them have not been away from mom and dad for longer than a few hours at a time. We have to create a nurturing environment where our children feel safe so they can begin taking the risk needed to be a successful learner. Whether it be academic or just trying a new food in the lunchroom, the on-going commitment for student achievement is evident throughout the building.

We start off each day with our Panda Pledge, I am here today to learn, and do my very best. Success is what I want to share with all the rest. My school is the best place to be because it's fun for me. I am Panda Proud! This pledge reminds us that we are all here each day to learn. Learning is not just for the students, but a great deal of time and energy is focused on teacher learning as well. Professional learning is not just something that we do, it is who we are here at DPPS. We want to make sure that our students are receiving instruction that is research based and individualized. We work to have as much Job-embedded professional learning as possible. Our math and ELA Cadre' leaders attend quarterly meetings conducted by county literacy and math coaches in which methods for meeting CCGPS is taught. Our monthly faculty meetings are conducted by vertical teams and focus on current math practices based on CCGPS. In addition, we have bimonthly grade level meetings in which teachers discuss and share ideas regarding unit/grade level goals and expectations. Finally, our data teams meet weekly. During data team meetings, teachers study their students. We research strategies and methods to meet the individual needs of our most struggling to our gifted readers, writers, and mathematicians. Our data teams work hard to make sure that our Tier one and two instruction is what it needs to be. We work to hold each other accountable for having high expectations for all of our students to be independent learners. Each data team is made up of an expert ELA, Math and RTI specialist so if a teacher is struggling to support a child they have help right on their team. The RTI process has grown and ensures that we are working to meet the needs of all of our students. Differentiating not only our instruction but digging into a child's struggles and looking for the root cause to ensure proper interventions are in place.

Furthermore, over the past three years our discipline team moved us to a school wide discipline plan to establish consistency with the belief that behavior must be taught and consequences do not teach. We are here to teach the students good choices just as we are here to teach academics.

DPPS also works to ensure that our students' social emotional needs are met through small groups which address current social issues that arise in the building. Examples include, anger management, deployed parent, friendship and divorce parent groups. An open door policy is open to all students, parents, or teachers by our counselor for individual needs.

Our mission and vision is always leading our teaching and learning. The mission and vision statement were revised in 2005. Each year our leadership team revisits the mission and vision to make sure our beliefs and goals are still in line. Then the conversation is brought in front of our entire faculty and staff. The mission and vision are then shared with our parents at a PTO meeting then our School Council to insure that all stakeholders have input and are in agreement. All of our decisions reflect our school mission and vision to ensure our school is safe and our learners are intellectually invincible.

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Notable Achievements and Areas of Improvement

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

David A. Perdue Primary School students, faculty and staff have notable achievements every day. DPPS believe in celebrating our success from our students, to staff and stakeholders!

Our children are very young, however, we work to teach them the importance of coming to school each day. We encourage them to take an active role in their education by setting goals and working to meet those goals. DPPS has an average daily attendance of 97.16. Our high daily attendance directly effects student learning.

Our Pre-K teachers have our youngest. They have high expectations for their students as well as themselves. We have four classrooms and each year our teachers receive meets and exceeds on our state audit. In addition, the Kindergarten students at DPPS continue to perform above the state and county percentages on the meets and exceeds for all areas on the Georgia Kindergarten Inventory of Developing Skills. DPPS has shown continuous growth in all areas over the past three years. ELA 85.1% meet and exceeds to 89.7% in 2012, Math 88.8% meets and exceeds to 90.6% in 2012, Approaches to learning moved from 80.2% to 87.9, and Personal/Social Development grew 80.7 to 89.2 in 2012.

As previously stated, professional growth and development is an area of strength at DPPS. In the past three years, we have had 8 teachers who have obtained advanced degrees. One who completed her doctorate! We have 7 teachers who have been through the TSS program and serve as mentors. In addition, 4 teachers have added the ESOL endorsement, 3 added the gifted endorsement and 6 added the reading endorsement. We are also a breeding ground for aspiring teachers. Beginning as early as middle school, we allow students to come over and work with our teachers and students. The partnerships created with our middle and high school students foster hands on learning experiences in their field of interest. Many of these students, come back to complete their student teaching within our building. DPPS has had student teachers from surrounding universities.

A few other notable achievements include but are not limited to, My Teacher is Tops, a program sponsored by a local news station that recognizes Top notch teachers, has visited our school twice to honor two different teachers who were nominated by our students. Our students are proud of their teachers. Also, our Lunchroom has had 100% on all health inspections since the school opened in 2003. Our Lunchroom Manager Mrs. Kelly Reese was named Manager of the year in 2010. Our lunchroom staff gets rewards for nutrition education classes and best food cost to include breakfast and lunch. Additionally, four years ago our school won the School Bell award for our Book of the Month Program. This program is one that continues to make us proud. Each month a new book is given to each classroom. The titles are selected to provide mentor texts to support our reading, writing, and math standards. The whole school is able to read and enjoy the book together and it keeps our classroom libraries fresh and up-to-date. These recognitions are just a small fragment of what we accomplish daily. We build leaders! We currently have six teachers and two administrators who are county leaders in literacy and mathematics. These educators support colleagues around the county by planning and presenting math and literacy units at collaboration meetings. Furthermore, DPPS is a mentor school for our county. Other schools come to observe our classrooms to get a bird's eye view of best practices. Each year we work to build and foster leadership skills in our students. By the time our students are in second grade we give them the opportunity to join our Prancing Panda Dance Team and our Safety Patrol. In order to be selected for either team the student must have good grades and positive teacher recommendations. The Safety Patrol monitors our younger students in the hallways during morning and afternoon transitions as well as in the lunchroom. The Prancing Pandas dance at school and community events. Our Prancing Panda's

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Dance Team won first place for their float the last two consecutive years! Both extra curricula activities work to foster confidence and promote responsibility.

Pandas give back! We are the top Box Top collecting school in a 25 mile radius and top 5 in the state. Our students participate in Hoops for Heart where they learn about being heart healthy. The past two years we have won 2nd place in the Feed the City campaign which provided can/box goods to families around our community over the holidays. Pop top tabs are collected throughout the year to support The Ronald McDonald house. We are also yearly participants in United Way and our county Relay for Life both of which support those in need.

Another notable strength of DPPS is the support of our parents. Our parents work hard to provide for their children and they work hard for our school. Our PTO supports the instruction in our classrooms. They work diligently and have spent countless hours raising money to place Promethean Boards in all of our classrooms. DPPS was one of the first schools to have a board in every teacher's classroom. Additionally, PTO successfully funded an iPad for every classroom. They are now working on a second iPad for each classroom, with a goal of at least six to aid in small group instruction. The iPads help our teachers collect data as well as provide hands on learning that our little ones need.

Additionally, they share our belief in immersion in literature. Common Core has changed some of the text types needed for our classroom libraries. Our parents have helped us to at least double the number of books in our classroom libraries. Expanding our classroom libraries has given our children the opportunity to have more books on their reading level as well as interest along with giving them the opportunity to increase their reading volume and meet the demands of Common Core.

Additional Information

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

David A. Perdue Primary School is a great place to be. Our faculty, staff, and parents believe in each other and work as a team on a daily basis. From the time you walk in our doors until you walk out, you are welcomed with a smile and made to feel at home. We have an open door policy in which parents are always welcome. Many parents enjoy sharing lunch with their child or coming to read or help with special projects in the classroom.

As the curriculum has changed, DPPS works hard to help parents become more knowledgeable. We offer parent nights that focus on math, reading, and science curriculum content. These nights' help parents know how to help their child at home and share in the high expectations. We also offer times for our families to get together just for fun. They share in conversation, food, and fun activities that allow them to get to know other students and families.

A positive school climate is both professional and personal in nature. Faculty members respect each other's expertise and work collaboratively to do what's best for students. Our faculty and staff are a family. If a faculty member needs something others step right in to help. The school came together to make a quilt for a faculty member that is fighting cancer. If a student in our building needs help we step up to help. Each year we get together to sponsor families that need our help such as paying a light bill or providing Christmas for the family.

Other school activities that support the academic program include Drug Awareness Week, Read Across America Day, Children's Book Week, 100th Day Celebrations, Book-It Reading Program, and Six Flags Reading Incentives. Programs such as, Jump Rope for Heart, Boost-a-thon, and Field Day also enhance the school's curriculum. Field studies extend learning beyond the classroom and include trips to the Arts and Science Museum, Go Fish, local plays, and the Georgia National Fair.

We believe in the education of the whole child. This year our PTO sponsored Live a Good Life week. We spent time each day talking to our students about the importance of eating healthy, exercising and making friends. Our students made pledges to put down the Play Station and go ride my bike, only eat one piece of chocolate every day, etc. At the end of the week we all ran laps together on the track.

In summary, DPPS is a great place to be! Our former students and teachers return for many years. As the saying goes, Once a Panda, always a Panda!

Self Assessment with Early Learning

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Minutes from meetings related to development of the school's purpose •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff 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.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

David A. Perdue Primary is an example of excellence regarding a commitment to shared values and beliefs about teaching and learning. This is clearly evident in documentation and decision making. The strongest evidence that we have is, the very way we teach, the workshop model, promotes a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. Student work and teacher lesson plans prove that challenging educational programs and equitable learning experiences are taking place in our classrooms. Furthermore, we are committed to providing instruction that is based on student needs. Our school data teams, which are teams of regular education teachers, special education teachers, and administrators, meet by grade level weekly to discuss the results of student data and the strategies and interventions needed to meet standards. This is a valuable process by which we analyze data and plan instruction to ensure that we are meeting the needs of all students. Additionally, teachers meet weekly by grade level to pace standards, engage in professional dialogue regarding best practice, plan lessons, and gather needed resources. This evidence can be found in our data team and grade level meeting agendas and notes. As a school, all faculty members meet monthly, to discuss learning goals vertically across grade levels and share research findings for cutting edge educational theories. Each teacher has a collection of research based articles regarding math. We identify areas of improvement. We are constantly challenging ourselves to maintain our excellent reputation to ensure that we provide the highest quality education for our students.

It is our belief that the school leadership, our Better Seeking Team (BST), and school staff hold one another accountable to high expectations for professional practice. Minutes from better seeking team meetings are available as evidence. Teacher leaders, our math and language arts cadres, attend county wide professional learning in order to redeliver best practices to all teachers. Mentor teachers in our school provide support for new teachers. They have minutes, notes and observations from the time they spend together. Administrators hold teachers accountable through our Georgia Teacher Observation Instrument(GTOI), system e-walk evaluation, informal walk throughs, peer observations, self-evaluation and Georgia Teacher Evaluation Program (GTEP). These, both formal and informal observations provide teachers with feedback for growth and are evidence of the expectations our administration has for its teachers.

At DPPS our school improvement plan is a living document that is visited often for guidance. It is important to us that we have goals for improvement with measureable performance targets. Our Better Seeking Team works to ensure that our school has the strategies, activities,

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resources and timelines for achieving our goals. As for tracking progress through formal assessments we are aware that our school needs improvement with uniformity. The age of our students is a key factor regarding this issue. We are currently teaching from new standards and working to create common assessment tools. We do, however, use the Houston County Literacy Inventory for all grades K-2 to assess students periodically through the year. First and Second Grade students participate in universal screeners. Kindergarten students are monitored through Georgia Kindergarten Inventory of Developing Skills (GKids). Our school maintains a profile for each of these areas with current and comprehensive data. Teachers and Administrators use this information to play a vital role in lesson planning and professional learning and dialogue in efforts of raising student achievement.

Overall, our school strives to maintain and communicate a purpose and direction that commits to high expectations for learning as well as shared values and beliefs about teaching and learning.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Better Seeking Team agenda •Grade level notes •School Improvement plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Representative supervision and evaluation reports•E-walks GTO's	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

By evaluating board and school policies and teacher performance, David A. Perdue Primary (DPPS) aids in promoting the quality of instruction offered to students. Governing body policies, procedures and practices are outlined in a student handbook given to each stakeholder. A signature is required by the stakeholder upon receipt of the handbook. Policy revisions are communicated to stakeholders through student agendas and newsletters. The staff is required to verify by signature that they have read and understand the policies outlined in the handbook, as well as the Code of Ethics. All handbooks and Code of Ethics are found online at www.hcbe.net for immediate access. Policies, procedures and practice for fiscal management are in place and audits are conducted periodically. DPPS is one of four schools in our county that had records requested to review for the State Audit this year. They were returned with no findings. Each year we receive a good rating from the county office. Policies for oversight of fiscal management are in place.

The governing body has implemented a code of ethics that pertains to all staff members and is effectively communicated through staff meetings, verbal communications among administrators and staff, and is readily available on the employee website. Employees must sign off and acknowledge understanding of the code of ethics at the beginning of each year.

The achievements and instruction for day to day operation are protected, supported and respected effectively through utilization of DPPS' school improvement plan, agendas, minutes, data and grade level teams, Better Seeking, Media, Discipline, Response to Intervention (RTI), and School Council.

Stakeholders at DPPS are consistently participating in decision making efforts. The School Council consisting of school administration, faculty, parents and community leaders meet regularly to collaborate on school improvement efforts and offer feedback on the direction of the school. The parent teacher organization (PTO) board consisting of school administration faculty and parents convene regularly to provide support in the schools continuing effort to improve and implement ideas and activities/events. DPPS' parent teacher organization (PTO), consisting of parents and faculty, meet regularly to solicit feedback, inform, and provide opportunities to shape decisions made within the school. This documentation can be found in PTO meeting agendas and parent surveys from various parent education nights. All meetings utilize agendas as well as previous meeting minutes to help guide decisions and collaborations among stakeholders.

School leaders and staff at DPPS form and base their decisions towards continuous school improvement and the good of all children.

Leadership also provides many opportunities for professional development among teachers for common goals to improve teaching practices.

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These professional development opportunities consist of monthly instructional faculty meetings, various meetings throughout the year with a reading and writing consultant, periodic ELA and Math Cadre meetings, as well as opportunities each summer to attend professional development workshops provided through Houston County Board of Education.

By evaluating teacher performance, through E-walks, Georgia Teacher Observation Instrument (GTOI), and informal walk-throughs, administrators aid in improving the quality of instruction offered to students. Data teams meet weekly to evaluate student achievement as well as classroom instruction. These meetings not only direct instruction, but they inform teachers as well as administrators on student performances. RTI meetings held each nine weeks track students' progress in areas of concern. Data obtained from these meetings is used to drive instructions and remediation. Through this process, strengths and weaknesses are spotlighted in order to ensure the continuation of best practices and adjustments needed for improvement. DPPS also provides ample opportunity for staff development as outlined in previous sections.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.08

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Course descriptions •Descriptions of instructional techniques 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •E-walks GTOI's 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction •Professional Learning day sign in sheets 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> •Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •Writing on Demand RTI Data Teams HCLI 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The faculty and staff at David A. Perdue Primary are dedicated and motivated to provide quality instruction for all students. One strength that ensures the quality of our instructional program at DPPS is the professional learning community's model. These communities are in place to improve the education of our students and also develop the growth and communication among teachers. The faculty meets monthly for professional learning through whole school meetings. Weekly grade level meetings and data teams meet to specifically talk about student progress, weaknesses, and strengths. Vertical teams also meet to talk about consistency from one grade level to the next. Each vertical team specifically meets about math strategies and provides training throughout the year for the entire faculty on professional development in this area. Professional learning communities across grade levels and data teams ensure collaboration and support for meeting students' needs. Evidence of improvement and growth is noted through documentation in lesson plans, HCLI data, Writing on Demands (WOD), GKIDS, data team meetings, vertical teams, and Student Support Teams. Students are part of small groups daily for reading, writing, and math instruction. This allows for students to have quality instruction at their instructional and growth levels. Many services such as EIP, ESOL and gifted provide extra instruction to ensure that all student needs are met.

Administrators, cadre leaders, Better Seeking Team members, and grade level chairs, monitor and evaluate instruction practices through many different means. GTOIs and e-walks formally evaluate teachers and practices by administration. Informal data is collected by teachers through discussion and collaboration and is used by all staff.

Another strength of our school lies in the commitment to excellence in our teaching practices and assessment of students. Our teachers use their on-going assessment to drive their instruction. Assessment through observation, conversation and product all inform the mini lessons we teach, the groups we pull and the individual conferences that we have with our students. Consistency of assessments is used throughout the building. The county literacy inventory is used to formally evaluate students as are benchmark assessments in content areas. GKIDS is also used to measure student achievement and growth in the kindergarten grade levels. Standards based report cards show student achievement and specifically rate students on where they are as individuals and show areas that are in need of improvement. Teachers have conferences with parents about student progress and meet with administration on students that are in danger of not meeting standards. TieNet is used to collect data and help implement strategies needed for improvement. Programs such as EIP, ESOL, and gifted ensure that students are receiving the services they need for areas of strength and weakness. Cadres and grade level redelivery of units of study ensure that teachers have the appropriate curriculum and materials needed to properly instruct students. Teachers have access to technology through the use of promethean boards and iPads. Students also have weekly computer lab time to practice and improve upon standards.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •System Policy and Procedures for hiring 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none">•Records of depreciation of equipment•Survey results•Documentation of compliance with local and state inspections requirements•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.•System for maintenance requests•Maintenance schedules•Safety committee responsibilities, meeting schedules, and minutes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Budget related to media and information resource acquisition•Survey results•Data on media and information resources available to students and staff•Schedule of staff availability to assist students and school personnel related to finding and retrieving information•System technology plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none">•Technology plan and budget to improve technology services and infrastructure•Survey results•Policies relative to technology use•System technology plan	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•Student assessment system for identifying student needs•Survey results•Social classes and services, e.g., bullying, character education•List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process•Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

David A. Perdue Primary has resources and provides services that support its purpose and direction to ensure the success of all students. Achieving this goal is due, in part, to the qualified faculty and staff at Perdue Primary. The personnel at the school are selectively chosen and the hiring policies and procedures outlined in the (Houston County School System's document) are carefully followed. According to the latest HiQ report, one-hundred percent of the staff at Perdue Primary is considered highly-qualified. Additionally, the AdvanceEd surveys conducted during the 2012-2013 school year show that most stakeholders feel the school provides qualified staff members. The staff at Perdue Primary is also sufficient in number to achieve the school's purpose. Based on the budget for the Houston County School System, sustained fiscal resources are available to provide the school with adequate staffing. The latest State of Georgia Report Card shows that Perdue Primary has a student-to-teacher ratio of 14:1.

Perdue Primary also ensures students have the fiscal and material resources needed to be successful. According to the Houston County Schools School Allotments for 2013, Perdue Primary received an initial budget of \$62,710 which was spent entirely on instructional costs, media services, and school administration. In addition to this funding, school leaders also attempt to secure necessary materials and fiscal resources through the school's Parent-Teacher Organization (PTO). A recent PTO Treasurer's Report shows that the organization proposed spending funds on IPADS, a color printer, and electric staplers. In addition, the staff handbook states that school leaders and teachers work together to order large quantities of supplies twice a year. The AdvanceEd surveys show that most stakeholders feel the school ensures the effective use of financial resources and that it provides an adequate supply of resources that are current and in good condition.

As well as providing necessary material and fiscal resources, Perdue Primary also offers sufficient instructional time. According to the Staff

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Handbook for 2012-2013, each classroom is required to have 300 minutes of instruction daily. Posted classroom schedules show how this time is segmented throughout the day for each class. Schedules also show that instruction starts promptly at 8:30a.m. and continues until 3:30p.m. In addition, the school follows the established calendar for the county that shows a 180 day school year. The AdvanceEd surveys indicate that most stakeholders feel the school protects instructional time.

Perdue Primary also provides students and school personnel with a range of media and information resources to support the school's educational programs. Based on the 2013 budget for the school, almost 18% was spent on media services. The Dewey Divisions report shows that the school has a total of 18, 218 books that are consistently circulated. In addition, each classroom has access to 366 leveled ebooks. According to the Media Center Policies and Procedures, the school also provides VCR's, televisions, videos, and other audio visual equipment. The Media Plan for Perdue Primary lists the budget and service priorities through 2016. They include a plan for continuous update and expansion of materials and the purchase of additional big books and leveled books to support Common Core Standards. The plan also ensures that equipment needs will be filled as they arise. The Media Center Policies and Procedures also state that a Media Specialist is on hand to assist students and teachers with the resources located in the media center. The Media Center Schedule shows that the Media Specialist operates on an open schedule which allows her the flexibility to meet with both students and teachers. Based on the AdvanceEd surveys, a majority of stakeholders feel the school provides a variety of information resources to support student learning. As well as providing a range of media and information resources, the school also provides a technology infrastructure that supports the school's teaching, learning, and operational needs. According to the Houston County Schools Three Year Technology Plan, each school in the county has an acceptable inventory of hardware and peripheral devices as well as software available. The Technology Plan lists four system performance goals for the county. These goals are to provide support for instructional uses of technology; to provide support for administrative uses of technology; to provide parents, the community, and other stakeholders with technology resources and support; and to provide system support for technology-related professional learning. In addition, our school PTO has work to fund several IPADS for each classroom. The AdvanceEd surveys show that most stakeholders feel the school provides up-to-date computers and other technology. In addition, 93% of our students say they use a computer to learn.

All certified and classified personnel have been trained on new technology. Several training times were provided for the use of Promethean Boards. When the county adopted Smart our teachers were then trained on how to convert to Smart from Promethean Planet. In addition, as the school purchased IPADS for classrooms, training was provided to help teachers understand how to maneuver around apple products. Continuous learning with apps takes place during faculty meetings.

A needs assessment has not been given due to the mandatory training that has taken place with each new role out of technology. Additionally technology does not always work. Although we have a procedure in place to provide technology support. Support staff is limited and the support does not always come in a timely manner.

Perdue Primary also maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. According to the Staff Handbook, a classroom inventory detailing the condition of equipment must be collected twice a year. Recent inventories show that classroom property is in working condition. When repairs need to be made, the handbook describes the process for notifying the maintenance team. The Staff Handbook states that a maintenance team is in the building every other Thursday to fill requests for repairs. In addition to the maintenance team, the school also has three custodians that are responsible for the appearance and cleanliness of the school. Schedules for the custodians list the duties and responsibilities of each member. These include cleaning the lunchroom, pulling trash, and vacuuming classrooms. The custodians are also given a list of extra duties that include watering plants, checking sinks, and removing outside trash. Safety procedures for the school are also explained in the Staff Handbook. The handbook states that end doors and side doors are locked at 8:30a.m. to ensure the security of the building. According to the handbook, each teacher is provided with a security key that is highly guarded. The handbook also states that teachers are provided with walkie-talkies to take outside so they can remain in communication with the building at all times. Additionally, the staff handbook explains the procedures for fire drills and tornado drills. The HCBOE Safety and Emergency Preparedness Plan states that an emergency procedures chart is provided for each school. This chart lists the step-by-step actions to take in case of an emergency. These procedures are placed in every classroom and reviewed with faculty and staff. Perdue Primary also has a Health Technician. The Health Technicians Monthly Collective Report shows that she treats illnesses and injuries, dispenses medications, and performs vision and hearing screeners. The report also shows that the school

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has an Emergency Response Team and an AED machine that is checked weekly. Feedback from the AdvanceEd surveys show that most stakeholders feel the school provides a safe learning environment.

In addition to providing a safe learning environment, Perdue Primary also provides support services to meet the learning and behavior needs of students. The Student Handbook for Perdue Primary defines our Student Support Team as a building level-problem solving committee consisting of three or more individuals working together to address the needs of students. The handbook also states that this team is consistent with Response to Intervention (RTI): Georgia's Student Achievement Pyramid of Interventions. SST is a regular education function with strategies implemented by the classroom teacher or by other individuals identified by the Student Support Team. According to the handbook, referrals to other system services can also be the result of the SST process. These include, but are not limited to, Early Intervention Program (EIP), Occupational and Physical therapy, Special Education Consultative Services, and Special Education Interrelated Services. In some instances, the SST process identifies students with special needs. These students are provided with an Individualized Education Plan (IEP) that lists yearly goals for the student to meet. The development of the IEP is a formal process in which an IEP team meets to determine the educational needs of the student using the Due Process Checklist.

While Perdue Primary offers support for learning and behavior needs, they also offer social and emotional support as well as counseling services. The DPPS Teacher Referral for children recommended for Counseling shows that teachers can recommend students for motivational issues, poor attendance record, anger problems, and other emotional issues. Some support services offered by the school include Big Brothers/Big Sisters, Deployment Groups, and Individual Counseling. In addition to these services, Perdue Primary also has a character education program in which they recognize students for exhibiting specific characteristics such as patriotism, diligence, and self-respect. Classrooms at the school also provide students lessons from the Safe and Caring Schools Program. These lessons are designed to promote positive interactions among students and contribute to the overall environment of the school. The AdvanceEd Surveys indicate that most stakeholders feel the school provides excellent support services.

David Perdue Primary clearly has resources and provides services that support its purpose and direction to ensure success for all students. Purposeful and strategic planning enables all areas to be addressed from the building appearance to the technology and other varied student support via materials and highly qualified personal. DPPS works diligently to produce high achieving students in a safe environment.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Survey results 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Student surveys•Agendas, minutes of meetings related to analysis of data•Description of process for analyzing data to determine verifiable improvement in student learning•Evidence of student growth•RTI Data teamHCLWriting on Demand	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•Survey results•RTI/SST mtgsIEP mtgsBST mtgs	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

David Perdue Primary uses various assessment systems across grade levels and classrooms. Many of the assessments are locally developed, show student learning, and guide teacher instruction including the Houston County Literacy Inventory, Math Benchmark, and math unit tests. The school also uses standardized assessments created by the state or other nationally known publications such as the Words Their Way Spelling Inventory, Georgia Kindergarten Inventory of Developing Skills, and universal screener assessments. The school continuously reevaluates the assessments used to ensure reliability and effectiveness through an annual examination of the School Improvement Plan.

The school has procedures in place for data collection and review of data to facilitate student learning and guide teachers in planning for instruction. Teachers use a variety of resources to collect, document, and evaluate data, such as TieNet, HCLI, WOD, lesson plans, small group instruction plans, conference notes, checklists, and informal observation forms. The school uses assessment windows with specific dates for gathering and inputting student data. This data is reviewed in data team meetings to further guide instruction. Students are analyzed individually to gain a better understanding of their strengths and weaknesses. This analysis is used to further support student learning and guide teacher instruction.

The school supports and trains its staff members through professional development, in school observations, instructional consultants, instructional faculty meetings, collaboration meetings, grade level meetings, data team meetings, workshops, county sponsored Cadre meetings, and collaborative planning. All faculty and staff are assessed in a variety of ways including self-assessments, formative assessments, and summative assessments. The Georgia Teacher Educational Performance, informal observations, peer evaluations, self assessments, and various surveys all guide our school's improvement plan. The information collected highlights our school's strengths and needs. Most faculty and staff are trained through various professional learning opportunities. These trainings are driven and developed using the results from the afore mentioned resources.

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The school has policies and procedures for analyzing various types of data to guide teachers' planning, implementation, and evaluation of student learning. The school uses various monitoring methods that include; data team meetings across all grade levels, school wide documentation, WOD, TieNet, Record of Progress, rubrics, and checklists. Teachers use the data to structure lesson plans, guide small group instruction, keep parents and administration informed, and prepare students for success at the next level.

The school leaders consistently oversee implementation of the school improvement plan including student learning and the instruction provided by the teachers. The administration informs teachers, parents, and community members about goals, events, and happenings that support student learning through numerous methods of media. These include school website, newsletters, Facebook, school sign, call outs, agendas, conferences, and emails.

Professional growth and development is a large focus of our school. We believe training directly effects student achievement. It is primarily the roll of the teacher to collect and analyze data. Information gained is expected to be shared with support staff, to enable differentiation. However, support staff hoave not been adaquately trained on data interpretation. This is certainly an area that can easily improved apon through professional learning.

Early Learning Standard 4: Resources and Support Systems

The Early Learning program has resources and provides services that support its purpose and direction to ensure success for all children.

Overall Rating: 3.45

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Staff License/certification/qualifications •Assessments of staff needs •Personnel evaluation forms •System policy and procedures for hiring 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	The school employs qualified Administrators/Directors for each administrative position to support the school's purpose, direction, and the educational program.	Administrators/Directors have an advanced level degree or higher or an Associates Degree/credential in early childhood education, or 60 credits with a minimum of 24 credits in early childhood education, child development, or elementary education and 3 years verifiable early childhood work experience or 3 years verifiable educational administrative experience or a combination of both. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Stakeholder results •Policies that require relevant and related trainings •Incentives/recognition program/system •Staff License/certification/qualifications •Staff compensations/benefits •Personnel evaluation forms 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school employs qualified teachers for each professional teaching position to support the school's purpose, direction, and the educational program.	All lead teachers have an advanced level degree or higher or an Associates Degree/credential in early childhood education or 60 credits with a minimum of 24 in early childhood education, child development, or elementary education and verifiable early childhood education experience/work. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Stakeholder results •Policies that require relevant and related trainings •Incentives/recognition program/system •Staff License/certification/qualifications •Staff compensations/benefits •Personnel evaluation forms 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The school employs qualified assistant teachers for each position to support the school's purpose, direction, and the educational program.	All assistant teachers have a High School Diploma/GED or higher or the country's equivalent credential and meet the state/governmental requirements for staff credentials for the position and have 2 years verifiable early childhood work experience. A documented plan for meeting this expectation within a 1-year timeframe is acceptable.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Stakeholder results •Policies that require relevant and related trainings •Staff License/certification/qualifications •Staff compensations/benefits •Personnel evaluation forms 	Level 4

Accreditation Report

David A. Perdue Primary School

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children.	<p>For infants up to 12 months, the school maintains a maximum group size of 6 and a maximum teacher to student ratio of 1:3.</p> <p>For toddlers ages 12 to 18 months, the school maintains a maximum group size of 10 and a maximum teacher to student ratio of 1:5.</p> <p>For young children ages 18 to 24 months, the school maintains a maximum group size of 12 and a maximum teacher to student ratio of 1:6.</p> <p>For young children ages 24 to 36 months, the school maintains a maximum group size of 12 and a maximum teacher to student ratio of 1:6.</p> <p>For young children ages 36 to 48 months, the school maintains a maximum group size of 20 and a maximum teacher to student ratio of 1:10.</p> <p>For young children ages 48 to 60 months, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12.</p> <p>For Kindergarten or young children ages 60 to 72 months, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12.</p> <p>For all age ranges of young children, the school meets state licensure requirements for group size and student-to-adult ratios.</p>	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Stakeholder results •Policies that require relevant and related trainings •Staff compensations/benefits •Personnel evaluation forms •Staff to student ratio records 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the early learning school.	<p>Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all young children. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all children have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.</p>	<ul style="list-style-type: none"> •Equipment purchasing and maintenance •Resource materials for training •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar •Budget for authorized expenses and activities •Funding overview-public and private funders •Itemed/audited budget 	Level 3

Accreditation Report

David A. Perdue Primary School

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all young children and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and children, as appropriate to their age and developmental growth, are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Written health and safety policies •Records of depreciation of equipment •Facilities and equipment maintenance records and schedules •Documentation of compliance with local and state inspections requirements •CPR/1st Aid Certification/health safety trainings •Updated health records •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The school regularly assesses and maintains all indoor spaces to be accessible to all young children and adults; ventilated, lighted, and temperature-controlled; and the spaces that primarily serve each age-group of young children have direct access to bathroom/washing facilities, sinks, and drinking water.	The school meets the expectation. For example, multiple classrooms serving a particular age-group of children may share bathroom/washing facilities, sinks, and access to drinking water. The school is temperature controlled.	<ul style="list-style-type: none"> •Written health and safety policies •Records of depreciation of equipment •Stakeholder results •Facility and equipment specifications •Facilities and equipment maintenance records and schedules •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests 	Level 3

Accreditation Report

David A. Perdue Primary School

Indicator	Statement or Question	Response	Evidence	Rating
4.9	Each classroom/learning space has sufficient usable floor space and size to support the creativity and developmentally appropriate learning, growth, and development of young children; is highly functional for program delivery; and encourages positive staff-to-child relationships.	The school meets the expectation. For example, classroom space meets the minimum state/governmental measurements per child. Classroom space enables multiple small group activities to occur but the reorganization of furniture and equipment is necessary to accommodate the activities. Arrangements are in place to ensure the safety and security of children.	<ul style="list-style-type: none"> •Written health and safety policies •Records of depreciation of equipment •Stakeholder results •Facility and equipment specifications •Facilities and equipment maintenance records and schedules •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.10	Each classroom/learning space has furniture, equipment, and resources that are safe, clean, well maintained, adaptive, accessible, and developmentally appropriate for the age-group of young children they directly serve; are sufficient in number; and are organized in ways to support appropriate and effective implementation of the program.	The school meets the expectation. For example, each classroom/learning space has furniture, equipment, and resources to support the effective implementation of the program. The furniture, equipment and resources are suitable for their purposes and conducive to access and participation by most children. Work/learning equipment may be shared by multiple classrooms or age-groups. All furniture, equipment, and resources are in good repair.	<ul style="list-style-type: none"> •Stakeholder results •Facility and equipment specifications •Facilities and equipment maintenance records and schedules •Documentation of compliance with local and state inspections requirements •Lists of instructional concepts with supporting classroom materials •System for maintenance requests 	Level 3

Accreditation Report

David A. Perdue Primary School

Indicator	Statement or Question	Response	Evidence	Rating
4.11	Indoor and outdoor equipment are safe, available to all young children, are developmentally appropriate for the age-group, have appropriate surfaces to support a variety of types of learning and play, and have impact material under all climbing equipment and swings.	The school meets the expectation. For example, all outdoor/indoor equipment is safe, effectively organized, has hard and soft surfaces, and maintains adequate impact material under all climbing equipment and swings. Some equipment is specifically designed to support key aspects of children development and learning. Different age-groups of children may share some indoor/outdoor equipment.	<ul style="list-style-type: none">•Written health and safety policies•Records of depreciation of equipment•Stakeholder results•Facility and equipment specifications•Facilities and equipment maintenance records and schedules•Documentation of compliance with local and state inspections requirements•Building and grounds inspections record•Documentation of emergency procedures such as fire drills and evacuation routes•System for maintenance requests	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.12	Each classroom/learning space has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and the creativity of young children, and that are well equipped with materials supportive of the purpose of each learning/interest center.	The school exceeds the expectation. For example, each classroom/learning space has multiple learning/interest centers accessible and organized for independent use by all children served by that classroom/learning space and that support the current learning activities in addition to supporting young children's spontaneous exploration and creativity with experiences beyond current learning activities. Each center is well equipped for its purpose and enhanced with a variety of innovative materials.	<ul style="list-style-type: none">•Stakeholder results•System for ordering/maintaining sufficient supplies•Curriculum standards, guides, expectations	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.13	Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that are continuously supervised by adults at all times.	The school exceeds the expectation. For example, the school provides for each child's comfort. There are constant opportunities to meet each child's need for relaxation, rest and/or sleep. All children are supervised at all times.	<ul style="list-style-type: none">•Lists of instructional concepts with supporting classroom materials•Curriculum standards, guides, expectations	Level 4

Accreditation Report

David A. Perdue Primary School

Indicator	Statement or Question	Response	Evidence	Rating
4.14	Children and school personnel use a range of interactive media and information resources that support the educational programs.	Children and school personnel have access to interactive media and information resources necessary to achieve the educational program's goals and objectives. Qualified personnel are available to assist children and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Assessment and evaluation of technology and media literacy •Survey results •Data on media and information resources available to staff and children •Examples of interactive media and technology work such as digital portfolios, educational texting, artwork, audio and video recordings, etc. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.15	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop assessments to collect data concerning needs and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Family engagement networking plan •Evidence of central depository and data back-up mechanism •Cyber-safety plan; policies and procedures •Survey results •Hardware and software inventory •Policies relative to technology use •Security of information policies •System Technology Plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.16	Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the current learning activities, and showcase children's work and creativity.	The school exceeds the expectation. For example, all displays within each classroom/learning space are appropriate in content for the age-group and relate to current learning activities. The displays are located at levels where children can easily see them, are substantially child-created, and include examples of children's creative work beyond specified learning activities. All children have examples of their individual work displayed within their learning environment. Staff changes the materials for each theme/unit.	<ul style="list-style-type: none"> •Stakeholder results •System for ordering/maintaining sufficient supplies •Lists of instructional concepts with supporting classroom materials •Curriculum standards, guides, expectations •Displays pictures/photos 	Level 4

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David A. Perdue Primary School

Indicator	Statement or Question	Response	Evidence	Rating
4.17	The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program.	School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each child. School personnel provide or coordinate programs to meet the needs of all children in the school. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all young children.	<ul style="list-style-type: none"> •Special classes/activities for children with disabilities •Examples of child assessments •Example of full inclusion parent-child program •Survey results •Intervention services referral •Example of home and community interventions •Assessment system for identifying children's needs •Educational advocacy plan for families •Lists of support services available to students 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.18	Each child receives individual personal care by staff members who consistently promote the child's general well-being, nutrition, health, and safety.	The school partially meets the expectation with some variations.	<ul style="list-style-type: none"> •Handbooks, procedures •Student records indicating personal needs •Stakeholder results •Parent/Staff communications procedures and expectations •Facility/classroom design for storage space of personal items •Stakeholder communication forms •Health inspection records 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.19	Arrival and departure routines focus on the care and well-being of each child and encourage a daily exchange of family and school communications regarding the care, well-being, and educational progress of the child.	The school meets the expectation. For example, children are warmly greeted upon arrival and bid farewell upon departure by adults having primary responsibility for the care and education of the child. A location is provided within the school for parents/family to drop-off and pick-up their children that may be different from the child's classroom. Parents and staff communicate regularly regarding the education, care and well-being of the child.	<ul style="list-style-type: none"> •Handbooks, procedures •Student records indicating personal needs •Stakeholder results •Parent/Staff communications procedures and expectations •Stakeholder communication forms •Health inspection records 	Level 3

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David A. Perdue Primary School

Indicator	Statement or Question	Response	Evidence	Rating
4.20	The school provides services that support the counseling, assessment, and educational referral needs of all students.	School personnel implement a process to determine the counseling, assessment, and educational referral needs of all young children and their families as appropriate to the child's age and developmental level. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of most young children.	<ul style="list-style-type: none"> •Program evaluations •Lists of services available related to counseling, assessment, referral, educational, and career planning •Professional development calendar •Assessment plan •Parent professional development referral •Demographics •Parent opportunity information sheets •Budget for counseling, assessment, referral, educational, and career planning •Description of referral process 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.21	All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride.	The school exceeds the expectation. For example, all staff members continuously create a climate of acceptance and respect of all other staff and young children. All staff members are attentive and responsive to individual children and interact with children in a way that builds confidence, extends learning, encourages values, and builds trusting relationships. Staff member(s) sit and eat with children during all meal times modeling appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child.	<ul style="list-style-type: none"> •Handbooks, procedures •Complaints policies and procedures •Student records indicating personal needs •Statement of principles •Parent/Staff communications procedures and expectations •Code of conduct •Written policies on positive guidance strategies •Stakeholder feedback results •Stakeholder communications forms 	Level 4

Accreditation Report

David A. Perdue Primary School

Indicator	Statement or Question	Response	Evidence	Rating
4.22	All indoor and outdoor spaces are free from hazards and dangerous circumstances for young children and adults, and adults actively remove and resolve hazardous conditions as they may occur.	The school exceeds the expectation. For example, procedures are in place to inspect all indoor and outdoor spaces each day to ensure all spaces are free from hazards and dangerous circumstances. Indoor and outdoor spaces for each age-group are purposefully designed and arranged for that age-group with safety in mind. Adults take immediate action to remove/prevent hazards as they may occur. All students are continuously supervised by adults at all times. Instances of hazardous conditions are exceptionally rare.	<ul style="list-style-type: none">•Facility and equipment specifications•Documentation of compliance with local and state inspections requirements•Accident records and reports•Safety handbooks, guidelines, procedures, expectations•Observations of student and adult behaviors concerning safety practices•Stakeholder feedback results•Health inspection records	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

David Perdue Primary School is a place where staff, students, and families are warmly greeted and welcome. This can be felt when walking into the building each day. The office staff knows student's by name and welcomes each parent kindly. There is willingness to help and a desire to see every child succeed.

We have clearly defined policies in the running of our primary school. Administrators and other school leaders are highly qualified, and support the school's purpose and direction. Likewise, all classroom teachers are highly qualified in their area of expertise and attend training as required to maintain the level of excellency as expected in an early childhood classroom. Paraprofessionals meet all standards to assist in the classroom. The bond between teacher and paraprofessional is strong and both work together for the smooth operation of each classroom. Likewise, paraprofessionals are also in accordance when attending required training.

DPPS also has viable resources and funding to maintain class-size ratios. We effectively use and protect instructional time, as well as material and fiscal resources. The resources exceed the amount of student need. Virtually every moment of the day is guarded by each teacher's daily schedule, in which all teachers try to adhere to as fiercely as possible.

Pre-K classrooms are warm and welcoming and have displays that are aesthetically pleasing, developmentally appropriate, and relevant to current units of study. Student work is displayed throughout the classroom; much of it being at eye level because it is placed by students themselves.

The school provides students, parents, staff and faculty members with written health and safety polices through our Houston County Elementary School Student Handbook. The school's handbook discusses the health and safety education program which provides students with a quality health curriculum. Emergency Procedures are located in every classroom with detailed description, helpful hints and general procedures in case of any emergency. The Crisis Intervention Handbook is available in the school's office, the principal has Emergency Preparedness Plan on file and each administrator has a copy of The GEMA/ Houston County Emergency Manual .

Although our classrooms are not equipped with bathrooms, students have access to child-sized bathrooms and hand-washing facilities. Our temperature is effectively regulated within the building, and can be independently controlled due to the needs of the classroom students. The Pre-K classrooms have enough room for each student to feel that they have their own space. There is room and proper equipment/resources to conduct large and small group activities. If our school was able to expand, this would possibly allow for separate tables for working and eating (snacks). Our classrooms contain necessary materials to allow for student exploration and all materials are in

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David A. Perdue Primary School

good repair. Both indoor and outdoor equipment are maintained for safety purposes.

DPPS provides safe and comfortable areas to relax. Every Pre-K classroom has multiple learning areas that support spontaneous exploration through creative play. Each area is well equipped with inventive materials that support learning. Every classroom also has SAFE zones where the students are able to go to practice relaxation and calming techniques.

To ensure safety, personal items and sharp objects are out of reach. Outlets are covered and we meet the safety standards as set by our governing body, Bright From the Start. DPPS also has a plethora of classroom materials for each teacher. The teachers are able to use this to enrich the children's education and development. In addition, we have a variety of interactive technology. Every classroom has an interactive board and/or table, there are classroom computers, and also iPads. The classrooms are able to use this technology to enrich the learning of the students and show them the importance and uses of technology. This also allows for differentiation in their education.

DPPS has a great support staff that assists and enriches both teachers and students. The school has a better seeking team that helps each level improve and differentiate for the children. The school counselor also creates and provides support groups for students whom would benefit from a support group based on individual needs. These groups are always easily started and maintained until the student feels comforted. Some examples of groups we have include the Deployed Parent Support Group as well as the Friendship Group. Both are student focused and address issues that our student body is dealing with. DPPS provides a welcoming atmosphere for students, parents, and teachers alike. This can be seen throughout the day. The students feel the level of security and express a desire to be effective community members as they say the Panda Pledge, and enjoy the hands-on learning method that our teachers offer. Staff members are concerned with the welfare of the students and enjoy talking to them. DPPS is definitely the place to be, because it is right for me.

Report Summary

Scores By Section

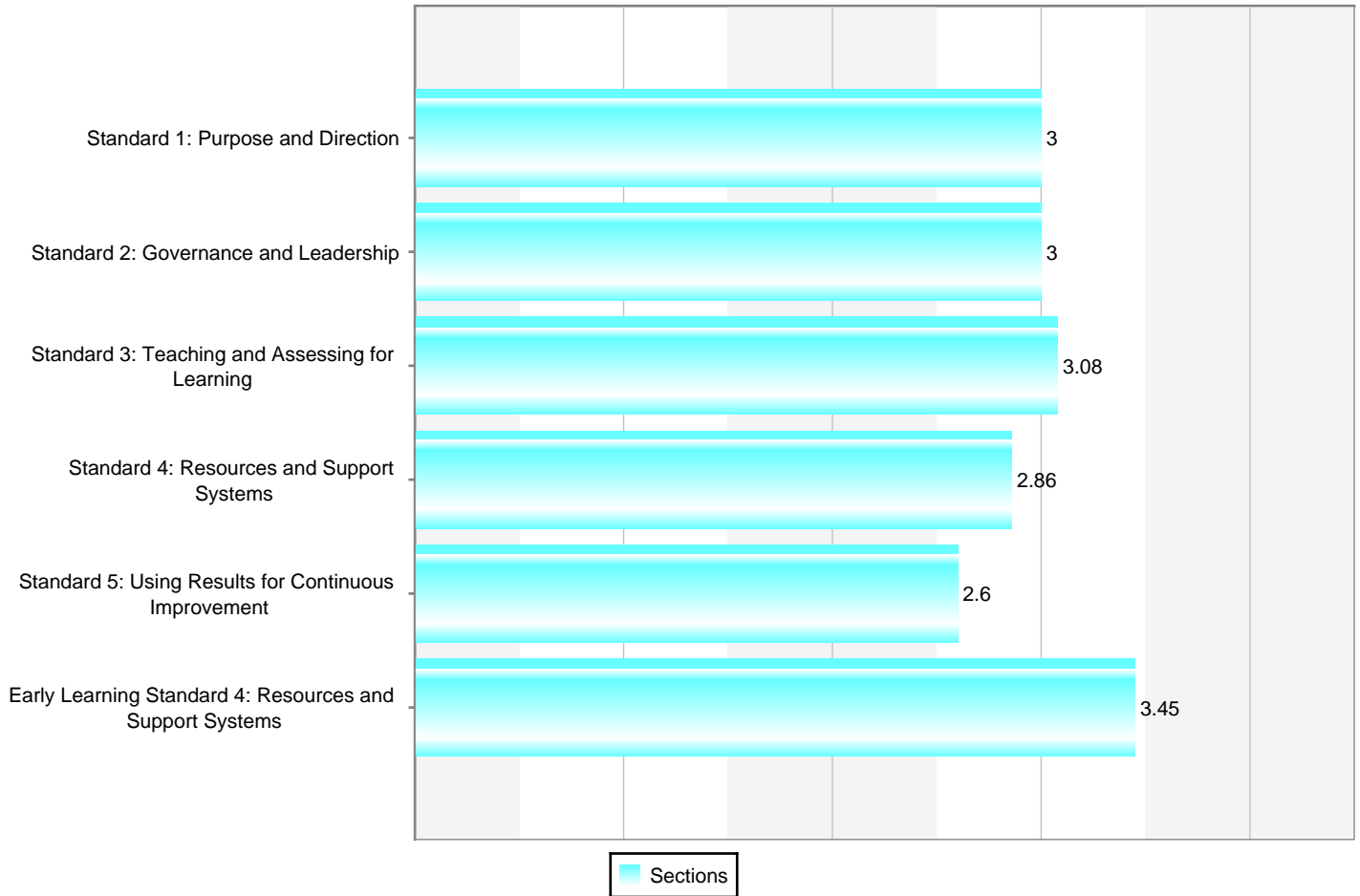
Section Score

1

2

3

4



Stakeholder Feedback Diagnostic

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.

Stakeholder Feedback Data

Assurance	Response	Comment	Attachment
Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See attachment	Stakeholder Feedback Data Document

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

Areas of Notable Achievement

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

Analysis of the 2013 SACS surveys indicates the following data from our stakeholders. The area of highest stakeholder satisfaction comes from the Resources and Support Systems section. Ninety-six percent of our parents felt that our school has qualified staff members to promote learning. Ninety-seven percent of our staff members either agreed or strongly agreed with this statement and ninety-nine percent of our students felt that their teacher wanted them to not only learn but to do their best. Our vision states that we will create a learning community that is intellectually invincible...together there is nothing we can't learn. We believe that we do have a highly qualified staff that works diligently to carry out our vision.

Safety was also a strong area for David A. Perdue Primary. Ninety-eight percent of our students feel safe at school. Ninety-four percent of our staff members feel that our school provides a safe learning environment and ninety-two percent of our parents agreed or strongly agreed with this statement.

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

The survey results for David A. Perdue Primary were all very favorable. The data indicates that only five areas were below eighty percent; two from staff, two from parents and only one from our students. Of these five areas the lowest percent was seventy-three. Purpose and Direction was an area that shows increasing stakeholder approval by our staff. School leaders expect staff members to hold students to high expectations with a percent of ninety-seven. Parents indicated a ninety-eight percent approval on the question my child knows expectations for learning in their classroom was from the Teaching and Assessing section. Our students indicated that our school has books for me to read with ninety-nine percent. Our mission is to build a community of leaders. We believe that our stakeholders see that we are working on this daily by having high expectations that are understood by all.

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

David A. Perdue Primary often ask parents, students and staff members for feedback. However the questions vary and have not been correlated with this survey.

Areas in Need of Improvement

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

The analysis of the 2013 SACS survey indicates the following data from our school stakeholders. The lowest level of satisfaction rating came from our staff. We had twenty-two percent that did not feel that all of our staff was trained in the evaluation, interpretation, and use of data. We do not take standardized test. The difficult nature of data analysis on a primary level could play a part in this area of concern. However, this question did make us more aware that our classified staff and support staff did need to have more training as they support us in our data collection.

One of the lowest levels of satisfaction with our parents did correlate with the staff concern. Eight percent of parents disagreed or strongly disagreed with all my child's teachers keep me informed regularly on how my child is being graded. This again reflects the difficulty with primary data. Teachers keep conference notes, observation notes along with some products. Very little paper and pencil goes home on a regular basis. Teachers are required to have a conference with every parent after our initial grading period. As a school we need to work on our on-going communication in our busy world.

The area of concern from our student survey was nine percent of our students answered "no" to my family likes to come to my school. Our team felt this may be due to the age of our children. Many of them thought that because mom and dad had to work they did not like to come to school.

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

On the parent survey, seventy-nine percent of parents felt that our school did provide excellent support services (counseling and/or career services). Only two percent disagreed but ten percent were neutral and eight percent said NA. This data told us that this was an area that we needed to make sure our students understood that we are getting ready for college and career so that they can talk more about this to their parents. We also felt that with our move toward College and Career Readiness standards this is something that we need to talk to our parents and help them to understand that what we do daily aligns with college and work expectations. Primary and elementary school begin the foundation that our students need to be successful.

What are the implications for these stakeholder perceptions?

David A. Perdue Primary takes great pride in our total school environment. We want to have a safe nurturing environment that helps to create a learning community that is intellectually invincible. Having open communication with all stakeholders help our school to ensure that our mission and vision live with us daily. Surveys and input from all stakeholders provide needed outside perspective of our everyday practice. At times we are so close that we cannot readily see or remember that we need to explain and share the expectations that we have along with the research based instruction that is delivered. All of our stakeholders matter, and we do try to listen because we know and truly believe that it takes a village to raise our children.

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

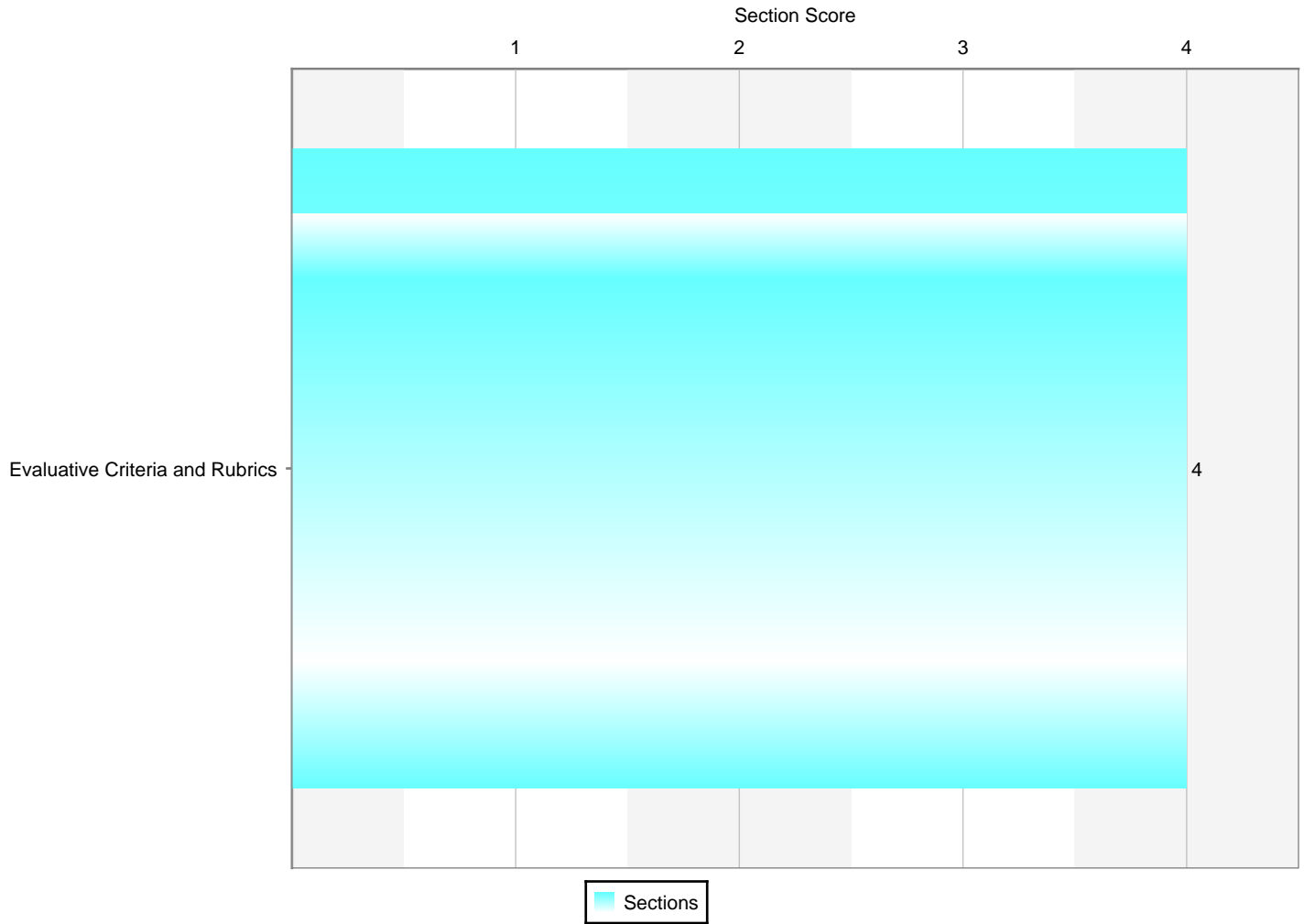
Accreditation Report

David A. Perdue Primary School

David A. Perdue Primary often asks parents, students and staff members for feedback. However the questions vary and have not been correlated with this survey.

Report Summary

Scores By Section



Student Performance Diagnostic

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.

Student Performance Data

Assurance	Response	Comment	Attachment
Did you complete the Student Performance Data document offline and upload below?	Yes	see attachment	students data.DPPS

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

David Perdue Primary works hard to provide students with individualized instruction. Our teachers work collaboratively to plan instruction based on standards, assessments/student needs, and our county curriculum units. Teachers attend and participate in county curriculum meetings for both ELA and Math. In addition, teachers play a vital role in our grade level data teams. These teams look closely at student achievement and decide appropriate instructional moves based on assessments, observations, and conversations.

DPPS collects and uses a multitude of data to show student growth. As a primary school, DPPS only includes Pre-K through 2nd grade. Therefore, GKIDS is the only state standardized assessment available. This information is what will be utilized to complete this and following questions.

The 2013 GKIDS data indicates Math, Approaches to Learning, and Personal/Social Development are areas in which DPPS are above the expected levels of performance.

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

Analyzing GKIDS data from 2011-2013, the data indicates an overall positive trend in performance in all documented areas (ELA, Math, Approaches to Learning, and Person/Social Development) until last year/2013. At this time (beginning 2012/2013), GKIDS moved to a Common Core based assessment. Therefore, local and state data show a decline in the majority of all areas. It is expected for data to change based on a change in expectations. DPPS considered 2013 a learning year. We will continue to monitor growth with 2013 data as our baseline, keeping in mind that each year brings a new set of students with varied exposure to education. In addition, DPPS began 2013 with two additional kindergarten Special Education self-contained classrooms.

Which area(s) indicate the overall highest performance?

Personal/Social Development and Math are the areas of overall highest performance from our 2013 GKIDS data.

Specifically, in math, numbers and quantities, comparing numerals 1-10, and adding/subtracting within 5 are areas in indicating highest performance. DPPS dedicates a block of time each day to study and talk about numbers during "Number Talks." Students use mental math strategies to develop number sense.

Personal/Social Development is also an area of overall highest performance for DPPS. Specially, caring for others, respecting the property of others, and adjusting well to changes in routines and environments are all areas of highest performance. DPPS strives to foster a family environment in which we teach students personal and social skills needed to be successful in both the school setting and in life.

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

GKIDS subgroup data was not available until the 2013 data was released. Due to this limited information, DPPS is unable to distinguish a trend in performance. However, data does show that our females are outperforming our male students in all areas. It also indicates that

American Indian and Hispanic population are outperforming all subgroups. DPPS will continue to monitor data and differentiate our instruction in order to show growth in all subgroups.

Between which subgroups is the achievement gap closing?

Due to the limited data with subgroup information included, DPPS is unable to determine an achievement gap being closed. However, data indicates a significant gap between our Special Education and Regular Education students in all areas. Our special education teachers are increasing our co-teach time in efforts to have students spend more time in the regular ed. classroom with support. We are also increasing our instructional technology in all academic areas through common core on-line resources, smart tables, and i-pad apps. Further support is provided through Speech and Language Pathologist for language and content vocabulary development. Occupational Therapist also provides support in the area of writing.

Additionally, a gap between our female and male students is an area to monitor and address in the future if needed.

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

DPPS has a multitude of data sources. We know that our special education subgroup performs significantly lower than our regular education group on our Houston County Literacy Inventory (HCLI) and our Writing on Demands (WOD). This data is consistent with the GKIDS data. Unfortunately, other data sources are not broken down into subgroups. Therefore, it is difficult to compare data in other subgroup areas such as male vs. female.

Areas in Need of Improvement

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

ELA is an area in which overall performance is below the expected levels. Specifically the language indicators are an area of concern. This area was a focus of our grade level meeting to establish understanding and possible methods of teaching/assessing.

Math numbers and operations in base 10 was also an indicator of concern. This indicator only had one element to determine mastery which may be a reason for such a low score. However, number sense is a focus throughout the school.

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

Analyzing GKIDS data from 2011-2013, the data indicates an overall negative trend in performance in all documented areas for 2013. At this time (beginning 2012/2013), GKIDS moved to a Common Core based assessment. Therefore, local and state data show a decline in the majority of all areas. It is expected for data to change based on a change in expectations. DPPS considered 2013 a learning year. We will continue to monitor growth with 2013 data as our baseline, keeping in mind that each year brings a new set of students with varied exposure to education. In addition, DPPS began 2013 with two additional kindergarten Special Education self-contained classrooms.

Which area(s) indicate the overall lowest performance?

ELA is an area in which overall performance is below the expected levels. Specifically the language indicators are an area of concern. This area was a focus of our grade level meeting to establish understanding and possible methods of teaching/assessing.

Math numbers and operations in base 10 was also an indicator of concern. This indicator only had one element to determine mastery which may be a reason for such a low score. However, number sense is a focus throughout the school.

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

GKIDS subgroup data was not available until the 2013 data was released. Due to this limited information, DPPS is unable to distinguish a trend in performance. DPPS will continue to monitor data and differentiate our instruction in order to show growth in all subgroups.

Between which subgroups is the achievement gap becoming greater?

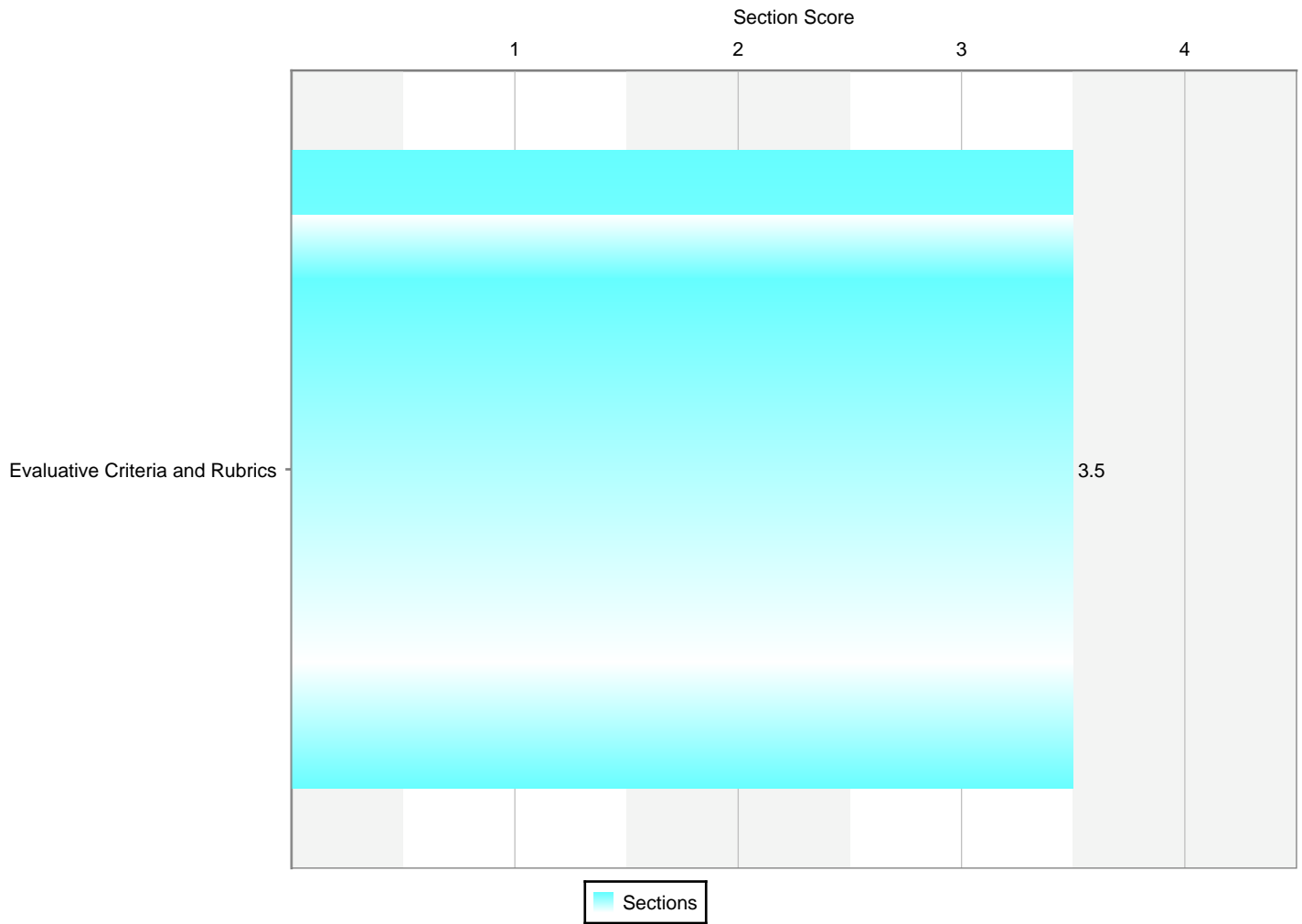
GKIDS subgroup data was not available until the 2013 data was released. Due to this limited information, DPPS is unable to distinguish a trend in performance. DPPS will continue to monitor data and differentiate our instruction in order to show growth in all subgroups.

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

GKIDS subgroup data was not available until the 2013 data was released. Due to this limited information, DPPS is unable to distinguish a trend in performance. DPPS will continue to monitor data and differentiate our instruction in order to show growth in all subgroups.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

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 Assurances for Accreditation.

AdvancED Assurances

Assurance	Response	Comment	Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes, we certify the above assurance.		

Assurance	Response	Comment	Attachment
The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes, we certify the above assurance.		

Assurance	Response	Comment	Attachment
The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes, we certify the above assurance.		

Assurance	Response	Comment	Attachment
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes, we certify the above assurance.		

Assurance	Response	Comment	Attachment
The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes, we certify the above assurance.	See attachment	School Improvement Plan