

Comprehensive Progress Report

Mission: Dean B. Pruette SCALE Academy will foster an educational environment where students are challenged, excellence is expected, and differences are valued in order to build self-esteem, responsibility, leadership, community service and academics.

Vision: Transforming learning and transforming life outcomes for all students.

Goals:

By June 2024, Dean Pruette SCALE Academy will maintain a dropout rate of 0% as measured by the GCS Dropout Prevention Data.

By June 2024, students reassigned to Dean Pruette SCALE Academy are enrolled and ready to begin classes by the first day they are eligible.

By June 2024, Dean Pruette SCALE will maintain daily attendance at 90% or higher. All students will attend school regularly.

By June 2024, Dean Pruette SCALE Academy will average 95% or higher parental involvement as measured by the number of events held. All students will attend school regularly.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			All students receive an in-person orientation that explains the rules and procedures. Teachers follow-up with in-class explanation, posted in plain site, and reminders of expectations.	Limited Development 10/17/2022		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			<p>Social and emotional learning stresses the importance of students needing instruction and reinforcement for understanding and following the rules and procedures. Positive teaching is preferable to correcting students after-the-fact.</p> <p>When teachers begin the work of defining Core behavior practices, the primary focus should be around the adult routines that contribute to strong classroom management and promote positive student behavior. Core behavior practices should exist schoolwide and/or across all grade levels by essential components of instruction, curriculum, and environment.</p> <p>Classroom misbehavior will require minimal administrative consequences involving students missing instruction or school. OSS and ISS will decrease by %15.</p>		Kimmy Boozer	06/07/2024
Actions				2 of 3 (67%)		
	11/7/22	Create a data driven approach to monitor the behavior and discipline		Complete 09/15/2023	Darrick Bracy	12/02/2023
<i>Notes:</i>						
	11/7/22	Administrator and Conselor will meet with parents and student at Intake to review behavior expectations and school policies and procedures.			Kimmy Boozer	06/01/2024
<i>Notes:</i> This action will occur for each enrollment throughout the year						
	10/17/22	Implement a data-driven approach to behavior and discipline		Complete 06/09/2023	Darrick Bracy	06/07/2024
<i>Notes:</i> By verbally narrating the behavior and capturing that data point in real time, they can establish a positive learning environment while creating a robust data set portraying each child's strengths over time.						
Implementation:				10/10/2023		

<i>Evidence</i>	10/9/2023			
<i>Experience</i>	10/10/2023			
<i>Sustainability</i>	10/9/2023			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>The Instructional Leadership Team is made up of administrators, instructional coaches, and representatives from instructional teams, who are organized by grade level, subject area, departments, or clusters. This team is crafted to encourage a culture of collaboration among teachers to improve instruction through focusing on student achievement and learning and coordinating the improvement of instruction in the school based on data.</p> <p>Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research based, rigorous, and aligned with State academic content standards. Instructional teams regularly collaborate to solve learning dilemmas, examine impact of curricula and teaching on students, and cooperatively plan and critique lessons, objectives and success criteria.</p> <p>Plans for each standards-aligned unit of instruction, which typically involve three to six weeks of academic work within a given subject area or grade level, are developed by instructional teams and shared with all teachers that teach the corresponding unit. These standards-aligned units of instruction must include standards-based objectives and criteria for mastery, pre-post tests to assess student mastery, learning activities aligned to objectives, and corresponding materials for these activities that are well-organized and easily accessible by teachers.</p>	Limited Development 10/17/2022		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
<i>How it will look when fully met:</i>			Teachers will have improved instructional practices and students will experience academic success.		Jessica Langley	06/09/2024
<i>Actions</i>				2 of 3 (67%)		
	10/17/22	Our school will establish an ILT consisting of Principal, Curriculum Facilitator, and selected teachers.		Complete 08/24/2022	Jessica Langley	08/24/2023

Notes: Bi-weekly PLC meetings				
Bi-monthly ILT Learning Walks				
Daily Administrative Walkthroughs				
Weekly Review of Teacher lesson plans				
11/7/22	Create a google document to capture more timely & consistent feedback	Complete 08/30/2023	Darrick Bracy	08/30/2023
Notes:				
11/7/22	Conduct weekly walkthroughs using the google doc for feedback		Darrick Bracy	01/15/2024
Notes:				
Implementation:		10/09/2023		
Evidence	10/9/2023			
Experience	10/9/2023			
Sustainability	10/9/2023			

		A2.17	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, there are no consistent teacher-classroom norms established throughout the school. It has been discussed during the school leadership team meetings to establish school-wide classroom expectations where students are held personally responsible, cooperative, and have a concern for others.	Limited Development 10/24/2022		
How it will look when fully met:			When fully implemented the school and each classroom will have posted and enforcing school-wide classroom expectations where students are held personally responsible, cooperative, and have a concern for others.		Brandon Douglass	06/07/2024
Actions				1 of 3 (33%)		
	10/24/22	The SLT will meet to develop a school wide classroom expectations.		Complete 08/24/2023	Brandon Douglass	08/24/2023
Notes:						
	10/24/22	Support teachers who are having difficulty with implementing the school-wide expectations.			Jessica Langley	12/16/2023
Notes: On-going as needed by CF						
	10/24/22	Created school-wide classroom management and discipline policy that is reviewed in each classroom quarterly and during each family in-take session.			Brandon Douglass	12/16/2023
Notes:						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			PLC implementation led by data to drive instruction. Plan, Teach, and Evaluate are the foci. Intake meetings are where we individualize meetings with students and families to best serve them.	Limited Development 10/24/2022		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			As new students are enrolled, the student support team (Transition Coordinator, Counselor, Social Work, Principal, and Parent) will have a formal transition process for students from entry to exit which includes the following elements: an orientation that consists of rapport building, assessment of the student, IEP review, information and record sharing regarding the student, short and long term goal setting, development of an individualized student plan, and other mechanisms designed to orient the student to our school. Also, the SST will be involved in all aspects of the transition process including assessment, planning, and implementation of the student's transition plan. Teachers will provide appropriate instruction designed to close gaps in student learning. Teachers will use formative and summative assessments that align with the curriculum and instruction to track student performance and progress. Qualitative data and quantitative data are used to identify student progress that includes but is not limited to attendance, discipline, learning style, EVASS, pre/post assessments, etc. Intervention strategies with an emphasis on school, home, and/or community will address students' social/emotional growth.		Gabrielle Venerable	05/01/2024
Actions				0 of 3 (0%)		
10/24/22		The ILT will facilitate PLCs that are data-focused			Jessica Langley	11/07/2023
Notes:						
10/24/22		During PLCs teachers will analyze data, develop corrective action plans, and create formative assessments to progress monitor.			Jessica Langley	01/26/2024

<i>Notes:</i>				
10/24/22	The student support services team will meet to track and monitor the progress of students to ensure student success.		Gabrielle Venerable	01/26/2024
<i>Notes:</i>				
Implementation:		10/10/2023		
Evidence	10/10/2023			
Experience	10/10/2023			
Sustainability	10/10/2023			

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our Student Support Services team will collaborate with the staff and meet with the students on a daily basis during Homebase	Limited Development 10/24/2022		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			<p>Staff and students are engaged in social-emotional learning practices, where staff are able to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. When fully implemented staff members will set a positive tone for the learning and interaction for each school day. Our school has a full-time social-emotional learning teacher where students will receive daily classroom instruction utilizing the SEL Framework.</p> <p>Additionally, all staff members will participate in the Restorative Practices training that is facilitated by GCS Equity and Inclusion Department. When fully implemented, staff members will facilitate restorative circles that will allow students to openly and honestly voice their concerns and address them in a productive manner. This also allows students to reflect on their behaviors and make healthy decisions going forward.</p> <p>We also have an onsite mental health therapist that assists students in acquiring skills, achieving rehabilitative goals, providing community resources, and assisting with emotional and behavioral challenges.</p>		Gabrielle Venerable	06/07/2024
Actions				1 of 4 (25%)		
	10/24/22	Staff will participate in the district-led SEL training that will focus on adult self-management and self-awareness.		Complete 05/01/2023	Gabrielle Venerable	05/01/2023
Notes:						
	10/24/22	Arrange a community support partnership with AYA and INVO to provide individual mental health and emotional interventions for students during the instructional day.			Gabrielle Venerable	11/07/2023
Notes:						

10/24/22	Student support services will meet to discuss student issues and/or concerns and develop a plan to address those concerns.		Gabrielle Venerable	11/07/2023
<i>Notes:</i>				
10/24/22	DPS will implement a tier leveled behavior plan requiring students to meet with the Student Services team member(s) prior to assigning any behavior action, to address social, emotional, and behavioral needs		Gabrielle Venerable	11/07/2023
<i>Notes:</i>				
Implementation:		10/10/2023		
Evidence	10/10/2023			
Experience	10/10/2023			
Sustainability	10/10/2023			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			DPS currently has a plan of action for transitioning students back to their homeschool using a 3 Phase system that consists of an overview of the effects of Pruette SCALE, a campus visit with the Pruette SCALE support team back to the home school, and linkage to an Academic Advisor to conduct return visits to students within the first 30 days of returning to school.	No Development 10/24/2022		
			Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:			When fully implemented we will have a formal transition process for students from entry to exit which includes the following elements: an orientation that consists of rapport building, assessment of the student, IEP review, information and record sharing regarding the student, short and long-term goal setting, development of an individualized student plan, and other mechanisms designed to orient the student to the alternative education setting. Additionally, during the transitioning process, students' areas of strength and growth are also addressed.		Kimmy Boozer	06/07/2024
Actions				0 of 3 (0%)		
	10/24/22	Meet with the principal of each homeschool to provide an overview of the Pruette SCALE mission and vision, and review procedures to be followed.			Darrick Bracy	06/07/2024
Notes:						
	10/24/22	All students will participate in 3-tiered transition planning involving parents, DPS Team, and Home School Support Team.			Kimmy Boozer	06/07/2024
Notes:						
	10/24/22	Transition Phase III: The Transition Team will ensure students are enrolled and attending their Homeschool by conducting follow-up visits within the first 30 days of re-entry to offer encouragement and support.			Kimmy Boozer	06/07/2024
Notes:						
Implementation:				10/10/2023		

<i>Evidence</i>	10/10/2023			
<i>Experience</i>	10/10/2023			
<i>Sustainability</i>	10/10/2023			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To
<i>Initial Assessment:</i>		Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan.		Limited Development 10/24/2022	
		Priority Score: 2 Opportunity Score: 3		Index Score: 6	
<i>How it will look when fully met:</i>		The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and committing to making transformative work to increase student achievement in the district.		Objective Met 10/10/23	Darrick Bracy
Actions					
	10/24/22	The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.		Complete 06/09/2023	Darrick Bracy
<i>Notes:</i>					
	10/24/22	DPS SBLT as well as the staff reviewed the mission and vision of Dean Pruette SCALE and decided that it was well in line with the district's mission and current vision.		Complete 08/24/2023	Brandon Douglass

Notes:				
Implementation:		10/10/2023		
Evidence	10/10/2023			
Experience	10/10/2023			
Sustainability	10/10/2023			

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school leadership (improvement) team will meet once a month to update the SIP (school improvement plan), update Title I, and discuss important issues.	Limited Development 10/24/2022		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			The school leadership team engages stakeholders in a collaborative process when making school decisions. The decisions are aligned with state legislation and local policies and procedures. The school leadership team also promotes collaboration among the school of origin, community, and home, thereby fostering an effective learning environment for the student.	Objective Met 10/10/23	Darrick Bracy	08/24/2023
Actions						
11/7/22		Meet with SIT monthly to discuss procedures and data		Complete 08/24/2023	Brandon Douglass	08/24/2023
Notes:						
Implementation:				10/10/2023		
Evidence		10/10/2023				
Experience		10/10/2023				
Sustainability		10/10/2023				
Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
		B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>In an effort to create a more cohesive school culture, staff will attend informational meetings and a committee will be put in place. Periodically staff will meet to learn about the impact culture has on a school and use the SWOT method (Strengths, Weaknesses, Opportunities, and Threats) to identify areas of improvement. The Culture & Climate Committee will meet quarterly to discuss findings and create plans to create a committed, collaborative, consistent, and communicative form of school culture.</p>	Limited Development 10/24/2022		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>The Culture at Dean Pruette SCALE Academy is based on a collaborative set of culturally responsive practices that are focused on Students’ Success. It is a culture that is student-centered and embodies the consistency of effective, inclusive, and diverse methods of communication that allow the diverse sets of skills and professional strengths that the faculty, staff, and leadership bring to DPS. This is the commitment that we are all devoted to at DPS. As such, it can be said that this committed, collaborative, consistent, and communicative form of culture is what sets us apart from other schools.</p> <p>In short, the culture at DPS is a process that is flexible, diverse, inclusive, challenging, and focused on the implementation of scholarly practices that are used to promote students’ success and achievement.</p> <p>Additionally, all staff members will participate in the Restorative Practices training that is facilitated by GCS Equity and Inclusion Department. When fully implemented, staff members will facilitate restorative circles that will allow students to openly and honestly voice their concerns and productively address them. This also allows students to reflect on their behaviors and make healthy decisions going forward.</p> <p>Staff and students are engaged in social-emotional learning practices, where staff can acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. When fully implemented staff members will set a positive tone for the learning and interaction for each school day. Our school has a full-time social-emotional learning teacher where students will receive daily classroom instruction utilizing the SEL Framework.</p>			Jessica Langley	12/16/2024
Actions			0 of 1 (0%)		
10/24/22	Staff will complete the two-day training on Restorative Practices.			Darrick Bracy	12/16/2024
Notes:					
Implementation:			10/10/2023		
Evidence	10/10/2023				
Experience	10/10/2023				

Sustainability			10/10/2023			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teacher leaders are assigned as mentors for beginning teachers. They also facilitate professional learning communities and provide feedback on lesson plans and classroom walk-throughs. Teachers are given common planning based on content areas to collaborate with other teachers. There is flexibility in the school matrix to support the needs of students and staff members.	Limited Development 10/24/2022		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			When fully implemented the school will have a spirit of collaboration and systems of support in place for teachers. The collaboration and support will be facilitated by teacher leaders and monitored by the principal.	Objective Met 10/10/23	Darrick Bracy	12/15/2023
Actions						
10/24/22		Set up the master schedule for content teachers to have collaborative planning.		Complete 08/14/2023	Darrick Bracy	08/14/2023
Notes:						
Implementation:				10/10/2023		
Evidence		10/10/2023				
Experience		10/10/2023				
Sustainability		10/10/2023				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The principal will provide the highest level of instructional support to the teachers by automatically generating an instructional feedback form sent after each walkthrough and observation. The principal will also provide professional development during staff meetings and allow time within the instructional day for teachers to conduct PLC.	Limited Development 10/24/2022		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			When fully implemented the ILT follows a weekly schedule of individual and team walkthroughs to increase visibility and familiarity with classroom instruction. One member of the team will compile the feedback onto the school's feedback form and hold follow-up coaching sessions. The team gathers once a week to discuss the focus for the following week's walkthroughs and discuss collective walk-through findings to pinpoint additional areas of focus/concern and professional development opportunities. All teachers will expect feedback from a member of the ILT. Teachers can expect additional support in areas of need from the Curriculum Facilitator and will have exposure to targeted professional development opportunities.		Darrick Bracy	06/07/2024
Actions				1 of 2 (50%)		
	10/24/22	An electronic feedback system will be created with the results of walkthroughs in real time moments after the walkthrough is concluded.			Jessica Langley	10/17/2023
	Notes:	Google doc for each quarter				
	10/24/22	An instructional leadership team will be created in order to help provided peer to peer feedback of instruction.		Complete 08/24/2023	Darrick Bracy	08/24/2024
	Notes:					
Implementation:				10/10/2023		

Evidence	10/10/2023			
Experience	10/10/2023			
Sustainability	10/10/2023			

10/24/22	The ILT will collect classroom observation data and use the data to determine support needed for teachers and staff.		Jessica Langley	06/07/2024
Notes:				
Implementation:		10/10/2023		
Evidence	10/10/2023			
Experience	10/10/2023			
Sustainability	10/10/2023			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To
					Target Date

Initial Assessment:	<p>District Level: It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board, therefore, adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, the performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system.</p> <p>School Level: The principal uses evaluation procedures in compliance with GCS including staff self-assessment activities and available resources for professional growth and development. Staff input on Student of the month as well as Employee of the Month moving from electronic ballot to Old School Paper format.</p>	Limited Development 10/24/2022		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	We will include recognition of staff members who are aligned with the mission and vision. An instructional walk-through tool will be generated that populates trend data based on the county-approved Instructional Framework. It also populates an automatic feedback form that allows teachers to know what is happening across the board as trends. School Teams will attend district recruitment fairs as available.		Objective Met 10/10/23	Darrick Bracy	06/09/2023
Actions					
10/24/22	A system of electing a staff member of the month will be implemented to recognize efforts that go above and beyond the required roles and responsibilities. Staff members will be recognized along with the student of the month during Friday Incentive		Complete 10/18/2022	Darrick Bracy	10/18/2022
<i>Notes:</i>					
10/24/22	The ILT will provide clear and timely feedback to teachers following informal walk-through observations. These will be conducted periodically and unannounced by the curriculum coach and principal and aligned with the district's Instructional Framework.		Complete 10/20/2022	Darrick Bracy	10/18/2022
<i>Notes:</i>					
10/24/22	Provide opportunities during PLCs for teachers to share and voice any concerns they may have.		Complete 11/01/2022	Jessica Langley	10/18/2022
<i>Notes:</i>					
10/24/22	Teacher leaders will mentor and support new teachers.		Complete 06/09/2023	Jessica Langley	11/28/2022
<i>Notes:</i>					
10/24/22	Attend District hiring and recruiting fairs to screen highly qualified candidates.		Complete 06/15/2023	Darrick Bracy	06/15/2023
<i>Notes:</i>					
Implementation:			10/10/2023		
Evidence	10/10/2023				

<i>Experience</i>	10/10/2023			
<i>Sustainability</i>	10/10/2023			

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	<p>Pruette SCALE is a Title I school and receives funding to assist families in the educational process including providing resources, services, and/or development. We recognize the interconnectedness of student academic success and parental engagement. We will strive to ensure effective communication is maintained.</p>			Limited Development 10/17/2022		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
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<i>How it will look when fully met:</i>	<p>When fully implemented there will be established clear channels of communication with parents and encourage parental/community involvement through the use of weekly Connect-ed phone calls, parent portal, volunteer opportunities, and parent nights held along with events that bring the community to the school (ie; outreach, curriculum nights, etc.). The school calendar is continually updated on the website as a means of parental/community communication. The student services team meets monthly to discuss related items. Additionally, parents and guardians are informed as to what the students and school staff are working on at the school and reinforce the school's efforts at home.</p>				Latosha Stroud	06/07/2024
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Actions		1 of 3 (33%)		
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10/24/22	Each family will receive Title I information and sign an acknowledgment of receipt.	Complete 08/28/2023	Latosha Stroud	08/28/2023
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<i>Notes:</i>				
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10/24/22	All parents will be included in each Phase I and Phase II Transition meeting for their child.		Kimmy Boozer	05/31/2024
<i>Notes:</i>				
10/24/22	The DPS Intake Team will request that each parent sign up for the school Remind Messaging system during the initial student enrollment/intake. We will assist each parent in the activation process and complete a test message prior to the conclusion of the intake session.		Gabrielle Venerable	06/07/2024
<i>Notes:</i>				
Implementation:		10/10/2023		
Evidence	10/24/2022 UNCG tour 10/19/2022			
Experience	10/24/2022 Students received a guided tour with a University liaison.			
Sustainability	10/24/2022 Discussions and presentations from relevant sources			

Core Function:			Dimension E - Families and Community			
Effective Practice:			Community Engagement			
!		E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Pruette SCALE is a Title I school and receives funding to assist families in the educational process including providing resources, services, and/or development. We recognize the interconnectedness of student academic success and parental engagement. We will strive to ensure effective communication is maintained.	Limited Development 10/24/2022		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			Title I funding will be used appropriately as within the federal guidelines.		Darrick Bracy	06/15/2023
Actions				1 of 3 (33%)		
10/24/22		Title I Family Night		Complete 08/23/2023	Darrick Bracy	08/23/2023
Notes:						

10/24/22	Family Information and Report Card pick-up 1st Quarter		Darrick Bracy	11/14/2023
Notes:				
10/24/22	College/University Tour		Gabrielle Venerable	06/07/2024
Notes:				
Implementation:		10/10/2023		
Evidence	10/10/2023			
Experience	10/10/2023			
Sustainability	10/10/2023			