

## Comprehensive Progress Report

**Mission:** Dean B. Pruetter 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:** At Dean Pruetter Scale Academy, we believe in transforming learning and transforming life outcomes for all students through concentrated support, behavior and academic interventions, and targeted programs to change the life outcomes of our assigned students.

**Goals:**

By June 2026, Dean Pruetter SCALE Academy will maintain a dropout rate of 0%, as measured by Guilford County Schools' Dropout Prevention Data. This goal directly aligns with the Alternative School Progress Model (Option C) and reflects the school's commitment to providing targeted supports, personalized learning pathways, and a safe, engaging environment that encourages students to remain on track for graduation and post-secondary success.

By June 2026, Dean Pruetter SCALE Academy will maintain a daily student attendance rate of 90% or higher, as measured by the Alternative School Progress Model (Option C). This goal reflects the school's commitment to improving student engagement and ensuring consistent access to instruction, which is essential for academic success and overall student development.

By June 2025, Dean Pruetter SCALE Academy will achieve an average parental involvement rate of 98% or higher, as measured by attendance and participation in school-hosted events. This goal reflects the school's commitment to fostering strong family engagement, recognizing that active parental involvement is essential to student success and overall school improvement

By June 2026, Dean Pruetter SCALE Academy will ensure that all students receive comprehensive academic advising, including grade and transcript reviews as well as individualized goal setting. In addition, all students will be exposed to college and career readiness initiatives. This goal aligns with the Guilford Guarantee by promoting equitable opportunities, personalized learning pathways, and intentional supports—ensuring every student leaves SCALE prepared for success beyond high school.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
KEY	B1.03	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		The leadership team is in full operation. It consists of the Principal, counselor, transition counselor, Data manager, treasurer, Social Worker, teacher rep, and an invited parent rep. We meet twice a month.	Limited Development 09/19/2025		
<i>How it will look when fully met:</i>		We will be in full operation and have a representative from the parent perspective on our leadership team. We have made invites but have not had a parent available to meet with us.		<b>Domieka Cantey</b>	<b>12/22/2025</b>
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/19/25	Hold our regular leadership meetings and have a parent representative present.		Domieka Cantey	12/22/2025
		<i>Notes:</i> Principal Send out leadership team invites to all parents of enrolled students.			
KEY	B2.03	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		The school matrix has been established and there is specified and directed instructional planning time for each staff member. Teachers have a schedule of duties assigned that do not interfere with instructional time.	Full Implementation 09/19/2025		

	B2.05	The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(5145)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Dean Pruette SCALE employs a shared leadership model that leverages the strengths of its small staff and facility. This approach allows multiple staff members to assume various leadership roles, promoting collaboration and preventing burnout or over-reliance on any one individual. The principal facilitates the dissemination of information, and staff members voluntarily assume responsibilities and provide support based on the evolving needs of the school. This distributed leadership structure fosters a sense of ownership, shared accountability, and collective efficacy among the team.	Limited Development 09/25/2025			
<i>How it will look when fully met:</i>	The shared leadership model at Dean Pruette SCALE enables the principal to focus on advancing the school's broader instructional goals. Routine operational and logistical tasks are managed by staff members who voluntarily assume additional leadership responsibilities. This distributed approach allows the administration to concentrate on supporting instructional practices, providing timely feedback to teachers, monitoring student progress, and effectively communicating academic needs to parents and guardians.		Domieka Cantey	06/05/2026	
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/25/25 Lesson plans and Canvas pages are reviewed weekly to ensure that staff are prepared for the instructional week.		Kimberly Singletary	06/06/2026	
<i>Notes:</i>					

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
	B3.02	The principal collects and acts on data from a variety of sources and in a timely manner.(5148)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal will monitor and utilize all data forms collected to provide instructional, logistical and personal support for the staff and students of Dean Pruette Scale.	Limited Development 09/25/2025		
<i>How it will look when fully met:</i>		Dean Pruette SCALE utilizes all available data sources to inform the development of school plans and instructional goals. Data-driven instruction is fully embedded in the school's practices, ensuring that teaching strategies are responsive to student needs. The Student Support Team, in collaboration with the Curriculum Facilitator, regularly collects and analyzes both current and historical student data to develop individualized student plans that address academic, behavioral, and emotional growth		Domieka Cantey	06/05/2026
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/25/25	The leadership team at DPS will meet regularly to discuss the various data points as it relates to the services that we provide to our assigned students and community.		Latosha Stroud	06/05/2026
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		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	
<i>How it will look when fully met:</i>		<p>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.</p> <p>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.</p> <p>ILT has set goals of 5 targeted walk throughs per week.</p>		Domieka Cantey	12/22/2025
<b>Actions</b>			<b>2 of 3 (67%)</b>		
10/24/22	An instructional leadership team will be created in order to help provided peer to peer feedback of instruction.	Complete 09/04/2024	Darrick Bracy	08/24/2024	
<i>Notes:</i>					
10/24/22	An electronic feedback system will be created with the results of walkthroughs in real time moments after the walkthrough is concluded.	Complete 09/15/2025	Kimberly Singletary	12/17/2024	
<i>Notes:</i> Google doc for each quarter					
9/18/25	The principal will conduct regular walkthroughs and provide anecdotal and informal notes to provide feedback		Domieka Cantey	12/21/2025	
<i>Notes:</i> Utilize the electronic form and informal notes					

<b>Implementation:</b>		10/10/2023		
<i>Evidence</i>	10/10/2023			
<i>Experience</i>	10/10/2023			
<i>Sustainability</i>	10/10/2023			

<b>Core Function:</b>	<b>Domain 2: Talent Development</b>
-----------------------	-------------------------------------

<b>Effective Practice:</b>	<b>Practice 2A: Recruit, develop, retain, and sustain talent</b>
----------------------------	--

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:**

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.

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. Principal will develop an Observation calendar by 10/11/2024, Admin Team meeting schedule, and a plan to do not disturb.

Limited Development  
10/24/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	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.			<b>Domieka Cantey</b>	<b>06/05/2026</b>
<b>Actions</b>			<b>1 of 4 (25%)</b>		
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 09/03/2024	Gabrielle Venerable	10/18/2024
	<i>Notes:</i>				
10/24/22	Provide opportunities during PLCs for teachers to share and voice any concerns they may have.			Kimberly Singletary	10/18/2025
	<i>Notes:</i>				
10/24/22	Teacher leaders will mentor and support new teachers.			Kimberly Singletary	10/25/2025
	<i>Notes:</i>				
10/24/22	Attend District hiring and recruiting fairs to screen highly qualified candidates.			Domieka Cantey	05/30/2026
	<i>Notes:</i>				
<b>Implementation:</b>			09/30/2024		
<b>Evidence</b>	9/30/2024 Ms. Venerable accepted the task				
<b>Experience</b>	9/30/2024 Ms. Venerable will create the process				
<b>Sustainability</b>	9/30/2024 Ms. Venerable will meet with Principal and admin team to discuss				

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		District Level: Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. School Level: Data is currently looked at by leadership as well as School Improvement Team. We look to incorporate a whole school vision this current year.	Limited Development 10/24/2022		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		During weekly PLC meetings, teachers will review and modify their instruction based on the following data sources: Monthly assessments, Diagnostic assessments, Attendance, Discipline, EVASS projections, and teacher-made formative assessments. This will be evidenced by student intervention groups. In addition, there will be further evidence with walk through data and formal classroom observations.		Kimberly Singletary	06/05/2026
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	10/24/22	Student Support Team will review student cumulative folder review during bi-monthly PLCs in regards to overall student academic performance, disciplinary infractions, and attendance.		Gabrielle Venerable	01/22/2026
<i>Notes:</i>					
	10/24/22	The ILT will collect classroom observation data and use the data to determine support needed for teachers and staff for PLC and professional development.		Kimberly Singletary	06/05/2026
<i>Notes:</i>					
<i>Implementation:</i>			10/10/2023		

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

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>			
-----------------------	---	--	--	--

<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>			
----------------------------	--	--	--	--

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
-----	-------	--	-----------------------	-------------	-------------

<i>Initial Assessment:</i>	Dean Pruette Scale implements a tiered instructional system designed to address the individual academic and behavioral needs of all students assigned to the site. The Student Support Team, in collaboration with the Curriculum Facilitator, engages in regular communication to ensure that students' academic, emotional, and behavioral goals are clearly defined, monitored, and achieved. This coordinated approach supports a responsive learning environment that promotes student growth.		Limited Development 09/25/2025		
----------------------------	---	--	-----------------------------------	--	--

<i>How it will look when fully met:</i>	The Student Support team (Counselors, Social Worker, Data manager, and Admin), will develop a "wraparound," student approach to serving our student where academic, emotional, behavioral, and social goals are discussed and developed to holistically address the needs of our assigned students.			Latosha Stroud	06/05/2026
---	---	--	--	----------------	------------

<b>Actions</b>					
----------------	--	--	--	--	--

Notes:					
--------	--	--	--	--	--

Core Function:		Domain 3: Instructional Transformation				
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction				
		<b>A1.06</b>	<b>ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			All DPS teachers develop rigorous curriculum plans, post them to Canvas and provide directed whole class instruction with a focus on small group and independent learning opportunities.	Limited Development 09/25/2025		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> <li>Lesson plans will be submitted a week in advance</li> <li>Canvas pages will have assignments loaded for the upcoming week with active links to tasks</li> <li>Student achievement and engagement will increase based on student progress reports, and report cards.</li> </ul>		<b>Kimberly Singletary</b>	<b>06/05/2026</b>
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	9/25/25	Canvas pages will be fully utilized by all teachers on staff			Kimberly Singletary	12/20/2025
<i>Notes:</i>						
	<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Teachers will limit distractions to instruction in their classrooms by having routines and procedures to beginning, transitioning, and ending instruction in their classrooms.	Limited Development 09/25/2025		
<i>How it will look when fully met:</i>			<p>Discipline referrals will decrease</p> <p>Negative parent/guardians calls</p> <p>Student engagement during instructional time will increase</p>		<b>Kimberly Singletary</b>	<b>06/05/2026</b>
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	9/25/25	Teachers will be ready for instruction at the beginning of the block			Kimberly Singletary	12/20/2025
<i>Notes:</i> I-Can, Agenda posted daily in the classroom All activities are printed out for instruction						
	9/25/25	Teachers will utilize Restorative Practices resources			Domieka Cantey	06/05/2026

Notes: Staff will be trained by GCS SEL Dept on 11/04/2025

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<p>Currently, Dean Pruette Scale has one core teacher per content area, which limits our ability to establish a true Professional Learning Community (PLC). As we begin to reflect on and evaluate our current instructional practices, we will explore opportunities to collaborate with other PLCs across the district. This will allow our staff to engage in meaningful dialogue, share strategies, and brainstorm with colleagues teaching similar content, ultimately enhancing instruction and student outcomes.</p>	<p>Limited Development 09/25/2025</p>		
<b>How it will look when fully met:</b>			<p>Dean Pruette Scale will initiate collaboration with instructional learning teams to enhance student outcomes. This will involve quarterly meetings between the principal and teachers who share common planning periods. During these sessions, educators will engage in professional dialogue to examine best practices, instructional strategies, and innovative approaches that support diverse learning styles.</p> <p>Additionally, when students transition to Pruette SCALE, an initial assessment will be administered to identify their individual learning needs in relation to the content taught at SCALE versus their home school. The results of this assessment will serve as a diagnostic tool, enabling teachers to tailor instruction and address specific academic needs more effectively.</p>		<p>Kimberly Singletary</p>	<p>06/05/2026</p>
<b>Actions</b>						
Notes:						

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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	06/05/2026
<i>Actions</i>			<b>0 of 2 (0%)</b>		
	10/24/22	All students will participate in 3-tiered transition planning involving parents, DPS Team, and Home School Support Team.		Kimmy Boozer	06/05/2026
<i>Notes:</i>					
	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	06/05/2026
<i>Notes:</i>					
<i>Implementation:</i>			10/10/2023		
<i>Evidence</i>		10/10/2023			

<i>Experience</i>	10/10/2023			
<i>Sustainability</i>	10/10/2023			
<b>D2.05</b>	<b>The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	The Pruette SCALE team meet to discuss the various needs of the school environment.	Limited Development 09/25/2025		
<i>How it will look when fully met:</i>	The leadership team will regularly discuss student academic, emotional, and behavioral data to fully make this site conducive to learning. The student wraparound check-in will enable all leaders to fully discuss specific site and community-based resources that need to be implemented in the building.		<b>Gabrielle Venerable</b>	<b>06/05/2026</b>
<b>Actions</b>		<b>0 of 2 (0%)</b>		
9/25/25	Gather feedback from student support resources		Latosha Stroud	12/20/2025
	<i>Notes:</i> School Speech, Psychiatrist, Nurse, Community agency			
9/25/25	Meet twice a month to review student data		Gabrielle Venerable	06/05/2026
	<i>Notes:</i>			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		<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>		<b>Gabrielle Venerable</b>	<b>06/05/2026</b>
<i>Actions</i>			<b>1 of 3 (33%)</b>		
	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	Complete 08/20/2024	Gabrielle Venerable	09/20/2024
<i>Notes:</i>					
	10/24/22	Staff will participate in the district-led SEL training that will focus on adult self-management and self-awareness.		Gabrielle Venerable	11/03/2025

<i>Notes:</i>				
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	06/05/2026
<i>Notes:</i>				
<b>Implementation:</b>		10/10/2023		
<b>Evidence</b>	10/10/2023			
<b>Experience</b>	10/10/2023			
<b>Sustainability</b>	10/10/2023			
	<b>E2.02</b>	<b>The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		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
<b>How it will look when fully met:</b>	Title I funding will be used appropriately as within the federal guidelines:  - Supplies and Materials \$2500.00  - Field Trips \$ 2000.00  - Parent and Other Food Purchases \$1770.97  Total Title I Budget: \$6270.97			<b>Domieka Cantey</b>  <b>06/05/2026</b>
<b>Actions</b>		<b>0 of 4 (0%)</b>		
10/11/24	Make appropriate purchases of supplies and materials for the purpose of student improvement and parent and family engagement		Domieka Cantey	10/10/2025
<i>Notes:</i>				
10/24/22	College/University Tour		Gabrielle Venerable	12/21/2025

<i>Notes:</i>				
10/24/22	Title I Family Night		Latosha Stroud	06/05/2026
<i>Notes:</i>				
10/24/22	Family Information and Report Card pick-up 1st Quarter, 2nd Quarter, 3rd Quarter		Latosha Stroud	06/05/2026
<i>Notes:</i>				
<b>Implementation:</b>		10/10/2023		
<i>Evidence</i>	10/10/2023			
<i>Experience</i>	10/10/2023			
<i>Sustainability</i>	10/10/2023			

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>			
-----------------------	--------------------------------	--	--	--

<b>Effective Practice:</b>	<b>Practice 4C: Engage students and families in pursuing education goals</b>			
----------------------------	--	--	--	--

	<b>E1.01</b>	<b>ALL teachers maintain a file of communication with parents/guardians.(5177)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Staff will support parent engagement and communications by consistently conferencing with parents in-school and utilizing a variety of communication efforts to include phone calls, home visits, emails, and letters sent home in an effort to create opportunities for parents to engage in their students learning. Items will be collected in the district call log.	Limited Development 09/25/2025		
<b>How it will look when fully met:</b>		Staff will support parent engagement and communications by consistently conferencing with parents in-school and utilizing a variety of communication efforts to include phone calls, home visits, emails, and letters sent home in an effort to create opportunities for parents to engage in their students learning. Items will be collected in the district call log.		<b>Gabrielle Venerable</b>	<b>06/05/2026</b>

<b>Actions</b>					
----------------	--	--	--	--	--

<i>Notes:</i>					
---------------	--	--	--	--	--

	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
<b>Initial Assessment:</b>			Dean Pruette Scale communicates regularly utilizing the district approved communication methods. More targeted communication is needed for specific student needs and concerns. DPS will utilize the district approved Contact Log to communicate as well as analyze communication efforts with our parent body. Instructional effectiveness is evaluated by the school leadership team and communicated via walkthroughs and evaluations. Parent resources are shared via our leadership to include our school counselor, and social worker.	Limited Development 09/25/2025		
<b>How it will look when fully met:</b>			Staff will support parent engagement and communications by consistently conferencing with parents in-school and utilizing a variety of communication efforts to include phone calls, home visits, emails, and letters sent home in an effort to create opportunities for parents to engage in their students learning. Dean Pruette staff will implement cross-curricular parent events and educational workshops to support parent and family engagement in the school.		Domieka Cantey	06/05/2026
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	9/25/25	Teachers will schedule parent/teacher conferences quarterly to support opportunities for parents to be involved in their child's learning.			Gabrielle Venerable	06/05/2026
<i>Notes:</i>						