

Comprehensive Progress Report

Mission: Our mission at SCALE Greensboro Academy is that all staff, in partnership with parents, families, and communities are fully committed to students being college and career ready. Where students are empowered to meet current and future challenges to develop social awareness, civic responsibility and personal growth. Provide opportunities to support students as they develop into productive and informed citizens in a global community.

Vision: At SCALE Greensboro Academy, we will provide a learning environment with therapeutic support, behavior and academic interventions, and prevention programs that will redirect students to lead a productive life. Creating a culture that values people and connections; making it a unique, accepting, project-based learning academic environment for students to succeed on many levels. Our purpose is to prepare students to move forward with a strong sense of self into a life filled with promise.

Goals:

By June 2026, SCALE Greensboro Academy will utilize functional, effective, impactful instructional leadership (ILT), school improvement (SIT), and academic (PLC) teams to continue developing, implementing, assessing, and monitoring instructional strategies. Teams will incorporate math skills into daily lesson plans. Student proficiency in Math 1 will increase by 5%. Achievement will be measured as grade-level proficiency on EOC Math 1 assessments. It will serve as an indicator of student performance which will be weighted 5% based on the Alternative School Progress Model Option C.

By June 2026, SCALE Greensboro Academy will develop a system to improve average daily attendance percentages, as reflected by the weekly data dashboard reports. We will strive to maintain 80% or higher average daily attendance rate and disciplinary referrals will decrease for Rule 6 and Rule 8 that result in loss of instructional days out of class due to In School and Out of School Suspensions by 5% as teachers will be attentive to student's emotional states and provide interventions when necessary.

By June 2026, SCALE Greensboro Academy will provide all students with academic advising that will include grade/transcript review and goal setting. All students will be exposed to college and career readiness. This goal supports the Guilford Guarantee by providing equitable opportunities, personalized pathways, and intentional supports so every student leaves SCALE prepared for success beyond high school.

By June 2026 SCALE Greensboro Academy teachers will maintain parent engagement and communications efforts at 100% as measured by the Alternative School Progress Model Option C, through conferences, phone calls, home visits, emails, and letters sent home in an effort to create opportunities for parents to engage in their students learning through purpose, communication, education, and association around the needs of the students being served in our program. SCALE-Greensboro teachers will implement cross curricular parent events and educational workshops to support parent and family engagement in the school.



Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency				
!	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
<i>Initial Assessment:</i>		The team meets as needed to address program needs and improve academic/social/emotional needs of students.		Limited Development 09/26/2016		
<i>How it will look when fully met:</i>		The school will continue to show growth based on the work of the School Leadership team and the instruction being provided on a daily basis.			Rachel Lewis	06/30/2023
Actions				0 of 1 (0%)		
	9/24/17	The team will meet the first and second Thursday of each month.			Rachel Lewis	06/30/2023
<i>Notes:</i>						

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
	A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Mathematics teachers utilize data to differentiate and scaffold instruction to increase student performance. We'll use IXL software to asses students throughout the year.	Limited Development 09/07/2022		
<i>How it will look when fully met:</i>		Teachers meet with Curriculum Facilitator and School Principal at least once per quarter to review student data including responses to tasks and formative assessments which incorporate the Standards for Mathematical Practice and Content Standards. • Using supplemental resources, teachers regularly include longer, challenging word problems and mathematics performance tasks. • Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress. Teachers will review student data from the IXL Program. Teachers will use Khan Academy , Open Up Resources, and support from the district math coach. We also have a high dose math tutor on staff.		Jeffery Roberts (Elected 2025, Term 2 years)	05/22/2026
<i>Actions</i>			0 of 1 (0%)		
	9/7/22	Curriculum Facilitator Quarterly Teacher meeting Log		Anita Dawkins	06/10/2026
		<i>Notes:</i> on-going support from district math coaches			

	A3.10	All teachers use assessment data and match instruction and supports to individual student needs. (6827)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Teachers engage in instructional activities that incorporate higher order thinking questions, the Standards for Mathematical Practice and performance tasks aligned to the NC Standard Course of Study.		Limited Development 09/07/2022		
<i>How it will look when fully met:</i>	<ul style="list-style-type: none"> Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods. Math teachers provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations, and use the language of math as they work through each problem. Teachers meet in Professional Learning Community (PLC) at least once per quarter to review student response to tasks and plan instructional lessons incorporating the Standards for Mathematical Practice and performance tasks aligned to the NC Standard Course of Study. Teachers will focus on student engagement and what strategies can be incorporated to increase active engagement. 			Anita Dawkins	01/30/2026
Actions			0 of 2 (0%)		
9/7/22	Math 1 PLC meetings			Anita Dawkins	01/30/2026
<i>Notes:</i>	As a resource for our math students, a math tutor has been assigned to SCALE Greensboro to provide high dosage tutoring. Resources will be provided as well as content support from open up math specialist.				
9/7/22	Teacher Math 1 Professional Development Training			Anita Dawkins	06/10/2026
<i>Notes:</i>	Will plan on spending Title 1 monies for Professional Development. PD provided by GCS Math Coach.				

Core Function: Domain 3: Instructional Transformation

Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
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 educators in our school currently model, facilitate, and participate in a social emotional learning activity with students daily at SCALE-Greensboro. We have a tiered process in place for addressing classroom and schoolwide behavior issues. It includes support from our School Behavioral Specialist, and referrals to the school social worker and/or school counselors. The team works to redirect student behaviors and utilizes the in-school suspension option when necessary. Students who do not successfully correct their behavior or have serious rule violations are referred to the school principal. We also have a School Based Mental Health program with therapeutic services provided through a GCS Mental Health Clinician and school psychologist.	Limited Development 09/21/2017		
<i>How it will look when fully met:</i>		SCALE-Greensboro will decrease disciplinary referrals for Rule 6 and Rule 8 that result in missed instruction due to In- School and Out of School Suspensions by 5% as teachers will be attentive to student's emotional states and provide interventions when necessary. Teachers will use Classroom Management strategies, Social Emotional Learning strategies, and Restorative Practice to positively reinforce procedures and routines by explicitly teaching them. Staff and students will be able to do the following: a. Be responsible—understand one’s obligation to engage in ethical, safe and legal behaviors b. Manage emotions—regulate feelings so that they aid rather than impede the handling of situations c. Solve problems creatively—engage in a creative, disciplined process of exploring alternative possibilities that leads to responsible, goal-directed action d. Respect others—believing that others deserve to be treated with kindness and compassion as part of our shared humanity e. Communicate effectively—using verbal and non-verbal skills to express oneself and promote effective exchanges with others. Build relationships—establishing and maintaining healthy and rewarding connections with individual and groups;		Sheilalisa Koto (Elected 2025, Term 2 years)	01/30/2026
<i>Actions</i>			0 of 5 (0%)		
	9/24/17	School Support team will track, and report number of referrals, student meetings, parent contacts, and other vital information of students to the staff as needed. This will be done to serve as a means to track repetitive behaviors and put systems of practice in play to support student achievement behavior goals as outlined in student intakes.		Duane Lewis	01/30/2026

Notes: New EduClimber online student discipline portal will assist in the tracking and analyzing of student discipline data as this is the first year of it's implementation here in GCS.

9/24/17 Staff will collaborate to facilitate daily SEL activities with our students each morning in the cafeteria led by the SEL Committee. The Support Team will collaborate with teachers to provide classroom behavioral management support for students as well as support students in need of social and emotional needs.

Sheilalisa Koto

05/22/2026

Notes: Teachers will promote the 5 SEL key competencies:
Self-Awareness
Self-Management
Relationship Skills
Responsible Decision Making
Social Awareness

10/11/21 During intake sessions, counselors, social worker and Principal positively promote SCALE rules, expectations, and procedures to parents and students. Students sign contracts that they will abide by the rules. Those contracts include the Policy for Search & Scanning, and the SCALE Information & Contract Agreement. Counselors will utilize this time to also help identify students in need of the school based mental health resource.

Destiny Campbell

06/10/2026

Notes: During intake sessions students and parents read and sign these documents:
Policy for Search and Scanning
SCALE Information and Contract Agreement
Mental Health permission form

11/14/22 Students will be referred to the School Based Mental Health program for therapeutic services as needed.

Destiny Campbell

06/10/2026

Notes: Ms. Campbell will receive permission form from parents to refer students to mental health support through identified mental health therapist.

11/14/22 Students will be referred to educative support groups provided by outside agencies to assist in positive decision making and behavioral choices. We are currently using Confident Girls Rising mentor program in collaboration with the Greensboro Police Department and Greensboro Fire Department, Kingdom of Youth- NC. A&T State University mentoring program and other identified community resources.

Dwain Waddell

06/10/2026

Notes: Both social worker and counselor will work together with the community resources.

	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>			Currently SCALE-Greensboro Academy has one core teacher in each content area thus not affording our staff the opportunity to form a true Professional Learning Community as outlined by the Dufour Model. However, as we begin to examine our current practices as staff, we will begin to explore meeting with other Professional Learning Communities within the district to improve instruction and brainstorm with other teachers teaching the similar content. We will continue working with off sites teaching staff that are under our supervision to develop unit plans that encourage our teachers to work together to overlap the content being taught when applicable. We will also implement virtual meetings for teachers to collaborate.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>			The Staff at SCALE- Greensboro will begin to work with instructional learning teams to improve student outcomes by meeting quarterly with the principal and teachers who share common planning periods. Also, during this time the teachers will examine best practices, strategies, and ideas that they have found to be beneficial in meeting the students' individual learning styles. When students enter SCALE-Greensboro, we will attempt to offer an assessment to gauge their individual learning needs as it pertains to the content being taught in their class at SCALE verses their home school. This will serve as an indicator for our teachers to begin addressing individual learning needs and gaps in content prior to moving forward, given the fact that we serve students from throughout the district at any given time within the grading period. Information to gauge the effectiveness of this goal will be minutes from meetings, interim/formative assessment data, EOC/EOG results, lesson plans, and cross-curricular units that demonstrate mastery in two or more content areas at the same time. We will bring in district coaches to support teachers in their content area.		Anita Dawkins	03/27/2026
<i>Actions</i>				0 of 6 (0%)		
		10/20/16	Teachers will utilize pre and post assessment data to inform instruction and create opportunities for students to demonstrate mastery on grade level content. Additionally, teachers will utilize district resources to strengthen instruction on a daily basis within the ELA and Math Classrooms.		Anita Dawkins	06/10/2026
		<i>Notes:</i>				

10/20/16	The teachers will begin to meet as instructional learning teams within our building to create learning opportunities for our students to engage in content across all content areas as well as vertically within the content area. Teachers will have the opportunity to visit area schools to observe instruction and PLC's.		Anita Dawkins	06/10/2026
<i>Notes:</i>				
10/20/16	Teachers will utilize Depth of Knowledge to engage students in activities aligned with the standards within each content area.		Anita Dawkins	06/10/2026
<i>Notes:</i> Teachers will utilize Depth of Knowledge to engage students in activities aligned with the standards within each content area. Teachers will continue this work in 2025-26 to continue to strengthen instruction at SCALE.				
10/20/16	Teachers will examine their content area to determine power standards to be taught in sequential order while students are with us at SCALE-Greensboro.		Anita Dawkins	06/10/2026
<i>Notes:</i> Teachers will examine their content area to determine power standards to be taught in sequential order while students are with us at SCALE-Greensboro.				
10/12/16	Teachers will utilize the Guilford County Schools Instructional Framework (Plan, Teach, Evaluate) to plan lessons that are aligned to the standards and pacing guides.		Anita Dawkins	06/10/2026
<i>Notes:</i> Please see #2 above as it describes the brainstorming process.				
10/10/24	Teachers will utilize Title One instructional funds to enhance the academic performance for all students. This includes technology and academic resources from our title once budget.		Anita Dawkins	06/10/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
	A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The School Attendance / Dropout Prevention Team and the SCALE Admin team meet bi weekly to discuss data rates regarding student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers). Strategies and interventions are regularly determined to problem solve and reduce the percentage of chronic absenteeism for all students.	Limited Development 09/07/2022		
<i>How it will look when fully met:</i>		SCALE Greensboro students will develop positive school attendance habits through the attendance team's consistent monitoring of attendance data, parent and community outreach, and implementation of incentives. Student chronic absenteeism rates will decrease from 90.6% to 85.6%.		Dwain Waddell	01/16/2026
Actions			4 of 5 (80%)		
	9/7/22	School Attendance and Dropout Prevention Teams will meet and collaborate to problem solve attendance cases and students at risk of dropping out of school.	Complete 06/10/2025	Dwain Waddell	06/10/2025
<i>Notes:</i>					
	9/7/22	Teachers and support staff will nominate students for quarterly attendance awards.	Complete 05/29/2025	Dwain Waddell	06/10/2025
<i>Notes:</i>					
	9/7/22	Student Services Team and School Principal supports teachers in parent/teacher conference to address attendance concerns.	Complete 06/10/2025	Dwain Waddell	06/10/2025
<i>Notes:</i>					
	10/11/23	SCALE Greensboro Academy will create a student positive behavior committee using the Class Dojo points system. This committee will maintain a student incentive program that promotes positive school attendance and behavior. Staff will receive dojo points for acts of kindness, class participation, attendance, and leadership. Students will be able to purchase snacks on Fridays with their points.	Complete 06/10/2025	Sheilalisa Koto	06/10/2025
<i>Notes:</i>					

9/7/22	School Social Worker will implement monthly schoolwide attendance incentive celebration.		Dwain Waddell	06/10/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift			
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning			
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	A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	<p>Quarterly student achievement assemblies will be scheduled. School wide monthly attendance incentive activities will be planned. Door decorating contests will be scheduled in honor of Red Ribbon Week and upcoming holidays which may include a kindness theme for Thanksgiving, winter holidays, and Black History Month.</p>		Limited Development 09/07/2022		
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<i>How it will look when fully met:</i>	<p>Students will feel a greater sense of belongingness at SCALE Greensboro Academy. Through submersion in a positive school climate students will practice mindfulness of their behaviors and personal responsibility thus decreasing student absenteeism and disciplinary referrals. SCALE Greensboro staff maintain a positive school culture. Student absenteeism and student disciplinary referrals will both decrease by 5%. Field trips will be included to further student learning. Schoolwide events will be included to support a positive school climate and positive collaborative relationships.</p>			Dwain Waddell	03/27/2026
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Actions			0 of 5 (0%)		
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9/7/22	School Attendance Team will meet monthly during the student support team meeting to monitor school attendance and strategize to help alleviate barriers to school attendance and reduce learning loss due to student absences.		Dwain Waddell	01/16/2026
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<i>Notes:</i>				
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9/7/22	Quarterly student achievement awards celebrations will occur.		Anita Dawkins	06/10/2026
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<i>Notes:</i> Teachers will nominate student of the month (two males- one each from Middle and High School and two females-one each from Middle and High School). Certificates will be awarded for academic achievement/improvement, character education, perfect attendance, Principal's awards.				
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9/7/22	Door decorating contests for holidays and events.		Sheilalisa Koto	06/10/2026
	<p><i>Notes:</i> Classrooms decorate their doors for special events and holidays. Non-teaching staff votes for the best door decorations. The homeroom with the best door receives a prize.</p> <p>Red Ribbon Day Kindness Winter Holidays Black History Month</p>			
11/7/22	Student field trips paperwork will be collected by Ms. Arnold for the Principal's approval.		Chanetta Arnold	06/10/2026
	<p><i>Notes:</i> This will be funded by Title One.</p>			
11/7/22	School Community Garden- All students and staff will be involved in the school community garden across curriculum.		Dwain Waddell	06/10/2026
	<p><i>Notes:</i></p>			

	A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Student assemblies will occur at the start of each semester where the principal and school staff will review the school rules, expectations, and student handbook with students. Students and parents are informed of the school rules and expectations during student parent intake meetings and provided a copy of the student handbook. Students and parents sign a behavioral agreement during intake meetings. Teachers write their classroom rules using positive and supportive language and post their classroom rules in their classrooms. Teachers implement daily Social Emotional Learning activities in an effort to reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.</p>	<p>Limited Development 09/07/2022</p>			
<i>How it will look when fully met:</i>	<p>SCALE-Greensboro will decrease disciplinary referrals for Rule 6 and Rule 8 that result in missed instruction due to In- School and Out of School Suspensions by 3% as teachers will be attentive to student's emotional states and provide interventions when necessary. Teachers will use Classroom Management strategies, Social Emotional Learning strategies, and Restorative Practice to positively reinforce procedures and routines by explicitly teaching them. Staff and students will be able to do the following: a. Be responsible—understand one’s obligation to engage in ethical, safe and legal behaviors b. Manage emotions—regulate feels so that they aid rather than impede the handling of situations c. Solve problems creatively—engage in a creative, disciplined process of exploring alternative possibilities that leads to responsible, goal-directed action d. Respect others—believing that others deserve to be treated with kindness and compassion as part of our shared humanity e. Communicate effectively—using verbal and non-verbal skills to express oneself and promote effective exchanges with others f . Build relationships—establishing and maintaining healthy and rewarding connections with individual and groups.</p>		<p>Duane Lewis</p>	<p>06/10/2026</p>	
Actions			<p>0 of 3 (0%)</p>		
	<p>9/7/22 School Support team will track, and report number of referrals, student meetings, parent contacts, and other vital information of students to the staff as needed. This will be done to serve as a means to track repetitive behaviors and put systems of practice in play to support student achievement behavior goals as outlined in student intakes.</p>		<p>Destiny Campbell</p>	<p>06/10/2026</p>	

Notes: New Educator's Handbook online student discipline portal will assist in the tracking and analyzing of student discipline data as this is the first year of it's implementation here in GCS.

9/7/22 All teachers will participate in the daily SEL activity with our students. We will share classroom management strategies and implementation that work within the classroom. We will have open dialog during teacher's planning to give teachers an opportunity to discuss concerns and provide individualized feedback on how they are dealing with certain students or behaviors.

Destiny Campbell

06/10/2026

Notes: Teachers will promote the 5 SEL key competencies:
Self-Awareness
Self-Management
Relationship Skills
Responsible Decision Making
Social Awareness

9/7/22 During intake sessions, principal, social worker, and counselors positively promote SCALE rules, expectations, and procedures to parents and students. Students sign contracts that they will abide by the rules. Those contracts include the Policy for Search & Scanning, and the SCALE Information & Contract Agreement.

Destiny Campbell

06/10/2026

Notes:

	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:			As a school we continue to understand the importance of building positive relationships with students in order to meet their educational needs as they come to us. All staff is expected to participate in daily SEL activities along with students to help set the tone for the day. Staff is able to communicate with Student Support Services when needed for additional support in student matters whether its academic, social or emotional.	Limited Development 09/26/2016		
How it will look when fully met:			SCALE-Greensboro teachers will be attentive to student's emotional states and provide interventions or referrals to student support when necessary. Teachers will use Classroom Management and SEL strategies to positively reinforce procedures and routines. The staff will be able to recognize student's emotions and guide them in managing those emotions by providing instruction, modeling, providing caring attention that promotes students self-respect, concern for others and responsibility. SCALE- Greensboro will be able to reach the whole child while addressing the students' academic, behavioral, emotional, and social needs.		Kimmey Boozer	01/16/2026
Actions				0 of 3 (0%)		
	10/12/16	The Social Emotional Learning Committee at SCALE Greensboro Academy will continue to meet monthly to discuss school wide supports for students and staff.			Destiny Campbell	01/16/2026
<i>Notes:</i>						
	10/20/16	SCALE- Greensboro will provide mentoring resources to our students and parents and we will invite these community partners to our Title 1 Parent events. The mentor community partners will be invited to the school during the school day to provide engaging support to our students.			Dwain Waddell	03/29/2026
<i>Notes:</i> Parent 1 Title Events are funded by Title 1 funds. There is a Fall and Spring Title 1 event.						
	10/20/16	The staff at SCALE- will utilize student support staff for students who are in need of social or emotional support. Student support will support those needs and seek out additional district resources when needed.			Dwain Waddell	06/10/2026
<i>Notes:</i>						

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
	E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Staff will maintain parent contact logs to document their parent engagement efforts.	Limited Development 09/07/2022		
<i>How it will look when fully met:</i>		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. SCALE Greensboro Academy staff will implement cross-curricular parent events and educational workshops to support parent and family engagement in the school.		Duane Lewis	06/10/2026
Actions			0 of 3 (0%)		
9/7/22	Teachers will maintain positive weekly contact with parents to share strengths and weaknesses and highlights of student progress with parents.			Anita Dawkins	01/29/2026
<i>Notes:</i>					
9/7/22	Teachers will schedule parent/teacher conferences quarterly to support opportunities for parents to be involved in their child's learning.			Anita Dawkins	01/30/2026
<i>Notes:</i>					
9/7/22	Cross-curriculum nights with student-led conferences			Anita Dawkins	06/10/2026
<i>Notes:</i> Teachers will hold a cross-curricular parent event at the end of each semester where parents will be invited to the school and students will facilitate student-led conferences.					

	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
<i>Initial Assessment:</i>			As new students enter our building, we hold intake meetings in which the principal and support team (counselors and social worker) meet with the parents and student to share the school academic and behavioral expectations and safety procedures and protocols. We inform the parents and students of the supports and programs available within the school and how we can partner with families to improve student outcomes. Staff communicates with parents via phone calls, connect-ed calls, written letters, emails, and home visits. We will hold two Title 1 Parent Events. We will hold quarterly Student Success Awards Ceremonies that include Parent Informational Workshops.	Limited Development 09/26/2016		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>			By the end of June 2025, SCALE-Greensboro will have created opportunities for parents to engage in their students learning through school meetings, parent events, communication with teachers and support staff, and information sent home with students. We will have four quarterly Student Celebration of Excellence events aimed at recognizing the successes of our students and their accomplishments. We will utilize weekly connect-ed messaging to update parents on school and district events as well as school expectations. In determining that the objective has reached full implementation we will use the following as evidence: calendar of intake appointments, phone logs from teachers and staff, Title 1 Parent Day meeting agendas and sign-in sheets, agendas from Student Celebration of Excellence events.		Duane Lewis	06/10/2026
Actions				0 of 5 (0%)		
	9/24/17	SCALE- Greensboro will share school and community opportunities including the GCS Parent Academy trainings and events as well as community resources and events with families to create ways to help educate parents on how to advocate for their children and support their educational and personal success.		Destiny Campbell	05/30/2026	

	<i>Notes:</i> We will include information about school and community events and resources through intakes, quarterly parent connection, title one night/curriculum night and as needed.			
9/24/17	SCALE- Greensboro will communicate with families through intake meetings, transition meetings, progress reports, phone calls, connected calls, home visits, and sharing available school and community resources.		Kimmeey Boozer	05/30/2026
	<i>Notes:</i> Activities such as phone calls, home visits, and sharing available resources may occur daily or several times per week.			
11/1/22	Parents will be provided with resources to support their student's learning and social and emotional wellbeing.		Dwain Waddell	05/30/2026
	<i>Notes:</i> Community partners will present at parent Title 1 Events School Based Mental Health service implemented Community resources shared with parents daily			
9/18/25	To align with the "Guilford Guarantee" counselors will implement monthly academic advising for students to review grades, transcripts and progress toward graduation requirements. Scale GSO will continue to partner with local colleges, trade programs, and workforce organizations to speak and work with students about future career goals. Utilization of the YouScience Assessment will also be used to help students and parents identify possible career interest.		Destiny Campbell	06/10/2026
	<i>Notes:</i> This goal aligns with district priorities under the "Guilford Guarantee" and supports transition to postsecondary success.			
9/24/17	SCALE- Greensboro will invite parents to the Title I Parent Night meeting. We will have additional parent trainings and programs to support academic and behavior modification resources.		Dwain Waddell	06/10/2026
	<i>Notes:</i> We will utilize Title I funds for dinner cost for parents.			
Implementation:		05/31/2022		
Evidence	5/31/2022			
Experience	5/31/2022			
Sustainability	5/31/2022			