

Comprehensive Progress Report

Mission:

Welborn Academy of Science and Technology will develop the academic excellence of our diverse learning community through implementation of a comprehensive curriculum including innovative technology designed to strengthen critical thinking skills, support student creativity, and foster effectual communication in a safe and supportive environment where students are empowered, inspired, and challenged to cultivate a life of integrity, leadership, and responsible citizenship.

As a Welborn Wildcat,

I CAN achieve academic excellence.

I MUST be successful.

I WILL be the best

We Can! We Must! We Will!

Vision:

Welborn Academy of Science and Technology will provide a positive and personalized learning environment focused on student academic growth and achievement, along with character development, safety, and community service through enhanced organizational excellence and leadership.

Goals:

Achievement Gap Goal: By June 2022, Welborn Academy of Science and Technology students' Achievement Gap between will decrease by 5 percentage points between White and African American students in Reading (16.7% to 11.7%) and Math (21.6% to 16.6%) as measured by NC End-of-Grade assessments.

Reducing the Number of Lost Instructional Days: Discipline Goal: By June 2022, Welborn Academy of Science and Technology will reduce the number of lost instructional days by reducing the number of referrals that lead to OSS by 20% from 136 to 109.

School Performance Composite Goal: By June 2022, Welborn Academy of Science and Technology will increase our performance composite from 24.5% to 29.5%.

Attendance Goal: By June 2022, Welborn Academy's chronic absence rate will decrease to less than 18% as measured through PowerSchool attendance.

By the end of June 2022, Welborn Academy will improve teacher capacity by increasing the number of classroom teachers that exceed growth from two teachers to six teachers according to EVAAS teacher value added reports.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
Initial Assessment:		MTSS training will continue to equip teachers with the strategies and tools needed to provide sound instruction, regardless of modality. ELA, Math, Science, and Social Studies teachers will receive coaching on their instruction and on lesson plan development so that all students receive excellent instruction. ELA and Math teachers receive coaching and support from Multi-classroom Leaders and Extended Impact teachers, as well as the National Teaching Network (Math) and the American Reading Company (ELA).	Limited Development 10/29/2019		
How it will look when fully met:		When sound instruction is being facilitated in every classroom, tiered supports for teachers and students will be evident. A gradual release of instruction will be evident in classrooms. Intervention and enrichment will take place, as needed, based on data-informed decisions by teachers and support staff. This will lead to growing each student, based on his or her academic, social, and emotional needs.		Pamanita Abdullah	06/03/2022
Actions			3 of 6 (50%)		
10/13/21	IPG will coordinate with RTI to provide weekly staff training on MTSS.		Complete 12/15/2021	Melinda Williams	12/13/2021
	<i>Notes:</i> IPG will fund this training.				
	Staff meets each Monday to receive training and discuss its implementation.				
12/16/21	IPG Coordinator will plan MTSS trainings based on staff surveys and classroom observations.		Complete 02/28/2022	Melinda Williams	02/28/2022
	<i>Notes:</i>				
12/16/21	RTI will provide staff with MTSS strategies for implementation and reflection each week.		Complete 02/28/2022	Melinda Williams	02/28/2022
	<i>Notes:</i> Weekly meetings focus on MTSS components and providing teachers with strategies to utilize with tier 2 students				

	9/20/21	Provide enriching staff development during professional development weeks.		Melinda Williams	03/17/2022	
	<i>Notes:</i> IPG will be used to fund these sessions.					
	9/15/20	MTSS academic coordinator will undergo continual training to both educate and assist teachers in the effective implementation of MTSS in classrooms.		Pamanita Abdullah	06/03/2022	
	<i>Notes:</i>					
	9/16/20	Beginning teachers will receive supplemental coaching each month to provide individualized teacher support, based on observations, coaching conversations, and data.		Amanda Pinson	06/04/2022	
	<i>Notes:</i> CSI funds will support this endeavor.					
	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>		Welborn Academy faculty and staff will create consistent school-wide policies that govern behavior and create lesson plans that will aide in the teaching of the desired behavior of students. Teachers will also explicitly teach appropriate behavior for classrooms and post classroom rules and procedures.	Limited Development 09/01/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
	<i>How it will look when fully met:</i>		All teachers will utilize MTSS and SEL strategies in their classrooms to manage student behaviors, creating a nurturing environment that supports extensive learning.		Domieka Cantey	06/03/2022
	Actions			7 of 10 (70%)		
	10/21/19	Provide Staff training on Educators handbook		Complete 09/10/2019	Domieka Cantey	10/30/2019
	<i>Notes:</i> Training provided at September staff meeting.					
	9/1/17	Teachers will teach school-wide procedures, the first week of school. Teachers will explicitly teach, and model expected student behaviors, and provide reoccurring instruction of the standards for success.		Complete 09/06/2019	Domieka Cantey	06/14/2020
	<i>Notes:</i> This will be revisited after extended breaks and holidays.					
	9/1/17	Teachers will create procedures and behavioral expectations for the maintaining of an orderly learning environment.		Complete 09/02/2019	Domieka Cantey	06/15/2020
	<i>Notes:</i> Procedural and behavioral expectations were created by the teaching staff.					
	11/5/20	SBLT will formulate re-entry procedures and expectations to ensure a safe and productive learning environment for students returning to school during the pandemic.		Complete 12/16/2020	Brooke Sumner	01/15/2021

	<i>Notes:</i> Re-Entry procedures , including schedules, expectations, and duty assignments, were created to maintain a safe environment, while maximizing student learning. Plans were presented to staff at grade level meetings.			
3/22/21	Grade level teams will create classroom management plans which details expectations, consequences, and rewards.	Complete 03/08/2021	Shameka Jones	02/15/2021
	<i>Notes:</i> Teachers collaborated to create grade level classroom plans, detailing procedures, rewards, and consequences. Plans were approved by administration and posted in classrooms.			
11/5/20	After students return to school, leadership & staff will discuss procedures and make adjustments to improve processes.	Complete 03/24/2021	Shayla Savage	03/15/2021
	<i>Notes:</i> During the meeting following re-entry (2/22), the team discussed strengths and areas in need of improvement and made changes to the procedures as needed.			
9/15/20	Cool-down stations will be created in each classroom so that students can reflect on recent behaviors and think of ways rectify such behaviors.	Complete 01/28/2022	Melinda Williams	01/31/2022
	<i>Notes:</i> Cool down stations will be funded through the IP Grant.			
9/20/21	Provide enriching staff development during professional development weeks.		Melinda Williams	03/17/2022
	<i>Notes:</i> Funded through IP funds			
9/15/20	Our MTSS behavior specialist will support both teachers and students as needed.		Brandon Greeson	06/03/2022
	<i>Notes:</i> The MTSS Behavior Specialist is funded through the Title I budget.			
9/15/20	RTI will equip coaches to train staff in SEL practices once per month.		Melinda Williams	06/03/2022
	<i>Notes:</i> IPG funds will be used to pay the contracted service from RTI.			
Implementation:		11/06/2017		
Evidence	11/6/2017			
Experience	11/6/2017			
Sustainability	11/6/2017			

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>		Welborn currently follows NCDPI's course of study which is aligned to GCS's strategic goals. However, due to a significant amount of our students being so far below grade level, we must create engaging lessons that are rigorous, which providing scaffolds and are aligned to the NCSCOS.	Limited Development 05/18/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> Grade level and content area instructional teams. Organize and set pace for coverage of objectives and create dialogue about success of applications. Collectively create activities and applications for mastery of objectives. Compare data to identify areas of deficiencies and strengths for remediation and enrichment. Vertical alignment meetings will occur where teachers, across grade levels, will share strategies that assist in the teaching of high impact content. 		Brooke Sumner	06/03/2022
<i>Actions</i>			12 of 18 (67%)		
5/18/16	• Hold weekly grade level PLC meetings.		Complete 11/10/2017	Brooke Sumner	11/10/2017
	<i>Notes:</i> <ul style="list-style-type: none"> PLC's were not used for intended purposes before. To date, PLC meetings are purposeful and functional. To date, weekly grade level meetings are held once a week. These meetings are held on Fridays. 				
5/18/16	• Hold monthly vertical planning meetings.		Complete 11/10/2017	Ashauna Harris	11/10/2017
	<i>Notes:</i> <ul style="list-style-type: none"> Vertical planning sessions were not used for intended purposes, previously. To date, vertical planning meetings are occurring bi-monthly with representatives from the county for science, math and ELA. 				

5/18/16	<ul style="list-style-type: none"> • Compile student data from pre-assessments, post-assessments, standardized benchmark tests, unit tests, and daily oral and written assessments. 	Complete 11/10/2017	Jessica Jones	11/10/2017
<p><i>Notes:</i> To date, there has been 2-4 common assessments per grade level in ELA classes. This data is compiled and analyzed in content PLC meetings. There has also been one standardized benchmark assessment from Guilford County Schools. The data from these benchmark assessments was discussed on content PLC meetings on 10/30/17.</p>				
5/18/16	<ul style="list-style-type: none"> • Create template and spreadsheet to record, analyze, track, and maintain student data. 	Complete 11/10/2017	Domieka Cantey	11/10/2017
<p><i>Notes:</i> The Welborn Academy instructional team utilizes a spreadsheet hosted through Microsoft OneDrive. Featured in this spreadsheet includes teacher and student common assessment data and Interim data for ELA, Math, and Science classes. Data is shared with teachers in weekly PLCs.</p>				
5/18/16	<ul style="list-style-type: none"> • Perform unit analysis to assess students current level of understanding and what growth needs to take place. 	Complete 11/08/2017	Jessica Jones	11/10/2017
<p><i>Notes:</i></p> <ul style="list-style-type: none"> • Team must be committed to new strategies when previous efforts have been ineffective. • Remediation and enrichment interventions were not implemented with fidelity. • To date, the Curriculum Facilitator has analyzed benchmark data and distributed the data to the appropriate staff members to assess the students' current level of understanding. 				
9/12/18	Teacher development is needed to fully grow instructionally. Select teachers will be sent to conferences.	Complete 06/14/2019	Domieka Cantey	06/14/2019
<p><i>Notes:</i> A group consisting of the principal and 4 teachers attending the Ron Clark Academy in Nov. 2018. A group of 5 will be attending Dec. 7th and a group of 5 will attend Dec. 13th and 14th. A group of 3 will attend the Teach Like a Champion training on Ratio Jan. 16-18. A group of 5 will attend Teach Like a Champion training on Behavior and Culture March 6-8. A group of 5 will attend Teach Like a Champion training on Engaging Academics Apr 10-12.</p>				
9/12/18	Teachers will begin tutoring to ensure that students are growing. Teachers will be paid and transportation will be funded to provide an afterschool bus.	Complete 02/01/2019	Domieka Cantey	06/14/2019

	<p><i>Notes:</i> Tutoring began Nov. 7th. Snacks and Transportation is provided. Participation has varied between 40-60 students. Pre and post assessments are administered. Participation was low for students, so tutoring was cancelled.</p>			
9/17/18	Coaches will host a monthly standards meeting that will allow the teachers to collaborate in deconstructing the NCCOS standards to create learning targets.	Complete 06/14/2019	Jessica Jones	06/14/2019
	<p><i>Notes:</i> These occur monthly and has been focused on the creation of Common Assessments and Corrective Instruction.</p>			
9/17/18	WAST has partnered with additional resources-National Training Network (NTN) for math support.	Complete 05/19/2021	Nikki Buxton	06/04/2021
	<p><i>Notes:</i> NTN has assisted with the implementation of Open Up. NTN provided coaching on content so that teachers can deliver and utilize the Open Up Resources. ERG meets bi-weekly with Science and Social Studies. Their focus is standards alignment based on assessment creation and rigor. -This worked very well! We experienced gains in Math and Science and Social Studies.</p>			
9/17/18	Utilize pacing guides and curriculums provided and adapted by GCS (Open Up-Math, ARC-ELA, Learn ED-Science) and providing necessary trainings to teachers.	Complete 12/15/2021	Brooke Sumner	12/20/2021
	<p><i>Notes:</i> Continuing. Evidence: MCLs and teachers use the guide and curriculum in their PLC meetings each week.</p>			
9/12/18	MCL's will lead weekly grade level PLC meetings where teachers of like content can collaborate, plan strategies and instruction, create assessments, review data, and adjust teaching as necessary.	Complete 12/16/2021	Brooke Sumner	01/04/2022
	<p><i>Notes:</i> Teachers will prioritize skills and standards, and unpack standards.</p>			
12/16/21	Analyze standards-based data to drive corrective instruction.	Complete 02/28/2022	Brooke Sumner	02/28/2022
	<p><i>Notes:</i></p>			
9/20/21	During professional development weeks, PLC's will participate in extensive planning sessions to co-plan standards-aligned units.		Brooke Sumner	03/17/2022
	<p><i>Notes:</i></p>			
9/17/18	Instructional Leadership Team will provide feedback for classroom walkthroughs and lesson plan development.		Brooke Sumner	04/01/2022

	<i>Notes:</i> We have added the requirement of annotated Teacher Editions to Open Up for Math so that planning is occurring in advance. -Continuing			
12/5/18	Teacher data meetings are held quarterly to guide and monitor teacher data analysis and corrective instruction planning.		Nikki Buxton	06/04/2022
	<i>Notes:</i> This started in November. It occurs immediately following assessments. --Continuing but changed to quarterly, close to benchmarks			
2/4/22	Conduct attendance meetings wit the student support team.		Banita Baker	06/04/2022
	<i>Notes:</i>			
9/12/18	MCL's and teachers will perform unit analysis to ensure that components are standard-aligned, correctly paced, rigorous, and engaging to promote growth. Formative assessments should be embedded throughout to accurately assess student learning and guide instructional decisions.		Nikki Buxton	06/04/2022
	<i>Notes:</i>			
12/16/21	Observe classrooms to determine instructional and professional development needs.		Nikki Buxton	03/31/3022
	<i>Notes:</i>			
Implementation:		09/12/2018		
Evidence	5/4/2018 Yearly calendar showing meeting of instruction team, grade level PLCs and vertical planning, lesson plans, and data analyses.			
Experience	5/4/2018 Our experience was that all efforts were well received by teachers because they wanted necessary information to help them implement the standards-aligned units of instruction.			
Sustainability	5/4/2018 To sustain these efforts, we will need to continue the work of grade level and content area instructional teams, vertical alignment meetings, planning meetings, data analyses, and collective collobaration and dialog about success of application.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Benchmarks are scheduled to gauge student growth and teacher performance, as the year progresses. Teachers will design common assessments to design interventions prior to the benchmarks.	Limited Development 09/30/2019		
<i>How it will look when fully met:</i>		Teachers will utilize district interims and common assessments to assess student proficiency on standards. MCLs and teachers will work together to utilize data to inform instruction and design interventions to address unfinished learning.		Nikki Buxton	06/04/2022
<i>Actions</i>			3 of 5 (60%)		
11/5/20	MCL's will provide training for teachers on how to access and analyze data from district benchmarks.	Complete 02/24/2021	Nikki Buxton	02/26/2021	
<i>Notes:</i> MCL's provided training on Power BI during PLC's.					
9/30/19	Students will take district benchmarks three times per year for all tested subjects	Complete 03/26/2021	Jonathan Owens	04/13/2021	
<i>Notes:</i>					
9/30/19	MCLs will enter teacher data into spreadsheet for standard progression analysis following interim assessments.	Complete 03/26/2021	Nikki Buxton	04/13/2021	
<i>Notes:</i> MCL's and teachers used Power BI to analyze data from interims.					
10/13/21	Will work with district representative to ensure that benchmarks are properly administered according to guidelines.		Jonathan Owens	04/01/2022	
<i>Notes:</i>					
9/15/20	MCLs and teachers will work collaboratively in PLC's to examine the data, design interventions, and formulate plans using best practices to remediate and advance student learning.		Nikki Buxton	06/04/2022	
<i>Notes:</i> Multi-Classroom Leaders are funded through CSI Funding					

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
<i>Initial Assessment:</i>		We are using the IPGrant to fully incorporate MTSS throughout our school. MTSS training will continue to equip teachers with the strategies and tools needed to provide sound instruction, regardless of modality.	Limited Development 09/15/2020		
<i>How it will look when fully met:</i>		When sound instruction is being facilitated in every classroom, tiered supports for teachers and students will be evident. A gradual release of instruction will be evident in classrooms. Intervention and enrichment will take place, as needed, based on data-informed decisions by teachers and support staff. This will lead to growing each student, based on his or her academic, social, and emotional needs.		Shameka Jones	06/04/2022
Actions			4 of 7 (57%)		
	11/5/20	Before school starts, we will provide staff with two full days of SEL professional development.	Complete 08/12/2020	Bertrand Haynes	08/12/2020
		<i>Notes:</i> RTI provided SEL training to the staff on Aug 10th & 11th.			
	9/16/20	We will hire both an academic and behavior MTSS supervisor to work with teachers and students to ensure that students receive the supports they need to succeed.	Complete 08/10/2020	Bertrand Haynes	09/04/2020
		<i>Notes:</i> IPG funds were used to pay the contract for both MTSS supervisors.			
	9/16/20	We will hire a school therapist to provide mental health services to our students.	Complete 10/08/2020	Bertrand Haynes	11/01/2020
		<i>Notes:</i> IPG funds were used to fund the school therapist, who meets with students daily to provide mental health services.			
	9/16/20	A full-time school nurse will be hired to attend to students' health needs.	Complete 12/16/2020	Bertrand Haynes	12/31/2020
		<i>Notes:</i> IPG funds were used to hire a full-time school nurse, who treats students daily.			
	9/18/20	IP Grant coordinator will ensure that funds from the grant are used for tiered instruction and social-emotional learning.		Melinda Williams	06/04/2022
		<i>Notes:</i> The coordinator position is funded through IPG.			

	9/16/20	We will continue a partnership with RTI to provide ongoing MTSS and SEL training for coaches throughout the year. The coaches will train the staff throughout the school year		Melinda Williams	06/15/2022	
<i>Notes:</i> A partnership with RTI will be funded through the IPGrant.						
	9/20/21	We will purchase research-based online educational platforms to use as scaffolds and supplements for our struggling learners.		Nikki Buxton	10/31/2022	
<i>Notes:</i> Restart funds are used to purchase Flocabulary, BrainPop, & IReady						
	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>			To further the develop the whole child, we applied for and were awarded the IPG Grant , which consists of over \$1.5 million in funding and will create numerous additional supports such as flexible seating, a cool-down room, high quality learning expeditions, after school enrichment opportunities, a therapist, and a full time nurse. We will continue our efforts with implementing SEL through our partnership with RTI.	Limited Development 05/18/2016		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> • Teachers will have developed meaningful relationships with their students that will facilitate their socio-emotional, as well as their academic growth and development, using the training provided by RTI. • Gather information about the emotional needs of students through meaningful dialogues with them. • Assess emotional state of students and refer them to support staff such as school counselors, social workers, and/or nurse as needed. • Students requiring intensive mental health interventions and support will be referred to our in-house mental health providers. 		Melinda Williams	06/04/2022
Actions				8 of 12 (67%)		
	5/18/16	• Conduct teambuilding activities in classroom.		Complete 05/01/2018	Raven Jefferson	06/15/2018

Notes: * Use teambuilding activities during Advisor/Advisee block.

During the 2017-2018 school year, Team Building Activities did not occur through an Advisory Program in the classroom, but focused on smaller groups and school wide ways to encourage support and advocacy for self and others. Ways of implementation included:

- Student Council/ Peer Mediation- Student body representatives get ideas from the entire student body and plan various activities that will encourage making connections and relationship building for the success of the students. Planned activities focused on:
 - o Table Talk about effective methods to finding solutions to problems
 - o Bathroom Beautification Ideas, Survey and Service Project
 - o Ideas and implementation for a School Dance
- Sandy Hook- Student Group focused on the tragic events of school violence, and engaged in discussion about “See Something, Say Something, and Start with Hello”. Activities included discussions of Social Isolation, Feelings and Actions, and Healthy v/s Unhealthy.
- Random Acts of Kindness Week- A week long school wide event promoting Random Acts of Kindness where people all over the world are encouraged to pay it forward by participating in random acts of kindness (RAK) to demonstrate care and love for others. Each day this week Welborn Academy will challenge each other to demonstrate various acts of kindness to our peers, teachers and staff!
- Attendance Challenge- A School wide event for the quarter, where each grade level is challenged to come to school prepared to learn. During this challenge, the grade level that has the least amount of absences is awarded with a “Gym Jam”.

5/18/16

• Develop systematic referral process for students to be seen by the counselors, social worker, and/or nurse.

Complete 05/02/2018

Melonie Lowe

06/15/2018

Notes: Teachers need to know process by which students can be seen by support staff, rather than by a random approach to doing so.

Referral Process for Support Staff (Counselors, Social Worker, and/or Nurse)

To minimize student movement in the building, the following process will be utilized for students to access a member of Welborn Academy's support staff.

- Students will let teachers know when they need to be referred to a support staffer. Teachers will email specific support staffer about student needs.
- Support staffer will contact students to come in for an appointment.

NOTE: Counselor's Student Assignments for counseling (preferably during Encore).

- Lowe - Students Last Names A-L
- Dewar - Students Last Names M-Z

5/18/16 • Hold awareness seminars to inform parents and families of the available resources and interventions for their students.

Complete 11/08/2017

Raven Jefferson

06/15/2018

Notes: Increased parent and community involvement is necessary to effect change.

Parent Academy hosted a workshop on Middle School Transition that Dr. Meadows & Melonie Lowe Co-Facilitated. Workshop provided information, resources & interventions available to students and their parents.

Parent Academy hosted a workshop on Anti-Bullying & Internet/Cyberbullying Safety. Workshop provided information, resources & interventions available to students and their parents.

11/5/20 Staff will complete a DISC assessment as a prerequisite to beginning Extreme Teachers training with Eric Thomas.

Complete 10/30/2020

Bertrand Haynes

11/01/2020

Notes: The DISC assessment was administered to staff in October and utilized during the ET professional development.

11/5/20	We will create SEL activities for all teachers to use in classrooms during morning breakfast to promote healthy mindsets in both students and teachers.	Complete 12/16/2020	Shameka Jones	12/31/2020
<i>Notes:</i> We provided teachers with a PPT with inspirational videos, quotes, writing prompts, and discussion starters to use during homeroom each morning.				
3/22/21	Students will recite the Wildcat Pledge each morning to build school unity and instill self-responsibility.	Complete 05/19/2021	Shayla Savage	06/04/2021
<i>Notes:</i>				
11/5/20	Staff will attend professional development trainings with the Extreme Teachers organization to learn how to effectively work together to maximize student learning.	Complete 05/19/2021	Shameka Jones	06/15/2021
<i>Notes:</i>				
9/15/20	We will form a partnership with Eric Thomas to support social-emotional learning with students and staff.	Complete 05/19/2021	Shameka Jones	06/21/2021
<i>Notes:</i> IPG funds will be used to pay the contracted service from Eric Thomas.				
12/16/20	Instructional teams meet regularly to review implementation of effective practice and student progress, and to work with teachers as necessary to improve instruction and student monitoring.		Shameka Jones	04/14/2022
<i>Notes:</i>				
9/15/20	We will provide social-emotional training and support through partnership with RTI.		Melinda Williams	06/04/2022
<i>Notes:</i> An RTI partnership will be funded through the IPGrant.				
5/18/16	• Host community activities to help build a rapport with students and families.		Joan Waring	06/04/2022
<i>Notes:</i> Increased parent and community involvement is necessary to effect change.				
Continuing- CIS works closely with administration and the Weaver foundation to plan community feedings in Welborn student neighborhoods that are considered food deserts, next year through the Mobile Pantry program.				
Continuing-CIS will work with Student Support Services (counselors and social worker) to implement parent nights once a month.				
IPG funds will be utilized for these endeavors				

9/30/19	Counselors will refer students for Mental Health services, as needed.		Melonie Lowe	12/20/2022
<i>Notes:</i> The school therapist will meet with students as needed. The therapist is funded through IPG.				
A4.11	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs). (5129)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Through the GCS tutoring program, we connect assign selected math students with a tutor who can provide one-on-one virtual support.	Limited Development 09/20/2021		
<i>How it will look when fully met:</i>	Welborn Academy will provide numerous enrichment programs that meet the needs of the whole student. When allowed, Welborn Academy will take students on field trips to provide exposure and immersive learning opportunities.		Melinda Williams	06/05/2023
Actions		0 of 2 (0%)		
9/20/21	We will provide students with enrichment learning opportunities develop the facets of the whole child.		Melinda Williams	06/04/2022
<i>Notes:</i> All programs will be funded through IPG.				
9/20/21	We will monitor and adjust math tutoring as needed to ensure effective supportive support.		Nikki Buxton	06/04/2022
<i>Notes:</i>				

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>		The leadership team has developed school-wide expectations and procedures to provide a consistent structure for students. MCL's lead teachers in weekly PLC's to co-plan and vertically align instruction to support student transitions for grade-to-grade and level-to-level. Counsellors support students as they transition into middle school and from middle to high school	Limited Development 09/16/2020		
<i>How it will look when fully met:</i>		Expectations and procedures put into place will ensure that students receive a high level of instruction, across all classrooms and grades. During weekly PLC's, MCL's and teachers will work to analyze data as they use it to inform their standard-based instruction. Planning is vertically aligned to support student transitions for grade-to-grade and level-to-level. Counsellors will provide individualized support for students as they enter and transition through middle school.		Melonie Lowe	06/04/2022
Actions			7 of 9 (78%)		
4/23/21	Hold 6th grade boot camps to orient incoming students before school starts.		Complete 08/31/2020	Domieka Cantey	09/01/2020
<i>Notes:</i> Held a virtual open house and orientation for incoming 6th grade students					
4/23/21	Hold beginning of the year orientations for all grade levels.		Complete 09/16/2020	Keyelle Miller	09/15/2020
<i>Notes:</i> Held virtual open houses for each grade level.					
11/6/20	MCL's will train teachers on how to access and analyze data from performance matters and PowerBI.		Complete 02/24/2021	Nikki Buxton	02/26/2021
<i>Notes:</i> MCL's provided training during PLC's.					
4/23/21	Hold magnet meetings to provide information about our program.		Complete 03/31/2021	Domieka Cantey	03/31/2021
<i>Notes:</i> Provided information about courses and the benefits of being a student at Welborn.					
9/16/20	We ensure that there is ample American Reading Company materials for reading and assessment.		Complete 05/19/2021	Nikki Buxton	06/04/2021
<i>Notes:</i> Title I funds will be used to purchase materials.					
9/16/20	We will provide Opportunity Culture incentives for MCL's and EIT's to positively impact student learning.		Complete 05/19/2021	Nikki Buxton	06/04/2021
<i>Notes:</i> The CSI budget will fund Opportunity Culture initiatives.					

9/16/20	Teachers will be provided instructional planning days to analyze data, create assessments, and plan effective lessons to maximize student growth.	Complete 03/04/2022	Brooke Sumner	03/04/2022
<i>Notes:</i> Planning days will be funded through the CSI Budget.				
4/23/21	Counsellors will meet with 8th graders individually to select courses and create an academic plan for high school.		Melonie Lowe	06/04/2022
<i>Notes:</i>				
4/23/21	Hold transition meetings for all EC students going into high school.		Shayla Savage	06/04/2022
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The administrator and coaches attend ILT trainings to calibrate focus to implement intentional actions.	Limited Development 10/05/2020		
<i>How it will look when fully met:</i>		The administrator and coaches will use knowledge gained during ILT trainings to calibrate focus and to effectively implement intentional actions.		Shayla Savage	06/04/2022
Actions			1 of 2 (50%)		
10/5/20	Administrator and instructional coaches will attend ILT trainings.		Complete 05/19/2021	Shayla Savage	06/04/2021
<i>Notes:</i> The ILT will use information gained from the trainings to prioritize plans and actions for the year.					
10/14/21	The principal will meet with the instructional team on a regular basis to collaborate and calibrate.			Shayla Savage	06/04/2022
<i>Notes:</i>					

	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 SBLT regularly meets to discuss school progress and to make informed decisions regarding school practices and policies.	Limited Development 10/05/2020		
How it will look when fully met:			The SBLT will meet at least once a month to make informed decisions regarding school practices and policies. The team will consist of the following: principal, assistant principal, grade level representative, counselor representative, media specialist, encore representative, instructional coaches, IPG coach, RTI representative, and parent representative.		Brooke Sumner	06/04/2022
Actions				3 of 4 (75%)		
11/6/20	SBLT will review the School Improvement Plan and indicators to ensure plan is accurate and focused.	Complete 11/02/2020	Shameka Jones	10/30/2020		
<i>Notes:</i> The team reviews indicators each month to discuss progress and make adjustments as necessary.						
11/6/20	SBLT will create re-entry procedures to ensure that staff and students have clear direction on how to return to school safely.	Complete 12/16/2020	Brooke Sumner	01/15/2021		
<i>Notes:</i> SBLT created procedures, class schedules, and duty schedules to ensure a safe return to face-to-face learning.						
3/22/21	Grade level teams will hold an election to vote on the school leadership representative for a two-year term.	Complete 06/04/2021	Domieka Cantey	06/04/2021		
<i>Notes:</i>						
10/5/20	SBLT will meet the 3rd Wednesday of each month to review and discuss school policies and progress towards School Improvement Plan goals.		Brooke Sumner	06/04/2022		
<i>Notes:</i> Minutes from each meeting will be posted on IndiStar and made available on the school website.						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
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
<i>Initial Assessment:</i>		Teachers meet both on grade level teams and in content areas, collaborating to improve school operations and instruction.	Limited Development 09/16/2020		
<i>How it will look when fully met:</i>		Grade level and PLC meetings are held weekly. MCL's work to make sure that curriculum is vertically aligned. Teachers are given adequate time to collaborate to create effective plans and feel supported as they lead instruction.		Domieka Cantey	06/04/2022
Actions			4 of 6 (67%)		
3/22/21		The leadership team will create a weekly PLC schedule to ensure co-planning is prioritized.	Complete 08/24/2020	Brooke Sumner	08/25/2020
		<i>Notes:</i> The team created a schedule for each PLC to meet on Zoom at least one hour per week. As the learning schedule has changed, we have adjusted the PLC schedule to prioritize co-planning.			
11/6/20		MCLs and teachers will examine the effectiveness of PLCs and make needed adjustments.	Complete 01/15/2021	Brooke Sumner	01/30/2021
		<i>Notes:</i> A mid-year survey is administered to identify effective areas of the PLC, as well as areas in need of improvement.			
9/16/20		Teachers will be provided instructional planning days to analyze data, create assessments, and plan effective lessons to maximize student growth.	Complete 03/04/2022	Brooke Sumner	03/04/2022
		<i>Notes:</i> Instructional planning days will be funded through the CSI budget.			
9/16/20		Teachers will meet weekly in PLC's to create assessments, design instruction, and analyze data.	Complete 03/04/2022	Nikki Buxton	03/04/2022
		<i>Notes:</i> Standards, pacing guides, and assessment data will be used.			
3/22/21		EITs will lead grade-level planning and share best practices.		Brooke Sumner	06/04/2022
		<i>Notes:</i> EIT supplements are funded through CSI			
3/22/21		MCLs will create agendas to ensure efficiency and effectiveness.		Brooke Sumner	12/04/2022
		<i>Notes:</i> MCL's will also keep a record of work products.			

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
<i>Initial Assessment:</i>		Weekly, MCL's guide collaboration as teachers co-plan, which are consistent with what is being taught in their classroom. MCL's provide weekly updates to administration on progress. Administrators monitor and provide feedback to teachers according to the information observed and provided.	Limited Development 05/19/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> • Teacher Evaluations. • Instructional walk-throughs. • Lesson plan development. • Attendance at PLC/ Professional Development meetings. • This objective will be fully met when staff survey results indicate that administrators monitor and provide timely and consistent feedback, and with random walk-throughs that verify consistency with classroom instruction. 		Shayla Savage	06/04/2022
Actions			9 of 11 (82%)		
5/19/16	• Timely response to observations and evaluations.		Complete 06/15/2017	Admin Team	06/15/2017
<i>Notes:</i> Comments, concerns, and constructive feedback is more effective when done in a timely fashion.					
5/19/16	• Positives and negatives of observations and evaluations.		Complete 06/15/2017	Admin Team	06/15/2017
<i>Notes:</i> Teachers need to know what they're doing good, as well as what they need to improve upon.					
5/19/16	• Consistent feedback from observations, walk-throughs, and evaluations.		Complete 11/10/2017	Ashauna Harris	11/10/2017
<i>Notes:</i> The instructional team meets weekly to calibrate walk-through and observation information to provide teachers with targeted feedback.					
5/19/16	• Scheduled walk-through times.		Complete 11/10/2017	Ashauna Harris	11/10/2017

Notes: A calendar is needed for the entire school year that shows teacher evaluations.

11/10/17

Walk-throughs are conducted by the instructional team on a consistent basis.

9/20/17 For Math and ELA the Instructional Team will meet weekly to:

- Discuss daily classroom walkthroughs to calibrate our feedback
- Discover trends in common assessment data
- Align lesson plan feedback from weekly lesson plan submissions to correlate with the ARC materials for ELA and the Open Up materials for Math

Complete 11/10/2017

Ashauna Harris

11/10/2017

Notes: The instructional team uses a template to report weekly information to the team. During the meeting, team members report out their findings from observations and trends in common assessment data are analyzed.

9/20/17 For Science the instructional team will:

- provide feedback each week on lesson plans
- conduct walkthroughs on a weekly basis, providing immediate feedback to teachers

Complete 11/10/2017

Domieka Cantey

11/10/2017

Notes: The Science teachers submit lessons plans every Thursday of the week to the Assistant Principal. They receive feedback via email by Friday of the week. They are included in daily 5 minute walkthroughs where instant feedback notes are left.

9/20/17 The faculty and staff of Welborn Academy will continue to participate in Restorative Practices Training.

- New faculty and staff members will receive initial training
- Restorative Practices will be incorporated into all classroom behavior plans

Complete 11/10/2017

Domieka Cantey

11/10/2017

Notes: The new staff members attended and received Restorative Practices training in two phases. The first phases began on 9/26 and was concluded on 9/27. The Assistant Principal and two staff members attended this training session. The second and final phase began on 10/17 and concluded on 10/18. The site principal, math coach, and two other staff members attended this session. Site visits from the GCS equity team were scheduled for Nov. 3 and Dec 8.

9/17/18 Before students resume face-to-face instructions, teachers will be provided with a school-wide lesson plan template that supports standard-aligned instruction, as well as the usage of gradual release model and individual conferencing.

Complete 10/30/2020

Shayla Savage

10/30/2020

	<i>Notes:</i> Annotated Teacher Editions added to Math and they are submitted electronically for feedback weekly. -Continuing ELA teachers track individual conferencing through School Pace.			
9/17/18	Administration will work with coaches to provide monthly support to teachers by providing walkthroughs with feedback or facilitating the Coaching Cycle with teachers based on tiered support model.	Complete 04/09/2021	Brooke Sumner	04/20/2021
	<i>Notes:</i> Continuing			
3/22/21	The administrative team will conduct daily walkthroughs and offer formal and informal feedback to teachers.		Shayla Savage	06/04/2022
	<i>Notes:</i>			
3/22/21	The administrators and coaches will meet on a weekly basis to discuss observations, identify trends, and make plans of support for areas of need.		Shayla Savage	06/04/2022
	<i>Notes:</i>			
Implementation:		05/04/2018		
Evidence	5/4/2018			
Experience	5/4/2018			
Sustainability	5/4/2018			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
	C1.01	The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(5152)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Instructional staff have, overall, maintained the mindset of high will. We have prioritized the need to increase skill. We hired highly effective teachers to guide instruction in ELA, Math, and Science.	Limited Development 09/30/2019		
How it will look when fully met:		Training is needed to further the skill level and instructional toolbox of veteran instructional staff. Support is needed to exponentially increase the performance of new teachers.		Shayla Savage	06/03/2022
Actions			4 of 5 (80%)		
9/30/19		Summer Institute that differentiated sessions based on needed and offered staff choice	Complete 08/05/2019	Ashauna Harris	08/01/2019

<i>Notes:</i> Completed				
9/30/19	Hire Veteran Teachers will High Value Added data to facilitate development of teachers in small groups, while teaching larger numbers of students (EITs)	Complete 08/20/2019	Ashauna Harris	08/26/2019
<i>Notes:</i>				
11/6/20	New teachers will be paired with a mentor to guide and support them through the year.	Complete 08/31/2020	Brooke Sumner	09/01/2020
<i>Notes:</i> Mentors were assigned a BT to meet with and support on an ongoing basis.				
9/30/19	EITs and MCLs will strengthen their content knowledge and rigor by attending intensive PD	Complete 03/03/2022	Shayla Savage	03/03/2022
<i>Notes:</i>				
9/30/19	Teachers will observe EITs for real time coaching		Shayla Savage	06/20/2022
<i>Notes:</i> CSI funds EIT supplements				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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>		Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk through tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. Welborn regularly looks at school performance data and uses that data to make decisions about school improvement, and professional development needs. However, aggregate classroom data is not consistently utilized to make informed decisions for school improvement. Therefore student performance has not increased because of our lack of implementation and utilization of gathered data.	Limited Development 05/19/2016		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> • Increase competency on assessments (Benchmark, Common, End-of-grade, End-of-course, End-of-Year). • Increase professional development opportunities outside of school to address effective instruction and behavior/classroom management. • This objective will be fully met as discipline become more aligned with our goals, classroom instruction will increase, making our competency goals attainable. Evidence of this objective being meet will be: state proficiency levels being reached EOG, EOC, and End-of-year tests. 		Nikki Buxton	06/04/2022
<i>Actions</i>			20 of 23 (87%)		
	9/20/17	Math Lead Teacher/Math Teachers will be trained in Open Up Resources: <ul style="list-style-type: none"> • align the resources to GCS pacing • implement Open Up lesson plans daily • determine high quality tasks within the Open UP resources to be implemented in each unit 	Complete 11/10/2017	Jennifer Lingle	11/10/2017

	<p><i>Notes:</i> Implementation of Open Up resources began with the start of second quarter. Jen Arberg, Director of Math for GCS, provided the teachers with a new 2017 - 2018 pacing guide and unit documents to assist the math teachers with proper implementation. Teachers will attend two early release PD sessions in October and November, as well as two full day sessions in the same months. Additional training will continue throughout the remainder of the school year. The next scheduled early release PD is January 31, 2018 at Jackson Middle School.</p>			
10/20/17	Tutors will be used to support students throughout the school year.	Complete 11/10/2017	Domieka Cantey	11/10/2017
	<p><i>Notes:</i> Welborn Academy has partnered with Operation Xcel. This organization daily picks up several students afterschool for tutoring and academic support. There is an Operation Xcel representation on the SBLT and they provide feedback and support regarding school based decisions.</p>			
10/20/17	Addition of a Reading Teacher to strengthen foundational literacy skills of the students who did not pass the Reading EOG and to make the core curriculum more accessible. IRLA Toolkits will be provided for the teacher's usage. Benchmark data and common assessment data will be utilized as well.	Complete 02/01/2018	Ashauna Harris	06/15/2018
	<p><i>Notes:</i> Continuing - Foundational Toolkits were purchased for each grade level. The lesson plan format was modified to incorporate SSR and reading conferences. With these changes, we have removed the Reading Teacher position to allow for the funding of the kits and other instructional supplied for the classrooms.</p> <p>Continuing- Teachers are continuing to utilize benchmark and common assessment data and the ELA teachers are engaging in pre assessments based upon learning targets as the coaches has assisted teachers in deconstructing standards.</p>			
9/20/17	<p>ARC coaches will provide 9 days of onsite training to teachers. Following professional development sessions, the Curriculum Facilitator will:</p> <ul style="list-style-type: none"> • follow up with staff to ensure implementation of suggested strategies and resources • conduct informal walkthroughs to provide specific feedback as it relates to the professional development received 	Complete 05/03/2018	Jessica Jones	06/15/2018

Notes: Complete- ARC coach, Meghan Radigan, facilitated onsite training to teachers on 9 days. During these days, Ms. Radigan observed, modeled, and provided feedback on the following topics: toolkit lessons and small group conferencing, individual conferencing, and logging information into school pace. After these sessions, curriculum facilitator, would informally walkthrough classes to monitor progress on these topics. Feedback was provided through email or handwritten notes left in the teacher's rooms.

9/20/17 After each benchmark assessment, the instructional team will:

- review the benchmark data with teachers and disaggregate the data based on subgroups
- assist teachers in creating common assessments based on standards that were not successfully mastered on the benchmark in order to achieve higher levels of mastery

Complete 05/04/2018

Steven Ollison

06/15/2018

Notes: Complete- After each benchmark assessment, students are placed into appropriate groups we are able to better meet the specific needs and address the particular learning needs of our students and facilitating their mastery of higher levels of success.

Basis of Benchmark Analysis

Green: Students that score 70% or higher proficiency
The focus with these students will be extending their knowledge-base on curriculum through Independent work and project based assignments.

Yellow: Students that score 60 % proficiency
The focus with these students will be to review basic misconceptions and to sure up any information that has been missed.

RED: Students that need immediate help/review and that score below a %50 proficiency
These students will be put in the small group setting to review/help with basic skills and to help master curriculum standards.

9/20/17 Administration will provide feedback on procedural framework implementation to guide the staff for school-wide consistency.

Complete 05/01/2018

Ashauna Harris

06/15/2018

Notes: Complete-Walkthroughs take place regularly to assist teachers in strengthening their procedures and hence their classroom management. More whole-school procedures and routines will be implemented for the next school year.

9/20/17 An equity team will receive enhanced professional development to share with the staff so that implicit bias is addressed and removed as a barrier within the instructional day.

Complete 05/03/2018

Domieka Cantey

06/15/2018

Notes: 11/10/17

Welborn Academy sent a school-based team to a district Equity team training on October 11, 2017. This full day training provided resources and information designed to implement at the site level. Beginning November 2017, GCS will implement a district-based leadership team and will discontinue all site-based teams.

Complete- An equity team was established at Welborn in the Fall of 2018. The Equity and Diversity office scheduled 3 sessions beginning in October of 2018. Two initial teachers, as well as an administrator attended a district-wide training where we received information to share with the school.

In November 2018 the district office and Superintendent sent information notifying sites that all school-based teams will be dissolved with a focus on district equity teams that would train and serve the entire district. We are awaiting our next training opportunity from this district-wide team.

5/19/16 • Administer benchmark assessments for core subjects (Math, ELA, Science, Social Studies). Benchmarks will occur at the beginning of the school year, mid-year, and at the end of the school year.

Complete 05/02/2018

Ashauna Harris

06/15/2018

Notes: Completed- All benchmark assessments have been administered for the school year.

Welborn successfully administered three district interim assessment tests as benchmark assessments for Math and ELA grades 6 – 8. After the administration of each district benchmark for Math and ELA, analysis of the data occurred during the weekly grade level PLC content meetings. Data was discussed across multiple levels: whole grade misconceptions, within teacher differences, individual class misconceptions, and student individual performance. Teachers used the data to drive the corrective instruction time as noted on their daily lesson plans. Eighth Grade Science also uses the benchmark data to drive corrective instruction of concepts and skills. With only one science teacher on the grade level, grade level PLC meetings do not occur.

GCS 2017-2018 Interim Assessment Calendar

Interim Assessment 1

Oct 23-Nov 3, 2017

Interim Assessment 2

Jan 16-31, 2018

Comprehensive Assessment

April 11-20, 2018

5/19/16

• Administer bi-weekly assessments in core subjects to comprehension of subject matter.

Complete 05/02/2018

Steven Ollison

06/15/2018

Notes: Complete- all core subjects administer bi-weekly assessments.

6th Grade core subject teachers administer bi-weekly Common Assessments to determine mastery of standards taught. In order to develop the assessments we used previous EOGs that have been released as a resource. We sought to ensure that our common assessments were as rigorous as, or more rigorous than the district benchmarks. We used question stems provided from the CF and subject coaches as well in order to develop the assessments administered to students.

7th Grade Math and ELA teams have given Common Assessments bi-weekly to monitor student comprehension of subject matter. Evidence of this is seen in our PLC Meeting Minutes, attached.

8th Grade core teachers administer formative assessments and weekly common assessments at the end of a daily lesson, and at the end of each week for all students to assess their current mastery of the standards that have been taught in the previous days.

5/19/16

• Administer regularly scheduled state-mandated assessments (EOG & EOY).

Complete 06/12/2018

Ashauna Harris

06/15/2018

Notes: Complete- All EOG and EOY state-mandated assessments will be administered by June 12, 2018.

GCS 2017-2018 Middle School Testing Calendar

May 30 – June 7, 2018

EOG> ELA/Math> End-of-Grade Assessments for English Language Arts/Reading and Math

All students in membership at grades 3 – 8 are expected to participate in the EOG Assessments for English Language Arts/Reading (ELA) and Math. For students in third grade, in order to prepare for the Spring administration of the RtA Assessment, the EOG for ELA and Math window.

May 25 – June 1, 2018 and May 30 – June 12, 2018

EOG Sci> End-of-Grade Assessment for Science

All students in membership at grades 5 and 8 are expected to participate in the End-of-Grade Assessments for Science.

May 30 – June 12, 2018

EOC> End-of-Course

All students enrolled in Biology, English II and/or NC Math I are expected to participate in the appropriate End-Of-Course assessment.

5/19/16

• Analyze student data during weekly Professional Learning Community (PLC) to make necessary adjustments to instruction and academic support (tutoring, extended learning, outside resources, etc.).

Complete 05/02/2018

Steven Ollison

06/15/2018

Notes: Complete- All grade levels use weekly PLCs to analyze student data to make informed decisions about instruction.

6th grade posted assessment data in the classroom for each core. Data analyses were reviewed in PLCs to look at the following factors:

- 1) Differences in results between classrooms and instructional methods
- 2) Determine which students were proficient and which were not.
- 3) We looked for consistency between our common assessments and the interim assessments to determine if our assessments were reliable and valid testing instruments.

In addition, during PLCs we worked and consulted with the CF in order to gather strategies and resources that would help reteach the material in a way that students could better grasp it. Finally, we developed enrichment exercises to augment the strengths of those students that demonstrated proficiency based on the data.

7th grade PLC meetings have a Data Analysis portion, to make adjustments to instruction and provide academic support, including outside resources, like Imagine Math, etc. as seen on the PLC Meeting Minutes, attached.

Benchmark Analysis Forms, like the one attached, also provide a closer look into the data analysis for PLC meetings.

8th grade analyzes data for assessments immediately after testing, but further examines during PLC's with colleagues within the same content area. Data is used to address students who may be targeted or projected to perform on grade level or higher, in order to effectively place them in groups for corrective instruction the following week. In the event that resources are needed in order to support the needs of the teacher, content specialists are contacted for additional feedback.

5/19/16	• Create and implement school-wide discipline plan that includes positive behavior supports and consequences for misbehavior. Students with more than two office discipline referrals will receive an individualized discipline plan created with parents to adequately support the needs of those students.	Complete 05/03/2018	Domieka Cantey	06/15/2018
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Notes: Complete- During the 2017-18 school year Welborn implemented and utilized the Restorative Practices system to assist with our school-wide discipline plan. Students with multiple infractions received due process and discipline that mirrored our efforts toward limiting school suspensions.

Teachers, as well as administration, utilized the restorative practices methods were necessary with intentions of restoring the offending individual back to class and amongst his/her peers. Parents were notified where necessary to ensure that they were informed of student infractions on a consistent basis.

5/19/16

• Schedule Professional development based on teacher survey feedback. In addition, teacher observations will take place to ensure teacher implementation of strategies acquired through professional development meetings.

Complete 05/03/2018

SIT Team

06/15/2018

Notes: *Professional development will better suit the needs of teachers.

Complete- Though current PDs are not based on teacher survey feedback, the quality of PDs has improved. Intra-school PDs are based on current data and are designed to help Welborn meet and exceed its goals. Welborn's goals are consistently posted in the "Wildcat News" publication that is distributed to all faculty and staff weekly via email.

Instructional feedback is provided via PDs. PDs are both intra-school (Here at Welborn) and Inter-school (GCS-Districtwide). Administration, instructional team, and peers observe and evaluate teachers. Administration completes formal observations via NCEES, and peers complete comprehensive peer observations via NCEES. Administration provides faculty with digital instruction as to how to complete the comprehensive peer observation. Through instructional rounds, the instructional team and peers provide immediate feedback to teachers regarding their implementation of strategies discussed during PDs.

Intra-school PDs are:

1. "Teaching Matters" once a month (Tuesdays) in the Media Center during planning periods. Data informed Instruction provided by the Instructional Team
2. Weekly Grade level/Content PLCs: during planning periods where data informed instruction provided by Lingle (Math) Jones (ELA)
3. "Did You Know" Instructional Tips in the email published weekly "Wildcat News" – for example "EC Tips" provided by Mrs. Deans, EC teacher

Inter-school PDs (GCS) are:

1. "Open Up" (Math curriculum) district wide teacher workdays that occur once a quarter
2. "American Reading Company (ARC)" (ELA curriculum) district wide teacher workdays that occur once a quarter
3. As needed based on district (and individual) school data

5/19/16

• Evaluations of professional development training will be administered to gain feedback on effectiveness.

Complete 05/03/2018

SIT Team

06/15/2018

	<p><i>Notes:</i> It will be helpful to know if the needs of the teachers are being met or not.</p> <p>Complete- At all PDs, both intra and inter school, attendees complete evaluations that help provide data on the PD's effectiveness. Also, these evaluations help to guide the design of future PDs to meet the needs of faculty.</p>			
9/12/18	A lack of engagement is negatively impacting performance. Teams of teachers will visit the Ron Clark Academy in Atlanta to learn strategies specific to content and middle school engagement.	Complete 04/30/2019	Ashauna Harris	04/30/2019
	<i>Notes:</i> 1 group has attended and 2 groups are attending in Dec. 2018			
11/6/20	MCL's will provide teachers will training to access and analyze data from the Power BI Reports.	Complete 02/24/2021	Nikki Buxton	02/26/2021
	<i>Notes:</i> Teachers were trained on Power BI during PLC's			
3/22/21	ELA teachers will participate in ARC professional development. School Pace data will be used to determine the focus for each section.	Complete 04/20/2021	Brooke Sumner	04/25/2021
	<i>Notes:</i> Teachers were trained on virtual leveling, conferencing, , and ARC resources.			
9/12/18	Open Up training will continue at this school. Year 2 teachers will receive more job-embedded coaching and Year 1 teachers will receive coaching and PD.	Complete 05/19/2021	Nikki Buxton	06/04/2021
	<i>Notes:</i> This is occurring and supported with NTN. Continuing			
9/12/18	NTN will conduct content specific coaching for Math teachers throughout the school year. This will include PLCs, modeling, and PD.	Complete 05/19/2021	Nikki Buxton	06/04/2021
	<i>Notes:</i> Continuing			
9/12/18	Administer common assessments in core subjects to determine individual comprehension of subject matter.	Complete 03/04/2022	Nikki Buxton	03/04/2022
	<i>Notes:</i> Continuing. Additional PD is needed for Science and Social Studies to address concerns with rigor.			
9/12/18	<p>After each benchmark assessment, the instructional team will:</p> <ul style="list-style-type: none"> • review the benchmark data with teachers and disaggregate the data based on subgroups • assist teachers in creating common assessments based on standards that were not successfully mastered on the benchmark in order to achieve higher levels of mastery 		Brooke Sumner	04/14/2022

Notes: Administrative conferences have been added to this to hold teachers accountable for utilizing the data. Continuing

10/20/17 The Youth Development Coordinator will provide checks-in daily with students who have experienced difficulty remaining in school and in class to create incentive plans to motivate learning. After disciplinary action is administered, the YDC will facilitate re-entry into classes so that the academic achievement is not negatively impacted and behavior does not continue.

Domieka Cantey

06/04/2022

Notes: Continuing-Check-ins have proven effective. Counselors have taken on the Re-Entry Plans and meetings. Title 1 will fund the Youth Development Coordinator.

3/25/21 The leadership team will use data from walk-throughs, virtual lessons, student engagement, and student work to determine professional development needs, as well as gauge the effectiveness of training after it has been given.

Shayla Savage

06/04/2022

Notes:

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
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Initial Assessment:

It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order 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, in 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, 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. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. GCS has an established system of procedures and protocols for recruiting, and evaluating the effectiveness of staff. However, Welborn has had problems with staff retention. A system for rewarding highly effective staff, and replacing ineffective staff is being implemented. Members of the SIT will assist in hiring for departmental teams. Ineffective staff will not be recommended for return to Welborn Academy.

Limited Development
05/19/2016

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> • Hire the best candidate for each teaching/resource position. • Hire certified staff to fill its positions. • Use a hiring committee to ensure that professional and qualified staff is hired. • Ensure staff's success by providing necessary professional development training in the necessary areas of concern (behavior and academic success/improvement). • Provide valuable mentoring to its staff to help the staff to meet the demands of a high performing and achieving school. • This objective will be fully met when we reach 85% retention of staff; 75% of staff licensed and at acceptable level of performance; a system of rewards is in place; a system to raise performance of 90% low performing teachers to acceptable level is in place; All staff attend mandated number of professional development. <p>Evidence of objectives being met are: Plan of System-of-Rewards for teachers; Staff Intent Forms; Professional Development Report from staff; Teacher Evaluations.</p> <p>Teachers with High EVAAS data will be recruited and retained through the Opportunity Culture framework and career ladder of Extended Impact Teachers and Multi-Classroom Teachers</p>		<p>Shayla Savage</p>	<p>06/04/2022</p>
<p>Actions</p>		<p>6 of 10 (60%)</p>		
<p>5/19/16</p>	<ul style="list-style-type: none"> • Ineffective teachers are given the tools to replace ineffective practices with evidence-based strategies. 	<p>Complete 05/02/2018</p>	<p>Veteran/Mentor Teachers</p>	<p>06/15/2018</p>

Notes: Our belief is that no one sets out to fail at their job, so if teachers are given strategies, and way to put these strategies into practice, then they can evolve into effective teachers.

Completed- Beginning 2017-2018, teachers who need additional support, have been participating in a three day coaching cycle with the Literacy and Math Coaches. During this time, the coaches have observed, modeled, co-taught, and observed again. Also, throughout the year, teachers have received regular lesson plan feedback as well as walkthrough feedback from the Instructional Team.

From January-May 2018, all teachers have participated in "Teaching Matters" professional development. Once a month, coaches have facilitated PD which support teachers in creating and using formative assessments, either digital or analog versions.

In March-April 2018, ELA and Math teachers received ½ day planning days with the coaches. During this time, the coaches provided support in creating common assessments, corrective instruction lessons, and data analysis.

5/19/16 • Monitor the success of the staff by activities such as mandatory teacher evaluations, PLCs, peer observations and mentoring.

Complete 05/01/2018

Ashauna Harris

06/15/2018

Notes: It is not enough to check off that staff has performed mandatory activities like PLC's, mentoring, and peer observations, but the effectiveness of these activities also needs to be assessed. Otherwise, these activities have just been an exercise in futility.

Completed- Staff receive feedback regularly and tips for improving are embedded.

5/19/16 • Reward and recognize staff through various incentives.

Complete 05/01/2018

Ashauna Harris

06/15/2018

Notes: Exemplary staff need to be acknowledged with various incentive that can include but not limited to: special parking, time for free lunch, gifts and certifications. When teachers are rewarded for being exceptional it inspires them to continue their efforts.

Completed-Several lunches have been provided for the staff. We have added a teacher of the month which features a special parking space for the month. Teacher appreciation week will feature various tokens of appreciation for the hard work and dedication of the staff.

5/19/16	<ul style="list-style-type: none"> Each certified staff will participate in the school-wide behavior and achievement programs. 	Complete 05/04/2018	Domieka Cantey	06/15/2018
<p><i>Notes:</i> Complete- Each staff member has received training on Restorative Practices which can be used to address conflicts and issues with students and colleagues within the instructional environment. An outside evaluator has visited and evaluated our implementation of the restorative practices system. The evaluator was pleased with our progress and level of fidelity in implementation.</p>				
5/19/16	<ul style="list-style-type: none"> Provide training for all staff to ensure that staff is knowledgeable of all expectations (Behaviorally and Academically). 	Complete 11/30/2020	Domieka Cantey	12/31/2020
<p><i>Notes:</i> Staff needs to be trained to not only handle academic concerns, but manage behavioral concerns too.</p> <p>Continuing- Weekly reminders and tips are emailed to the staff in the weekly newsletter sent by the principal. Classroom Management will be a session for the opening school year PD day, August 13th.</p> <p>Continuing-Training and professional development has been implemented with NTN, ERG, and Ron Clark Academy.</p>				
5/19/16	<ul style="list-style-type: none"> Identify qualified and professional staff via the various resources available by the Guilford County Schools. 	Complete 03/25/2021	Shayla Savage	03/26/2021
<p><i>Notes:</i> In order to achieve educational excellence, we need to have a highly qualified and trained staff.</p> <p>Continuing-Welborn is a school for recruitment incentives to improve the ability of the school to hire and retain qualified staff. As principal, I have attended the recruitment fairs and I am actively seeking qualified candidates to fill our upcoming vacancies. MCLs and EITs are proven teachers who will earn additional money to impact more students</p>				
3/25/21	Utilize funds to provide bonuses to recruit highly qualified teachers and to reward teachers for meeting and exceeding growth.		Shayla Savage	06/04/2022
<i>Notes:</i>				
3/25/21	Welborn will create an in house career ladder giving teachers the opportunity to become EITs and MCLs, thus positively impacting more students academically.		Shayla Savage	06/04/2022
<p><i>Notes:</i> Utilize frequent staff evaluations to identify gain an accurate assessment of teachers' competencies.</p>				

3/25/21	Administration will formally evaluate teachers on the NCEES model throughout year, as well as provide informal weekly walkthrough observations.		Shayla Savage	06/04/2022
<i>Notes:</i> Administration will use data from evaluations to inform professional development.				
2/4/22	Establish partnerships with colleges and universities to effectively mentor and recruit new teachers.		Shayla Savage	06/04/2022
<i>Notes:</i>				

Core Function:	Dimension D - Planning and Operational Effectiveness			
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Effective Practice:	Resource Allocation			
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	D1.03	The principal provides optimum conditions for the Leadership Team to make decisions and act on their decisions.(5172)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		SBLT meets 1-2X per month to discuss policies and practices within the school.	Limited Development 09/30/2019		
<i>How it will look when fully met:</i>		Budgets will be provided to all SBLT members so that resources are allocated in accordance with the school priorities.		Shayla Savage	06/04/2022
Actions			2 of 4 (50%)		
9/30/19		Chairperson email out the agenda in advance of meeting	Complete 06/20/2020	Brooke Sumner	06/20/2020
<i>Notes:</i> The agenda is entered into IndiStar prior to each meeting.					
9/16/20		The committee will review and provide feedback to effectively develop our School Improvement Plan.	Complete 11/02/2020	Brooke Sumner	10/30/2020
<i>Notes:</i> Indicators are monitored and adjusted each month.					
11/6/20		An agenda will be provided before each meeting.		Nikki Buxton	06/04/2022
<i>Notes:</i>					
9/30/19		Budgets and resources will be shared with the SBLT for buy-in and decision-making		Shayla Savage	06/04/2022
<i>Notes:</i>					

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.09	All students receive adequate, up-to-date equitable access to technology. (6828)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>We have added 2 instructional classrooms that teach core subjects but they do not have Instructional Technology installed in the room.</p> <p>New technology and platforms are being purchased.</p>	No Development 09/30/2019		
		Priority Score: 1 Opportunity Score: 2	Index Score: 2		
<i>How it will look when fully met:</i>		<p>2 projectors need to be ordered and installed in the new core classrooms. A sharing plan must be created so that students have access to tablets in the classrooms.</p> <p>All students will have access to technology both in school and at home. Teachers will have digital platform to enhance their teaching.</p>	Objective Met 10/14/21	Domieka Cantey	06/04/2021
Actions					
	9/30/19	Tablet distribution plan created and executed	Complete 10/01/2019	Domieka Cantey	10/15/2019
<i>Notes:</i>					
	9/30/19	Technology ordered	Complete 10/21/2019	Domieka Cantey	10/30/2019
<i>Notes:</i>					
	9/16/20	Additional tablets will be provided by the district to aid in blended learning. 1:1 allows for speedy assessments and thus corrective instruction.	Complete 05/19/2021	Domieka Cantey	06/01/2021
<i>Notes:</i>					
	9/16/20	Classrooms and/or students will be provided with digital platforms or technological devices to enhance learning.	Complete 05/19/2021	Domieka Cantey	06/01/2021
<i>Notes:</i>		Digital platforms and technological devices will be provided through the CSI budget and Title 1			
<i>Implementation:</i>			10/14/2021		
<i>Evidence</i>		9/8/2021 All students now have one-to-one access to technology. As individual issues arise, they are handled to ensure every student has a device.			

Experience	9/8/2021 We were able to give students laptops to use at home & provide Chromebooks for use at school. Hotspots were provided for families as needed.			
Sustainability	9/8/2021 We will need to make sure that Chromebooks are tracked and well-maintained for ongoing use. We will continue to post assignments on Canvas in case we return to virtual learning.			

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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Initial Assessment:	Our school regularly communicates with parents via Connect-Ed messages and the Remind App to ensure that they are updated on current events important information pertaining to students. Unfortunately, some parents don't routinely receive these communications due to inconsistency of connectivity of phones services.	Limited Development 05/19/2016		
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How it will look when fully met:	<ul style="list-style-type: none"> Develop a more effective PTSA with 50% of the schools' families with memberships. Parents will visit the school for positive reasons throughout the year Evidence that this objective is fully met will be that PTA meetings will have approximately 33% of parents in attendance, and will sponsor school-wide events; Parents will be present and receive resources and strategies to increase student achievement of literacy goals at monthly Popping with Parents events. 		Shameka Jones	06/04/2022
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Actions		8 of 13 (62%)		
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5/19/16	• Require teachers to complete two home visits per semester.	Complete 06/15/2017	Steven Ollison	06/15/2017
<i>Notes:</i> In order to build a relationship with students and their families, teachers will need to work on cultivating relationships with them.				
5/19/16	• Move Popping with Parents to community locations (ie. Church, community center) to make them more accessible to parents.	Complete 05/04/2018	Raven Jefferson	06/15/2018

Notes: In a effort to engage more parents, it may be more beneficial to seek to bring the events into the community where our parents are.

Complete- This year Communities in Schools worked with Welborn families to make services more accessible for them. We didn't move Popping with Parents to the community, but instead brought services provided by community representatives to the school. Arranged for barbers to come to Welborn on aa monthly basis to provide hair cuts for the students, dentists from Smiles dental program twice per year to provide free dental services to out students, food from Feeding Lisa's kids by Southern Roots Restasurant to deliver meals to our families, and provided a Mobile Pantry to Daniel Brooks neighborhood to deliver food to our families on May 4, 2018.

Also, we worked closely with administration and the Weaver foundation to plan community feedings in Welborn student neighborhoods that are considered food deserts, next year through the Mobile Pantry program.

9/12/18	School will host monthly parent events to encourage parental involvement.	Complete 06/12/2020	Raven Jefferson	06/14/2020
<i>Notes:</i>				
11/6/20	During CoVid-19, we will hold drive-throughs for parents to pick up important information and supplies for their students.	Complete 02/19/2021	Shayla Savage	02/26/2021
<i>Notes:</i> Drive-throughs were held at the beginning of the year, with each subsequent schedule change, and at the end of each grading period.				
11/6/20	We will hold virtual open houses to inform parents of school procedures and expectations.	Complete 02/19/2021	Domieka Cantey	02/26/2021
<i>Notes:</i> We held grade-level open houses to inform parents of the procedures and expectations of virtual education.				
9/17/20	At least twice a year, we will have a report card drive through and provide conferencing opportunities for parents, teachers, and students.	Complete 03/25/2021	Tiffany Dewar	03/31/2021
<i>Notes:</i> Drive-throughs were held at the beginning of the year, with each subsequent schedule change, and at the end of each grading period.				
3/26/21	We will conduct live parent meetings and informational drive-thrus to provide families with important information to support the learning process of their students at home.	Complete 04/20/2021	Domieka Cantey	05/15/2021

	<p><i>Notes:</i> Drive-throughs were held at the beginning of the year, with each subsequent schedule change, and at the end of each grading period.</p> <p>Teachers and student support work together to make contact with each family, whether by email, phone, or text.</p>			
9/16/20	The student support will check-in daily with students who have experienced difficulty remaining in school and in class to create incentive plans to motivate learning. The SS will work with parents and guardians to support students as needed.	Complete 03/04/2022	Domieka Cantey	03/04/2022
	<i>Notes:</i> The YDC will be funded through Title 1.			
12/18/20	IPG community advisory group will provide ongoing IPG specific school updates and activities to the community.		Shameka Jones	06/04/2022
	<i>Notes:</i>			
3/25/21	Principal will regularly inform families of pertinent information through weekly Connect-Ed phone calls.		Shayla Savage	06/04/2022
	<i>Notes:</i>			
12/15/20	Staff members will be recruited to form an IPG community advisory group.		Shameka Jones	10/31/2022
	<i>Notes:</i>			
5/19/16	<ul style="list-style-type: none"> Require all staff to join and actively participate in the PTSA. 		Banita Baker	10/31/2022
	<p><i>Notes:</i> PTSA is a collaborative effort between parents and teachers so it is imperative for all teachers to join too.</p> <p>Continuing- We were able to successfully install a PTA at Welborn Academy after 3 years of being inactive. The PTA has worked cooperatively with administration to develop school related goals. The PTA will work with the school leadership team to have a solid start at the beginning of the 2018/2019 academic year.</p> <p>Continuing-we are continuing to recruit staff to join the PTA</p>			
5/19/16	<ul style="list-style-type: none"> Actively recruit parents to join PTSA to try to reach 50% of families in membership. 		Banita Baker	10/31/2022

Notes: PTSA is a collaborative effort between parents and teachers so it is imperative that parents join and participate.

Continuing- This year we were able to successfully implement a PTA at Welborn Academy after 3 years of being inactive. The PTA will continue its recruitment efforts throughout the school year.

Continuing-the PTA has continued and recruiting families and community members at the beginning of the 2018-19 school year.

Continuing-The Weaver Foundation has funded food for all parent events so that Food Security and Parental Engagement both are improved

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
	E2.04	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently our major community partners are RTI, Operation Excel and the Weaver Foundation.	Limited Development 09/30/2019		
How it will look when fully met:		When community partnerships are formed, school, students' and teachers' needs can be met. Additionally, community partnerships can serve, strengthen and transform students and the school community while providing essential for resources instruction.	Objective Met 03/23/22	Joan Waring	06/04/2022
Actions					
	9/30/19	One additional business partnership needs to be added to supplement the school's biggest expense for staff-appreciation	Complete 06/04/2020	Raven Jefferson	06/20/2020
	<i>Notes:</i>				
	11/6/20	The school has formed a partnership with Eric Thomas to build staff efficacy and increase student performance.	Complete 05/19/2021	Shayla Savage	06/04/2021
	<i>Notes:</i>				
	9/16/20	Through our partnership with RTI, we are training our staff to properly implement MTSS and SEL with our students.	Complete 03/04/2022	Melinda Williams	03/04/2022

Notes: This is funded through IPG