

Question 1: Please respond to the following

Comprehensive Needs Assessment:

Describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from multiple measures of data from all five key domains as shown in the ORIS needs assessment framework:

Leadership, talent development, stakeholder engagement and partnerships, well-rounded coordinated learning principles, and inclusive policy and practice. If another needs assessment is used by the school, please still respond under the given domains. The data should be cross-analyzed to identify the needs of educationally disadvantaged students. ESSA Section 1114(b)(6).

- Winchester will complete a comprehensive needs assessment of the entire school through the IRRE survey results from staff, students, and parents. There will be a regular review of student needs based on DIBELS benchmark assessments, i-Ready diagnostic data, reflections from grade level meetings, support needs based on IPBIS team data, and reviewing the foundational needs based on the 5D instructional framework for student and staff learning.

Question #2: Based on the school's needs assessment, what are the identified priorities/goals that the school will be focusing on this year.

- All students will experience growth from their beginning level of learning utilizing i-Ready diagnostic data in reading and math.
- All students will show growth in their power goals based on IRLA data.
- All staff will reflect and base goals on their practices while utilizing the 5D Framework.

Question #3: Please respond to the following:

A. Talent Development

Please describe how professional development will be provided to school personnel to improve instruction and the use of data. ESSA Section 1114(b)(7)(A)(iii)(IV)

- Professional Development will be continuous throughout the year during early release Wednesdays. Staff will be given training on 5D Framework, Literacy Framework and IRLA, Ready Math, and Health to support improving their practice.

B. Stakeholder Engagement

Please describe how parents are informed of their school's participation in Title I and its requirements. In addition, describe how parents are informed of their rights and opportunities to be involved. In your response, please provide the date of your annual Title IA meeting. ESSA Section 1114(b)(2)

Winchester Elementary provides documentation to families that inform of the school's participation in Title I during in-person activities. We also provide the MTI brochure provided by Roseburg School District. The Title I compact is given to families during fall and/or spring conferences.

C. Well-Rounded Learning System

Please describe methods and instructional strategies that will be used in the school to strengthen the academic program, increase the quality and amount of learning time, and provide opportunities for enriched and/or accelerated learning. ESSA Section 1114(b)(7)(A)(i)

- Grade levels meet every 6 weeks with our Learning Specialist during GrIP meetings to reflect and make goals based on students' academic needs. Teachers have time to reflect on their core instructional strategies and differentiate ways to improve student learning.

D. Instructional strategies:

Please describe strategies that will be used to address student needs

1. Counseling, school-based mental health programs, and or/ specialized support services or mentoring.

§ Our Child Development Specialist and TOSA meets with students each week to support their social and emotional learning, as well as providing specific skills groups to meet specialized needs. The school also has a partnership with an Adapt Therapist that meets with students that have parent consent.

2. Preparation for and awareness of post-secondary education opportunities and/or entrance into the workforce. (e.g. career and technical education, transition to high school).

§ Our fifth-grade students have an opportunity to tour middle school to gain a better understanding of academics and electives that are provided.

3. Implementation of a tiered model to prevent and address problem behavior, as well as early intervention systems for students struggling academically.

§ Our student support team meets regularly with a grade level each week (GrIP meetings) to address student academic, behavior, and attendance needs and concerns. The team creates a plan for tiered interventions to support students and review the plans every 4-6 weeks.

§ Our IPBIS team meets twice a month to address problem behavior and solve areas of concern within the school's system to improve student behaviors.

4. Assisting preschool children in the transition to local elementary school programs. ESSA Section 1114(b)(7)(A)(iii)(I-III, V).

§ Winchester has the opportunity to host summer school programs for 3 years in which preschool students that are transitioning to kindergarten are invited to participate as an incoming student.

E. Inclusive Policy and Practice

Please describe what strategies will be used to provide all students with opportunities to meet challenging state academic standards. Include strategies to reach economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners. ESSA Section 1111(c)(2) ESSA Section 1114 (b)(7)(A)(i).

§ Students that are economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners have opportunities to meet academic standards with the tiered support system that is in place within the school. Students also have opportunities to attend our summer school program for opportunities for remedial support as well as enrichment.