**Proposal for SIA Funds in 2020/2021 – OLE Charter School**

**I. Data supporting identified needs**

Optimum Learning Environments (OLE) Charter School serves 130 students in grades 1 - 5. OLE currently employs two part-time Instructional Assistants to support teachers in academics. OLE does not have a licensed behavior specialist, cadre behavioral support, an instructional coach, or an instructional mentor. 16% of students have identified disabilities and 25% are on free/reduced lunch. Schoolwide, many of our students struggle to self-regulate their behavior. 21% of our students are receiving or identified as candidates for tier 2 behavioral interventions and 16% are identified as receiving or candidates for tier 3 interventions.

**II. Proposed strategy with fiscal details**

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| Expense | Notes | Amount |
| Classified Instructional Assistant – SPIA2 (Wages, Associated Payroll Costs, Insurance) | Special Programs Instructional Assistant. Provides behavioral and academic support to students across setting, including classroom, Zones of Regulation room, Learning Resource Center, Calming Corners, de-escalation room, personal learning environments, and school offices. Collaborates with other school staff to identify and implement regulation and mental health resources, routines, and training. Communicates with staff and parents.  | $61,318 |
| Technology | Purchase of technology and software to assist in making academic and social emotional resources more accessible to students of all backgrounds and abilities, equalizing the resources of charter and non-charter classrooms, and increasing access to Google Classroom and Apps for Education. | $18,000 |
| Curriculum/Resources | Purchase of curriculum and resources to support mental health, social emotional learning, and interventions, especially for our identified subgroups of low socio-economic and learning disabled. | $4,849.30 |
| Consumables | Costs for consumables that help in PBIS systems (e.g. school/class/student rewards and incentives), Zones of Regulation, and Sanford Harmony SEL implementation. | $2,000.00 |
| Substitutes | Classroom coverage in instances where OLE teachers will develop resources, collaborate with service providers and experts, or take part in school visits in support of professional growth in the areas of behavioral and academic support.  | $2,000.00 |
| Professional Development | Training costs for staff members to build more capacity and skills specific to working with students who have complex academic and behavioral needs. | $4,000.00 |
|  |  |  $92,167.30 |
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**III. Alignment with district/community priorities**

Use of funds aligns with district and community priorities that target professional development of staff; adult support in classrooms; social-emotional and mental health supports; access to expanded opportunities for curriculum, language support, feedback and communication, and the arts through technology.

**IV. Method to evaluate effectiveness of strategy**

Impact of funds use will be measured in the following ways:

* SWIS data to monitor amount of behavioral incidents
* SWIS data to monitor level/tiers of intervention
* Synergy data to monitor amount of behavioral incidents
* Panorama Data to measure student and family opinions

**V. Performance target or goal**

The following measurable targets would be set as preliminary measures in gauging effective use of SIA funds

* Reduction in behavior incidents recorded in SWIS and Synergy, specifically for students in identified as focus points in SIA funding (economically disadvantaged, special education, etc.)
* Increase in number of students supported by lower-level/tier interventions (Ex: a student is able to move from higher-intensity intervention down to a lower-intensity intervention through skill development in regulation).
* Increase in positive scores with Panorama (e.g. Sense of Belonging)