**Proposal for SIA Funds in 2021/2022 – 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, nor an instructional mentor. For the 2021-2022 school year, 16% of students have identified disabilities and 15% are identified for free/reduced lunch. Schoolwide, many of our students struggle to self-regulate their behavior. Previously 21% of our students were receiving or identified as candidates for tier 2 behavioral interventions and 16% were 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.  | $62,571.00 |
| 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. | $10,000.00 |
| 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. | $3,000.00 |
| Consumables | Costs for consumables that help in PBIS systems (e.g. school/class/student rewards and incentives), Zones of Regulation, and Sanford Harmony SEL continued implementation. | $3,797.75 |
| 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. | $3,000.00 |
|  |  |  $82,368.75 |
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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 student groups 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)