**Proposal for SIA Funds in 2023-2024 & 2024-2025 – OLE Charter School**

**I. Data supporting identified needs**

Optimum Learning Environments (OLE) Charter School serves 130 students in grades 1 - 5. OLE currently fully employs five grade level teachers, a basic skills teacher and two part-time Instructional Assistants to support in academics. OLE does not have a licensed behavior specialist, nor an instructional mentor. We hope to continue to use SIA funding to employ an instructional support assistant.

Through a school wide focus, we are working to provide students strong reading core instruction. Additionally, we are finding ways to support students who are at some or high risk in not meeting grade level reading standards. This year we will be in our second year of implementing research based, science of reading intervention programs.

For the 2022-2023 school year, 17% of students have identified disabilities and 10% are identified for free/reduced lunch. At the beginning of last school year (Fall 2022), for proficiency of grade level standards in reading, we have students who are at some to high risk; 54% of 1st graders, 43% of 2nd graders, 34% of 3rd graders, 31% of 4th graders, and 31% of 5th graders.

This Winter (2023), for proficiency of grade level standards in reading, we have students who are at some to high risk; 46% of 1st graders (54% in Fall), 42% of 2nd graders (43% in Fall), 34% of 3rd graders (34% in Fall), 39% of 4th graders (32% in Fall), and 19% of 5th graders (31% in Fall).

While there has been growth in some areas, overall, we are finding a need for a stronger implementation level during our 90 minute core reading instruction block. We are also continuing to work on using our interventions with fidelity.

SIA Focus Areas:

School wide, we continue to support students in acquiring self-regulation skills. So far, in the 2022-2023 school year, 15% of our students were receiving or identified as candidates for tier 2 behavioral interventions and 12% were identified as receiving or candidates for tier 3 interventions. In the 2021-22 school year, we were down to 7.5% of our students receiving tier 2 interventions, and 7.8% needing tier 3 interventions. We have seen a rise in these needs. This is a common trend seen throughout the nation. We continue to refine our strategies and systems to better meet the needs of our students.

*Continuing with the following strategies will support this work with students: strengthening our professional understandings and implementation of PBIS Tier 1 supports, further development of our Toolbox Project SEL lessons, Zones of Regulation, and folding in the Character Strong implementation. Utilizing the right resource or tool with students at the right time, includes the above, as well as technology/software and a variety of differentiated options matching the needs of individual students. Our Instructional Support Assistant is an integral part of determining these options.*

Annually, our students have self-rated their sense of belonging in the Panorama survey. Since the 2018-19 school year, the positive rating has increased by 14 percent (57% to 71%). As we implement strategies to connect with students, this positive rating should increase.

*Initial strategies toward higher sense of belonging will include: providing students with opportunities to engage differently with our school community through after school opportunities, student voice through incentives that more accurately match student motivation, utilizing Character Strong resources, and staff development around connecting with students who may have life experiences different than their own.*

**II. Proposed strategies with annual fiscal details**

|  |  |
| --- | --- |
|  |  |
| Expense | Notes | Amount |
| Classified Instructional Support Assistant (Wages, Associated Payroll Costs, Insurance) | Instructional Support Assistant/Cadre provides behavioral and academic support to students across all settings, including classroom, Zones of Regulation room, Learning Resource Center, Calming Corners, de-escalation room and personal learning environments. Collaborates with other school staff to identify and implement regulation and mental health resources, routines, and training. Communicates with staff and parents.  | $70,862.00 |
| Technology | Purchase of technology and software to assist in making academic and social emotional resources more accessible to students of all backgrounds and abilities. | $2800.00 |
| Curriculum/Resources | Purchase of curriculum and resources to support mental health, social emotional learning, and interventions, especially for our identified subgroups. | $3,842.65 |
| Consumables | Costs for consumables that help in PBIS systems (e.g. school/class/student rewards and incentives), Zones of Regulation, Toolbox Project, and Character Strong Implementation. | $4,000.00 |
| 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. | $10,000.00 |
|  |  |  $91,504.65 |
|  |  |  |

**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 for students, lessons from a school wide social emotional learning curriculum, and learning through & with technology.

**IV. Method to Evaluate Effectiveness of Strategies**

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
* Panorama Data to measure student well being

**V. Performance Targets/Outcomes**

The following measurable targets are our measures in gauging effective use of SIA funds.

* Increase in percentage of students successful with the support by lower-level/tier interventions (currently tier 1 at 73%, tier 2 at 15%, tier 3 at 12% - Winter 2023, SWIS)

*(Ex: a student moves from higher-intensity intervention down to a lower-intensity intervention)*

* Increase in percentage of students giving a favorable rating for Sense of Belonging (currently 71% of 5th graders – Fall 2022, Panorama)
* Over the biennium, reduction in behavior incidents recorded in SWIS, especially for student groups identified as focus points in SIA funding (economically disadvantaged, special education, etc.)