

Proposal for SIA Funds in 2022/2023 – 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 in academics. OLE does not have a licensed behavior specialist, nor an instructional mentor.

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 are implementing effective reading intervention programs.

For the 2022-2023 school year, 15% of students have identified disabilities and 10% are identified for free/reduced lunch. At the beginning of last school year (Fall 2021), for proficiency of grade level standards in reading, we have students who are at some to high risk; 38% of 1st graders, 77% of 2nd graders, 38% of 3rd graders, 40% of 4th graders, and 23% of 5th graders.

This 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, 32% of 4th graders, and 31% of 5th graders.

While there was growth in some areas, overall we are finding a need for implementation of our core instruction and evidence based interventions, with fidelity.

Schoolwide, we continue to support students in acquiring self-regulation skills. In the 2020-2021 school year, 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. For last school year (2021-22), we were down to 7.5% of our students receiving tier 2 interventions, and 7.8% needing tier 3 interventions. This is a significant decrease in tier 2 and 3 needs. Clearly, the supports we have been able to provide are benefiting our students.

II. Proposed strategy with 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 of low socio-economic and learning disabled.	\$3,842.65
Consumables	Costs for consumables that help in PBIS systems (e.g. school/class/student rewards and incentives), Zones of Regulation, and Toolbox Project SEL 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; 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
- easyCBM reading assessments

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)