

**School LAND Trust Funds**

**Final Report for 2022-2023**

Our planned expenditures for the School LAND Trust Program for the 2022-2023 school year were $3,187.27. There was no carryover from the previous school year. We spent our funds in full. We used our funds to focus on goals of (1) Academic achievement, and (2) Emotional regulation.

**Goal 1: Academic Achievement**

We anticipated spending $1,691.00 and ended up using $3,017.45 from the School LAND Trust Program to allow all River’s Edge instructional assistants to increase their time spent in professional learning communities (PLCs) where staff members collaborated about student needs based on data, and planned instruction in the areas of reading, math, and behavior. The action step was implemented as described, but required additional funding to compensate ESPs for the amount of time they were willing to engage in PLCs outside of contract time.

Reading: During the 2022-2023 school year, 22% of students demonstrated a positive change score on Growth Measure from the Middle-of-Year (MOY) assessment to the End-of-Year (EOY) assessment. We wrote our initial goal based on the progress markers for Reading Inventory, but the district moved to Growth Measure so we were unable to analyze data in the way we intended. We did not meet our goal of at least 50% of students showing progress on their reading scores, but it is important to note that we were unable to compare data across the entire school year, because students were not assessed on Growth Measure until the MOY assessment. The 22% of students with a positive change score is based on 9 students who had scores for both MOY and EOY.

Math: In math, we had 0% of students who improved their proficiency rating from Spring 2022 to Spring 2023. This was based on 9 students who tested during both assessment periods. We did not meet our goal of maintaining or exceeding a moderate effect size in improvement in math RISE scores.

**Goal 2: Emotional Regulation**

We planned to spend $1,500.00 to purchase an online Social-Emotional Learning program called Move This World. We ended up needing additional funds for Goal #1, so we used the remaining $170.00 of our School LAND Trust balance to pay a portion of the invoice for Move This World. The remaining cost was paid using other funding sources. The action steps were implemented as outlined, but the expenditures changed. Teachers implemented Move This World during the morning Teacher Advisory (TA) based on the age, developmental level, and behavioral goals of the students in their TA.

Data from the River’s Edge point card allowed us to track the number of minutes students spent in class compared to the number of minutes they were not in class while serving In School Suspension (ISS) time. During the first semester of the 2022-2023 school year, students spent a combined average of 92 minutes per day out of class in ISS. By the second semester, this average decreased to 54 minutes per day. This represents a 41% decrease in time spent out of class from the beginning of the year to the end of the year, exceeding our goal of at least a 10% decrease from the beginning of the year to the end of the year.

Students at River's Edge have the opportunity to become eligible to attend a mainstream class at a typical school. This is based on their data on their daily point card and demonstrating stable behavior with no serious aggressions. At the beginning of the school year (Fall 2022), 15% of students were eligible to attend at least 1 hour of mainstream classes. By the 4th quarter (Spring 2023), 62% of River’s Edge students were eligible to attend at least 1 hour of mainstream classes. These data indicate a substantial and meaningful increase of students meeting and maintaining their behavioral goals and earning the opportunity to participate in mainstream classes across the Jordan District.

**Funding Changes:**

We needed to increase the amount of funding provided to ESPs to compensate them for the amount of additional time they were willing to engage in Professional Learning Communities throughout the year. Therefore, we increased spending for ESPs to $3,017.45 (up from the anticipated amount of $1,691.00). This left $170.00 of available funds to pay for a portion of Move This World (down from the anticipated $1,500). We paid the remaining balance for the *Move This World* program using a separate funding source. Action steps for both goals were implemented as described, but the amount of funding spent in each category changed.