

**School LAND Trust Funds**

**Final Report for 2023-2024**

Our planned expenditures for the School LAND Trust Program for the 2023-2024 school year were $ $3,337.32, with no carryover from the previous school year. There was a discrepancy based on our school being accredited through Kauri Sue Hamilton, so we ended up with $1,529.38 from the state and the additional $1,807.94 covered by different district resources. We spent our funds in full and used them to focus on goals of (1) Academic achievement, and (2) Eligibility for mainstream.

**Goal 1: Academic Achievement**

We anticipated spending $2,072.32 and ended up using $1,529.38 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.

Reading: During the 2023-2024 school year, 56% of students demonstrated a positive change score on Growth Measure from the Beginning-of Year (BOY) assessment to the End-of-Year (EOY) assessment. The 56% of students with a positive change score is based on 18 students who had scores for both BOY and EOY. This meets our goal of at least half our students demonstrating growth in reading. (Note: According to Brooke Anderson, our district's data scientist, the metric for Growth measure is not interpreted as “typical” or “above typical” growth as stated in our goal, but even one point of positive change on Growth Measure represents meaningful growth. Therefore, a positive change score on Growth Measure is an appropriate way to measure this goal and represent the percentage of students who made meaningful progress in the area of reading from the beginning of the year to the end of the year).

**Goal 2: Eligibility for Mainstream**

The online Social-Emotional Learning program called Move This World was purchased using different district funds. The action steps were implemented as outlined. 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. Students’ development of appropriate social-emotional skills allows them to increase their access to their education and show meaningful improvements on their daily goals.

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. These goals are supported by engaging in the ongoing social-emotional curriculum Move This World, and by demonstrating the skills they are practicing daily. At the beginning of the school year (Fall 2023), 42% of students were eligible to attend at least 1 hour of mainstream classes. By the 4th quarter (Spring 2024), 64% of River’s Edge students were eligible to attend at least 1 hour of mainstream classes, exceeding our goal of a 10% increase. 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:**

No funding changes were implemented, other than using different district funds to purchase Move This World.