

Fort Bend Independent School District

Scanlan Oaks

2024-2025 Campus Improvement Plan



Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

SOE will strive to engage students to become life-long learners, independent thinkers, and to equip students of all abilities for academic and social growth.

Vision

FBISD continuously improves teaching and learning by developing effective staff and building scalable systems.

SOE will challenge students of all abilities to achieve excellence in all endeavors.

Value Statement

Inspire, Equip, Imagine

A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is...

...equipped with skills for life.

...a servant leader.

...an effective communicator.

...a critical thinker.

...a compassionate citizen.

...a collaborative team member.

...a life-long learner.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4

Student Learning	7
School Processes & Programs	10
Perceptions	11
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students	17
Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working	20
Goal 3: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community	22
State Compensatory	23
Budget for Scanlan Oaks	23
Campus Funding Summary	24

Comprehensive Needs Assessment

Demographics

Demographics Summary

Scanlan Oaks Elementary is starting its 21st year. Our projected enrollment is 695 students. This is our second consecutive enrollment drop due to the overflow students aging out of elementary school. We have a diverse population that serves a variety of learners including Special Education, Gifted and Talented, Emergent Bilingual, and 504 students.

Professional Learning Community time is built into the school day so that teams meet every other week. This provides flexibility for administrators and specialists to attend. Each team has a PLC facilitator that facilitates meetings. Norms are developed and followed by each team and agendas with clear protocols are followed.

	SOE ENROLLMENT HISTORY					
	18-19	19-20	20-21	21-22	22-23	23-24
Enrollment	960	886	866	1,009	1,033	798

SOE ATTENDANCE RATE					
2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2023-2024
97.53%	97.33%	96.69%	96.23%	94.24%	95.78%

	SOE DEMOGRAPHICS						
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
African American	16.18	14.38	16.93	20.44	24.28	26.63	23.31
Hispanic	11.37	13.44	13.21	17.78	19.52	20.81	19.55
White	58.04	57.50	54.29	46.07	41.72	36.19	40.35
American Indian	0.20	0.42	0.45	0.35	0.30	0.49	0.38
Asian	7.94	7.50	8.69	8.66	7.53	9.27	9.15
Pacific Islander	0.20	0.21	0.23	0.23	0.40	0.39	0.38
Two or More Races	6.08	6.56	6.21	6.47	6.24	6.21	6.89

	SOE DEMOGRAPHICS						
Economically Disadvantaged	4.80	5.62	8.24	17.78	26.36	31.26	24.81
Emergent Bilingual	1.57	1.15	1.02	3.93	6.14	5.92	5.64
Special Education	8.92	11.46	13.77	15.94	16.95	15.58	22.56
Gifted and Talented	10.49	10.10	10.16	8.08	4.86	3.94	5.64

2023-2024 Discipline Summary

Offense	# of Incidents:
Comp/ Technology Misuse	1
Continued/ Repeated Level 1	11
Derogatory Statement	5
Disrupt Behavior	5
Disrupt Education Environment	6
Fighting/ Mutual Combat	1
Horseplay	1
Inappropriate Physical Contact	7
Non DAEP, Terroristic Threat	7
Obscene Gesture	1
Profanity	2

Offense	# of Incidents:
Rob Theft Stealing Non Fel	2
Serious Offense	1
Total	50

Demographics Strengths

Our families are coming to us from the surrounding neighborhood. Our enrollment is dropping dramatically due to rezoning for the HRE area. Attendance rates have improved some. Parents and the community are excited to participate in campus events and continue to show great support and enthusiasm. Staff have worked to build relationships with each family and have gotten to know individual students' strengths, areas of need and learning styles. Our club opportunities at SOE this year include: Safety Patrol, Page to Stage, 3rd Grade Choir, and Art Club.

Our parents are active participants in a variety of school events including: meet the teacher, parent information night, field day, Fall Carnival, Literacy Day, STEAM Day, awards ceremonies and lunch. Our PTO continues to grow.

We work to communicate with our parents in a variety of formats including open house, parent conferences, individual phone calls, daily planners, Tuesday folders, email, school wide call outs, school wide email blasts, Twitter, and our webpage.

Problem Statements Identifying Demographics Needs

Problem Statement 1: SOE enrollment is decreasing for the second year in a row.

Root Cause: Overflow students still enrolled at SOE are aging out.

Problem Statement 2: The number of identified students for special education has increased by almost 7% to 22.56% of our population.

Root Cause: We finished the school year with 4 specialized programs -- BSS, SAILS, ABC, and ECSE -- in addition to our resource program. ECSE was added in 2023-2024.

Student Learning

Student Learning Summary

SOE has an assessment system in place and continuously analyzes student learning data. Our 3rd-5th grade students participate in online assessments in an effort to prepare them for the online STAAR assessment.

Campus assessment data includes:

Additional data attached as an addendum.

STAAR Interim Assessments – Spring 2024

Grade/Subject	Approaches Grade Level
3 rd Reading	95
4 th Reading	88
5 th Reading	96
3 rd Math	87
4 th Math	88
5 th Math	95
5 th Science	80

3rd Grade Proficiency

School Year	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	R	M	R	M	R	M
2024	91	92	73	80	33	43
2023	87	85	66	63	25	40
2022	92	90	76	68	59	41
2021	89	90	62	60	36	34
2019	88	90	52	70	33	31
2024 District	80	74	56	48	24	20

4th Grade Proficiency

School Year	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	R	M	R	M	R	M
2024	91	88	72	68	39	38
2023	92	79	60	65	26	38
2022	84	80	64	60	37	38
2021	86	87	56	66	28	50
2019	84	75	50	43	24	30
2024 District	86	74	59	53	29	28

5th Grade Proficiency

School Year	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	R	M	R	M	R	M
2024	94	91	76	72	48	35
2023	85	87	64	62	30	30
2022	91	90	72	69	49	49
2021	94	93	81	75	66	60
2019	91	97	71	70	49	52
2024 District	84	76	63	54	37	26

5th Science Grade Proficiency

School Year	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2024	86	46	20
2023	67	39	18
2022	73	45	19
2021	89	64	32
2019	89	71	42
2024 District	60	30	14

Ren 360 – Student Growth

	Reading			Math		
	2022	2023	2024	2022	2023	2024
K	n/a	n/a	n/a	n/a	n/a	n/a
1	51	74	68	n/a	75	71
2	72	75	67	64	80	53
3	60	76	79	58	79	88
4	76	67	77	69	75	76
5	59	77	83	67	79	69

Student Learning Strengths

STAAR test scores in reading, math and science range from 86%-94% which is a decreased span as compared to previous year's scores. SOE STAAR scores indicated 3rd reading/math, 4th reading, and 5th reading/math were all in the 90th percentile. 5th science "approaches" demonstrated the biggest growth by increasing 19 points. 3rd math "meets" demonstrated the biggest growth by increasing 17 points. 5th reading "masters" demonstrated the biggest growth by increasing 18 points.

Ren 360 student growth report shows inconsistent improvement in the percentages of students demonstrating a year's growth in math and reading. Three grade levels showed improvement in reading -- 3rd, 4th, and 5th. Two grade levels showed improvement in math -- 3rd and 4th.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students showing a year's growth dropped from the previous school year.

Root Cause: Lack of consistency with intervention/enrichment across all grade levels.

School Processes & Programs

School Processes & Programs Summary

Professional learning is provided through our PLC meetings as well as faculty meetings. Administrators oversee grade level PLC meetings and determine topics based on campus need as determined through assessment data, walkthrough data and teacher input. Campus based professional development days utilize teacher leaders, specialists, as well as administrators to present instructional practices. Staff feedback indicates staff members find it meaningful and enjoyable to learn from campus based teacher leaders.

Professional development needs to be differentiated to support the varied needs of staff based on experience level and teaching background.

Scanlan Oaks Elementary is a model campus for inclusive practices. Classes are made up of heterogeneous grouping of students with varied needs. Our specialized programs include ABC, BSS, ECSE and SAILS. In addition, we have GT, ESL, 504 and Resource/Co-Teach/Inclusion programs.

A strong leadership team is in place that provides campus leadership and coaching in collaboration with administration. Team leaders provide team leadership and collaborate with administration to support the decision making process.

Opportunities for after school clubs include: Art (4th-5th), Read Run Deed (3rd-5th), Page to Stage (4th-5th)

School Processes & Programs Strengths

Teacher leaders provided the leadership opportunity to present instructional practices to staff.

Campus team instituted a rigorous and collaborative interview process to recruit and select high quality staff for new positions on campus. Staff expectations have been developed and used to develop a screening process, pre-interview writing sample, interview questions and scenarios.

Strong PBIS systems in place, including guidelines for success and CHAMPS.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Each team was responsible for running their own PLC meeting without a specialist present. This resulted in a varied level of discussion, productivity, as well as outcome.

Root Cause: All teams are not equal when it comes to facilitating their own PLCs and maintaining the focus on students as well as results.

Perceptions

Perceptions Summary

Scanlan Oaks is a model campus for inclusive practices. Classes are made up of heterogeneous grouping of students with varied needs. Our specialized programs include ABC, BSS, ECSE and SAILS. In addition, we have GT, ESL, 504 and Resource/Co-Teach/Inclusion programs.

Scanlan Oaks utilizes PBIS strategies. Guidelines for Success, CHAMPS expectations, and respect agreements are posted in classrooms and throughout the school. Guidelines for Success are recited on the morning announcements daily. Students are recognized through Star Student of the Week as well as Positive Office Referrals. Staff members are recognized through shout outs as well as receiving independent feedback.

Every year, students are taught the Scanlan STRONG acronym. **S**tay positive. **T**reat everyone with kindness. **R**eady to lead, learn and achieve. **O**pen to others' ideas. **N**ever stop trying. **G**row as a learning community.

A strong leadership team is in place that provides campus leadership and coaching in collaboration with administration. Team leaders provide team leadership and collaborate with Administration to support the decision making process.

At SOE, we have a strong and active PTO which supports students, staffs, and families. Volunteers logged 3,500 hours of service this past year for our school. Our campus events, such as open house, grade level music performances, Fall Carnival, and award ceremonies have been well attended. Families have the opportunity to eat lunch with their student. We have consistent communication with families through weekly class newsletters, campus updates, Tuesday folders and Twitter.

Perceptions Strengths

Strong PBIS systems in place, including guidelines for success and CHAMPS.

Clear expectations and procedures in place that are communicated regularly.

Bully Blocker lessons taught by each grade level the first nine weeks of school to reinforce expectations (15 key lessons).

Every year, students are taught the Scanlan STRONG acronym. **S**tay positive. **T**reat everyone with kindness. **R**eady to lead, learn and achieve. **O**pen to others' ideas. **N**ever stop trying. **G**row as a learning community.

Additional Strengths:

- Strong PTO
- Well attended campus events
- Large volunteer pool
- CPAC with parent and community members
- Regular lunch visitors
- Parent-Student Handbook
- Weekly teacher newsletters
- Highlight campus events and accomplishments on X

Parent Survey Highest Ranking Indicators:

Survey Item -- Percentage Strongly Agree or Agree (%)

I feel welcomed in my child's school. 96%

Schoolwork is meaningful and relevant. 93%

I am kept informed about my child's behavior. 93%

Staff members and families treat each other with respect. 93%

This school has high learning standards for all students. 91%

Staff Survey Highest Ranking Indicators:

Survey Item -- Percentage Strongly Agree or Agree (%)

This school respects and values input provided by families. 100%

I am aware of safety and security procedures at this school. 100%

This school is safe. 100%

Staff members are responsive when students report bullying. 100%

Bullying is not tolerated in my school. 100%

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students scored "How much does your school emphasize building relationships with students who are different than you" 4.1% lower as compared to the previous school year.

Root Cause: We did two "mix it up" activities this past year. The campus will add more activities (minimum of 4) for students to engage with others to have a positive impact on this rating.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students




Performance Objective 1: By June 2025, Scanlan Oaks Elementary will improve instruction through student readiness in literacy and numeracy by ensuring implementation of the instructional model and formative assessment practices as evidenced through indicators of success.







Indicators of Success: Formative Evidence:








- By June 2025 we will increase the percentage of students showing growth in literacy on MAP from BOY to EOY by 10% for each grade level.
- By June 2025 we will increase the percentage of students showing growth in math on MAP from BOY to EOY by 10% for each grade level.
- By June 2025 a minimum of 90% of students will meet proficiency on STAAR Reading.
- By June 2025 a minimum of 90% of students will meet proficiency on STAAR Math.
- By June 2025, we will increase the percentage of Kinder-2nd grade students showing proficiency on reading levels by 10% for each grade level.
- By May 2025 100% of GT students, teachers and parents will reflect and review the participation of innovation hour and adjust as needed

Summative Evidence:

- By June 2025 we will Increase student growth on math and reading MAP from BOY to MOY by 5% for each grade level.
- By June 2025, we will increase performance on STAAR Meets Grade Level performance in literacy from xx% to xx%
- By May 2025, 100% of GT students and teachers will reflect and review the participation of innovation hour and adjust as needed

Strategy 1 Details	Reviews			
Strategy 1: Staff members will receive professional learning on the math and literacy instructional models and best practices for tier 1 instruction. Strategy's Expected Result/Impact: By June 2025 we will increase the percentage of students showing growth in literacy on MAP from BOY to EOY by 10% for each grade level. By June 2025 we will increase the percentage of students showing growth in math on MAP from BOY to EOY by 10% for each grade level. Staff Responsible for Monitoring: administrators, math specialist, literacy interventionist, teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 199 General Fund - \$57,345.21	Formative			Summative
	Oct	Dec	Feb	June
				








Strategy 2 Details	Reviews			
<p>Strategy 2: Students identified as at-risk and/or economically disadvantaged who are in need of tier intensive academic interventions and supports will be selected through the RI process and will receive accelerated intervention supports from the Literacy Intervention Teacher and/or Math Specialist as needed.</p> <p>Strategy's Expected Result/Impact: By June 2025 we will increase the percentage of students showing growth in literacy on MAP from BOY to EOY by 10% for each grade level. By June 2025 we will increase the percentage of students showing growth in math on MAP from BOY to EOY by 10% for each grade level.</p> <p>Staff Responsible for Monitoring: administrators, math specialist, literacy interventionist, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 General Fund - \$5,351</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: All GT teachers will participate in innovation hour, projects will be showcased in March, and learning plans goals will be developed for GT students.</p> <p>Strategy's Expected Result/Impact: By May 2025 100% of GT students, teachers and parents will reflect and review the participation of innovation hour and adjust as needed</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Specialists, COG, Administrator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 General Fund - \$880</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will engage in professional development on how to implement accommodations and/or modification for Emergent Bilingual and Special Education students with accuracy and fidelity. Strategy's Expected Result/Impact: By June 2025 we will increase the percentage of students showing growth in literacy on MAP from BOY to EOY by 10% for each grade level. By June 2025 we will increase the percentage of students showing growth in math on MAP from BOY to EOY by 10% for each grade level. Staff Responsible for Monitoring: Admin, Specialists, Teachers, Special Education Staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By June 2025, Scanlan Oaks Elementary will improve the effectiveness of Student Ownership of Behavior practices by ensuring implementation of PBIS and restorative practices as evidenced through indicators of success.

- Indicators of Success:** Formative Evidence:
--By October, December, February, increase the number of critical elements identified as "in place" on the FBISD Benchmark of Quality by 1 each month.
- Summative Evidence:
--By May 2025, increase the number of critical elements identified as "in place" on the FBISD Benchmark of Quality by 3.








Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
<p>Strategy 1: Staff members will receive professional learning on PBIS and Restorative Practices to ensure they can have restorative conversations with students when difficult behaviors arise, incorporate proactive measures, as well as help students take ownership of their actions.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals. Teachers will be better equipped to create classrooms with a positive culture. Students will have a safe space to communicate their needs.</p> <p>Staff Responsible for Monitoring: administrators, counselor, campus specialists, teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 General Fund - \$2,500</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 2: By June 2025, Scanlan Oaks Elementary will improve student discipline from 50 referrals to 45 referrals by focusing on PBIS implementation and Health & Wellness programs as evidenced through indicators of success.

Indicators of Success: Summative:
By June 2025, a minimum of 85% of students will indicate positive responses on the Student Needs Assessment.
By June 2025, each grade will participate in a minimum of eight guidance lessons.

Formative:
School wide positive reinforcement opportunities will increase by a minimum of one per month from BOY to MOY.
The number of guidance lessons will increase from 4 at the first semester to 8 by the end of the second semester.








Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
<p>Strategy 1: Implement PBIS, a multi-tiered system of supports for positive behavior practices, including but not limited to respect agreements, Guidelines for Success, CHAMPS, guidance lessons and campus wide incentive and recognition program.</p> <p>Strategy's Expected Result/Impact: By June 2025, a minimum of 85% of students will indicate positive responses on the Student Needs Assessment. By June 2025, each grade will participate in a minimum of eight guidance lessons.</p> <p>Staff Responsible for Monitoring: Admin, Counselor, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Incentives - 199 General Fund - 199 - \$1,500</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: By May 2025, Scanlan Oaks Elementary will implement measures to increase daily student attendance as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:
By December 2024, K-5 attendance will increase from 95.78% to 96%.

Summative Indicators of Success:
By May 2025, K-5 attendance will increase from 95.78% to 96%.

Strategy 1 Details	Reviews			
Strategy 1: Campus will provide families with attendance information and state expectations/compulsory attendance laws to support student growth and improvement. Attendance incentives will also be done monthly for each grade level that shows improvement. Strategy's Expected Result/Impact: Increase parental engagement and collaboration so that student academic proficiency and attendance increases. Staff Responsible for Monitoring: Admin, Teachers, ADA TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

State Compensatory

Budget for Scanlan Oaks

Total SCE Funds: \$5,351.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Students identified as at risk benefit from the LLI program for literacy as well as Region IV math resources to supplement their learning. This is in addition to the district curriculum and used to close any learning gaps that may be present. Most interventions occur during the school day, while some students do receive additional support before or after school.

Campus Funding Summary

199 General Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$57,345.21
1	1	2			\$5,351.00
1	1	3			\$880.00
2	1	1			\$2,500.00
2	2	1	Incentives	199	\$1,500.00
Sub-Total					\$67,576.21