

# **2024-2025 Action Plan**



Crespo Elementary School

**Nora De Leon**

# School Action Plan – Needs Assessment

## District philosophy and guiding framework:

### Core Beliefs

### Vision

### Theory of Action

#### Needs related to student achievement data

- NWEA Reading - On our Winter 2023-2024 data, our 2nd-5th Reading English Data shows that the students are in the 46th growth percentile and in the 36th percentile for achievement. Our 2nd-5th Reading Spanish Data shows that the students are in the 52nd growth percentile and in the 65th percentile for achievement.
- DIBELS - 75% of Kinder and first grade students are at or above grade level according to DIBELS/mCLASS results.
- NWEA Math - On our Winter 2023-2024 data, our K-5th grade Math data shows that the students are in the 55th growth percentile and in the 54th percentile for achievement.
- STAAR Interim Assessment Reading - When analyzing our STAAR Reading Interim Data from the Fall and Spring, a significant regression was noted on our 4th grade Reading Spanish cohort from an accountability of a C to an F showing that our meets and masters for this cohort decreased from 50% of students meeting at this level to only 24% percent.
- STAAR Interim Assessment Math- When analyzing our STAAR math Interim Data from the Fall and Spring, a significant regression was noted on our 3rd grade Math Spanish cohort from an accountability of a C to a D showing a significant decrease on our students performing in masters from a 30% to a 19%

#### Needs related to improving the quality of instruction

- Using our most recent feedback form the IRT #3:
  - 6 out of 8 teachers visited struggled with adjusting instruction.
  - 7 out of 8 teachers struggled with their lesson pacing.
- Based on spot observations, 70% ( 21 out of 30 ) teachers are scoring consistently above 5 points on Domain 2.
- Improve reading instruction focusing on phonics, fluency, vocabulary development, and comprehension in PK-2.
- Improve the writing block in K-5th with focus on a variety of skills to enhance student's writing abilities.

- Improve structure of lesson planning and internalization with embedded effective MRSs (pacing calendar that dedicate times to readiness standards and common assessment to assess the effectiveness of instructional strategies)
- Improve team planning structure and PLC structure
- Improve campus PDs where teachers have opportunities to share their best instructional practices
- Close the learning gaps for students in special populations (EBs, Sped. Education, Dyslexia, and 504)
- Enrichment to help high achieving students show growth in NWEA MAP Assessments.

System evaluation (philosophy, processes, implementation, capacity)

- Power Hour Model and Implementation (close gaps for low achievers and enrichment for high achievers)
- Strength campus culture of high expectations and accountability due to new teachers joining the staff
- Team planning structure and PLC structure
- Tracking system to implement guided reading, small group, and intervention instruction based on DOL data
- Campus PDs where teachers have opportunities to share their best instructional practices
- Lead teachers mentor their content team, grade level, or assigned new teachers on effective practices around HQI indicators.
- New Teacher Crespo Academy: Designate monthly meetings to train teachers on High Quality Instruction.

**Key Action** (Briefly state the specific goal or objective.)

**Improve quality of First Instruction**

Grow teacher capacity to provide High Quality Instruction through observation, feedback, planning, and coaching as teachers adapt to the new educational systems and best instructional practices.

Indicators of success (Measurable results that describe success.)

- 80% of students in grades 2nd - 5th will meet their expected Winter growth (RIT score) on NWEA MAP in reading by January 2025; that percentage will increase to 10% percentage points by May 2025.
- 70% of students in grades Kinder- 1st will increase their expected Winter growth (RIT score) on mClass DIBELS/Lectura in Reading Language Arts by January 2025; that percentage will increase to 80% by May 2025.
- Campus will receive a score of at least 10 points, with a minimum of 4 points in Instruction, by December 2024 by an independent review team; that number will increase to 12 points or higher by May 2025.
- As measured by campus Spot observations, 70% of teachers will receive 5 points or higher out of eight points total in Domain II (Instruction) by December 2024; that percentage will increase to 85% in May 2025.

**Specific actions – school leaders** (What specific action steps will the building leaders take to accomplish the objective?)

- Conduct quality SPOT observations including on-the-spot coaching and provide teachers with timely feedback
- Identify campus wide instructional needs based on High Quality Instruction Rubric and SPOTS to provide teachers with ongoing targeted professional development, PLCs, and coaching based on data.
- Coach teachers on the feedback received after each IRT visit (4 times)
- Model observation calibration for effective practices and alignment. Inspect daily classroom procedures and instructional expectations for proficient implementation.
- Schedule Instructional Rounds to visit High Performing campuses to enhance our instructional leadership skill set and influence our instructional program.

**Specific actions – school staff** (What specific action steps will the staff take to accomplish the objective?)

- Participate in PLCs focused on High Quality Characteristics to provide students with consistent Quality First Instruction.

- Execute next steps provided via High Quality Instruction SPOTS upon receipt to enhance instructional practices and delivery.
- Backwards plan unpacked learning objectives aligned to the TEKS.
- Deliver lessons that follow the gradual release model that guide students toward mastery of the DOL (demonstration of learning) and grade level objectives.
- Use student data from DOL (demonstration of learning) and formative assessment data to drive instruction and create intervention or accelerated instruction plans.
- Engage in Instructional Rounds to observe Highly Effective teachers from High Performing campuses to enhance instructional skill set.

	<b>Key Action One:</b> Improve quality of First Instruction		
STAFF DEV.	<b>Who:</b> School administrators, classroom teachers, TA's, SPED		
	<b>What:</b> Grow teacher capacity to provide High Quality Instruction through observation, feedback, planning, and coaching as teachers adapt to the new educational systems and best instructional practices.		
	<b>When:</b> Pre-Service August 11-9, Sep. 3, Oct. 3, Nov. 8, Jan. 6, Feb. 14, May 2, Every wednesday		
	<b>Where:</b> Library, PLC room teachers classrooms		
BUDGET	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
Funding sources:			

**Key Action** (Briefly state the specific goal or objective.)

**Improve SPED department practices to increase student achievement and compliance**

Improve support of SPED department to classroom teachers to identify and focus on the instructional needs of their SPED students based on their IEP's and grade level standards to have a greater impact on student achievement and mastery of grade level objectives and in summative and formative assessments.

**Indicators of success** (Measurable results that describe success.)

- 60% of our SPED students will show growth in the NWEA math and reading from BOY to MOY.
- 60% of SPED students will meet their NWEA target growth goal for EOY
- The percentage of SPED students performing at or above Meets level on the STAAR assessment will increase 15% on the 24-25 STAAR assessment. *To be updated after STAAR data is available.*
- The average Summary of Folder Audit conducted by the Special Education Department will increase from 84.8% to 90% or higher. *Data to be updated after May sped audit*

**Specific Actions – school leaders** (What specific action steps will the building leaders take to accomplish the objective?)

- Design a Master Schedule of services with color coded minutes for minimum required as established in student IEP and additional support minutes to reflect student services.
- Create a SPED google drive with IEP accommodations at a glance.
- Refine services log form to track minutes provided on a daily basis and notes of additional tasks.
- SPED chair will craft a student Designated Support tool box with all supporting materials crafted in student IEP including manipulatives, reference materials and all supplemental aids per subject to be delivered to each classroom teacher by content.
- Generate a semester at a glance reflecting action items including monthly collaborative planning sessions involving SPED service providers and teachers, scheduled ARD Meeting (initial and revision), monthly SPED PLCs facilitated by SPED chair, spot checks to track the implementation of student accommodations, the use of designated supports, and the services provided, documentation of Accommodations via PowerSchool, and monthly SPED department meetings.
- Meet with the SPED team to analyze student data after BOY, MOY, EOY and other assessments such as checkpoints to identify next steps and update student growth goals.
- Conduct on SPOT observations to assess the use of High Quality Instructional practices of the SPED service providers.

- Develop a professional development calendar for training teachers on the implementation of IEPs, accommodations including documentation of these on class assignments and PowerSchool, the use of designated supports in the classroom.
- Schedule and review at least 25% of campus Campus Review Summary Audit using the rubric and checklist.

**Specific Actions – staff** (What specific action steps will the staff take to accomplish the objective?)

- Adhered to color coded master schedule of services indicating minimum required minutes as established in student IEP, and additional support minutes to reflect student services.
- SPED teacher will keep the current SPED google drive folder with IEP accommodations at a glance based on the last student ARD.
- SPED service provider will maintain an accurate services log form to track service minutes provided on a daily basis asking for classroom teacher signature, and additional notes if additional tasks are provided during the additional minutes of support.
- SPED chair will craft a student Designated Support tool Box with all supporting materials crafted in student IEP including manipulatives, reference materials and all supplemental aids per subject to be delivered to each classroom teacher by content. SPED service provider will check SPED individual tool box to maintain all necessary materials.
- Follow the semester at a glance to ensure monthly collaborative planning sessions involving SPED service providers and teachers and monthly SPED PLCs facilitated by the SPED chair are happening.
- SPED teachers will spot check to track the implementation of student accommodations, the use of designated supports used by classroom teachers.
- Classroom teachers will consistently use and enter in Power Schools student accommodations, the use of designated supports, and all additional designated support established in students IEP as required by law.
- Complete all required paperwork for ARD meetings and documentation of IEP implementation
- Attend ARD meetings as requested

	<b>Key Action Two:</b> Improve SPED department practices to increase student achievement and compliance
<b>STAFF DEV.</b>	<b>Who:</b> Ecclesia Gattu
	<b>What:</b> IEP Implementation, Implementation of Accommodations, Designated supports tool box, Supplement folder Documentation of Accommodations

	<b>When:</b> September, November, January, March		
	<b>Where:</b> Library, PLC Room, Virtual District PD sessions, math teachers classrooms		
<b>BUDGET</b>	Proposed item	Description	Amount
	Staff development	NA	\$0
	Materials/resources	copy paper, card stock, folders, binders, protective sheets, folder labels & large labels, dividers, rings	\$2,000
	Purchased services		
	Other	Dyslexia Materials	\$500
	Other	Manipulatives	\$4,000
	Other	After School Tutorials for SPED students	\$4,000
	TOTAL		\$10,500
	Funding sources: Special Education Budget 1991010007, Gifted and Talented 1991010002		



**Key Action** *(Briefly state the specific goal or objective.)*

**Improve Reading and Writing proficiency in PK-5**

Crespo Elementary School will prioritize the implementation of a fluid literacy block, placing emphasis on the science of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension to enhance reading skills. This initiative will enhance our literacy program to guarantee that students are reading at or exceeding grade-level expectations. We will closely monitor reading instruction for consistency in order to maintain the integrity of our implementation process.

**Indicators of success** *(Measurable results that describe success.)*

- By Spring 2025 STAAR Administration, 54% of 3rd-5th grade students taking reading STAAR will score at **Meets** or higher. *To be updated after STAAR data is available.*
- *mClass* DIBELS/Lectura - 70% of K-1 students will demonstrate expected growth in the language of instruction by January 30, 2025. This number will increase to 85% on May 30, 2025.
- MAP NWEA Reading and Math- 70% of 1st - 5th students will meet their expected growth on January 30, 2025. This number will increase to 80% on May 30, 2025.

**Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the objective?)*

- Train teachers in writing across the curriculum with Short Constructed Responses in all core content using the school-wide strategy, RACE.
- Implement and monitor the school-wide writing plan with the focus on monthly ECR for 2nd-5th and thematic writing for PK-1st displayed in their writing wall in the teacher classroom.
- Train teachers in the Science of Reading through the implementation of an effective phonics block using various resources( Estrellita, Really Great Reading, HMH Phonics).
- Select teacher leaders to model effective guided reading strategies to support students reading below grade level.
- Instruct teachers and reading support staff on administering an accurate running record to monitor reading progress for students PK-2nd
- Streamline guided reading classroom libraries campus wide to give students access to leveled readers and support reading skills.
- Support with lesson Internalization and slide deck customization protocol to fit the classroom needs based on data from DOL will be unpacked in our weekly planning sessions.
- Design Master Schedule with a power hour block to support small group and interventions for those students who have data to show the need additional support
- Strengthen Reading and SOR curriculum with additional materials from Forde-Ferrier, Countdown/Fast focus, Think Up, in correlation of Lead4ward planning documents to customize their slide deck to ensure mastery of the learning objective.

- Provide on-going coaching and feedback to deliver high quality instruction every day.

***Specific actions – staff*** (What specific action steps will the staff take to accomplish the objective?)

- Plan a daily SCR in all ELAR/SLAR and Science lessons from September through May.
- Provide feedback on SCR at least once a week using the school- wide rubric.
- Ensure at least one ECR a month is implemented in ELA/SLA and related to either social studies or science grade level content as outlined in our school- wide calendar.
- Follow a PK- 5th Grade school wide composition writing calendar. Individual action steps are due every Friday of the week. ( Week 1- Planning, Week 2- Rough Draft, Week- 3 Revising and Editing of Rough Draft (Writing Conferences should be happening), Week 4- Publish Final Draft. 4th and 5th Compositions will be typed starting in September. 3rd grade will transition to typing their composition in Spring 2025.
- Use and expose students the rubric provided by TEA (student friendly) rubric to assess student SCR's and ECR's.
- Plan for intervention or guided reading/daily 5 lessons for their Power Hour block using various data points.
- Implement the consistent use of a response card for students thinking to be recorded and reviewed for 2nd to 5th grade students. Interactive journals for reading and writing will be used from Kinder- 5th grade.
- Administer BOY, MOY and EOY Running Records for Prek-2nd grade students. Ongoing progress monitoring of TIER 2 and TIER 3 students.

	<b>Key Action Two:</b> Improve Reading and Writing proficiency in PK-5		
STA FF DEV	<b>Who:</b> SLAR/ ELAR Teachers, Core Content Teachers, Administrators		
	<b>What:</b> Writing Calendar Implementation, Phonics Block (SoR) Writing Instruction, Guided Reading, Fluid Literacy Block		
	<b>When:</b> Pre-Service August 11-9, Sep. 3, Oct. 3, Nov. 8, Jan. 6, Feb. 14, May 2, Every wednesday, Ongoing coaching and planning sessions.		
	<b>Where:</b> Library, PLC Room, Virtual District PD sessions, ELAR/ SLAR teachers classrooms		
BUD GET	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	ELAR and SLAR teachers will participate in PLC, on the spot coaching sessions, and observe highly effective teachers.	\$0
	Materials/resources	HMH, Amplify, Guided Reading Scholastic, Estrellita, Think Up Reading, Forde-Ferrier, Countdown/ Fast Focus, Lead4ward, TEA SCR and ECR Rubric	\$0
	Purchased services	N/A	\$0
	Other	Writing Wall Material	\$410
	Other	Independent Reading Libraries (Benchmark Education)	\$5,895
	TOTAL		\$6,305
Funding sources: General Budget-199101000, Bilingual Budget 1991010006, Gifted and Talented 1991010002			

**Key Action** *(Briefly state the specific goal or objective.)*

**Strengthening the academic achievement of all EB students in reading and math**

57% of Emergent Bilingual students scored below grade level in NWEA English reading for the MOY assessment window.

**Indicators of success** *(Measurable results that describe success.)*

- 65% of Emergent Bilingual students in 3<sup>rd</sup>-5<sup>th</sup> will reach their EOY expected growth on NWEA MAP reading English by May 2025.
- 70% EB students will increase at least one benchmark level in composite growth for DIBELS (ENGLISH) from MOY to EOY.
- The percentage of EB students assessed in English performing at the **Meets** grade level standard on the STAAR 3-5th Reading will increase by 10% STAAR 2024 to STAAR 2025. *To be updated after TELPAS data is available.*

**Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the objective?)*

- Design master schedule to support intervention and digital resources during ESL instruction.
- Train teacher to follow the LD Action plan for EB students.
- Train teachers in following highly effective shelter instruction practices.
- Strengthen ESL/ELD curriculum with additional materials from Spelling Connection, SoR and Really Great Reading as well as Summit K12.
- Implementing the Emergent Bilingual Spot Observation Form from multilingual to provide teacher ongoing feedback and coaching.

**Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*

- Identify proficiency levels of all Emergent Bilingual Students during pre-service data dig to tailor instruction in each domain.
- Use collaborative table mats, multiple response strategies, and sentence starters to engage Emergent Bilingual students in student discourse.
- Provide time allotment during their ESL/ Literacy block for Summit K12 platform of at least 30 minutes twice a week reflected on their lesson plan and their daily schedule.
- Identify appropriate linguistic accommodations and strategies for differentiating instruction.
- Create focused lesson plans that target academic language and concept development with the integration of all four domains of language objectives.
- Use of visual aides to frontload vocabulary.

- Mini anchor charts labeled and illustrations (supplemental aids)

	<b>Key Action Four:</b> Strengthening the academic achievement of all EB students in reading and math		
STAFF DEV.	<b>Who:</b> Administrators and Prek-5th grade Bilingual teachers		
	<b>What:</b> LD Action plan, shelter instruction practices, identify proficiency levels,		
	<b>When:</b> Pre-Service August 11-9, Sep. 3, Oct. 3, Nov. 8, Jan. 6, Feb. 14, May 2, Every wednesday, Ongoing coaching and planning sessions.		
	<b>Where:</b> Library, PLC Room, Virtual District PD sessions, bilingual teachers classrooms		
BUDGET	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	Summit K12/Multilingual Department/LDC	\$0
	Materials/resources	Spelling Connections EB students	\$6,436
	Purchased services	NA	\$0
	Other	Tutorials Targeting Language Acquisition	\$7,000
	TOTAL		\$13,436
	Funding sources: Bilingual Education-1991010006, General Budget-1991010001		

**Key Action** *(Briefly state the specific goal or objective.)*

**Improve math fluency and problem solving skills Pre-Kindergarten - 5th Grade**

Even though our kinder-5th grade students showed a growth of at least 55 percentile across all grade levels in 2023-2024 in accordance to MOY Math NWEA Map assessment, we still have a lot to do to have 100% of our 3rd-5th grade scholars score at least at the approached proficiency level on our state assessment. In addition, we also need to increase the number of students scoring at the “meets and masters” levels or 80th percentile and above for NWEA as well as STAAR.

**Indicators of success** *(Measurable results that describe success.)*

- MAP NWEA Math- 70% of 1st - 5th students will meet their expected growth on January 30, 2025. This number will increase to 80% on May 30, 2025.
- 50% of students will demonstrate mastery on the Fall Interim Assessment ; this percentage will increase to 60% on the Spring Interim Assessment.
- By Spring 2025 STAAR Administration, 54% of 3rd-5th grade students taking math STAAR will score at Meets or higher. *To be updated after STAAR data is available.*

**Specific actions – school leaders**

*(What specific action steps will the building leaders take to accomplish the objective?)*

- Lesson Internalization protocol to adjust everyday instruction.
- DOLs will be unpacked in our weekly planning sessions to support slide deck customization (DOL backwards planning design).
- Train teachers in “at bats” to ensure students are getting the practice needed to develop the essential skill to perform at meets and masters on any assessment.
- Design Master Schedule with a power hour block to support small groups and intervention for students who have data that indicates they need targeted support.
- Strengthen Math curriculum with additional materials from Fordie-Forrier, Countdown/fast focus, Lead4ward as well as Think Up Math to better support time and experience with applying a skill to a story problem and modifying slide deck.
- Provide on-going coaching and feedback to deliver high quality instruction every day.
- Require teacher implementation of annotation and labeling to solve word problems.
- Require teacher use of anchor charts and reference materials to support scaffolding and differentiation.
- Gradual release model with students exemplar.

**Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*

- Ensuring that lesson Internalization protocols are followed to adjust everyday instruction to meet the needs of all students.
- Consistently ensuring all student-facing materials are adjusted, prior to first instruction, to be in alignment with the rigor of DOL.
- Ensure “at bats” are implemented in slide decks for authentic student engagement with content.
- Use MRS strategies such as 100% choral responses, whiteboards, and Think-Pair-Share to ensure full mastery of content.
- Make in the moment adjustments based on data gathered from student engagement strategies.
- Emphasize daily use of math journals for students to show their solving processes for 3rd - 5th grade. (Understanding the problem, Drawing your plan, Solving, and Evaluating)
- Kinder-2nd grade daily use of RDW solving boards to show solving processes.
- 2nd grade students will transition from RDW to solving problem journals in January 2025 to follow 3rd-5th grades problem solving journals.
- Daily use of annotation and labeling to solve word problems.
- Anchor charts and students individual reference materials to support scaffolding and differentiation.
- Gradual release model with students exemplar.

	<b>Key Action Five:</b> Improve math fluency and problem solving skills Pre-Kindergarten - 5th Grade		
<b>STAFF DEV.</b>	<b>Who:</b> School Administrators, Math teachers		
	<b>What:</b> At bats, Lesson Internalization, Slide deck customization, annotation and problem solving processes		
	<b>When:</b> Pre-Service August 11-9, Sep. 3, Oct. 3, Nov. 8, Jan. 6, Feb. 14, May 2, Every wednesday, Ongoing coaching and planning sessions.		
	<b>Where:</b> Library, PLC Room, Virtual District PD sessions, math teachers classrooms		
<b>BUDGET</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	Math teacher will participate in PLC and on the spot coaching sessions, observe highly effective math teachers	\$0
	Materials/resources	District Slide Deck, Fordie-Forrier, Countdown/fast focus, Lead4ward, and Think Up Math	\$0
	Purchased services	NA	\$0
	Other	Math Manipulatives	\$8,560
	<b>TOTAL</b>		<b>\$8,560</b>
	Funding sources: General Budget 1991010001, State Comp 1991010004, Gifted and Talented 1991010002, Bilingual Budget 1991010006		



**Key Action** *(Briefly state the specific goal or objective.)*

**Improve our FA Magnet program by following the School Choice initiative to become a demonstration campus.**

Even though our FA program is recognized district wide, we do not have the nationally certified demonstration campus label which is the ultimate goal of every magnet program. This educational brand will offer Crespo's parents, students and community members the conviction that each nationally certified magnet school, no matter its location, is held to the same high standard in every school district.

**Indicators of success** *(Measurable results that describe success.)*

- Increase the number of Tier 2 and 3 drama students participating in Musical Theater production by 75%.
- The number of 3rd grade music students able to read strings repertoire will increase by 50% from MOY rubric to EOY.
- Entries to Visual Arts competitions will increase by 35%.
- Increase the participation for Dance showcases opportunities by 50%.

**Specific actions – school leaders**

*(What specific action steps will the building leaders take to accomplish the objective?)*

- Design Master Calendar of events to support organization and student recruitment for participation and showcase.
- Design evaluation rubrics for different lessons in accordance to the fine arts choice.
- Design auditions rubric to cast performers.
- Seek collaboration with MS Fine Arts for our scholars to follow the MS and HS path for their Fine Arts choice.
- Arrange for regular workshops and PD opportunities based on their FA choice.
- Host annual Fine Arts Night to engage community members.
- Extend Fine Arts learning through a variety of clubs offered by CASE for Kids

***Specific actions – staff*** *(What specific action steps will the staff take to accomplish the objective?)*

- Update and follow Master Calendar of events to support organization and student recruitment for participation and showcase.
- Participate in cross curricular RLA lessons via autobiographies and arts appreciation

	<ul style="list-style-type: none"> <li>• Update and keep evaluation rubrics for different lessons in accordance to the fine arts choice.</li> <li>• Update and keep evaluation auditions rubric to cast performers.</li> <li>• Seek collaboration with MS Fine Arts for our scholars to follow the MS and HS path for their Fine Arts choice.</li> <li>• Seek Professional Development in their Fine Arts Choice</li> </ul>
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	<b>Key Action Five:</b>  Improve our FA Magnet program by following the School Choice initiative to become a demonstration campus through the National Institute for Magnet School Leadership.		
STAFF DEV.	<b>Who:</b> School Administrators, Magnet Coordinator, Fine Arts teachers		
	<b>What:</b> Lesson Design, performance rubric development, tracking skill set, seeking performances		
	<b>When:</b> Pre-Service, PLC, Faculty PD, Ongoing coaching and planning sessions.		
	<b>Where:</b> Library, PLC Room, Virtual District PD sessions, math teachers classrooms		
BUDGET	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	Conferences by FA choice	\$500
	Materials/resources	Costumes and props for performances about 6 (Theater, Dance, Orchestra)	\$12,000
	Purchased services	NA	\$0
	Other	Scrip rights (2 musical theater productions, 1 Shakespeare Fest, 1 One Act)	\$1200
	Other	Bus Services District Performances and competitions	\$2500
	Other	Instrument Repairs (Violines)	\$2000
	Other	Dream Big New York Trip (Broadway performance, Alvin Ailey Theater Class, Musical Theater Workshop with a Broadway cast member	\$50,000
	Other	School Choice Recruitment	\$4000
	Other	After School Rehearsals with whole cast (2nd-5th grade students)	\$8000
	TOTAL		\$80,200

	Funding sources: Magnet Budget 1991020003, General Budget 1991010001, and Magnet Activity Found 4610100206
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