

Kenly Elementary School



2020-21 TSSSA Plan

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Eligibility and Allocation

Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
2201	Kenly Elementary School	Y			\$230,740.00	

Plan Assurances

Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

Professional Development

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

Focused Instruction

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

Plan Items

Family and Community Partnerships

Explain how the school will establish comprehensive support services that develop family and community partnerships.

Kenly will continue to cultivated strong partnerships with a multitude of community members and organizations who consistently provide resources—be it financial support, tangible resources, their time, or their talent—to meet the needs of students, their families, and staff. These relationships benefit students and families in the following ways:

- New Hope United Methodist Church members consist of a number of retired educators. They are trained on how to help students meet the rigorous state standards, as well as outlining her expectations for tutors on campus. The tutors meet weekly with students in need of remediation or enrichment. New Hope also hosts community dinners every Monday where students and their families are provided free meals. Additionally, the church is a key sponsor in the school's yearly celebrations of Teacher Appreciation Week and the Welcome Back to School Bash.
- Tampa Bay Steel is a yearly sponsor of the school's Welcome Back to School Bash for students, their families, and the staff. They fully fund a cookout for the school, offer 500 student backpacks filled with school supplies, and even provide gift cards to teachers in celebration of the new school year.
- Kenly Elementary is a Buccaneers Partnership School; the local NFL team provides a variety of supports. For instance, they have provided donations for fundraising raffles to help the school raise money for initiatives. They provide vision screening and fund the purchase of glasses if needed by students. They host an annual Tampa Bay art contest and provide reception and prizes to winning students. They honor students from Kenly at celebrations to designed to highlight "turnaround students" who have made positive changes over the course of a school year. Finally, each fifth-grade student is offered an incentive to stay in school and pursue post-secondary options. Those who do, have an opportunity to apply to serve as an intern with the Buccaneers organization upon their graduation from college.
- The Masonic Lodge supports the school's Positive Behavior Interventions and Supports (PBIS) program by helping staff provide incentives to students meeting attendance expectations. Members also volunteer at the site. During the holidays they work with the Student Services Team to identify families most in need and purchase gifts for those students. The school's Leadership Team joins the members at a dinner designed to encourage fellowship during which they spend time together wrapping those gifts to present to the selected students and their families.
- The Hillsborough Education Foundation has provided support to beautify the campus,

including facilitating the painting of murals throughout common areas of the site.

- Junior Achievement provides volunteers from the local community who serve as classroom speakers; they promote career awareness initiatives to show students what options for future employment exist and to stress the importance of education.
- A neighboring Parks & Recreation facility, Kenly Park Community Center, is situated near the school and has begun to collaborate with Principal Spires on potential programming that could be offered through their facility. The principal participated in a “town hall meeting” with the facility managers and community members to plan for these new initiatives.

Academic and Character Standards

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

- In order to assist students in meeting high academic standards, Kenly staff utilize the Multi-Tiered Systems of Support-Response to Intervention (MTSS/RtI) program. As described in Item 5, the implementation of MTSS-RtI with fidelity is a core expectation of Principal Spires. Staff receives PD on how to implement it, and processes and procedures are established to ensure its effective use. Kenly staff instituted an electronic data wall; staff is responsible for entering data from progress monitoring assessments to allow all educators to appropriately plan for instruction and to offer early-intervention to struggling students.
- One example of the use of MTSS-RtI to help students meet academic standards is that the school’s Leadership Team, comprised of the administration, academic coaches and resource teachers, the Student Services Team, the ELL Resource Teacher, and the ESE Specialist, are constantly monitoring the students who have previously scored in the bottom quartile on state assessments. An Intervention Team is then assigned to a small group of these students, and they work with them throughout the year to develop their skills in literacy and/or math. The team utilizes the state’s CPALMS resources in the delivery of the interventions. CPALMS provides pre-tests to assess students. Once that data is collected, the team examines research-based activities from CPALMS that directly address each student’s areas for development. These activities are used with students and then the students engage in post-testing. The team then analyzes the results and plans the next steps for each student.
- Teachers engage in a high-level of collaboration in the planning and delivery of lessons in order to ensure that they are providing the rigor necessary for students to meet the standards. This collaboration helps build teacher capacity and teacher agency. Kenly would like to add a .50 FTE Teacher Leader to their TSSSA allocation this school year (.50 FTE Teacher Leader @ \$44,300, which includes fringe). A Teacher Leader is a hybrid-coaching role that allows teachers to remain in the classroom providing direct instruction to students for half of the school day and then support site-based efforts to improve instructional practices for the other half of the day. This model not only provides more students access to highly-effective teachers but increases the Teacher Leader’s relevance and skills when working with colleagues. These staff members plan, model, and co-teach standards-based lessons, as well as provide job-embedded coaching and feedback on a range of topics such as instructional strategies, pedagogy, technology integration, content curriculums, and data-driven planning.
- In order to help students meet high character standards, Kenly Elementary will continue to implement a Positive Behavior Intervention and Supports (PBIS) program, a research-based framework that includes a point-based system. Students will earn Cougar Cash for positive behaviors. Students are awarded Cougar Cash when they are observed demonstrating good

character traits. They can redeem the cash in the Cougar Store which is stocked through donations from community partners and staff.

- To set students up for success, the principal holds an orientation with students within the first two weeks of school to help establish school-wide behavior expectations. In addition, key Student Services Team members are introduced and their roles are explained. This helps students identify their on-campus allies should they need help to navigate their way through social-emotional, academic, or family issues.
- Kenly's School Counselor presents a character trait of the day via the school's morning show. All staff, including front office personnel, cafeteria staff, and custodians are encouraged to identify students demonstrating featured traits and reward them with Cougar Cash. Kenly's School Counselor also schedules a cadence of classroom presentations to facilitate character-building lessons. Furthermore, Kenly students participate in a bullying prevention program, celebrate Red Ribbon Week, and are recognized for good citizenship.
- As a part of MTSS-RtI for behavior, the Leadership Team monitors attendance, PBIS data, and discipline data to determine if students would benefit from interventions related to their performance in those areas. If a student demonstrates this need, the Team creates a plan of action to employ the intervention(s).

Parental Involvement

Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

Research clearly demonstrates the inextricable link between parent engagement and student achievement. Involving families in schools has been found to increase student achievement, improve graduation rates, and lead to students being better prepared for college (@CarnegieCorp). Kenly plans and executes a variety of opportunities designed to increase parental involvement and engagement.

- Kenly hosts an annual Welcome Back to School Bash (described in Item 1) in conjunction with its community partners. The Bash gives families and their children an opportunity to meet Kenly staff and familiarize themselves with the services they can provide, learn about new school-wide initiatives, and mingle with teachers in a way that encourages relationship building.
- Kenly's PTA sponsors spirit nights off-campus. These events also help parents and guardians, as well as their children, to engage with staff and build relationships outside of the classroom.
- Kenly routinely invites families to the site to celebrates students' accomplishments. They hold report card recognition ceremonies for those students who obtain honor roll status, as well as plan events to recognize good attendance and citizenship.
- The staff at Kenly also plan events that connect to how parents can better support their child's academic achievement. For instance, they host an annual Literacy Night, as well as a S'math Night (Science and Math exploration) where families can participate together in hands-on activities that encourage parents to learn alongside their child.
- To encourage critical thinking, problem-solving, and good sportsmanship, Kenly will continue their Chess Club. Since its inception, the school has engaged in outreach to other sites that employ chess as an enrichment activity. As a result, Kenly now hosts a district-wide Chess

Tournament for students and their families. Last year, 7 different HCPS schools (representing all grade bands) participated, with students from all socio-economic backgrounds competing. Not only do Kenly families attend the tournament, but families from the other schools do also as well. This serves as an opportunity for Kenly to showcase their site and to encourage families to connect to their own school to support such initiatives.

- Kenly, in response to parent/guardian feedback, proposes to utilize TSSSA funding to provide training for parents in how they can best support the academic achievement of their child at home (1 employee will be paid 4 hours for delivering the parent training for a total of \$181 including fringe). HCPS has a pending carry forward amendment for this budget line. The workshop offers opportunities to communicate a compelling way to support standards implementation and to give parents practical tools to utilize with their child at home to support standards mastery. The interactive workshop and take-home materials will boost parents' confidence, as well as arm them with a plethora of resources to support student learning, resulting in an increase in positive home-school communication between parents and teachers. As a result of the training, parents will experience the following:
 - o A deeper level of understanding of the math standards;
 - o An understanding of what it is like to learn under the math standards;
 - o Understanding why and how the standards prepare and engage students in 21st-century skills;
 - o Opportunities to help their children to learn at home;
 - o A visual example of what the standards look like in the classroom and how the application of the standards engages students;
 - o The ability to "see" what best practices look like in the classroom and how the math standards are being implemented; and
 - o The building of public confidence in the standards, and in public education overall, as these important stakeholders will have a bird's eye view of teaching and learning in the classroom.All print materials will include grade-specific or grade-band tri-fold brochures, as well as game instructions and playing cards that foster basic fact fluency and number sense, and the implementation of state standards. These materials will be printed in English and Spanish and will help to empower parents to feel comfortable and equipped to help their children with K-5 math concepts.

Incentives for Instructional Personnel

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

- The HCMS informs a wide range of human capital decisions in the district. Teachers designated as effective or highly effective receive recruitment letters from the Superintendent making them aware of the benefits of teaching at a high-need school, such as the availability of additional resources through Title I and the ability to develop targeted leadership skills. Human Resource (HR) Partners assist principals with identifying promising applicants and

analyzing educator data to inform human capital decisions. HCPS also utilizes a web-based platform, which provides online tools such as a “teacher fit” predictive assessment to help identify and place more qualified candidates and to allow for customized, automated workflows. Throughout the year, HCPS’ Office of Personnel Services regularly monitors Transformation Network vacancies and offers specialized recruitment events to schools with the highest vacancies. Personnel Services has also updated the teacher application to signal when teachers indicate an interest in teaching in an Transformation Network School. As a result, the review process is expedited and applicants are matched with school sites quickly.

- Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance. Currently, the base teacher salary schedule is designed to be competitive with neighboring districts, while performance salary structure provides substantial increases in compensation to teachers who have demonstrated student impact via state VAM. HCPS negotiates for the provision of the performance-based compensation system with the Hillsborough Classroom Teachers Association (HCTA) each year.
- Despite a robust HCMS system, the district has been continually plagued with difficulties in staffing persistently low-performing schools with effective educators. Ergo, the newly adopted Transformation Network initiative provides targeted schools with supplemental resources and benefits specific to identifying, recruiting, retaining, and rewarding instructional personnel. A School Board-approved reorganization occurred on May 12, 2020 to lend a clear structure to the Transformation Network, as well as a system of centralized support to ensure proper oversight and mobilization of resources. Key personnel support specific HCMS functions within Transformation Network, including the Chief of Transformation who is the liaison with other district divisions to ensure instructional alignment and programming; recruiting, hiring and retaining teachers, and aligning appropriate social and emotional support. Regional Superintendents and Executive Directors, who directly support principals and school administrators on-the-ground, and a team of district resource teachers and core academic coaches who will work directly with Transformation Network teachers to increase instructional and cultural capacity to improve student achievement.
- The district’s proposed rapid improvement support strategies for Transformation Network extend far beyond additional staff to support human capital functions. Preliminary talent management strategies have been proposed, such as hosting strategic recruiting events for teachers, designating funds for teacher development through Title II, offering incentives from community partners, securing additional planning time, offering HR support for movement of staff during the first year of turnaround, and revamping the hiring process for external candidates. Examples of proposed leadership strategies for the Transformation Network to include appointing proven principals and allowing principals to select a team to join them at their turnaround site.
- In the spring of 2019, HCPS’ Superintendent heightened the district’s high-need recruitment effort with a ground-breaking teacher incentive initiative for the Achievement Schools. The offer, Spark Teacher Incentives, was presented to all teachers in Hillsborough County and across the country, and includes the provision of substantial extra pay on top of teachers’

Professional Development

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

- Kenly will continue to utilize the MTSS-Rtl process with fidelity in order to address the needs of all students—both academically and behaviorally. To this end, all staff will be invited to attend a pre-pre planning to get a jump start on examining the data for the students on their roster. Led by the Student Services Team, the session will include a booster PD on the MTSS-Rtl process and why it is important to continually assess each child’s performance and

behavior.

- Kenly will employ two Reading Coaches (funded with a different source) to be a part of a literacy team that will help move the needle on teacher effectiveness. This team will provide differentiated support to teachers based on each teacher's needs. They will lead data chats with teachers after each formative assessment occurs. They will help teachers examine the most recent data for each student, identify student strengths and weaknesses, and help them develop an instructional plan of action that will either remediate or enrich based on the data. They will monitor teacher fidelity in the execution of those plans, and help teachers make course corrections along the way.
- In addition to the literacy team, Kenly will employ strong, highly effective supplemental personnel to form a math team. They will keep the two TSSSA funded Math Resource Teachers in this capacity to maintain and monitor the implementation of the mathematics program and work directly with classroom teachers to improve student learning in the area of STEM (1.0 FTE Math Resource @ \$77,640, which includes fringe; 1.0 FTE Math Resource @ \$85,500 which includes fringe). They will assist teachers in planning for and implementing standards-based instruction and assessment, providing just-in-time, job-embedded coaching utilizing a strong knowledge base of mathematics content and pedagogy. Math Resource Teachers will conduct professional development for classroom teachers and school leadership regarding instructional strategies, best practices, use of materials, and effective teaching techniques. Math Resource Teachers may conduct data-driven, small group instruction with students as well.
- The math team will also assist teachers in the implementation of "math communities" in their classrooms. The community model will entail the teacher launching each lesson with whole-class instruction. This will be followed by grouping students according to need. Each group will rotate through a series of activities based on their ability to master content. For example, one activity will be an i-Ready station where students will practice math skills, be regularly assessed, and have new challenging content presented or remediation activities to complete. While some students are utilizing i-Ready, others will be in small group instruction with their teacher or one of the math team members. These students may be in need of intensive intervention to master high academic standards, or they may have mastered standards and need to extend their learning through enrichment.
- The literacy and math teams will also facilitate vertical PLCs in which the MTSS-Rtl process will be employed. Teachers will work across grade levels to examine data, engage in lesson development based on that data, and identify students in need of more intensive intervention to achieve grade-level expectations.
- The literacy and math teams will play a role in the school's overall Leadership Team. The Leadership Team is comprised of the school administrators, Resource Teachers and Coaches, Student Services Team, the ESE Specialist, Teacher Leader, and the ELL Resource Teacher. The Team meets weekly to engage in purposeful progress monitoring and planning for teacher capacity-building PD. They discuss student data trends, walkthrough observation results, and create action plans for PD relative to the data.
- The Leadership Team will also demonstrate best practices in subjects that would be common for teachers of any discipline, such as classroom management and higher-order questioning techniques. Based on teacher evaluations and walk-through observation data, the Leadership Team will identify trends and respond accordingly. If they find that there are common areas for development in the faculty, they will devote dedicated time for staff to participate in a "mock classroom" experience where teachers become the "students" and administrators become the "teachers." The Leadership Team will introduce the concept by sharing data that established

the need for the professional learning, share the research behind the best practice, model it as if they were in a classroom setting, debrief the use of the practice, and assist teachers in planning for the use of that practice in their own classroom. The Leadership Team will then note the progress of the teachers in the use of the practice and provide job-embedded coaching, if necessary.

- To monitor the activities and to evaluate the effectiveness of the efforts of the literacy and math teams, each will provide weekly updates to the school administrative/leadership team. Updates will include a detailed report of their activities, analysis of school discipline reports, analysis of i-Ready data, formative and summative testing data, and other students' academic work to track their impact.
- In addition to the MTSS-Rtl training before the official start of the school year, which will also help set the stage for MTSS-Rtl for behavior, the staff will benefit from ongoing PD called the Chalk Talk Series. These sessions are led by a district-level Behavior Analyst whose role it is to provide consultation and direct support in all areas of behavior management. These sessions will offer technical assistance, professional development, and direct coaching to support highly effective school-wide, classroom-level, and targeted small group behavior management interventions. By participating in these sessions, teachers will be armed with more effective strategies for dealing with misbehavior and ways to reinforce positive behavior.

Focused Instruction

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

- Two times each week, Kenly will offer tutoring after school. Students targeted for this additional instructional time beyond the normal school day are those whose assessment scores show them to be on the “bubble” or cusp of a higher proficiency score. These extra sessions can reinforce student learning during the school day. TSSSA funds will be used to pay teachers to implement afterschool tutoring specifically in the areas of math and science. HCPS has a pending carry forward amendment for this budget line since the school was unable to complete this activity in 2019-2020.
- As mentioned in Item 1, community partners offer tutoring during the school day. Coaches, Resource Teachers, and classroom teachers identify the students who need assistance with remediation or enrichment and direct the work of those tutors.
- Kenly will keep one paraprofessional (1.0 FTE @ \$23,300, which includes fringe) funded by TSSSA. HCPS has a pending amendment for this budget line. If that amendment is approved, HCPS will amend the 2020-2021 budget line at a later date. One paraprofessional will be assigned to assist students. The paraprofessional will have a schedule set by the literacy and math teams and will conduct small group pullouts and data chats for students struggling to meet grade-level standards. The paraprofessional will also facilitate the school's i-Ready diagnostic testing; they will be responsible for creating a schedule for use of the student lab for i-Ready assessments. They will oversee the use of the lab while students are engaged in their work, and help to ensure fidelity of implementation of i-Ready.
- Kenly will also utilize TSSSA funding to offer Saturday School sessions for students starting in January 2020 and running up to the start of state testing. Funding will be utilized to pay teachers to plan for and facilitate the sessions. Additionally, the TSSSA grant will provide teachers with the opportunity to acquire resources and materials to make the lessons highly

engaging for participating students. The lessons will focus on collaborative and hands-on learning to excite students about the opportunity to attend, as well as to help them master critical skills and content. HCPS has a pending Carry forward amendment for this budget line since the activity was not completed in 2019-2020.

Part V: Budget

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.

1	III.1.	Family and Community Partnerships				\$0.00
2	III.2.	Academic and Character Standards				\$44,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6300	130-Other Certified Instructional Personnel	2201 - Kenly Elementary School	TSSSA	0.5	\$32,978.48
			<i>Notes: Teacher Leader See Line 2</i>			
	6300	210-Retirement	2201 - Kenly Elementary School	TSSSA	0.5	\$2,793.28
			<i>Notes: Teacher Leader Retirement 8.47%</i>			
	6300	220-Social Security	2201 - Kenly Elementary School	TSSSA	0.5	\$2,044.67
			<i>Notes: Teacher Leader FICA 6.2%</i>			
	6300	220-Social Security	2201 - Kenly Elementary School	TSSSA	0.5	\$478.19
			<i>Notes: Teacher Leader Medicare 1.45%</i>			
	6300	240-Workers Compensation	2201 - Kenly Elementary School	TSSSA	0.5	\$168.19
			<i>Notes: Teacher Leader Workers Comp .51%</i>			
	6300	231-Health and Hospitalization	2201 - Kenly Elementary School	TSSSA	0.5	\$5,837.19
			<i>Notes: Teacher Leader Health Ins 17.7%</i>			
3	III.3.	Parental Involvement				\$0.00
4	III.4.	Incentives for Instructional Personnel				\$0.00
5	III.5.	Professional Development				\$163,140.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	2201 - Kenly Elementary School	TSSSA	1.0	\$63,649.23

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			<i>Notes: Math Resource Teacher See Line 5</i>			
	5100	120-Classroom Teachers	2201 - Kenly Elementary School	TSSSA	1.0	\$57,797.96
			<i>Notes: Math Resource Teacher See Line 5</i>			
	5100	210-Retirement	2201 - Kenly Elementary School	TSSSA	1.0	\$5,391.09
			<i>Notes: Math Resource Teacher Retirement 8.47%</i>			
	5100	210-Retirement	2201 - Kenly Elementary School	TSSSA	1.0	\$4,895.49
			<i>Notes: Math Resource Teacher Retirement 8.47%</i>			
	5100	220-Social Security	2201 - Kenly Elementary School	TSSSA	1.0	\$3,946.25
			<i>Notes: Math Resource Teacher FICA 6.2%</i>			
	5100	220-Social Security	2201 - Kenly Elementary School	TSSSA	1.0	\$3,583.47
			<i>Notes: Math Resource Teacher FICA 6.2%</i>			
	5100	220-Social Security	2201 - Kenly Elementary School	TSSSA	1.0	\$922.91
			<i>Notes: Math Resource Teacher Medicare 1.45%</i>			
	5100	220-Social Security	2201 - Kenly Elementary School	TSSSA	1.0	\$838.07
			<i>Notes: Math Resource Teacher Medicare 1.45%</i>			
	5100	240-Workers Compensation	2201 - Kenly Elementary School	TSSSA	1.0	\$324.61
			<i>Notes: Math Resource Teacher Workers Comp .51%</i>			
	5100	240-Workers Compensation	2201 - Kenly Elementary School	TSSSA	1.0	\$294.77
			<i>Notes: Math Resource Teacher Workers Comp .51%</i>			
	5100	231-Health and Hospitalization	2201 - Kenly Elementary School	TSSSA	1.0	\$11,265.91
			<i>Notes: Math Resource Teacher Health Ins 17.7%</i>			
	5100	231-Health and Hospitalization	2201 - Kenly Elementary School	TSSSA	1.0	\$10,230.24
			<i>Notes: Math Resource Teacher Health Ins 17.7%</i>			
6	III.6.	Focused Instruction				\$23,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	2201 - Kenly Elementary School	TSSSA	1.0	\$17,345.34
			<i>Notes: Aide</i>			
	5100	210-Retirement	2201 - Kenly Elementary School	TSSSA	1.0	\$1,469.15

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			<i>Notes: Aide Retirement 8.47%</i>			
	5100	220-Social Security	2201 - Kenly Elementary School	TSSSA	1.0	\$1,075.41
			<i>Notes: Aide FICA 6.2%</i>			
	5100	220-Social Security	2201 - Kenly Elementary School	TSSSA	1.0	\$251.51
			<i>Notes: Aide Medicare 1.45%</i>			
	5100	240-Workers Compensation	2201 - Kenly Elementary School	TSSSA	1.0	\$88.46
			<i>Notes: Aide Workers Comp .51%</i>			
	5100	231-Health and Hospitalization	2201 - Kenly Elementary School	TSSSA	1.0	\$3,070.13
			<i>Notes: Aide Health Ins 17.7%</i>			
					Total:	\$230,740.00