

Clay County Schools

Charles E. Bennett Elementary School



2020-21 TSSSA Plan

Table of Contents

| | |
|-----------------------------------|-----------|
| Eligibility and Allocation | 0 |
| Plan Assurances | 0 |
| Plan Items | 0 |
| Budget | 10 |

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 |
|-----------|--------------------------------------|--------------|---------------|---------------|------------------------|--------------------|
| 0071 | Charles E. Bennett Elementary School | Y | | | \$319,705.00 | |

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.

School leaders will establish a school culture focused on student achievement and will engage families as partners in their children's learning. School leaders and teachers will be responsible for promoting a school culture that focuses on learning, and for engaging families in the school's efforts to improve student performance through:

- Providing tiered supports to ensure students come to school ready to learn by addressing behavioral issues, including on-task behavior during class, and the reinforcement of content at home.
- Tier II: Teachers, family members, and students work with the behavior support teacher to develop behavior plans or identify supplemental supports/interventions for identified students who have difficulty staying on task and/or are disruptive in the classroom.
- Students identified as needing Tier II supports based on behavioral issues inside and outside the academic setting.
- Teachers, family members, and the behavior support teacher review both academic, attendance, and behavioral data to determine the root cause of misbehavior. Teachers, family members, and behavior support teacher work with students to develop plans to raise students' academic achievement and address behavioral issues at school and at home.
- Teachers, family members, and behavior support teacher monitor plans for impact and adjust as necessary.
- Teachers collaborate with behavior support teacher regularly to discuss roadblocks and receive supports in enacting PBIS plans.
- Tier III: Teachers, students, and families collaborate with Family Resource Center staff and behavior support teacher to identify community resources to assist families in need of services and support.
- Students identified as needing more intensive and targeted supports/interventions based on the results of previous Tier II interventions and supports.
- Teachers, family members, Family Resource Center staff, and behavior support teacher review both academic and behavioral data to determine the root cause of off-task behavior with a plan to increase focused learning time and student outcomes.
- Teachers, family members, Family Resource Center staff, and behavior support teacher monitor behavior plans for impact on learning and adjust as necessary.

- Develop a coherent strategy for teacher and family communication.
- Clarify and monitor expectations for teachers' communication with families.
- School staff reach out to families one to three times over the summer to maintain relationships and progress on goals between school years.
- Host parent nights to discuss student performance and attendance.
- Core teachers reach out to the families of all their students at least once a month during the school year to discuss students' academic progress.
- Core teachers hold at least one parent-teacher conference with all their students' families during each semester.
- Supported by Family Engagement Center Coordinator, encourage teachers to conduct visits with families who are receptive to engaging with teachers outside the school setting.
- All educators record written and oral communication with families in a log.
- Building families' capacity to support students' academic progress using parent-centered programs such as Parent Resource Center, workshops, and events.

○ Communicate key priorities in the turnaround plan and school-wide focus areas to families in a clear, family-friendly way.

■ Educate families on grade-level expectations for rigor for their Family Resource Center manager students in reading and math, and what they can do at home to support those goals.

■ Educate families on school behavioral expectations and PBIS protocols and what they can do at home to support those expectations.

■ Provide translation into all languages spoken at home in all family communications.

○ Establish a Family Resource Center to coordinate family and community engagement activities that are linked directly to student learning. Hire a coordinator for the Resource Center to help families' access resources through community agencies to provide extensive services and supports, including language and workforce supports.

○ Through the Family Resource Center:

■ Analyze school-level data from past events to identify successful strategies for engaging families.

■ Offer school-wide evening events that combine literacy, math and science development with engaging activities for children and families to learn together.

■ Hold school-wide evening events and workshops to help all families, with a focus on non-native English speakers, navigate the school system, understand how to interpret grades, FSA results and other data shared with students, and make the link between their child's elementary school experience and their goal to be prepared for college and careers.

■ Partner with local agencies to provide parenting workshops on such topics as discipline, nutrition, family recreation or communication.

TSSA Funding Request:

• Family Resource Center Coordinator (\$43,436.37) ○ 12 month - Salary + Benefits

• Stipends for teachers to attend two evening data nights twice during the school year.

\$6000.00

40 teachers 2 hours- 2 times per year \$35 per hour

Academic and Character Standards

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

School leaders understand the importance of high expectations and promote positive relationships between staff/students and implement strategies to ensure that these elements are in place. The strategies that will be utilized to establish clearly defined and measurable high academic and character standards are set forth below:

Build a community of effective practice through leadership, shared responsibility, and professional collaboration:

- Providing a safe and respectful school climate that prioritizes student learning. Communicate key priorities in the turnaround plan and school-wide focus areas to students in a clear, student- and family-friendly way that ensures understanding of high expectations, academic goals, and how regular attendance and positive behavior can help everyone in the school reach those goals.
- Improve Positive Behavior Support in order to establish a common purpose & approach to discipline, in order to create an environment where students can grow socially & academically.
- Establishing a growth mindset. School leaders and teachers will work to create a sense of teamwork and cooperation using the 7 Mindsets program.
- Raise expectations for rigor: School leadership will establish a clear definition of effective and rigorous instruction and hold all educators to the standard. This standard will be set through the educator evaluation system, as well as through research-based professional development on effective teaching. Similarly, there will be high-performance expectations for all of the district's staff.
- Leveled Literacy Intervention: Students identified as reading below grade level receive instruction with the research-based program, Leveled Literacy Intervention (LLI) on a daily basis. LLI is a scripted intensive intervention program delivered in small group settings (5-6 students). LLI provides explicit instruction in phonics and phonemic awareness, comprehension, vocabulary, fluency, and writing. Students are assessed using the Benchmark Assessment System (BAS) to determine appropriate placement in the program.
- Using common planning time to drive turnaround efforts: Common planning time will provide a specific time for teachers to work together in teams. School leaders will lead and facilitate the planning time, but gradually turned responsibility over to the teachers themselves, encouraging teams to develop their own agendas and pose problems of practice to solve.
- Coaching Cycles: School leadership team in partnership with principal supervisor and instructional coaches will develop a systemic walkthrough and coaching cycle structure through which specific teachers and/or grade levels are identified for support. Support will be monitored for return on investment including feedback and follow-up observation of implementation using the coaching plan.
- iReady Instruction & Progress Monitoring: This resource is used to progress monitor standards mastery. In addition, the instructional program assists in meeting the diverse needs of students through individual instructional pathways. Students will use the iReady diagnostic tests three times a year in reading and math for progress monitoring,
 - All students in grades K-6 will work in their individualized online path in i-Ready for an average of 45 minutes per week for math instruction. K-6 teachers will utilize the iReady data and the Teacher Toolbox to form small groups targeted to student needs.
 - All students in grades K-3 will work in their individualized online path in i-Ready for an average of 45 minutes per week for reading instruction. K-6 teachers will utilize the iReady data and the Teacher Toolbox to form small groups targeted to student needs.
 - Achieve 3000 will be used in grades 2-6 as a resource to monitor reading comprehension and standards mastery. Students will be taught on their instructional level and well as stretch article on are above grade level. Students will complete 2 articles per week with the expected grade of 150 Lexile per year.
- Eureka Math: CEB is in the third year of implementation of the program and receives district support to provide teacher coaching to support implementation. District math specialists collaborate with instructional coaches and teachers to gather instructional data to make improvements to core math instruction.

TSSA Funding Request:

- Stipends for teachers to collaboratively plan 60 minutes weekly after hours. (\$38,000)
- 40 teachers x 30 weeks X \$35 per hour = \$38,000

Parental Involvement

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

The school will make family and community engagement a priority by establishing the following six conditions for effective and sustainable outreach:

1. One or more staff members will coordinate family and community engagement activities;
2. A minimum of 2 social events will be planned throughout the year to engage families and community members;
3. Regular activities will be planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports;
4. Staff members will routinely reach out to families to communicate information about their children's progress and needs;
5. Communications with families will be made available in multiple languages, as needed.

Strategies that will be implemented in partnership with the school, families, and the community that contribute to improved student achievement and higher performance for Charles E Bennett include, but not limited to:

- Inviting families to the school to observe how reading and writing skills are taught in the classroom.
- Hosting family literacy nights at school where students, families and community members work on fun literacy activities together.
- Inviting families to watch students perform Readers' Theatre, give brief book talks and talk about book projects, etc.
- Providing families with information about how their child is performing in reading and writing between report cards.
- Including articles on literacy topics in school and class newsletters.
- Hosting workshops at the school that help families learn various ways to help their children with literacy skills at home, including ways to read aloud.
- Using family and community members as reading partner volunteers and guest readers. High school students, college students, and senior citizens are often eager to serve as volunteers in these kinds of programs.
- Opening the school library and computer facilities for public use.
- Using home visits to target hard-to-reach families.
- Involving active families as volunteers to reach out to other families in the community.
- Setting up a community expo at the school for health and human service agencies.
- Providing transportation to family activities.
- Mailing communications to families because some rural families may not have the internet or a telephone.
- Offer adult education opportunities at the school for the families of students and other families in the community.

- Parent Workshop/Event (\$4,500)
- 4 sessions on various topics x \$1000 per event = \$4000
- Workshop printing - 5 session x \$100 = \$500
- Transportation for parent pick up (\$1,691.43)
- 4 sessions - driver, fuel, and mileage = \$1,691.43

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.

In accordance with the allocation of UniSIG funds to incentivize teachers with proven records of success, eligible teachers will be considered for supplemental pay as follows:

- Eligible teachers are those who have earned a highly effective or effective rating based on the state's value-added model calculation (when aggregated over 3 years) and teach at a Title 1 school with a 2019 school grade of "D" or "F" as of August 30, 2019.
- Such teachers, who are rated highly effective in their VAM calculation, will receive up to a \$15,000 supplement, and those teachers rated effective in their VAM calculation will receive up to a \$7,500 supplement. Upon the release of VAM scores, all eligible teachers will be invited to apply for incentive pay, including teachers currently serving CEB, as well as teachers outside of CEB. Applications will be reviewed by the school administration and district staff, with the selection process to be completed no later than 1 week after the VAM score release. The following strategies will be implemented for increased teacher retention:
- Continuous professional development for all instructional personnel, including but not limited to curriculum, instructional best practices, assessment, differentiated instruction, technology, student engagement, social-emotional learning and parent participation.
- Provision of school-based and district leadership opportunities.
- Weekly collaborative structures for all instructional personnel, inclusive of communication professional development.
- Frequent teacher satisfaction surveys and round-table discussions focused on culture-building and the continuous improvement of academic achievement for all.
- Reward a principal with turnaround experience with a proven track record of success TSSSA Funding Request: Principal Reward Incentive-(\$20,000). Per the 11/6/20 phone call with Superintendent Broskie, Vice Chancellor Ramsey, Strategic Improvement Manager Amanda Meeks and BSI Grant Manager Jennifer Kruis it was agreed the \$20,000 incentive would be paid if the school increases to a "C" or better for the 20-21 school year which is an increase of 4 percentage points from a 37 to 41.

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.

The school will focus heavily on professional development and coaching for teachers to ensure that they use evidence-based best practices to consistently provide instruction to students that promotes higher-order thinking and pushes students to meet grade-level standards. This will be accomplished through creating integrated teaming structures for collective inquiry. The school will utilize teaming structures that provide vertical and horizontal alignment of instructional practices and strategies, including job-embedded professional development.

Within the teaming structures, the following strategies will be developed collectively:

- Refining lessons in reading, math, and science that are aligned with the Florida Standards through lesson studies.
- Providing professional development on implementing effective and rigorous instructional practices and strategies in Tiers I, II, and III; and holding teachers accountable for using the evidence-based practices they learn through PD in their classroom, including strategies for differentiating instruction for all students based on their individual needs.
- Further developing the school's K-2 literacy program to address literacy development.
- Engaging in specific planning, such as joint lesson planning and developing and aligning curriculum and instructional strategies.
- Analyzing data and formally assessing student work to gauge the effectiveness of strategies and adjust instruction as needed.
- Sharing instructional strategies, including information gathered by team members during instructional rounds.

*Virtual coaching cycles using swivl technology to effectively communicate virtually with teachers and staff.

TSSA Funding Request:

Substitute budget to support collaborative team planning with instructional coaches and content specialists.

-1 ELA professional development sessions (\$5,040) ○ 1 days x 21 teachers x \$120 sub costs = \$3000

-1 Math professional development sessions (\$5,040) ○ 1 days x 21 teachers x \$120 sub costs = \$3000

-Planning sessions to create collaborative lesson plans, analyze student work, create assessments (\$4,800)

○ 1 sessions x 40 teachers x \$120 sub cost = \$4800

-Leveled Literacy Intervention (LLI) professional development for core teachers and literacy coach. (\$8,040)

○ 1 days x 25 teachers x \$120 sub costs = \$3000 ○ PD = \$1000 x 3 sessions = \$3000

-1 days for small group instruction training (\$4,800)

○ 1 sessions x 40 teachers x \$120 sub cost = \$4,800

-Top Score Writing Program (\$22564.44)

Curriculum for grades 2-6 = \$5893

Scoring-\$2700

Student Instruction Books grades 2-6 = 12,773

-Swivl virtual communication hardware/license \$1262.00

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.

To provide focused instruction to improve student academic proficiency, the school will establish and utilize formal teaming and collaboration strategies, processes (e.g., instructional leadership team, collaborative planning, and professional learning communities), and protocols consistently to address individual students' academic needs by:

1. using data,
2. identifying actions to address student learning needs,
3. regularly communicating action steps among all staff and teams to build and sustain a professional culture of learning. The utilization of such structures, practices, and resources

(e.g., collaborative meeting time, coaching, supports for implementing the curriculum frameworks) to support data-driven instruction, the use of research-based instructional strategies, and differentiation consistently will result in rigorous instruction, reflective of the shifts in cognitive demand for the Florida Standards.

4. Provide high quality instruction to students both brick and mortar and virtually. Make sure teachers have to tools so that students learning virtually have every opportunity to be successful.

5. Provide opportunities for students to have weekly standards based progress monitoring.

6. Fill in gaps of instruction with both interventions and enrichment activities.

TSSA Funding Request:

- Instructional Assistant to provide intensive reading intervention (\$27,251.20)
 - o 9 month position (188 days)
- ESE Instructional Paraprofessional to focus on sub group interventions (27,251.20)
 - 9 month position (188 days)
- Summer Enrichment Programs (\$19956.40) (Students 3-6 grade 25 per grade level)
 - o Salary for 8 teachers x 16 sessions x 4 hours x \$35/hr = \$13,440
 - Hands on materials summer enrichment program \$2586.73
- Bus Transportation = (\$2,465.60)
- K-6 After School Tutoring (\$16,700)
 - o 9 teachers x \$35/hr x 60 hours (two hours per week x 30 weeks)
- Science Academy materials/equipment (\$27,600) (50 fifth grade students)
 - o Salary for Saturday sessions: 3 teachers x 4 hours x \$35/hr x 30 sessions = \$12,600
 - o Kennedy Space Center Field Trip (Admission and Transportation)=50 students @ \$2850
 - o Sea World Field Trip (Admission and Transportation) = 50 students @ \$5050
- BrainPop subscription = \$3345
- Gizmos \$2750
- Reflex Math-\$3295
- *Instructure Mastery Connect Standards Based Progress Monitoring \$11,000
- *5th and 6th grade class sets of chapter books for book studies \$2,175
- *Addition Vocabulary and Grammar Interventions Zaner Bloser \$4,125.60
- * 1080P Web Camera with microphone 10 @ 35.99 \$ 359.99
- *XP-Pen StarG640 6x4 Ultrathin Tablet Drawing tablet 10@ 39.99 \$399.99
- *IPEVO-Document Camera 10@99.00 \$ 1089 w/shipping
- *Swivl-Hybrid classroom setup 862.00

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 | | | | \$49,436.37 |
|---|----------|-----------------------------------|---|----------------|-----|-------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | 6150 | 160-Other Support Personnel | 0071 - Charles E. Bennett Elementary School | TSSSA | 1.0 | \$33,264.00 |
| Notes: Salary Parent Center Coordinator | | | | | | |

Clay - 0071 - Charles E. Bennett Elementary School - FDOE TSSSA 2020-21

Charles E. Bennett Elementary School

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| | 6150 | 210-Retirement | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$3,326.40 |
| | | | <i>Notes: Retirement Parent Center Coordinator</i> | | | |
| | 6150 | 220-Social Security | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$2,544.70 |
| | | | <i>Notes: Social Security Parent Center Coordinator</i> | | | |
| | 6150 | 230-Group Insurance | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$3,825.36 |
| | | | <i>Notes: Group Insurance Parent Center Coordinator</i> | | | |
| | 6150 | 240-Workers Compensation | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$475.91 |
| | | | <i>Notes: Worker's Compensation Parent Center Coordinator</i> | | | |
| | 6150 | 120-Classroom Teachers | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$5,038.00 |
| | | | <i>Notes: Stipends for Teachers for Data Night 12.00 per hour</i> | | | |
| | 6150 | 210-Retirement | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$503.80 |
| | | | <i>Notes: Retirement for Stipends</i> | | | |
| | 6150 | 220-Social Security | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$385.41 |
| | | | <i>Notes: Social Security for Stipends</i> | | | |
| | 6150 | 240-Workers Compensation | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$72.79 |
| | | | <i>Notes: Worker's Compensation for Stipends</i> | | | |
| 2 | III.2. | Academic and Character Standards | | | | \$38,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | 5100 | 120-Classroom Teachers | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$31,900.00 |
| | | | <i>Notes: Teacher Stipends for Collaborative Planning</i> | | | |
| | 5100 | 210-Retirement | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$3,190.00 |
| | | | <i>Notes: Retirement for Stipends</i> | | | |
| | 5100 | 220-Social Security | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$2,440.35 |
| | | | <i>Notes: Social Security for Stipends</i> | | | |
| | 5100 | 240-Workers Compensation | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$469.65 |
| | | | <i>Notes: Worker's compensation for stipends</i> | | | |
| 3 | III.3. | Parental Involvement | | | | \$7,191.43 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |

Clay - 0071 - Charles E. Bennett Elementary School - FDOE TSSSA 2020-21
Charles E. Bennett Elementary School

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| | 6150 | 370-Communications | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$1,000.00 |
| | | | <i>Notes: Postage for mailings to parents</i> | | | |
| | 6150 | 390-Other Purchased Services | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$500.00 |
| | | | <i>Notes: Printing for parent and family engagement events</i> | | | |
| | 6150 | 510-Supplies | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$4,000.00 |
| | | | <i>Notes: Supplies for parent and family engagement events</i> | | | |
| | 6150 | 160-Other Support Personnel | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$1,420.00 |
| | | | <i>Notes: Bus Driver Salary for Parent Involvement Events</i> | | | |
| | 6150 | 210-Retirement | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$142.00 |
| | | | <i>Notes: Bus Driver Retirement for Parent Involvement Events @ 10%</i> | | | |
| | 6150 | 220-Social Security | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$108.63 |
| | | | <i>Notes: Bus Driver Social Security for Parent Involvement Events @ 7.65%</i> | | | |
| | 6150 | 240-Workers Compensation | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$20.80 |
| | | | <i>Notes: Bus Driver Worker's Compensation for Parent Involvement Events @ 1.43%</i> | | | |
| 4 | III.4. | Incentives for Instructional Personnel | | | | \$25,212.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | 7300 | 110-Administrators | 0071 - Charles E. Bennett Elementary School | TSSSA | 1.0 | \$20,000.00 |
| | | | <i>Notes: Principal Incentive for Bottom 300 School.</i> | | | |
| | 7300 | 210-Retirement | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$3,396.00 |
| | | | <i>Notes: Retirement for Principal Incentive @ 16.98%</i> | | | |
| | 7300 | 220-Social Security | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$1,530.00 |
| | | | <i>Notes: Social Security for Principal Incentive @ 7.65%</i> | | | |
| | 7300 | 240-Workers Compensation | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$286.00 |
| | | | <i>Notes: Worker's Compensation for Principal Incentive @ 1.43%</i> | | | |
| 5 | III.5. | Professional Development | | | | \$47,228.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | 6400 | 310-Professional and Technical Services | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$4,800.00 |

Clay - 0071 - Charles E. Bennett Elementary School - FDOE TSSSA 2020-21

Charles E. Bennett Elementary School

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| | | | <i>Notes: Substitute Coverage for Professional Learning in the area of Reading with Kelly Substitutes (1 day per reading teacher)</i> | | | |
| | 6400 | 310-Professional and Technical Services | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$4,800.00 |
| | | | <i>Notes: Substitute Coverage for Professional Learning in the area of Math with Kelly Substitutes (1 day per math teacher)</i> | | | |
| | 6400 | 310-Professional and Technical Services | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$4,800.00 |
| | | | <i>Notes: Substitute Coverage for Collaborative Planning with Kelly Substitutes (1 day per teacher)</i> | | | |
| | 6400 | 310-Professional and Technical Services | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$2,400.00 |
| | | | <i>Notes: Substitute Coverage for LLI Training with Kelly Substitutes 1 day per reading teacher</i> | | | |
| | 6400 | 310-Professional and Technical Services | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$4,800.00 |
| | | | <i>Notes: Substitute Coverage for Small Group Training with Kelly Substitutes (1 day per teacher)</i> | | | |
| | 6400 | 310-Professional and Technical Services | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$3,000.00 |
| | | | <i>Notes: Consultant expenses for LLI Training-7 hours of training per day</i> | | | |
| | 5100 | 520-Textbooks | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$12,773.00 |
| | | | <i>Notes: Top Score Writing Students Books</i> | | | |
| | 5100 | 590-Other Materials and Supplies | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$5,893.00 |
| | | | <i>Notes: Top Score Writing Curriculum Books</i> | | | |
| | 5100 | 300-Purchased Services | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$2,700.00 |
| | | | <i>Notes: Top Score Writing Scoring</i> | | | |
| | 6400 | 642-Furniture, Fixtures and Equipment Non-Capitalized | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$1,262.00 |
| | | | <i>Notes: Swivl virtual coaching tool</i> | | | |
| 6 | III.6. | Focused Instruction | | | | \$152,637.20 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | 5100 | 150-Aides | 0071 - Charles E. Bennett Elementary School | TSSSA | 1.0 | \$20,860.00 |
| | | | <i>Notes: Salary for Aide</i> | | | |
| | 5100 | 210-Retirement | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$2,086.00 |
| | | | <i>Notes: Retirement for Aide @ 10%</i> | | | |
| | 5100 | 220-Social Security | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$1,595.79 |

Clay - 0071 - Charles E. Bennett Elementary School - FDOE TSSSA 2020-21
Charles E. Bennett Elementary School

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| | | | <i>Notes: Social Security for Aide @ 7.65%</i> | | | |
| | 5100 | 220-Social Security | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$2,411.11 |
| | | | <i>Notes: Group Insurance for Aide @11.5%</i> | | | |
| | 5100 | 220-Social Security | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$298.30 |
| | | | <i>Notes: Worker's Comp for Aide @1.43%</i> | | | |
| | 5200 | 150-Aides | 0071 - Charles E. Bennett Elementary School | TSSSA | 1.0 | \$20,860.00 |
| | | | <i>Notes: Salary for ESE Aide</i> | | | |
| | 5200 | 210-Retirement | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$2,086.00 |
| | | | <i>Notes: Retirement for ESE Aide @ 10%</i> | | | |
| | 5200 | 220-Social Security | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$1,595.79 |
| | | | <i>Notes: Social Security for ESE Aide @ 7.65%</i> | | | |
| | 5200 | 230-Group Insurance | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$2,411.11 |
| | | | <i>Notes: Group Insurance for ESE Aide @ 11.5%</i> | | | |
| | 5200 | 240-Workers Compensation | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$298.30 |
| | | | <i>Notes: Worker's Comp for ESE Aide @ 1.43%</i> | | | |
| | 5100 | 510-Supplies | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$2,586.73 |
| | | | <i>Notes: Supplies for Summer Program</i> | | | |
| | 5100 | 120-Classroom Teachers | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$19,315.00 |
| | | | <i>Notes: Salary for Summer Program Teachers</i> | | | |
| | 5100 | 210-Retirement | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$1,931.50 |
| | | | <i>Notes: Retirement for Summer Program Teachers @ 10%</i> | | | |
| | 5100 | 220-Social Security | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$1,477.60 |
| | | | <i>Notes: Social Security for Summer Program Teachers @ 7.65%</i> | | | |
| | 5100 | 240-Workers Compensation | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$230.90 |
| | | | <i>Notes: Worker's comp for Summer Program Teachers @ 1.43%</i> | | | |
| | 7800 | 160-Other Support Personnel | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$2,070.00 |
| | | | <i>Notes: Bus Driver Salary for Summer Program</i> | | | |
| | 7800 | 210-Retirement | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$207.00 |

Clay - 0071 - Charles E. Bennett Elementary School - FDOE TSSSA 2020-21

Charles E. Bennett Elementary School

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| | | | <i>Notes: Bus Driver Retirement for Summer Program @ 10%</i> | | | |
| | 7800 | 220-Social Security | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$158.36 |
| | | | <i>Notes: Bus Driver Social Security for Summer Program @ 7.65%</i> | | | |
| | 7800 | 240-Workers Compensation | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$29.65 |
| | | | <i>Notes: Bus Driver Worker's Comp for Summer Program @ 1.43%</i> | | | |
| | 5100 | 120-Classroom Teachers | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$16,754.00 |
| | | | <i>Notes: After School Tutoring Teacher Salary</i> | | | |
| | 5100 | 210-Retirement | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$1,675.40 |
| | | | <i>Notes: After School Tutoring Teacher Retirement @ 10%</i> | | | |
| | 5100 | 220-Social Security | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$1,281.74 |
| | | | <i>Notes: After School Tutoring Teacher Social Security @ 7.65%</i> | | | |
| | 5100 | 240-Workers Compensation | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$240.34 |
| | | | <i>Notes: After School Tutoring Teacher Worker's Comp @ 1.43%</i> | | | |
| | 5100 | 120-Classroom Teachers | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$10,580.00 |
| | | | <i>Notes: Science Academy Teacher Salary</i> | | | |
| | 5100 | 210-Retirement | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$1,058.00 |
| | | | <i>Notes: Science Academy Teacher Retirement @ 10%</i> | | | |
| | 5100 | 220-Social Security | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$809.37 |
| | | | <i>Notes: Science Academy Teacher Social Security @ 7.65%</i> | | | |
| | 5100 | 240-Workers Compensation | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$152.63 |
| | | | <i>Notes: Science Academy Teacher Worker's Comp @ 1.43%</i> | | | |
| | 5100 | 369-Technology-Related Rentals | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$7,640.00 |
| | | | <i>Notes: Online subscriptions for student learning including Brain Pop, Gizmo, and Reflex</i> | | | |
| | 5100 | 330-Travel | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$1,350.00 |
| | | | <i>Notes: Science Academy Admission to Kennedy Space Center for 50 students</i> | | | |
| | 5100 | 330-Travel | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$2,550.00 |
| | | | <i>Notes: Science Academy Admission to Sea World for 50 students</i> | | | |
| | 5100 | 360-Rentals | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$2,500.00 |

Clay - 0071 - Charles E. Bennett Elementary School - FDOE TSSSA 2020-21
Charles E. Bennett Elementary School

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| | | | <i>Notes: Science Academy Charter Buses to SeaWorld for 50 students</i> | | | |
| | 5100 | 360-Rentals | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$2,500.00 |
| | | | <i>Notes: Science Academy Charter Buses to Kennedy Space Center for 50 students</i> | | | |
| | 5100 | 369-Technology-Related Rentals | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$9,500.00 |
| | | | <i>Notes: Mastery Connect Subscription (Instructure)-Formative Assessments-</i> | | | |
| | 6400 | 369-Technology-Related Rentals | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$2,500.00 |
| | | | <i>Notes: Mastery Connect (Instructure) on going year long virtual PD -year long assess to PD library</i> | | | |
| | 5100 | 642-Furniture, Fixtures and Equipment Non-Capitalized | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$862.00 |
| | | | <i>Notes: Swivl communication hardware for Hybrid instruction</i> | | | |
| | 5100 | 520-Textbooks | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$4,125.60 |
| | | | <i>Notes: Vocabulary and Grammar (Zaner Bloser)</i> | | | |
| | 5100 | 642-Furniture, Fixtures and Equipment Non-Capitalized | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$1,089.00 |
| | | | <i>Notes: IPEVO-10 Document Cameras-Virtual Education</i> | | | |
| | 5100 | 642-Furniture, Fixtures and Equipment Non-Capitalized | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$359.99 |
| | | | <i>Notes: 1080P Web Camera with Microphone 10 @ 35.99 (Virtual Education)</i> | | | |
| | 5100 | 642-Furniture, Fixtures and Equipment Non-Capitalized | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$399.99 |
| | | | <i>Notes: XP-Pen StarG60 6x4 Ultrathin Tablet Drawing tablet-(Virtual Education) 10@ 39.99</i> | | | |
| | 5100 | 510-Supplies | 0071 - Charles E. Bennett Elementary School | TSSSA | 0.0 | \$2,200.00 |
| | | | <i>Notes: Chapter books 5th and 6th grade</i> | | | |
| | | | | | Total: | \$319,705.00 |