

Broward County Public Schools

Larkdale 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
0621	Larkdale Elementary School	Y			\$187,140.00	

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.

Within Broward County Public Schools (BCPS), schools are charged with the task of establishing and nurturing relationships that collectively have an impact on the quality of education a student receives in a school. The climate that surrounds a student at home, in a community, and at school must be positive, encouraging and inviting. The issue of relationships cannot be underestimated as a powerful factor in creating an environment conducive to learning. There are a number of established comprehensive support services and initiatives available district wide that are funded either with general, grant or supplemental funds.

The department of Family and Community Engagement (FACE) supports the district's vision for improving the achievement levels of all children. The goal is for families to be full partners with school staff and members of the community in the work of supporting and sustaining excellence. FACE is charged with expanding the capacity of the District and its schools to establish an infrastructure that supports family, student and community engagement efforts that are welcoming, engaging and builds on the strength of families and is committed to delivering research-based initiatives that engage, inform and strengthen families.

Recognizing the inordinate pressures on families living within the Fort Lauderdale area, a referral system is provided to target specialized educational interventions, mental health support and social wraparound services to schools and the community/families therein. This model, named Specialized Professionals Advancing Resources, Knowledge, and Skills (SPARKS), provides a multi-tiered system of support to students and families so that they can access the supports/services needed to enable their child to attend school regularly and be successful academically and socially. Performance indicators and metrics have been developed to measure the success of the SPARKS program and to ensure that this school-based investment produces great returns with regards to increases in student achievement. The SPARKS model is based on the work of critical theorists including Paulo Freire, the practical merits of emancipatory approaches for uplifting distressed communities, SPARKS will also partner with local agencies that provide various social services to help families remain stable and healthy. This integrated model is expected to improve students' school performance, as measured by increased attendance, improved school behavior, increased academic functioning, and enhanced social/emotional functioning.

Through an implementation of the above multi-tiered engagement strategies, the goal is to experience an increase in engagement and community support. Additionally Larkdale offers a plethora of family and community initiatives that meets the needs of the school community as

outlined below.

- Full-Time Social Worker
- Quarterly (SPARKS) newsletter with information & resources for parents.
- Family & Community Initiatives
- Zeta Phi Beta Sorority, Incorporated (volunteers for weekly reading support for 2nd grade)
- Kiwanis Club
- Zeta DOVE Foundation (Grant awarded for ASD classes)
- Title I Reading Nights (Reading Mobile)
- Coordinated Health Fairs

*All initiatives are funded by District, Title 1, and/or other school specific grants.

Academic and Character Standards

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

Broward County Public Schools is committed to creating the climate structures and practices for academic success of all students. Our school leaders with district support are charged with the responsibility of turning around a campus that has been struggling with academic performance and has a negative image in the minds of stakeholders. The turnaround school leaders are faced with the challenges of implementing the strategies to improve academic standards and closing the achievement gap. This can only be accomplished with a clearly defined plan to address measurable high academic and character standards.

To establish clearly defined and measurable high academic and character standards, the Office of School Performance and Accountability, in collaboration with the Office of Academics, will work with all TSSSA schools in the following areas:

- analyze multiple data sets and identify targeted areas of focus aligned to the Florida standards
- establish grade level outcomes aligned to the standards
- use data to inform instruction and professional learning, including the selection of appropriate and relevant instructional materials
- analysis of standards-based authentic student work
- instructional coaches will seek out and/or provide assistance to teachers in choosing relevant strategies and materials for classroom instruction
- provide on-site implementation support (through PLCs), facilitating grade-specific teacher teams in analyzing student formative data to select appropriate text resources and instructional strategic action goals.

The support will differ in nature and intensity as well as create a set of strategies that leverage resources in order to empower TSSSA schools to act independently to make improvements.

Ongoing progress will be closely monitored by the Office of School Performance and Accountability staff, in collaboration with the Office of Academics to:

- design a system that incorporates multiple tiers/levels of support.
- conduct frequent site visits to TSSSA Schools.
- ensure teachers are impacting student performance and adjustments to the action plans and teacher support will be revised as needed.
- assist the leadership team in determining ongoing professional learning and supports needed to build teacher knowledge and ability to provide rigorous, high-quality, standards-based, tier one instruction and tiers two and three interventions as part the School Support Plan.

The school support plan will maximize existing resources and focus on:

- providing coherent experiences for students with a solid foundation grounded in state standards, behaviors, and skills.
- developing strong academic language (vocabulary and syntax).
- ensuring a steady growth of knowledge in all content areas.
- providing experiences that lead to the use of comprehension strategies.
- establishing an environment for students to express thoughts and learning clearly through speaking and writing.
- building the capacity to sustain motivation of engaged reading.
- focusing on complexity (Regular practice with complex text and its academic language), evidence (Reading, writing and speaking grounded in evidence from text, both literary and informational), and knowledge (building knowledge through content-rich fiction).
- shifting from teaching individual skills to focusing on standards-based instruction.

Supplemental Instructional Positions - Double - Down Support Model

Additional support staff (paraprofessionals) to aid in daily small group push-in instruction (LLI) with ESSA subgroups in need of intensive support in 3rd -5th grade classes in all content areas. Instructional coaches will provide training, support and monitoring to the paraprofessionals that will work alongside the classroom teacher. This support has showed growth with students that were identified as below level in Reading, Math and/or Science in Broward County.

Supplemental Curriculum and Instructional Resources

Although the core curriculum is the foundation of Tier 1 instruction, many supplemental instructional materials and resources provide differentiated support to students that has proven to produce learning gains and growth in proficiency. The supplemental instructional resources and supplies listed below will be used as a double dose in instruction in grades K-5 and/or a supplemental resource for extended learning opportunities based on student data and instructional observations.

Core Curriculum - Standards Based Instruction

- Tier 1 Instruction
- Balanced Literacy
- Benchmark Assessment System (BAS)
- Standards Based Lesson Planning, Instructional Mapping & Guides
- Canvas

Supplemental Curriculum & Resources

- iReady
- Acaletics
- WriteScore
- Academic Field Trips

Progress Monitoring

- RtI Meetings
- Data Chats
- iReady Diagnostic Assessment
- Monthly Cycle Assessments with Standards Mastery and School City (ELA, Math & Science)

Comprehensive School Improvement Plan & Attendance Plan

Kids of Character Curriculum, lesson plans, & activities. (District provided)

- Partnership with the Sun Sentinel newspaper and Publix Supermarkets for incentives and awards

- Monthly Kids of Character Awards
- Safe Zone in School for student de-escalation
- Honor Roll Assemblies
- Implemented the MTL (Mentoring Tomorrow's Leaders)
- Attendance initiative per grade level

Parental Involvement

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

Broward County Public Schools (BCPS) believes informed and engaged families and communities are essential to the success of our students and schools. Nurturing and maintaining high levels of family and community engagement, from Pre-K through high school, is of critical importance and addressed strategically in our district. BCPS has specifically made Family and Community Engagement a special area of focus within the District Strategic Plan and has invested in creating a department dedicated to support and coordinate the ongoing implementation of effective engagement strategies.

Recognizing that there is an even greater need for support, program planning and family/community collaboration when students are low achieving, BCPS seeks to intensify efforts at all TSSSA schools. These efforts will have as a foundation, the family needs and ecology - cultural and linguistic dynamics, surroundings and environment, and the interdependence of the people and institutions within the communities these schools serve.

In order to increase family and community support, all schools will engage in some essential practices to create opportunities for partnerships at the school with families and communities. Each initiative is focused on the primary principals below.

- Develop a parent involvement plan that aligns with district goals and school needs.
- Communicate the plan in parent-friendly terms in multiple methods and languages.
- Provide information, training and school and community-based resources to support parent and family involvement.
- Collaborate with public and private organizations and businesses to obtain resources for implementing school, family and community partnership strategies.
- Utilize school, family and community partnership surveys, rubrics and tools to evaluate the school's continuous improvement goals and strategies.
- Provide opportunities for staff to discuss effective practices and to problem solve parent involvement challenges during regularly scheduled staff meetings.
- Provide teachers with support and resources for engaging families.
- Translate communication with families in the primary language of the family.
- Include parents in decision-making for school improvement, policy development and plans for engaging families and the community.
- Inform families of student performance in their primary language

Parental Involvement Initiatives and Activities

- PTA
- SAC/SAF Meetings
- Quarterly SPARKS newsletter with information & resources for parents
- SPARKS presentation to Parent Group
- CAT Meetings
- Literacy Night
- Math Night
- Denim & Data Night (Intermediate)
- Desserts & Data (Primary)

- 21st Century Quarterly Parent Events Character Book Parade
- Donuts for Dad
- Report Card Night
- Read for the Record
- Read Across America (Dr. Seuss' Birthday)
- Partnership with the NFL Moms Association
- Dad's Heart into Reading Event
- Multicultural Night

*All initiatives are funded by District, Title 1, and/or other school specific grants.

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 number one factor to increase student achievement is high quality teaching. In the most struggling schools, teacher quality, recruitment and retention are one of the biggest challenges with moving and sustaining Turnaround schools.

The School Board of Broward County is dedicated to creating a pathway which identifies, nurtures, and rewards educators with the understanding that instructional improvement is both grounded in student achievement and the assertion that there is a direct cause-and-effect relationship between effective teaching and student performance. The BCPS Human Capital Management System (HCMS) is designed so that the evaluation process impacts significantly on personnel decisions including teacher preparation, recruitment, hiring, placement, professional development, compensation, retention, support/dismissal, and promotion. BCPS' Talent Acquisition and Operations personnel works with the principal to assist in filling instructional vacancies by building a pool of talented candidates to refer for placement at the school. A large challenge lies in staffing teachers at the TSSSA schools.

Strategies for TSSSA Schools:

- An HR recruiter will be assigned to specifically monitor the school's vacancies and to identify candidates for vacant positions.
- Recruiting/hiring events will be scheduled to promote and highlight this school.
- Teacher candidates in the Talent Acquisition pipeline will be invited to visit this school.
- Talent Acquisition & Operations Instructional will work collaboratively with BECON (Broward Educational Communications Network) to create a video highlighting school programs.
- Talent Acquisition & Operations Instructional will continually promote teaching opportunities via social media (Facebook, Twitter, LinkedIn).
- Each new teacher is assigned a Tier mentor.
- Resources will be allocated to prepare and train new teachers and acclimate them to systems and procedures during pre-planning.

- Offer recruitment and retention bonuses.
- Hire a Pool Substitute to provide consistency of instruction in the absence of classroom teachers.

TSSSA Performance Bonus

This incentive will provide a Performance Bonus to teachers to attract and retain Highly Effective and Effective and educators. In order to receive the bonus, the teacher must:

- Have received a Highly Effective or Effective rating on the TSSSA Evaluation Model using 2018-2019 student performance data.
- Serve as an active instructional employee at a TSSSA school for one day more than half of the employee's assigned work calendar during the current school year.

Performance Bonus Structure:

- Highly Effective - \$9,000
- Effective - \$8,000

Recruit

- Best and Brightest (FLDOE)
- Broward County Job Fair
- UniSIG Supplemental Teacher Allocation

Retain

- UniSIG Supplemental Teacher Allocation Performance Bonus (Funded by TSSSA)

Reward

- Monthly Staff Appreciation Events
- Teacher Appreciation Week
- Sunshine Committee and Activities
- Wellness Check w/ Nutritionist

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.

OSPA Cadre Directors serve as leaders of learning providing tailored content modules for interactive Cadre learning aligned to the Broward Assessment for School Administrators (BASA) indicators and surveyed schools' needs facilitated in small groups: one half day with teams of instructional coaches and principals led by the Office of Academics and the other half day, Cadre Directors facilitate principal's learning. There is a deliberate focus to engage instructional leaders in monthly professional learning communities on topics related to governance (operations) and Board processes, setting expectations, acquiring the Council of Chief State School Officers Standards and content related to academic improvement within the schools they support.

Teachers throughout Broward County engage in Professional Learning Communities (PLCs) to improve student outcomes at schools throughout the district. The learning that takes place at Cadre meetings is modified by the schools' leadership team to meet specific professional learning needs. PLCs also use data to determine student and educator learning needs; develop common team goals; engage in learning to implement research-based strategies and use formative and summative data to evaluate the impact of what was learned and implemented.

Collaborative school visits, coordinated by the Cadre Directors include classroom walkthroughs with the district staff from Academics, the site-based principal, assistant principal, and

instructional coach(es). The inclusion of the instructional coach(es) allows for the opportunity to provide real time feedback and corrective action on the spot. Additionally, the principal supervisor can observe the principal “coach” the instructional coaches (leadership team) during the walkthrough cycle. After the classroom walkthroughs, the principal supervisor meets with the principal to provide feedback on coaching. Through this process the assistant principal is an observer and an active learner.

In the cadres with highest percentage of fragile schools, in addition to the principals’ monthly professional learning, cadre directors will lead an intense focus on three of the seven leadership levers of school improvement adopted from Leverage Leadership: A Practical Guide to Building Exceptional Schools by Paul Brambrick-Santoyo will occur. The seven leadership levers are (1) data driven instruction, (2) observation and feedback, (3) instructional planning, (4) professional development, (5) student culture, (6) staff culture, and (7) managing school leadership teams. In order to dig deeper, only three levers will be the focus of study during the year-long professional learning. The three levers of study for the 2019-20 school year will be Data Driven Instruction, Staff Culture, and Student Culture.

Professional development for school leaders and staff is essential in sustaining continuous school improvement efforts. There is a plethora of District-based leadership professional learning opportunities available for new and veteran administrators to support and advance leadership skills. Some examples are: The Disciplined Leader-Prioritizing for Effective Leadership, iObservation Deliberate Practice, The Reflective Leader, The Change Leader, to name a few. These opportunities are essential in the growth of educational leaders.

The Chief Officer in the Division of Office of School Performance and Accountability (OSPA) is the turnaround lead and regularly reports directly to the Superintendent. The schools are divided into fifteen Cadres with a Director as the lead for each Cadre. The OSPA Chief regularly revisits the portfolio of schools contained in each Cadre to analyze the effectiveness of Cadre Directors as assigned. This regular review informs the Chief of changes that are necessary to ensure the most effective type of support and guidance needed within individual schools to maximize success.

In addition, Cadre Directors that supervise schools have teams of instructional facilitators that specialize in literacy, mathematics and science to provide support as aligned to the specific needs of the schools. These instructional facilitators also provide professional learning opportunities, academic support and technical assistance for site-based instructional coaches and teachers based on the needs assessments, data review school improvement efforts and ongoing progress monitoring results.

TSSSA Professional Learning Opportunities

There are many professional learning opportunities currently offered by the District but there is a significant need for teachers to engage in professional learning opportunities that extends beyond the teachers’ contracted time. In order to not impede on the loss of instructional time, additional professional learning opportunities will be offered to teachers at all TSSSA schools to engage in learning after school and/or on Saturdays.

1. Each school will be allotted 30 additional hours (5 days @ 6 hrs per day) of PD for 80% of their teachers. Professional Development Stipends for teachers will be paid at a rate of \$30/ hour for 30 hours.
2. Each school will be allotted 1 instructional facilitator per day (5 days @ 6 hrs per day) to facilitate the professional learning. The Instructional Facilitator may be school-based or district-based depending of their expertise and the topic of the session. Professional Development Stipends for Instructional Facilitators will be paid at a rate of \$40/hour for 6hrs per day. There is only one facilitator for each day of professional learning.

Professional Learning Options

- Ongoing Professional Learning in the areas of effective planning using appropriate resources, small group differentiated instruction based on student needs and content knowledge to continuously sharpen teaching skills and address ESSA subgroups.
- Engage participants with Teach Like a Champion (TLAC) 1.0 and 2.0 - Designed to address the five principles of classroom culture: discipline, management, control, influence, and engagement. Whereas the second courses, 2.0, will strengthen teachers' capacity to achieve 100% academic engagement.
- Focus on the ELA Shift 1 - Text Complexity and Math Focus and Coherence
- Diving Deep into rigor where teachers will interact with grade-level/course math standards and be able to deconstruct the standards to better identify the aspect of rigor.
- Organizational Systems and Structures in K-12 - Participants will use Thomas Guskey Level 3 questions to assess whether systems and structures in ELA and Math provide the appropriate level of organizational and classroom support and to identify changes needed.

Professional Learning

- Professional Learning Communities (PLC)
- UFLI (University of Florida Literacy Initiative)
- BAS Training
- Small Group Guided Reading
- Literacy Centers Training
- Thinking Maps
- ELA, Math & Science Standards PD
- iReady Usage and Toolkit
- Saxon Phonics
- Driven By Data
- Social Emotional Learning

Training

- Canvas Training
- Equity Training
- Courageous Conversations
- Youth Mental Health Training

Support

- Leadership Development through Principal Supervisor
- Follow-up support from Instructional Facilitator assigned by the District.
- New Teacher Support
- Master Coach Support

Professional Development Stipends (Funded by TSSSA)

- 30 hours of additional PD with \$30/hour stipends for Educational Professionals and
- \$40/hour stipends for facilitators/trainers

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.

Researchers and practitioners agree that effective extended learning programs combine three components—academic enrichment, cultural activities, and recreational opportunities—that

guide learning and engage children and youth. Regular participation in programs that provide academic and social activities contribute positively to children's academic and social development. All TSSA schools will provide students with an extra hour of intensive reading, extended day opportunities, and/or academic field trips.

Extended Day Opportunities

Enhance Extended Learning Opportunities and Afterschool programs for schools to provide students an avenue to extend learning beyond the school day. Teachers will provide intensive reading, math, and science instruction to subgroups of identified students based on FSA scores and progress monitoring data. Teachers will be paid \$30/hour stipends.

ELO camps will prepare students for Florida Standards testing and will include before and/or after school sessions and Saturday school. For schools with under 500 FTE, approximately 100 students will attend. And for schools over 500 FTE, approximately 200 students will attend.

Low 300

To guarantee that students in schools with the biggest reading challenges would receive extra reading instruction and support. All current TSSSA schools are required to provide an additional hour to devote to intensive, research-based reading instruction and is differentiated to meet individual student needs. Each school provides an extra hour of reading instruction during the school day; either at the beginning, end or a combination of both. The additional hour of intensive reading instruction is provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Currently the District pays the teachers their hourly rate to extend the learning for students beyond the school day.

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				\$77,890.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0621 - Larkdale Elementary School	TSSSA	2.0	\$37,260.00
			<i>Notes: Hire 2 paraprofessionals to support the implementation of reading interventions in grade 3 to provide daily small group instruction for students</i>			
	5100	210-Retirement	0621 - Larkdale Elementary School	TSSSA		\$3,156.00
			<i>Notes: Fringe Retirement</i>			
	5100	220-Social Security	0621 - Larkdale Elementary School	TSSSA		\$2,851.00
			<i>Notes: Employee Social Security Benefits</i>			
	5100	230-Group Insurance	0621 - Larkdale Elementary School	TSSSA		\$16,590.00

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			<i>Notes: Fringe Group Insurance</i>			
	5100	240-Workers Compensation	0621 - Larkdale Elementary School	TSSSA		\$783.00
			<i>Notes: Employees Worker's Compensation</i>			
	5100	250-Unemployment Compensation	0621 - Larkdale Elementary School	TSSSA		\$12.00
			<i>Notes: Unemployment Compensation</i>			
	5100	510-Supplies	0621 - Larkdale Elementary School	TSSSA		\$8,549.00
			<i>Notes: Rally Education Purchase TIER 1 ELA instructional materials grade 2-5 Reaching for the New Reading Standards, Rehearsing and Exploring the Standards, Reading by Genre, and LAFS)</i>			
	5100	510-Supplies	0621 - Larkdale Elementary School	TSSSA		\$7,820.00
			<i>Notes: Houghton Mifflin Harcourt- Saxon and Phonics Phonics and Spelling. Purchase Saxon and phonics for daily Tier 1 instruction for grades K-3.</i>			
	5100	510-Supplies	0621 - Larkdale Elementary School	TSSSA		\$869.00
			<i>Notes: Student Classroom Instructional Supplies: Purchase composition books, pencils, dry erase markers, paper, glue and white boards for students.</i>			
3	III.3.	Parental Involvement				\$0.00
4	III.4.	Incentives for Instructional Personnel				\$66,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0621 - Larkdale Elementary School	TSSSA		\$66,000.00
			<i>Notes: Provide a Performance Bonus to teachers to attract and retain Highly Effective and Effective educators based on state approved performance model utilized in 2019-20 based on 2018-19 student performance scores. - Highly Effective - 2 teachers x \$9,000 = \$18,000 - Effective - 6 teachers x \$8,000 = \$48,000</i>			
5	III.5.	Professional Development				\$31,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	120-Classroom Teachers	0621 - Larkdale Elementary School	TSSSA		\$22,500.00
			<i>Notes: Professional Development in the areas of effective planning using appropriate resources, small group differentiated instruction based on student needs and content knowledge to continuously sharpen teaching skills and address ESSA subgroups. The PD will take place before, after school or on Saturdays during the 2020-2021 school year. - PD stipends: 25 teachers x 5 sessions x 6 hours/session x \$30 stipend = \$22,500</i>			
	6400	130-Other Certified Instructional Personnel	0621 - Larkdale Elementary School	TSSSA		\$6,000.00
			<i>Notes: One instructional facilitator per day of PD (5 days @ 6 hrs per day) to facilitate the professional learning. The Instructional Facilitator may be school-based or district-based depending of their expertise and the topic of the session. The PD will take place before, after school or on Saturdays during the 2020-2021 school year. Professional Development Stipends for Instructional Facilitators will be paid at a rate of \$40/hour for 6hrs per day. There is only one facilitator for</i>			

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			<i>each day of professional learning. - Facilitator stipends: 5 facilitators x 5 sessions x 6 hours/session x \$40 stipend = \$6,000</i>			
	6400	220-Social Security	0621 - Larkdale Elementary School	TSSSA		\$2,226.00
			<i>Notes: Fringe Social Security:FICA (Social Security)</i>			
	6400	240-Workers Compensation	0621 - Larkdale Elementary School	TSSSA		\$612.00
			<i>Notes: Fringe Workers Compensation</i>			
	6400	250-Unemployment Compensation	0621 - Larkdale Elementary School	TSSSA		\$12.00
			<i>Notes: Fringe Unemployment</i>			
6	III.6.	Focused Instruction				\$11,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0621 - Larkdale Elementary School	TSSSA		\$10,800.00
			<i>Notes: Enhance Extended Learning Opportunities to provide students an avenue to extend learning beyond the school day from October to April during the 2020-21 school year. ELOs will happen before/after school, and on Saturdays. Teachers will provide intensive reading, math, and science instruction to subgroups of identified students based on FSA scores and progress monitoring data. Teachers will be paid \$30/hour stipends - ELO Student Camp Time: 6 hours/ week x 10 weeks = 60 hours - ELO Student Camp Stipends: 6 teachers x 60 hours x \$30 stipend = \$10,800</i>			
	5100	220-Social Security	0621 - Larkdale Elementary School	TSSSA		\$850.00
			<i>Notes: Employee Social Security Benefits</i>			
	5100	240-Workers Compensation	0621 - Larkdale Elementary School	TSSSA		\$240.00
			<i>Notes: Employees Worker's Compensation</i>			
	5100	250-Unemployment Compensation	0621 - Larkdale Elementary School	TSSSA		\$10.00
			<i>Notes: Unemployment Compensation</i>			
					Total:	\$187,140.00