

Hillsborough County Public Schools

# Oak Park 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
3201	Oak Park Elementary School	Y			\$244,045.00	

## 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.

This year, Oak Park Elementary will continue to focus school efforts on creating a culture of high expectations for learning for all. The school will maintain the Multi-Tiered System of Supports-Response to Intervention (MTSS-RtI) process to help identify areas of need and provide individualized supports for students. With a population that has a wide range of needs for wrap-around services, it is essential for Oak Park Elementary to partner with community stakeholders who will help provide support services for students and families.

Oak Park Elementary has a mandatory uniform policy to support the creation of a safe and nurturing environment. While this policy was approved by the teacher vote, it may create a financial burden for some families resulting in lower rates of adherence. Oak Park Elementary has opted to use carry forward funds from the 2019-2020 TSSSA funding to establish a uniform closet as a part of their school-wide system of support for students and families. These funds will provide each student with at least one uniform shirt and the neediest students would be provided with two shirts. It is the hope that Oak Park will develop long-lasting community partnerships to help support the uniform closet to help with the sustainability of the project.

Oak Park will strengthen their few existing community partnerships as well as seek to build new relationships with local community partners to aid in establishing support services for all stakeholders of the school: students, families, and staff. School administration and key staff will be collaborating with community partners to address stakeholder needs and leveraging community assets to address identified needs. The school will continue to partner with Hillsborough Technical Colleges and Gary Adult High School, to provide opportunities for parents to learn about GED/High School diploma options and postsecondary training. The school is committed to providing consistent communication to families on the educational resources available in the community to lead to employment.

### **Academic and Character Standards**

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

Oak Park Elementary aims to establish clearly defined and measurable high academic and character expectations during the 2019-2020 school year.

In order to develop character standards, Oak Park will utilize an RTI Teacher funded through TSSSA (1.0 FTE @ \$82,900, which includes fringe). In HCPS, the RTI assists in coordinating behavior management at the school through delivering classroom management training and follow-up activities to reinforce district-level training as well as developing a school-wide discipline plan in conjunction with school administrators. The RTI will assist with data collection and implementation of Functional Behavior Assessment (FBA) and Positive Behavior Intervention Plan (PBIP) processes. The RTI will communicate effectively with parents, peers, and administration concerning both verbal and nonverbal de-escalation skills as well as assist with individual student behavior contracts and conduct social skills groups.

As another way to improve character standards, Oak Park Elementary will use Kickboard, a Positive Behavioral Interventions, and Supports (PBIS) software management system, to help implement proven school-wide systems and practices that help teachers effectively manage classroom behavior and improve school culture and climate. Kickboard provides school staff with an easy-to-use app online reporting and data analysis system. Parents and students are able to access individual student information from across the learning day in real-time. Kickboard provides the means for schools to accurately track behavior data, assess culture needs, evaluate program effectiveness, and reward students.

High academic standards will be set at Oak Park through the use of Academic Coaches, who view the big picture in teaching and learning. The school continues to strive to make significant changes in the actions of teachers and key staff members, such as coaches, to positively move forward the academic needle of their students.

Another way Oak Park will increase academic standards is through mentoring. Mentoring is a proven approach to drive rich learning and development for both mentees and mentors. Oak Park Elementary has approximately twenty 3rd and 4th-grade double-retained boys who will benefit from a structured mentoring program designed to strengthen interpersonal relationships, promote school connectedness, and improve academic performance.

### **Parental Involvement**

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

Connections with parents begin with building positive relationships and communicating the school's desire to work together to strengthen student's learning opportunities. In order to bolster this connection with its parents, Oak Park Elementary will have a Parent Liaison Aide. From the district perspective, the Parent Liaison Aide works to empower parents and promote their engagement by bridging communication between the school and home. They effectively build rapport with students, their families, and school staff to promote pupil progress. As system navigators, they provide parents with information and links to resources that support students' academic and social success. The Parent Liaison Aide cultivates parental interest in their children's school through advocacy efforts, as well as activities and events. At Oak Park, this staff member will serve as the liaison between parents and school by working closely and conferring with the school-assigned Social Worker, Psychologist, as well as the school counselor and other key school staff. The Parent Liaison Aide will assist with facilitation of parental activities with feeder schools and the local community to generate a continuum for student success. In addition, this aide will serve as a contact for parents with questions about the school services or specific activities and events. The impact of this position and the expected increase in the level of parent involvement will be monitored through the examination of sign-in sheets from parent events.

The school staff recognizes that parents are a key factor in ensuring that public schools are successful in preparing students for the future. As mentioned in their SIP plan, the school has a strong desire to provide parents with skills of advocacy. The largest demographic population

of the school is African American (76%). The school will collaborate with HCPS African American and Multicultural Outreach Coordinator to provide the Parent Support Program (PSP) modeled on the MALDEF's program, which has been successfully implemented with Hispanic parents in the district. Parents will gain an in-depth understanding of their rights, their children's rights, and what their responsibilities are as parents in the American public education system.

The Assistant Principal (AP) will participate in a Culturally Responsive Professional Development Series and serve as the school's Equity Liaison. This series of four courses will assist her in guiding her thinking and actions required to approach a difficult and enduring matter of importance that exists within our schools and district—access to an equitable education. These courses will aid in building a framework for culturally responsive practices, not only in the classroom but through activities to strengthen engagement with parents and the community. The AP will be responsible for training staff on the key learnings from the series and ensuring strategies are enacted to provide a culturally responsive school environment

### **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.

From the district perspective, Reading Coaches are expected to maintain and monitor the implementation of the district's reading program, including the professional development of classroom teachers in order to improve reading instruction and acquisition. Throughout the school year, Reading Coaches focus on enhancing teachers' literacy instruction through job-embedded professional development and coaching. Reading Coaches provide support through collaborative standards-based lesson-planning, the modeling of best practices in reading instruction, classroom-based demonstrations, and reflective teaching. They assist teachers in disaggregating data for interpretation and planning for instruction. The Reading Coaches at Oak Park will be assigned to specific teachers to support, model, and guide high-level instructional practice. Based on observational data, administrators will identify levels of support needed by each teacher and schedule resource staff as appropriate. Only 23% of the school's students are scoring at or above proficient on state reading assessments. The Reading Coaches will monitor student formative assessments and make adjustments throughout the year to provide teacher supports as necessary. Both reading coaches will be fully funded under TSSSA (1.0 FTE @ \$82,900, which includes fringe; 1.0 FTE @ \$82,745, which includes fringe).

In conjunction with the AP, the Reading Coaches will develop curriculum clinics to assist in creating a strong culture of reading instruction utilizing a supplemental language arts curriculum. These clinics will aid teachers in developing a deep understanding of content and student knowledge to ensure student mastery of grade-level standards, as well as work to close the achievement gap. In these clinics, administrators and coaches will address the



learning gains for all bottom quartile students. Teachers will gain skills in balancing homogenous and heterogeneous groups of students for remediation, as well as expand their knowledge in content-based literacy instruction.

The RTI will deliver established district training. The staff at Oak Park Elementary will focus their professional development in the areas of Restorative Practice, Classroom Environment, and building a strong Culture for Learning.

### **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.

Under the coaching of the Math Resource Teacher, Oak Park Elementary will continue working with DreamBox. DreamBox adapts to students' actions to meet them at the right level-with personalized instruction that promotes student decision making and strategy development. An engaging, game-like environment motivates students to persist, progress, and achieve success while supporting educators with professional growth and instructional practice. The DreamBox subscription will be funded in 2020-2021 by TSSSA carry forward funds from 2019-2020.

Oak Park Elementary will be developing a program for Saturday and afterschool tutoring. This program will provide opportunities for school staff to not only support the academic needs of their students but create pathways for support staff to work with parents on strategies they can execute at home to advance the student's learning outside the traditional school day. The focus of the Saturday and afterschool tutoring funded under TSSSA will be 3-5th grade science and math (this will be funded with carry forward funds from the 2019-2020 school year). ELA tutoring is funded with another source

### **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.