

Oak Park Elementary School



2021-22 TSSSA Plan

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Eligibility and Allocation

Eligibility

Eligibility for 2021-22 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				\$204,910.00	

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.

Oak Park will continue to strengthen their few existing community partnerships and build new relationships with local community partners to establish support services for all school stakeholders: students, families, and staff. School administration and key staff will be collaborating with community partners to address stakeholder needs and leveraging community assets to manage identified needs.

- o 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.

- o The school has built a strong partnership with Faith Tampa Bay, which finds sponsors for our students' celebrations and provides incentives for academic/behavior goals.

- o Oak Park also developed a solid connection with Idlewild Church that supplies treats for staff monthly, renovated the school's outdoor eating area, and supplied outdoor games used for student incentives. They are overhauling the staff lounge next. Idlewild Church is working on a young men's mentoring group for the 2021-2022 school year.

- o Life Church has started to work with Oak Park last year and that partnership will continue this school year. They supplied the faculty lounge with a Kuerig coffee and treats, and monthly spontaneous surprises for teachers. The church also donates to student incentive programs, and volunteers work with the school's mentoring and tutoring programs.

- Over 95% of the students at Oak Park receive free and reduce lunch, and families often lack the disposable income to purchase school uniforms for their children. Oak Park would like to use their TSSSA funds to provide each student with at least one uniform shirt and the neediest students two shirts. The school would like to create a uniform closet with additional uniform tops, bottoms, long pants and shirts, and sweatshirts that students can access throughout the school year or when the weather gets colder. Uniforms and uniform closet - \$15,000.00

- Oak Park would like to establish a Healthcare Closet for students to access hygiene products. Coming to school clean and prepared to learn is linked to student success. Families would have access to shampoo, combs, dental supplies, feminine products, soap, and other products that ensure healthy body care. Healthcare Closet - \$11,856.28.

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 2021-2022 school year.

- To develop character standards, Oak Park will keep their current RTI Teacher. HCPS has a pending carry forward amendment for this budget line of \$79,239.66 to fund 1.0 FTE of the RTI Teacher for the 2021-2022 school year. The RTI assists in coordinating behavior management at the school by delivering classroom management training and follow-up activities to reinforce district-level training and 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 verbal and nonverbal de-escalation skills, assist with individual student behavior contracts and conduct social skills groups.
- The school would like to use its TSSSA funds to purchase PENDA (HCPS submitted similar quotes for PENDA in its Title I application). Penda Learning would supplement core science instruction and be utilized as a pre-instruction tool to build content knowledge. When necessary, the program will fill learning gaps in instruction. The leadership team and academic coach will progress monitor the usage to ensure it impacts learning. They will conduct walkthroughs, review available data, and develop an intervention plan to support students who do not meet expectations. PENDA instructional subscription for \$5,000.00.
- Oak Park would like to incorporate Write Score as a way to improve student achievement. Write Score is aligned with Florida's BEST Standards and can enhance lessons at all grade levels. The program includes lesson alignment to standards and tools to help teachers transition to BEST standards. Write Score \$3,512.00 (quote attached).
- The current economic downturn has impacted families, making it difficult for them to purchase basic school supplies for their children. To ensure all students are prepared for school with the supplies needed for success, Oak Park would like to provide all 425 students with general school supplies items - pencils, folders, markers, binders, paper, notebooks, and school supply items. Students would receive needed supplies on the first day of school and receive items throughout the school year. The school would like to create a supply closet that students can access for additional supplies so they are always prepared to learn. (Supplies \$4,098.00)
- Oak Park would like to use their TSSSA funds for teachers to purchase classroom supplies. Teachers at low socio-economic schools often spend their own money to buy items for their classrooms. Each teacher (45) at Oak Park will receive basic classroom supplies to alleviate that financial burden this year. Teachers will be able to buy pens, markers, paper, notecards, poster paper, construction paper, toner and other general classroom supplies to enhance instruction. (Teacher supplies \$5,147.00 and technology related supplies \$1,000.00)
- Finally, the school would like to purchase EL Education books. The EL program allows students to see themselves as active learners to drive their education. With the teacher's guidance, they articulate specific learning targets in every lesson, set goals, assess their learning, and use self-reflection and feedback from peers, themselves, and their teachers to make progress. Oak Park has used the EL Education curriculum for several years, and the school has seen an increase in student scores.

However, it is often challenging to provide each student with a student workbook. Using their TSSSA funds, Oak Park would purchase each student a workbook they can utilize all year. EL Education \$14,700.00, quote attached.

Parental Involvement

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

The school staff recognizes that parents are a critical factor in ensuring that public schools successfully prepare students for the future. The school has a predominately African American population. The school will collaborate with the HCPS African American and Multicultural Outreach Coordinator to provide the Parent Support Program (PSP) modeled on the MALDEF's program, successfully implemented with Hispanic parents in the district. Parents will gain an in-depth understanding of their rights, their children's rights, and their responsibilities 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 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.

Oak Park would like to purchase kits to distribute to families that participate in parent engagement activities to enhance parent involvement in their child's education. Twice a year, the school will host opportunities for parents to learn strategies to help their child succeed in school. Parents that attend the event will be trained on the parent engagement kits. The meetings will review the contents and how the activities align with the concepts in the classroom. By bridging the learning at school to learning at home, students will continue to succeed. Oak Park will support Parent and Family Engagement (PFE) by purchasing materials from Teacher Created Materials for \$7,020.00, quote attached.

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 Human Resources department informs a wide range of human capital decisions in the district. Teachers designated as effective or highly effective receive recruitment letters 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. Hillsborough County Public Schools (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 school 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 a 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 Value Added Model (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 designated 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' salaries. Teachers who accept the incentive will earn up to \$13,000 additional per year and will also receive the added benefit of free or discounted child care. Teachers who transfer to the highest needs Tier III schools will receive \$7,500 per year, while those who move to Tier II and Tier I schools will earn \$5,000 and \$3,600 respectively. A salary differential is offered to schools identified as "Renaissance." These seventeen schools will receive a different incentive tiered as follows based on years of experience: 0-1 years will earn \$1,000, 2-10 years will earn \$2,300 and 11 plus years will earn \$3,600. Free childcare will be offered to teachers who transfer to a Tier III school, and childcare enrollment will be set at a 50% discount for teachers at Tier II and Tier I schools. This incentive initiative is subject to Hillsborough County School Board approval and available funding.

- These recruitment and retention efforts have been partially supported with Title I Part A federal funding, as approved by the Bureau of Federal Education Programs (BFEP) each year

and in compliance with the ESEA Common Guidance. The Title I funding proposal for the 2021-2022 school year is currently pending grant project application approval by BFEP.

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.

Reading Coaches are expected to maintain and monitor the implementation of the district's reading program, including the professional development of classroom teachers to improve reading instruction and acquisition. Reading Coaches focus on enhancing teachers' literacy instruction through job-embedded professional development and coaching throughout the school year. They provide support through collaborative standards-based lesson planning, modeling 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 the support needed by each teacher and schedule resource staff as appropriate. Their two current Reading Coaches will be funded again this year by TSSSA (1.0 FTE Reading Coach) @ \$68,870.25, which includes fringe; 1.0 FTE Reading Coach @ \$68,706.46, which includes fringe).

In conjunction with the AP, the Reading Coaches will develop curriculum clinics to create a strong reading instruction culture 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 and 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 and expand their knowledge in content-based literacy instruction.

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.

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.

Oak Park Elementary will continue its Saturday and afterschool tutoring programs (funded through a different source). This program will provide opportunities for school staff to support their students' academic needs and 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 Saturday and afterschool tutoring focus will be on 3-5th graders struggling in math, reading, and science.

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				\$26,856.28
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	590-Other Materials and Supplies	3201 - Oak Park Elementary School	TSSSA		\$15,000.00
			<i>Notes: Uniforms for students and families in need</i>			
	5100	510-Supplies	3201 - Oak Park Elementary School	TSSSA		\$11,856.28
			<i>Notes: Health Care Supplies for students and families in need</i>			
2	III.2.	Academic and Character Standards				\$33,457.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	3201 - Oak Park Elementary School	TSSSA		\$9,245.00
			<i>Notes: Instructional supplies for students and classroom teachers (Paper, pens, construction paper)</i>			
	5100	519-Technology-Related Supplies	3201 - Oak Park Elementary School	TSSSA		\$1,000.00
			<i>Notes: Technology related supplies for teachers (Ink, Toner)</i>			
	5100	520-Textbooks	3201 - Oak Park Elementary School	TSSSA		\$5,000.00
			<i>Notes: One year subscription to PENDA Learning</i>			
	5100	520-Textbooks	3201 - Oak Park Elementary School	TSSSA		\$3,512.00
			<i>Notes: One year subscription to WRITE SCORE</i>			
	5100	520-Textbooks	3201 - Oak Park Elementary School	TSSSA		\$14,700.00
			<i>Notes: EL student books and workbooks</i>			
3	III.3.	Parental Involvement				\$7,020.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	3201 - Oak Park Elementary School	TSSSA		\$7,020.00
			<i>Notes: Parent and Family Engagement educational games, kits and academic materials</i>			

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4	III.4.	Incentives for Instructional Personnel				\$0.00
5	III.5.	Professional Development				\$137,576.72
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	3201 - Oak Park Elementary School	TSSSA	1.0	\$50,350.14
			<i>Notes: Reading Coach Salary</i>			
	6400	210-Retirement	3201 - Oak Park Elementary School	TSSSA		\$5,035.01
			<i>Notes: Reading Coach Retirement (10%)</i>			
	6400	220-Social Security	3201 - Oak Park Elementary School	TSSSA		\$3,121.71
			<i>Notes: Reading Coach FICA (6.2%)</i>			
	6400	220-Social Security	3201 - Oak Park Elementary School	TSSSA		\$730.08
			<i>Notes: Reading Coach Medicare (1.45%)</i>			
	6400	230-Group Insurance	3201 - Oak Park Elementary School	TSSSA		\$9,376.53
			<i>Notes: Reading Coach Health and Life (19%)</i>			
	6400	240-Workers Compensation	3201 - Oak Park Elementary School	TSSSA		\$256.79
			<i>Notes: Reading Coach Workers Comp (.51%)</i>			
	6400	130-Other Certified Instructional Personnel	3201 - Oak Park Elementary School	TSSSA	1.0	\$50,230.72
			<i>Notes: Reading Coach Salary</i>			
	6400	210-Retirement	3201 - Oak Park Elementary School	TSSSA		\$5,023.07
			<i>Notes: Reading Coach Retirement (19%)</i>			
	6400	220-Social Security	3201 - Oak Park Elementary School	TSSSA		\$3,114.30
			<i>Notes: Reading Coach FICA (6.2%)</i>			
	6400	220-Social Security	3201 - Oak Park Elementary School	TSSSA		\$728.35
			<i>Notes: Reading Coach Medicare (1.45%)</i>			
	6400	230-Group Insurance	3201 - Oak Park Elementary School	TSSSA		\$9,353.84
			<i>Notes: Reading Coach Health and Life (19%)</i>			
	6400	240-Workers Compensation	3201 - Oak Park Elementary School	TSSSA		\$256.18
			<i>Notes: Reading Coach Workers Comp (.51%)</i>			
6	III.6.	Focused Instruction				\$0.00

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Total:		\$204,910.00
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