

Strategic Driver: Literacies First

Improve literacies of students through reading at critical points along the educational pathway as identified by professional educators

Objective	Outcome
Obj #1: Track and report the success levels of each year's cohort of Read2Succeed students.	2014 2 nd Grade Fluency: <ul style="list-style-type: none"> 96.5% of 2nd grade students receiving 30 weeks of tutoring improved FAIR ORF scores for correct words per minute (cwpm) as compared by AP1 to AP3. Students averaged 49 cwpm in AP1, beginning the year reading passages at the 1st grade level (1.8) and 72 cwpm in AP3, ending the year reading passage number 2.4 which is slightly below the expected passage of 2.5. Students' FAIR adjusted reading fluency scores increased an average of 81.36 points after 30 weeks of tutoring as compared by scores in Assessment Period 1 (AP1) to Assessment Period 3 (AP3).
	1 st Grade Vocabulary Enhancement: <ul style="list-style-type: none"> First grade students' FAIR vocabulary percentile ranking scores increased an average of 60% after 30 weeks of tutoring. Students averaged at the 29th percentile in AP1 and the 46th percentile in AP3. 60% of 1st grade students after receiving 30 weeks of tutoring were in the desired range for FAIR vocabulary percentile rankings.
	2013 2 nd Grade Fluency: There was a 93% overall average improvement of students' adjusted reading fluency scores from FAIR AP I to AP III.
	1 st Grade Vocabulary Enhancement: The FAIR vocabulary percentile ranking score from AP I to AP III increased 25% for students overall. The percentage of students in target range for their grade level increased from 33% to 53%.
	2012 2 nd Grade Fluency: There was a 110% overall average improvement of students' adjusted reading fluency scores from FAIR AP I to AP III.

<p>Obj #2: Increase Read2Succeed volunteer contact hours by 15% in the 2011-2012 school year.</p>	2014	Overall, student contact hours were 10,432, a 77% increase over the previous year: 4,240 volunteer hours and 6,192 reading assistant hours.
	2013	Overall student contact hours were 5897, a 68% increase over the previous year: 3,630 hours for 2 nd grade volunteers; 1,695 hours for 2 nd grade reading assistants; 572 hours for 1 st grade reading assistants.
	2012	3,500 volunteer contact hours were attributed to the Read2Succeed program. This will be used as the baseline because data from prior years included UCF/TSOL hours. UCF/TSOL data is no longer counted as part of Read2Succeed because it's a separate program and it inflated the numbers.
<p>Obj #3: Increase the program penetration to serve a minimum of 500 2nd graders in 2011-2012.</p>	2014	2 nd grade served 526 students at 42 schools; 194 on wait list. 23 (55%) of the schools using the program were Title I. 63% of the total students served (2 nd and 1 st grades) were on the Free and Reduced Meal Program.
		1 st grade served 336 at 45 schools; 333 on wait list. 26 (58%) of the schools using the program were Title I.
	2013	2 nd grade: 521 students at 49 schools; 64 on wait list. 28 (57%) of the schools using the program were Title I, and 295 (57% of the students served were from Title I schools.
		1 st grade: (4-month pilot): 52 students at seven schools.
	2012	175 second graders were served in 46 elementary schools. While the total need is between 400 and 500 2 nd graders district wide, we are no longer counting the TSOL students served by UCF students in this number which artificially inflated the number being served in past years.

<p>Obj #4: Contribute to an increase of the percentage of students achieving a level 3 or above in reading as measured by the 2013 FCAT.</p>	2014	<p>Middle School Book Clubs: 12 schools ran 19 clubs serving 170 students funded by OSFF and the matching grant program.</p> <ul style="list-style-type: none"> • Overall, 93% of participating students showed an increased interest in reading. • 97 students (57.4%) were proficient on the 2014 FCAT 2.0 Reading assessment (scored a level 3 or higher). • Of the students earning a level 1 or 2 on FCAT Reading in 2014, 36.8% (25 students) demonstrated learning gains.
		<p>Online Reading Program: 2nd year of Achieve 3000 for Edgewater High School; 1st year using Achieve 3000 for Lee Middle School (primary feeder for Edgewater HS)</p> <ul style="list-style-type: none"> • 15% of middle school students and 12% of high school students scored a 3 or better on the FCAT. • 60% of middle school students, 38% of 9th graders, and 46% of 10th graders made learning gains.
	2013	<p>Middle School Morning Book Clubs: 10 schools ran 12 book clubs funded by the Orlando Sentinel Family Fund.</p> <ul style="list-style-type: none"> • Of the 143 participants, 141 have 2013 FCAT scores. Of these students, 73 (52%) are reading at grade level earning a level 3 or higher. • 66 students earned a level 1 or 2 in 2012 and 13 (20%) of these students earned a level 3 in 2013. Of the 66 students, 33 (50%) demonstrated learning gains in 2013.
		<p>Online Reading Program: Edgewater High School implemented Achieve 3000, an online reading program funded through the Orlando Magic Youth Fund.</p> <ul style="list-style-type: none"> • 12% of the 9th and 10th graders scored a 3 or higher on the 2013 FCAT. • 47% of the 9th grade level 1 students and 29% of the level 2 students made learning gains. • 47% of 10th grade level 1 students and 44% of the level 2 students made learning gains.
	2012	<p>3 schools ran a 4-month pilot of the Middle School Morning Book Clubs funded by Universal Studios. There was not standardized reporting at this time.</p>

Strategic Driver: Learning Support

Increase resources and rewards for teachers who develop innovative and enriching approaches to helping students learn

Obj: #1: Build awareness of the Teacher Grant Program, increasing the number of teachers applying from new schools 25% and penetration of teachers applying from schools that applied in 2011 by 10%.	2014	29 schools not receiving teacher grants in 2012-2013 had teachers apply in 2013-2014. 87 schools received grants.
		The number of schools with 3 or more teachers applying in 2013-2014 compared to 2012-2013 school year decreased 18% (32 schools).
	2013	39 schools not receiving teacher grants in 2011-2012 had teachers apply in 2012-2013. 98 schools received grants.
		The number of schools with 3 or more teachers applying in 2012-2013 compared to 2011-2012 school year increased 13% (39 schools).
	2012	38 schools not receiving teacher grants in 2011 had teachers apply in 2012. 70 schools received grants.
		The number of schools with 3 or more teachers applying in 2011-2012 compared to 2010-2011 increased 19% (34 schools).
Obj #2: Increase the amount of outcomes-based Teacher Grant applications awarded by 10% by creating ways for teachers to replicate successful projects.	2014	1. STEM Partnership grants funded by Duke Energy Foundation & CFEF (11 applications; 3 funded) 2. Century Link Teacher Grants through CFEF (11 applications)
	2013	Implemented new teacher grant module
	2012	No action

<p>Obj #3: Raise a minimum of \$200,000 to improve student achievement in science, math and literacies across all content areas by funding innovative, hands-on projects that support 21st century learning, measured at the classroom level by assessments and ultimately raising FCAT scores.</p>	2014	<p>\$188,000 was awarded funded by Duke Energy Foundation, Kent Foundation, Enterprise Holdings Foundation, State Farm, The Bond Foundation, CenturyLink, Individual donors, Orange County Council of Mayors, partial proceeds from the “Orange County’s Top Talent” event and matching funds from the Consortium for Florida Education Foundations.</p>
	2013	<p>\$149,000 was awarded funded by Duke Energy Foundation, Kent Foundation, Arnold Palmer Hospital for Children, Enterprise Holdings Foundation, The Bond Foundation, PNC Foundation, Orange County Council of Mayors, partial proceeds from the “Orange County’s Top Talent” event and matching funds from the Consortium for Florida Education Foundations.</p>
	2012	<p>\$128,000 was awarded through the teacher grant program in 2011-2012.</p>

Strategic Driver: Quality Teaching

Increase opportunities for teachers to participate in high quality professional development and certification programs

<p>Obj #1: Secure funding to support OCPS efforts to improve teacher performance in STEM education, leading to improved student outcomes.</p>	<p>2014</p>	<p>Lockheed Martin invested \$30,500 (\$1,500 overhead) matched with \$20,455.75 CFEF.</p> <p>HS Biology Teacher PD: A total of 7,726 students from the 11 participating high schools took the Biology I EOC assessment at the end on of the 2013-2014 school year; 73% of these students earned a level 3 or higher, passing the assessment.</p> <p>MS Physical Science Teacher PD: Middle school students taking Physical Science were required to take the district benchmark test that is administered at the end of the third quarter. Last year, without the benefits of this program, 48% of the students were “On Target” – this category is a predicator of a student’s ability to score a 3 or higher on the FCAT in science. This year, with the benefits of this program, 55% were “On Target.”</p> <p>Engineering is Elementary (EiE): EiE includes assessment materials to measure how well students are retaining information. The assessment – <i>What is an Optical Engineer?</i> – was administered to all the participating third graders. Students from the 8 participating schools were asked to identify which type of jobs would be performed by an optical engineer. Prior to their involvement in this program, 50% of the students were able to identify the correct jobs. After participating in EiE programming, 72% of third graders were able to correctly match the STEM career “optical engineer” with the actual work involved in that career path.</p>
	<p>2013</p>	<p>Lockheed Martin invested \$25,344 to provide four full-day professional development workshops to 35 high school lead Biology I teachers. At the end of the 2012-2013 school year, 69% of the students taking the Biology I EOC assessment earned a level 3 or more (passing the assessment). Created district-wide Lockheed Martin STEM Design Challenge Competition to continue in future years.</p>
	<p>2012</p>	<p>During the 2011-2012 school year, Lockheed Martin invested \$18,620 to provide professional development workshops to high school lead biology I teachers. 35% of Orange County’s high school students scored in the “on target” (proficient) level on the 2012 Biology I EOC assessment (up from 5% the previous year).</p>

Strategic Driver: Engagement

Increase business and community participation

<p>Obj #1: Create an approved Philanthropic Strategic Plan (PSP) that will include a documented needs assessment; creation of a collaborative team from the school board, OCPS district staff and FOCPS; and financial goals for funding the plan.</p>	2014	Plan is being updated by Debi Pedraza and the authors of each initiative. The committee will be considering new initiatives.
	2013	A comprehensive plan was created and published highlighting eight initiatives. A dedicated PSP online page was launched. The district hired a development director to oversee the PSP. The PSP committee receives monthly reports.
	2012	A collaborative team was established in January 2012 and has met regularly, reviewing 19 concept papers and choosing 9 to move forward in the final plan. The district is hiring a Director of Philanthropic Development to implement the plan (target start date November 2012). The committee is working on the draft plan for the board to review.
<p>Obj #2: Introduce the PSP to the community through planned events and speaking engagements.</p>	2013	120 community leaders attended the April 9 PSP kick-off event at the Citrus Club. Four presentations were given and 13 meetings were held with prospective investors through the end of the fiscal year.