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School Board Approval

This plan was approved by the Seminole County School Board on Board Approved 10/07/2025.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Oviedo High School is to ensure that students learn in a multifaceted environment that prepares them to become competent and productive citizens, excelling in their educational and workplace pursuits.

Provide the school's vision statement

Oviedo High School will remain a premier high school in the state of Florida and will continue to be recognized nationally for high standards, academic/athletic/arts performance (known as the SCPS "Triple-A Experience"), while offering students customized educational pathways. The personalized approach to assisting students at Oviedo High School will remain the foundation of the organizational culture or "the way we do business here." This approach will be expanded and made more tailored with ePathways and continual technological innovation. Every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society. All students will perform at the highest levels and there will be equitable opportunities for all students. Oviedo High School's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Trent Daniel

trent_daniel@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Accountable for Total School Program, Budget and Finances, Instructional Employment and Assessment, Public Information, Citizenship, Community Relations, SGA, Social Media contact, Weekly Principal's Update, Foreign Exchange students, and Accreditation.

Leadership Team Member #2

Employee's Name

Tanya Cameron

tanya_cameron@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Health Services Contact, ESE Discipline, A+ Monitor for ESE Data, ESE Grad Rate, ESE Seniors, Student Study, 504, Student Injury Reports, AED Supervisor, Teacher Evaluation Overseer, Clubs, Black History Month, Honor Grad Night

Leadership Team Member #3

Employee's Name

Matt Guglielmello

matthew_guglielmello@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Master Schedule, Co-Lead Instructional Leader Meetings, Curriculum Guide, FTE/Records, Enrollments, Registrations, Progress Reports, Report Cards, Transcript Integrity, Teacher Certification, Out-Of-Field Reports, ELL Graduation Rate, A+ Monitor for ELA Data, School Wide Literacy Plan, At-Risk Seniors in PRIDE, AP Program to include AP Testing, Grad Rate, Virtual Education, 8th Grade Registration Information Sessions to Middle Schools, OHS Announcer

Leadership Team Member #4

Employee's Name

Jaclyn DiMatteo

micheljm@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Accreditation Lead, A+ Monitor for Math EOC Data, Industry Certification Data, Industry Certification and Curriculum Alignment, Biotechnology Program of Emphasis, Agriscience Implementation, At-Risk Seniors Program/Googlesheet, Professional Development, Frontline Administrator, Teacher/ Employee of the Year, Adult Dividends, SAC, PTSA, All Surveys, Summer Graduation, CTE Awards Night, Graduation, Curriculum and AP Night

Leadership Team Member #5

Employee's Name

Drew Morgan

drew_morgan@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Principal Designee, A+ Monitor for US History, Curriculum Night Team - Commons, Athletics, Global Calendar, Administrative Duty Roster, Discipline Back-up, Facilities, Facility Use Agreements, Work Orders, Inventory, Purchase Order and Check Approval Back Up, Discipline Back-up, Title IX, CPR Training for 9th and 11th, Graders DBQ implementation in World History and American History, Threat Assessment Co-Lead, Sonitrol #3, Graduation, Grad Practice, Senior Breakfast, Jr. and Sr. Presentations with Herff Jones, Principal's 4.0 Luncheon, Prom

Leadership Team Member #6

Employee's Name

Dr. Jose Sanchez

jose_sanchez@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

A+ Monitor for Biology, Substitute Coordinator, Attendance, Truancy, Student Withdrawals, Administrative Professionals Day, Sonitrol #1, Beginning and New Teacher Induction, NEST, Interns, Weekly Admin and Clerical Out Communication, Summer School Principal, MTSS, Expedition, Technology Plan, Tutoring, MINGA System Lead, Parent Square Implementation, Homecoming, Informed by the Uniform

Leadership Team Member #7

Employee's Name

Tori Huffman

victoria_huffman@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Testing, Accreditation Lead, Testing, Heads-Up Calendar, Bell Schedules, Teach-In, Mental Health Training Coordinator, Sonitrol #2, United Way, Co-Lead Instructional Leaders Meetings, Ice Cream Social, Freshmen Orientation, Curriculum and AP Night

Leadership Team Member #8

Employee's Name

Demetrius Galindez

demetrius_galindez@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Discipline 9-12, A+ Monitor for Discipline Data, ISS, Head of Security, Lockers, Parking, Buses, Saturday School, Journey's Re-Entry Liaison, Fire & Code Red Drills, Raptor System, Threat Assessment Team Lead, Student Badges/ID Lead for Door Access, Class Meetings at the Beginning of the Year

Leadership Team Member #9

Employee's Name

Kat Petty

kathryn_petty@scps.k12.fl.us

Position Title

Literacy Coach

Job Duties and Responsibilities

School Wide Literacy Plan, Literacy Coaching Responsibilities such as data chats, peer observations, coaching cycles, Equity Learning Coach, Professional Development Instructor/Facilitator, new teacher support, DBQ Implementation in World History and U.S. History, Write Score, CAR-PD, Achieve

3000, MTSS Support

Leadership Team Member #10

Employee's Name

Sarah Reilly

sarah_reilly@scps.k12.fl.us

Position Title

Guidance Director

Job Duties and Responsibilities

Dual Enrollment, Curriculum Night Team, Senior Awards Night

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Oviedo High School Administration Team collaborates to create and review the SIP at their Leadership Conference. The SIP is provided to teachers to review and add additional input. The Oviedo High School Administration works collaboratively with both the Parent Teacher Student Association (PTSA) and the School Advisory Council (SAC) to gain community feedback regarding the School Improvement Plan. The plan is presented, evaluated, and adjusted according to the feedback received in our meetings. The plan will be shared publicly on our school website by the district.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be regularly monitored for effective implementation and impact on increasing the

achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap through the use on-going assessments and professional development. Oviedo High School will revise the plan using stakeholder feedback as necessary to ensure continuous improvement through the use of SAC and PTSA meetings as the SAC and PTSA provide voice for the community.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	33.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	558	622	569	548	2,297
Absent 10% or more school days	85	97	117	107	406
One or more suspensions	37	38	26	20	121
Course failure in English Language Arts (ELA)	43	85	112	71	311
Course failure in Math	48	121	97	72	338
Level 1 on statewide ELA assessment	60	0	0	0	60
Level 1 on statewide Algebra assessment	31	0	0	0	31

Current Year (2025-26)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	73	94	94	66	327

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	109	147	189	243	688
One or more suspensions	82	78	40	31	231
Course failure in English Language Arts (ELA)	45	58	56	9	168
Course failure in Math	64	76	50	28	218
Level 1 on statewide ELA assessment	67	55			122
Level 1 on statewide Algebra assessment	54		6	3	63

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	0	0	0	0	0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	71	65	59	70	62	55	64	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	64	63	58	68	63	57			
ELA Lowest 25th Percentile	68	62	56	67	61	55			
Math Achievement*	63	49	49	59	44	45	53	39	38
Math Learning Gains	62	53	47	61	50	47			
Math Lowest 25th Percentile	57	55	49	63	54	49			
Science Achievement	82	73	72	79	72	68	78	69	64
Social Studies Achievement*	83	79	75	83	74	71	78	70	66
Graduation Rate	97	92	92	98	92	90	98	94	89
Middle School Acceleration									
College and Career Acceleration	75	62	69	63	61	67	62	60	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	52	65	52	61	64	49	49	59	45

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	774
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
70%	70%	70%	67%	62%		67%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
English Language Learners	53%	No		
Asian Students	90%	No		
Black/African American Students	56%	No		
Hispanic Students	67%	No		
Multiracial Students	77%	No		
White Students	75%	No		
Economically Disadvantaged Students	63%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	71%		64%	68%	63%	62%	57%	82%	83%		97%	75%	52%
Students With Disabilities	33%		58%	59%	31%	50%	59%	42%	51%		92%	27%	
English Language Learners	25%		58%	67%	46%	48%	33%	37%	61%		100%	61%	52%
Asian Students	91%		78%		90%	83%		95%	84%		100%	96%	
Black/African American Students	54%		57%	56%	38%	52%	50%	59%	65%		93%	40%	
Hispanic Students	65%		65%	73%	55%	58%	53%	75%	82%		98%	63%	47%
Multiracial Students	78%		63%		65%	54%		88%	84%		96%	86%	
White Students	74%		63%	67%	69%	66%	63%	86%	86%		97%	80%	
Economically Disadvantaged Students	58%		60%	62%	49%	54%	51%	69%	75%		94%	62%	60%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	70%		68%	67%	59%	61%	63%	79%	83%		98%	63%	61%
Students With Disabilities	26%		53%	50%	26%	41%	47%	37%	44%		96%	18%	45%
English Language Learners	43%		61%	56%	55%	64%	74%	58%	32%		100%	48%	61%
Asian Students	81%		65%		85%	68%		80%	77%		100%	79%	
Black/African American Students	49%		59%	66%	34%	46%	48%	59%	81%		95%	32%	
Hispanic Students	67%		74%	65%	55%	65%	70%	75%	76%		96%	55%	58%
Multiracial Students	72%		75%		47%	69%		85%	73%		100%	50%	
White Students	73%		66%	68%	65%	62%	66%	83%	87%		99%	69%	
Economically Disadvantaged Students	59%		67%	66%	44%	57%	65%	65%	73%		97%	38%	50%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	64%				53%			78%	78%		98%	62%	49%
Students With Disabilities	30%				25%			48%	38%		91%	20%	36%
English Language Learners	31%				33%			54%	33%		100%	40%	54%
Asian Students	75%				85%			91%	96%		96%	73%	
Black/African American Students	53%				30%			56%	66%		98%	31%	
Hispanic Students	54%				42%			69%	63%		98%	57%	52%
Multiracial Students	68%				63%			76%	79%		100%	56%	
White Students	69%				60%			85%	82%		97%	68%	
Economically Disadvantaged Students	49%				37%			65%	59%		94%	41%	53%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	70%	65%	5%	58%	12%
ELA	9	71%	63%	8%	56%	15%
Biology		81%	71%	10%	71%	10%
Algebra		42%	61%	-19%	54%	-12%
Geometry		71%	60%	11%	54%	17%
History		82%	76%	6%	71%	11%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		29%	38%	-9%	41%	-12%
Algebra		13%	18%	-5%	16%	-3%
Geometry		23%	25%	-2%	23%	0%
History		67%	79%	-12%	48%	19%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		27%	19%	8%	18%	9%
Geometry		20%	25%	-5%	19%	1%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Oviedo High School's overall math achievement data showed the most improvement increasing by 4%.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Oviedo High School's Algebra 1 BEST EOC proficiency was the lowest performance at 42%.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Oviedo High School's Algebra 1 BEST EOC proficiency declined by 1%. Factors that may have contributed to this decline include but are not limited the use of personalized instruction, access to resources, and environmental, social, medical, and health factors.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Oviedo High School's greatest achievement gap lies in our subgroup data. Our students with disabilities are performing significantly lower than our students without disabilities on the FAST ELA and BEST EOCs. Factors that contribute to this gap relate to a range of challenges and barriers (e.g. personalized instruction, access to resources, environmental, social, medical, and health factors). Oviedo High School noticed that across all content areas, our students with disabilities tend to perform significantly lower than our students without disabilities

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Oviedo High School's students with disabilities are performing significantly lower than our students without disabilities on the FAST ELA and BEST EOCs. For English Language Arts, our students with disabilities are 27% proficient and our students without disabilities are 77% proficient. For Math,

our students with disabilities are 25% proficient and our students without disabilities are 69% proficient.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Oviedo High School's highest priorities for school improvement in the upcoming school year are increasing proficiencies across all accountability areas with a focus on our students with disabilities population as well as student engagement.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Oviedo High School will focus on maintaining or improving our Algebra 1 proficiency from 39% to 41% and our Geometry proficiency from 72% to 74% focusing on our students with disabilities. Algebra 1 was identified as a crucial need as the student proficiency has not met 50%. Geometry was identified as a crucial need as while we increased proficiency as a whole, our lower quartile struggled to make significant learning gains thus increasing the achievement gap. We will focus on increasing our Math lower quartile learning gains from 56% to 58%.

Instructional Priority #1: Benchmark Aligned Instruction: Oviedo High School's math teachers and their support facilitators will work in their PLCs to align the curriculum with the ALDs and analyze assessment data.

Instructional Priority #2: Student Engagement: Oviedo High School Administration will monitor student engagement.

System Initiative B High Standards and Student Achievement

Performance Objective #2

KPI #7

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Oviedo High School's Algebra 1 students were 43% proficient in Algebra 1 in 2024 and 39% proficient in Algebra 1 in 2025. The goal for 2026 is to increase the proficiency by 2% to achieve 41% proficiency.

Oviedo High School's Geometry students were 64% proficient in Geometry in 2024 and 72%

proficient in Geometry in 2025. The goal for 2026 is to increase the proficiency by 2% to achieve 74% proficiency.

Oviedo High School's Math Lower Quartile Learning Gains were 56% with Geometry Standard students at 46%. The goal for 2026 it to increase the the percentage of learning gains among Geometry standard students. by 2%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Oviedo High School will see an increase in the number of students passing their Geometry End-of-Course Exam as well as an increase in the number of students gaining their concordant score through the Geometry End-of-Course Exam. Teachers will monitor Geometry Benchmark Assessment scores using Item Analysis by Standard through EdInsight as well as the Dashboard. Administration will visit Professional Learning Communities on a regular basis to monitor implementation of the Instructional Priorities and progress towards student achievement goals.

Person responsible for monitoring outcome

Jaclyn DiMatteo, Math Teachers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Oviedo High School will target our students scoring level 1s and 2s and provide curriculum support. Administration will work with our Algebra 1 and Geometry teachers and support facilitators to provide a full PLC Day for analyzing assessment data and brainstorming remediation strategies on benchmark assessments. Administration will also work with our teachers and counselors on analyzing Algebra I student data to determine which students need their math concordant score and provide an opportunity for them to gain it through the Geometry End-of-Course Exam. Teachers will provide Boost Camp to students to help build proficiency and solidify learning. The following evidence-based interventions are available to high schools to help them support students based upon the area of need of the individual student: Transition to Algebra, Seminole Numeracy Project.

Rationale:

All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will be oriented to Instructional Priorities of Benchmark Aligned Instruction and Student Engagement.

Person Monitoring:

Jaclyn DiMatteo

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will analyze assessment data and brainstorm remediation strategies on benchmark assessments. Teachers will use ALDs to align curriculum. Our teachers can utilize Wednesday PLCs to review data and plan for content. Administrators will visit PLCs on a regular basis to monitor implementation of the Instructional Priorities and progress towards student achievement goals. Our teachers will continue to implement the coteaching model in Algebra 1 and Geometry. Administrators will conduct walkthroughs observing implementation of the coteaching model to gather data. Administrators will utilize Marzano and Dashboard data from the Impact Walk Tool to monitor student engagement. Algebra 1 PLCs will participate in a district pull-out day supported by the SCPS Department of Teaching and Learning to review data and plan Benchmark Aligned Instruction based on the needs found in the data. Algebra 1 & Geometry Teachers will develop and utilize a common Student Data Tracking Sheet for student owned learning.

Action Step #2

Oviedo High School's administration will provide students additional opportunities to gain their math concordant score.

Person Monitoring:

Jaclyn DiMatteo

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will work with our teachers and counselors on analyzing Algebra I student data to determine which students need their math concordant score and provide an opportunity to gain it through the Geometry End-of-Course Exam.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Oviedo High School's 9th and 10th grade English Language Arts would like to increase the proficiency by 2% to achieve 73% proficiency with a focus on students with disabilities. English Language Arts proficiency last year and would like to continue to see success in increasing our proficiency. Our Literacy Coach and Assistant Principal over English Language Arts will provide

professional development to teachers to aide in alignment of their curriculum and strengthen PLC leadership. Oviedo High School will also focus on increasing ELA learning gains as a whole from 64% to 66%.

Instructional Priority #1: Benchmark Aligned Instruction: Oviedo High School's ELA teachers and their support facilitators will work in their PLCs to align the curriculum with the ALDs and analyze assessment data.

Instructional Priority #2: Student Engagement: Oviedo High School Administration will monitor student engagement.

System Initiative B High Standards and Student Achievement

Performance Objective #2

KPI #7

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Oviedo High School's 9th grade English Language Arts students were 69% proficient in the FAST ELA 9 in 2024 and 71% proficient in the FAST ELA 9 in 2025. The goal for 2026 is to increase the proficiency by 2% to achieve 73% proficiency.

Oviedo High School's 10th grade English Language Arts students were 69% proficient in the FAST ELA 9 in 2024 and 70% proficient in the FAST ELA 9 in 2025. The goal for 2026 is to increase the proficiency by 2% to achieve 72% proficiency.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Oviedo High School will see an increase in the number of students passing their FAST PM3 as well as an increase in the number of students meeting the graduation requirement through the PM3. Oviedo High School will also see an increase in students performing on grade level from FAST PM2 to PM3. We will also use Write Score, PM data, teacher created assessments as well as framework assessments, and results from Benchmark Assessments.

Person responsible for monitoring outcome

Matt Guglielmello, Kat Petty, English Language Arts Teachers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will use novel excerpts, poetry and historical speeches in conjunction with evidence-based strategies to enhance instruction. Teachers will analyze the results from FAST PM1 and 2 to target and differentiate instruction. 9th and 10th grade teachers will implement targeted skill rotations among their classrooms. Our Literacy Coach will strategically work with teachers in PLCs targeting 9th and 10th Grade Geography and World History DBQ integration with English Language Arts and focus on revisions. The following evidence-based interventions are available to high schools to help them support students based upon the area of need of the individual student: Content Area Reading (demonstrates a rationale), Achieve 3000 (promising evidence), Corrective Reading (strong evidence), and Reading Mastery (promising evidence).

Rationale:

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Oviedo High School 9th and 10th grade ELA teachers will use PL focusing on implementation of literacy strategies to aide in the alignment of the ELA curriculum and strengthen PLC leadership.

Person Monitoring:

Matt Guglielmello

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will use PL focused on increasing the use of literacy strategies and data driven instruction to aide in the alignment of the ELA curriculum and strengthen PLC leadership. Our teachers can utilize common plan time to review data and plan for content. Our teachers will continue to implement the coteaching model in English Language Arts.

Action Step #2

Oviedo High School 9th and 10th grade reading teachers will implement targeted teacher-led skill rotations among their classrooms weekly.

Person Monitoring:

Matt Guglielmello

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Oviedo High School 9th and 10th grade teachers will implement targeted skill rotations among their classrooms weekly.

Action Step #3

Teachers will be oriented to Instructional Priorities of Benchmark Aligned Instruction and Student Engagement.

Person Monitoring:
Matt Guglielmello

By When/Frequency:
On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

English and Reading will participate in PLC pull out days focusing on benchmark-aligned instruction. Administrators will conduct walkthroughs to gather data. Administrators will utilize Marzano and Dashboard data form the Impact Walk Tool to monitor student engagement. Administration will visit PLCs on a regular basis to monitor implementation of the Instructional Priorities and progress towards student achievement goals.

Area of Focus #3

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Oviedo High School will increase student proficiency on the U.S. History EOC from 83% to 85%, specifically focusing on students with disabilities.

Instructional Priority #1: Benchmark Aligned Instruction: Oviedo High School's ELA teachers and their support facilitators will work in their PLCs to align the curriculum with the ALDs and analyze assessment data.

Instructional Priority #2: Student Engagement: Oviedo High School Administration will monitor student engagement.

System Initiative B High Standards and Student Achievement
Performance Objective #2
KPI #7

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Oviedo High School will see a 2% increase in the number of students passing their U.S. History EOC.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Oviedo High School U.S. History teachers will monitor using the Benchmark Assessment scores as well as formative assessment data.

Person responsible for monitoring outcome

Drew Morgan

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Oviedo High School Social Studies Department will continue to implement the DBQ Project with the addition of adding the DBQ project to Geography. Collaboration between English and Social Studies will focus on building student skills to read and analyze informational texts. CAR-PD will be implemented at grades 9-11. With these additional supports and close monitoring by the administrator, Oviedo High School should see an increase in the number of students passing the U.S. History EOC.

Rationale:

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Oviedo High School teachers will be provided professional development opportunities to work in their PLCs.

Person Monitoring:

Drew Morgan

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will continue to implement the DBQ Project.

Action Step #2

Oviedo High School English and Social Studies teachers will collaborate to focus on building student skills to read and analyze informational texts.

Person Monitoring:

Drew Morgan

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collaboration between English and Social Studies will focus on building student skills to read and analyze informational texts. CAR-PD will be implemented at grades 9-11.

Action Step #3

Teachers will be oriented to Instructional Priorities.

Person Monitoring:

Drew Morgan

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will utilize PLC pull out days to align benchmarks with instruction. Administrators will conduct walkthroughs to gather data. Administrators will utilize Marzano and Dashboard data from the Impact Walk Tool to monitor student engagement. Administration will visit PLCs on a regular basis to monitor implementation of the Instructional Priorities and progress towards student achievement goals.

Area of Focus #4

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Oviedo High School will increase the Biology proficiency rate from 82% to 84% specifically focusing on students with disabilities.

Instructional Priority #1: Benchmark Aligned Instruction: Oviedo High School's ELA teachers and their support facilitators will work in their PLCs to align the curriculum with the ALDs and analyze assessment data.

Instructional Priority #2: Student Engagement: Oviedo High School Administration will monitor student engagement.

System Initiative B High Standards and Student Achievement
Performance Objective #2

KPI #7

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Oviedo High School's Biology EOC data reflects 80% of students were proficient in 2024 and 82% in 2025. Oviedo High School would like experience a 2% increase in proficiency on the Biology EOC to reach 84% proficiency.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Oviedo High School Biology teachers will monitor using Unit Assessment data as well as formative assessment data.

Person responsible for monitoring outcome

Dr. Jose Sanchez

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Oviedo High School's Biology team will work in their PLCs to analyze the assessment data from formative assessments and make educated decisions to best meet the needs of their students. Students will track their assessment data. The Biology team will provide remediation through boost camp. The Biology team will also continue implementation of CAR-BIO in standard Biology. Environmental Science will be used to prepare freshman students who scored a level 1 on their FAST for Biology their sophomore year.

Rationale:

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Oviedo High School's Biology team will work in their PLCs to analyze the assessment data.

Person Monitoring:

Dr. Jose Sanchez

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Oviedo High School's Biology team will work in their PLCs to analyze the assessment data from formative assessments and make educated decisions to best meet the needs of their students. The Biology team will provide remediation through boost camp. The Biology team will also implement CAR-BIO to focus on strengthening student reading skills when analyzing informational texts.

Action Step #2

Oviedo High School's Biology team will work with the Environmental Science team on curriculum alignment.

Person Monitoring:

Dr. Jose Sanchez

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Biology team will continue to work with Environmental Science to rewrite the curriculum to increase alignment and proficiency across subject areas.

Action Step #3

Teachers will be oriented to Instructional Priorities.

Person Monitoring:

Dr. Jose Sanchez

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will utilize PLC pull out days to align benchmarks with instruction. Administrators will conduct walkthroughs to gather data. Administrators will utilize Marzano and Dashboard data from the Impact Walk Tool to monitor student engagement. Administration will visit PLCs on a regular basis to monitor implementation of the Instructional Priorities and progress towards student achievement goals.

Action Step #4

Oviedo High School will strategically place incoming 8th graders in Biology Standard, Biology Honors or Environmental Science.

Person Monitoring:

Dr. Jose Sanchez

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Oviedo High School will strategically place incoming 8th graders who scored a level 3 or higher on their FAST in Biology Honors. Students who did not score a level 3 or higher on their FAST will be placed in Standard Biology and students who scored a level 1 will be placed in Environmental Science.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Career and Technical Education

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Oviedo High School will increase the number of Industry Certifications given on campus and increase the pass rates on industry certifications by 2%.

Instructional Priority #1: Benchmark Aligned Instruction: Oviedo High School's ELA teachers and their support facilitators will work in their PLCs to align the curriculum with the ALDs and analyze assessment data.

Instructional Priority #2: Student Engagement: Oviedo High School Administration will monitor student engagement.

System Initiative C Innovation for College, Careers, and Citizenship
KPI #1 and #2

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

From 2023-2024, Oviedo High School students took and passed roughly 550 industry certifications. From 2024-2025, Oviedo High School students took and passed roughly 850 industry certifications. Oviedo High School plans to increase the number of students taking industry certifications by 2% for the 2025-2026 school year. Oviedo High School would also like to increase the number of students passing industry certifications by 2%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers will monitor industry certification pass rates and increase opportunities to students to take industry certifications across content areas.

Person responsible for monitoring outcome

Jaclyn DiMatteo

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will review the students who have not earned an industry certification. Teachers will provide students the opportunity to take an industry certification in a CTE course as well as Ecology, Environmental Science, APES, and Journalism.

Rationale:

Ecology, Environmental Science and APES have been working to align the curriculum, enhance the content, and increase student proficiency through the DUCKS Unlimited industry certification. Our journalism teacher will continue to work with our Digital Design teacher to implement Word Press. Increasing the amount of industry certifications given on campus will increase the amount of students taking and passing industry certifications.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Oviedo High School will increase the amount of industry certifications offered.

Person Monitoring:

Jaclyn DiMatteo

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Oviedo High School will increase the amount of industry certifications offered. Our Journalism teacher will continue to add Word Press and ADOBE to Journalism. Our culinary department will continue to add the Food Safety Manager Certification to Culinary. Our Environmental Science and Ecology teachers will continue to add DUCKS Unlimited. CTE teachers will also provide more opportunities for students to test and retest.

Area of Focus #6

Address the school’s highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Oviedo High School will ensure that all Class of 2026 students earn their Graduation Assessment

Requirements by May of 2026 (13 students need ELA and 3 students need Math). All of our students met concordancy for cohort 2025.

System Initiative B High Standards and Student Achievement Performance

Objective #2

KPI #4B

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Oviedo High School's graduation rate for 2024 was 97% and 98% for 2025. Oviedo High School strives to ensure that 100% of students in the class of 2026 earn their graduation requirements.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administrators, counselors and teachers will monitor students achieving graduation requirements. Administrators will mentor students in need of a concordant score and/or credit requirements. Seniors will be placed in SAT Prep classes for Math and ELA as needed.

Person responsible for monitoring outcome

Administration, counselors, teachers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Oviedo High School will provide support to students who have not met their concordance score by strategically placing them in SAT Prep classes. Students will be mentored by administrators. Students will earn their concordant score and achieve their graduation requirements.

Rationale:

Students will receive intervention during SAT prep classes and have additional opportunities to take and pass SAT, ACT, CLT or an EOC to earn their concordant score. Students will be monitored and will check in with an administrator to track their progress.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Ensure that all Class of 2026 students earn their Graduation Assessment Requirements by May of 2026.

Person Monitoring:

Trent Daniel, Matt Guglielmello, Jaclyn DiMatteo, On-going
Tori Huffman, SAT Prep Teachers, Counselors

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Seniors needing a concordant score will be enrolled in SAT Prep for ELA and Math. Seniors needing a concordant score will be mentored by a member of the admin team. Seniors will be given many opportunities to test throughout the school year.

Area of Focus #7

Address the school’s highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Oviedo High School will ensure that 100% of the Class of 2026 graduates earn at least one of the College and Career Acceleration metrics with an increased focus on our students with disabilities.

System Initiative C Innovation for College, Careers and Citizenship

KPI #1

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The class of 2026 will have all received at least one of the College and Career Acceleration metrics with an increased focus on our students with disabilities.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administration, counselors and teachers will monitor students who are taking dual enrollment courses, AP courses, CTE courses and other courses offering industry certifications. Our percentage of students taking AP courses has increased over the years as we continue to encourage students to

enroll.

Person responsible for monitoring outcome

Administration, counselors, teachers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Administration will work with CTE teachers, AP teachers, dual enrollment teachers and teachers allowing students to take an industry certification to identify students who have not received an acceleration point and monitor their progress towards earning one. Administration will communicate the importance of all students meeting 100% acceleration to teachers.

Rationale:

Administration, CTE, AP, and dual enrollment teachers will track students who have not earned an acceleration point and provide students an opportunity to earn one.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Ensure that 100% of the Class of 2026 graduates earn at least one of the College and Career Acceleration metrics with an increased focus on our Students with Disabilities.

Person Monitoring:

Administration, CTE teachers

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Oviedo High School Administration will strategically place students who have not received their acceleration point in courses to allow them the opportunity to earn one. Administration will also share a spreadsheet with all CTE teachers of the students who have not earned a CCA metric to help these students to become connected with career and college based future opportunities. Oviedo High School will encourage enrollment in AP courses. Oviedo High School will allow students to retake industry certification exams throughout the year as allowed. Oviedo High School has also added additional opportunities for students to receive their acceleration point through our dual enrollment course offered on campus (Life and Career Planning) as well as in Environmental Science and Ecology using DUCKS Unlimited industry certification.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Oviedo High School is committed to fostering a school culture where staff feel valued, connected, and supported. As we transition to a new district-administered climate and culture survey in 2025–2026, we will continue to prioritize areas of staff experience that impact morale, collaboration, and retention. Teacher connectedness and trust are essential for maintaining aligned instructional strategies, effective co-teaching models, and equitable support for all learners, including those in support-facilitated classrooms.

Fall 2024 survey data identified two priority needs:

- On the Panorama Survey, only 50% of staff indicated favorable responses to the item *“How much do you matter to others at your school?”*
- On the 5Essentials Survey, only 49% of staff responded favorably regarding teacher-to-teacher trust.

Both indicators fall below district expectations and highlight a need to strengthen adult relationships and feelings of value within the school. These cultural gaps were identified through an in-depth review of school-based and district-wide data and were consistently echoed in instructional walkthrough debriefs, PLC feedback, and faculty meeting discussions.

With the implementation of a new districtwide culture and climate survey tool in 2025–2026, Oviedo High School remains focused on improving the staff experience in the areas of belonging and professional trust. These areas were selected as critical levers for improving instructional consistency, teacher retention, and ultimately student achievement.

System Initiative F: Human Capital Management

KPI #1A & 1B

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Oviedo High School will increase favorable responses on the new district climate and culture survey item comparable to *“How much do you matter to others at your school?”* from 50% to 53%.

Oviedo High School will also increase favorable responses on the new survey item measuring teacher-to-teacher trust from 49% to 52%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Oviedo High School will monitor this desired outcome using our new district climate and culture survey.

Person responsible for monitoring outcome

Campus-wide

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Oviedo High School will increase opportunities for teachers to feel that they are included and belong.

Rationale:

Oviedo High School will allow teachers and staff to nominate each other for Teacher and Employee of the Week. Oviedo High School will continue to encourage collaboration and unity in and outside of PLCs and Departments. Oviedo High School will work towards increasing our collective responsibility through conversations and constant focus at faculty meetings. Oviedo High School will also increase opportunities for team building.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Oviedo High School will use Faculty In-Service to create belongingness among staff.

Person Monitoring:

Campus-wide

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will work with teachers and staff to increase the feelings of belongingness at Oviedo High School.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Oviedo High School will decrease the percent of students with 10+ unexcused absences each semester by 5%.

System Initiatives D: Conditions for Learning

KPI #2

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Last year, 609 students had 10 or more unexcused absences. Oviedo High School would like to decrease this number by 5%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Oviedo High School will utilize Skyward, EdInsight and MINGA to monitor student attendance and tardies. Oviedo High School will implement a new attendance initiative tied to attendance of extra curricular events such as Homecoming, Prom and the ability to purchase parking passes.

Person responsible for monitoring outcome

Dr. Jose Sanchez, Attendance Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Oviedo High School will utilize MINGA, EdInsight and Skyward data to track absences.

Rationale:

Parents will be notified of tardies and absences. The attendance team will continue to monitor and send home truancy letters.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Oviedo High School will utilize MINGA, Skyward and EdInsight to track attendance data and notify families.

Person Monitoring:

Attendance Team

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The attendance team will utilize MINGA, Skyward and EdInsight to track attendance and notify families of absences and tardies. Students will be held accountable for their attendance as it will be tied to their eligibility to attend extra curricular events such as Homecoming, Prom and the ability to purchase parking passes.

Area of Focus #3

Other: Trusted Adult

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Oviedo High School will reduce the percentage of students who indicated that they "definitely did not" have a trusted adult on campus from 6% to 4%.

System Initiative D: Conditions for Learning

KPI #D1

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2024, 7% of students stated that they "definitely did not have a trusted adult on campus." Last year, this percentage decreased to 6%. This year, Oviedo High School will focus on decreasing this percent from 6% to 4%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Oviedo High School will monitor this desired outcome using the Safety Survey or the equivalent on the new district climate and culture survey.

Person responsible for monitoring outcome

Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Oviedo High School will work towards increasing our collective responsibility through conversations and constant focus at faculty meetings. Administration will also continue mentoring our at-risk seniors.

Rationale:

Increasing our collective responsibility through open and honest conversations as well as mentorships will build additional capacity for students to get to know our staff and in turn connect with someone they feel could become their "trusted adult" on campus.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Administration will work with teachers and staff to decrease the difference between faculty perceptions and student perceptions and increase alignment.

Person Monitoring:

Administration

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Oviedo High School will focus on the reestablishment of Interclub Council through the creation of more opportunities for students to meet during school hours. We will also provide opportunities for collaboration of Black Student Union, Future Gen, Gay-Straight Alliance, and Student Government at events such as our Ice Cream Social and Homecoming. We will work towards increasing our collective responsibility through conversations and constant focus at faculty meetings. Administration will also continue mentoring our at-risk seniors.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

<https://www.oviedo.scps.k12.fl.us/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Oviedo High School has created 10 areas of focus for the 2025-26 school year. We intend to strengthen the academic programs in the school by offering additional areas for students to earn their acceleration point. Oviedo High School offers a dual enrollment course on campus (Career and Life Planning), encourages participation in AP courses, and provides several avenues to earn industry certification through CTE courses as well as Journalism, Ecology and Environmental Science. To increase the amount and quality of learning time, Oviedo High School will continue to implement the MINGA system to dissuade tardiness and increase student seat time. Oviedo High School provides

an enriched and accelerated curriculum consisting of AP courses, dual enrollment opportunities, CTE courses with the addition of DUCKS Unlimited in Environmental Science and Ecology as well as Word Press Industry Certification in Journalism.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Oviedo High School creates and develops our school improvement plan in conjunction with the Federal, State and local services, resources and programs. With direction from the district, Oviedo High School has created 10 areas of focus for the 2025-2026 school year consisting of goals for Math, English Language Arts, Science, Social Studies, Career and Technical Education, Graduation, Acceleration, Attendance, Belongingness and Safety. Oviedo High School designs our SIP with guidance from the Office of Safe Schools, Assessment and Accountability, Department of Teaching and Learning, ePathways, and other departments within our school district.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Oviedo High School has five guidance counselors on staff who provide assistance to students in our front office. In addition, New Horizons has provided two additional counselors, who advise students with mental health issues. Teachers are given referrals so that they can notify New Horizons of a student who may need counseling. We also have a social worker, a district health counselor and a Student Life Skills course offered on our campus. Our Allie's Hope room used for mental health decompression is available during lunch for students to use as needed. We can also refer our homeless families to the Families in Need (FIN) program. If traumatic events unfold in student lives and additional support is needed, our guidance counselors are available to answer questions and/or assist students with their emotional or social issues. The school social worker calls students down to talk about truancy and issues at home that may be affecting their school attendance. OHS also has a Food Pantry on campus which is open to any and all families in need in the Oviedo area. Low-income students are provided both breakfast and lunch every school day. Teachers and staff also participate in annual required mental health training to support the needs of their students and present students with the district mental health classes once a month for 30 minutes. During the holiday season we utilize an "Angel Tree" to provide students with low-income a gift from the community. Finally, utilizing our threat assessment team, students who are deemed a threat to themselves or others are carefully monitored and referred to outside services when deemed necessary.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Oviedo High School offers college application seminars and an essay/personal statement boot camp. These will be run both in person and virtually. Counselors and ELA teachers also provide college application support throughout the school year. CTE programs provide progressive opportunities for CAPE designations and industry certifications. They connect students with post-graduation employment opportunities. Oviedo High School promotes academic and career planning to ensure

that students' academic records are being monitored. Counselors are assigned by alpha splits of the last names of students. Counselors meet individually with each student in the 10th, 11th, and 12th grade to discuss career and college options, as well as planning course selections to assist students with preparing for post-secondary opportunities. Undecided students are encouraged to participate in career discovery through the ASVAB exam. Our Student Life Skills course is another mode on campus where students partake in personality and career exploration. We offer JROTC which encompasses opportunities to learn about careers in and after the Military. We have recruiters visit our campus throughout the school year to provide outreach. Our First Responders Day provides opportunities for our students to enlist or employ. Scholarship opportunities are updated by our Guidance Department on a web-based google platform where students can check for links to various scholarship opportunities. We work to recognize and connect successful students with community members through several recognitions including our annual Honor Graduate Night for students with a 4.0 or higher. We also recognize Career Tech Education program completers on our CTE Awards night and honor students receiving Scholarships and Awards during Senior Awards Night each year.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Oviedo High School has a four step approach to addressing behavior. The first step is a warning, followed by a teacher-student conference. If the behavior persists, a parent-teacher-student conference is held. If the behavior persists after that, the student will receive a referral and meet with our SAM over discipline for further action as needed. Our Assistant Principal over ESE also assists with discipline as needed.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Oviedo High School provides relevant, on-going professional development opportunities to our teachers. Our literacy coach has created an eCampus page where teachers can utilize the resources available to enhance their instruction. Some common areas of professional development offered are equity, eCampus and other tech trainings, and classroom management. Our teachers also receive PLC pull out PD days as needed to analyze data and plan for instruction.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early

childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Oviedo High School offers a preschool program for students aged 3-4 Monday-Friday (omitting Wednesdays) beginning in October. High School students work with our little lions to provide them with quality instruction and the appropriate skills necessary to be successful in Kindergarten. Our Early Childhood Education teacher oversees the preschool and high school students enrolled in Early Childhood Education.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00