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School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

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

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

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

Drew Morgan

Position Title

Assistant Principal

Job Duties and Responsibilities

Principal Designee, A+ Monitor for Biology, Curriculum Night Team - Commons, Athletics, JROTC, Global Calendar, Administrative Duty Roster, Discipline Back-up, Facilities, Facility Use Agreements, Work Orders, Inventory, Purchase Order and Check Approval Back Up, Discipline Oversight, Title IX, CPR Training for 9th and 11th Graders, Graduation, Grad Practice, Senior Breakfast, Jr. and Sr. Presentations with Herff Jones, Principal's 4.0 Luncheon, Prom

Leadership Team Member #3

Employee's Name

Nancy Diaz

Position Title

Assistant Principal

Job Duties and Responsibilities

ELL Graduation Rate, A+ Monitor for ELA Data, School Wide Literacy Plan, At-Risk Seniors in PRIDE, AP Program to include AP Testing, Acceleration, Summer School Principal, Student Withdrawals, Grad Rate, MTSS, Expedition, Technology Plan, ESSER Funding, Tutoring, OHS Student Symposium, AP Night

Leadership Team Member #4

Employee's Name

Tanya Cameron

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, Cluster Liaison, Honor Grad Night

Leadership Team Member #5

Employee's Name

Matt Guglielmello

Position Title

Assistant Principal

Job Duties and Responsibilities

Master Schedule, Instructional Leader Meetings, Curriculum Guide, FTE/Records, Enrollments, Registrations, Progress Reports, Report Cards, Transcript Integrity, Teacher Certification, Out-Of-Field Reports, A+ Monitor for US History, Virtual Education, NCAA Transcripts, Substitute Coordinator, Attendance, Truancy, Administrative Professionals Day, Sonitrol #3, DBQ implementation in World History and American History, Beginning and New Teacher Induction, Civics Literacy Testing, Open House, Curriculum Night, Homecoming, OHS Announcer

Leadership Team Member #6

Employee's Name

Jaclyn DiMatteo

Position Title

Assistant Principal

Job Duties and Responsibilities

A+ Monitor for Math EOC Data, Algebra I Project, Lower Quartile-Algebra 1/Geometry, Industry Certification Data, Industry Certification Curriculum Alignment, Biotechnology Program of Emphasis, At-Risk Seniors Program/Googlesheet, Professional Development, Frontline Administrator, Advanced Opportunities Coordinator, Teacher/Employee of the Year, Interns, Weekly Admin Out Communication, Sonitrol #2, Adult Dividends SAC, PTSA, SAC/PTSA/SIP/Surveys, NEST, MINGA System Lead, Summer Graduation, CTE Awards Night

Leadership Team Member #7

Employee's Name

Demetrius Galindez

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 #8

Employee's Name

Victoria Huffman

Position Title

School Administration Manager

Job Duties and Responsibilities

Testing (FSA, EOCs), PSAT/SAT School Day (Fall & Spring), ACT School Day (Fall & Spring), Heads-Up Calendar, Bell Schedules, Wellness Champ, Teach-In, Mental Health Training Coordinator, Sonitrol #1, United Way, Freshmen Orientation, Ice Cream Social

Leadership Team Member #9

Employee's Name

Sarah Reilly

Position Title

Guidance Director

Job Duties and Responsibilities

Dual Enrollment, Curriculum Night Team, PSAT/SAT Night, Senior Awards Night

Leadership Team Member #10

Employee's Name

Kat Petty

Position Title

Literacy Coach

Job Duties and Responsibilities

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

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. (ESEA 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.

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. (ESEA 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.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	42.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	33.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:

E. 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 (2024-25)

Using 2023-24 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	
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

Current Year (2024-25)

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					0

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

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

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

A. ESSA School, District, State Comparison

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	70	62	55	64	55	50	64	57	51
ELA Grade 3 Achievement **									
ELA Learning Gains	68	63	57				56		
ELA Learning Gains Lowest 25%	67	61	55				47		
Math Achievement *	59	44	45	53	39	38	66	40	38
Math Learning Gains	61	50	47				62		
Math Learning Gains Lowest 25%	63	54	49				53		
Science Achievement *	79	72	68	78	69	64	84	48	40
Social Studies Achievement *	83	74	71	78	70	66	84	51	48
Graduation Rate	98	92	90	98	94	89	99	70	61
Middle School Acceleration								48	44
College and Career Readiness	63	61	67	62	60	65	63	71	67
ELP Progress	61	64	49	49	59	45	63		

*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 (FPP) 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)

2023-24 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	772
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
70%	70%	67%	62%		67%	69%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	44%	No		
English Language Learners	59%	No		
Asian Students	79%	No		
Black/African American Students	57%	No		
Hispanic Students	69%	No		
Multiracial Students	71%	No		
White Students	74%	No		
Economically Disadvantaged Students	62%	No		

2022-23 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	41%	No		
English Language Learners	49%	No		
Asian Students	86%	No		
Black/African American Students	56%	No		
Hispanic Students	62%	No		
Multiracial Students	74%	No		
White Students	77%	No		
Economically Disadvantaged Students	57%	No		

2021-22 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	42%	No		
English Language Learners	50%	No		
Native American Students				
Asian Students	81%	No		
Black/African American Students	55%	No		
Hispanic Students	58%	No		
Multiracial Students	74%	No		
Pacific Islander Students				
White Students	72%	No		
Economically Disadvantaged Students	59%	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. (pre-populated)

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%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	64%		56%	47%	66%	62%	53%	84%	84%		99%	63%	63%
Students With Disabilities	18%		43%	42%	28%	42%	33%	48%	47%		94%	28%	
English Language Learners	19%		38%	42%	32%	48%		43%	67%		100%	52%	63%
Native American Students													
Asian Students	74%		70%		70%	65%		96%	88%		96%	91%	
Black/African American Students	50%		53%	44%	50%	47%	27%	72%	70%		97%	43%	
Hispanic Students	47%		48%	42%	52%	55%	50%	71%	70%		96%	57%	50%
Multiracial Students	66%		60%		70%	50%		79%	100%		100%	67%	
Pacific Islander Students													
White Students	70%		58%	50%	73%	67%	60%	90%	89%		100%	66%	
Economically Disadvantaged Students	53%		53%	46%	52%	54%	46%	70%	71%		97%	50%	60%

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	69%	60%	9%	53%	16%
Ela	9	69%	61%	8%	53%	16%
Biology		80%	70%	10%	67%	13%
Algebra		43%	53%	-10%	50%	-7%
Geometry		64%	55%	9%	52%	12%
History		81%	72%	9%	67%	14%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		24%	32%	-8%	36%	-12%
Algebra		24%	19%	5%	16%	8%
Geometry		52%	32%	20%	21%	31%
History		31%	34%	-3%	42%	-11%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		32%	19%	13%	17%	15%
Geometry		29%	33%	-4%	16%	13%
History		20%	33%	-13%	29%	-9%
Biology		* 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 10th grade FAST ELA proficiency overall showed the most improvement from 59% to 69% proficient as well as our Algebra 1 BEST EOC proficiency from 34% to 43% proficient.

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 43%.

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 improved proficiency in all areas. No areas declined.

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 26% proficient and our students without disabilities are 76% proficient. For Math, our

students with disabilities are 24% proficient and our students without disabilities are 66% 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 the FAST ELA proficiencies in 9th and 10th grade, increasing the BEST Algebra and Geometry proficiencies and focusing on our students with disabilities population to increase their proficiency.

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

Include a description of your Area of Focus, 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 43% to 45% and our Geometry proficiency from 64% to 66% 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 we increased 2 percentage points in proficiency last year and want to continue to see success in increasing our proficiency.

System Initiative B High Standards and Student Achievement

Performance Objective #2

KPI #7

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 34% proficient in Algebra 1 in 2023 and 43% proficient in Algebra 1 in 2024. The goal for 2025 is to increase the proficiency by 2% to achieve 45% proficiency.

Oviedo High School's Geometry students were 62% proficient in Geometry in 2023 and 64% proficient in Geometry in 2024. The goal for 2025 is to increase the proficiency by 2% to achieve 66% proficiency.

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 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.

Person responsible for monitoring outcome

Jaclyn DiMatteo, Math Teachers

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 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:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Oviedo High School's math teachers will work in their PLCs to align the curriculum with the ALDs and analyze assessment data.

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 common plan time to review data and plan for content. Our teachers will continue to implement the coteaching model in Algebra 1 and Geometry.

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

Include a description of your Area of Focus, 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 71% proficiency with a focus on students with disabilities. 9th and 10th grade English Language Arts were identified as a crucial need as we increased 3 percentage points in 9th grade English Language Arts proficiency last year and 10 percentage points in 10th grade 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.

System Initiative B High Standards and Student Achievement

Performance Objective #2

KPI #7

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 66% proficient in the FAST ELA 9 in 2023 and 69% proficient in the FAST ELA 9 in 2024. The goal for 2025 is to increase the proficiency by 2% to achieve 71% proficiency.

Oviedo High School's 10th grade English Language Arts students were 59% proficient in the FAST ELA 9 in 2023 and 69% proficient in the FAST ELA 9 in 2024. The goal for 2025 is to increase the proficiency by 2% to achieve 71% proficiency.

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 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

Nancy Diaz, Kat Petty, English Language Arts Teachers

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Oviedo High School 9th and 10th grade ELA teachers will collaborate with Social Studies and reading teachers to align the ALDs to the curriculum.

Person Monitoring:

Nancy Diaz

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 PD to aide in the alignment of the ELA curriculum and strengthen PLC leadership. 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. 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.

Area of Focus #3

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

Include a description of your Area of Focus, 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 80% to 82% focusing on progress monitoring for individual student achievement.

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. Oviedo High School would like experience a 2% increase in proficiency on the Biology EOC.

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.

Biology teachers will work in their PLCs to analyze assessment data and devise strategic plans to increase student proficiency in Biology. Our lead biology teacher will also assist in rewriting the curriculum for Environmental Science to better align the curriculum with Biology as to better prepare the students coming into Biology for the EOC. This backward mapping will increase the alignment of Environmental Science with Biology and increase students performance.

Person responsible for monitoring outcome

Drew Morgan

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 work with Environmental Science to rewrite the curriculum to increase alignment and proficiency across subject areas.

Rationale:

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

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Oviedo High School's Biology teachers will collaborate in their PLCs to review assessment data and develop strategic plans for curriculum.

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:

Biology teachers will work in their PLCs to analyze assessment data and devise strategic plans to increase student proficiency in Biology. Students will track their assessment data. The Biology team will provide remediation through boost camp.

Area of Focus #4

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

Include a description of your Area of Focus, 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 81% to 83%, specifically focusing on students with disabilities.

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 an increase in the number of students passing their U.S. History EOC.

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 U.S. History teachers will monitor using the Benchmark Assessment scores as

well as formative assessment data.

Person responsible for monitoring outcome

Matt Guglielmello

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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:

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

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Teachers will be provided professional development opportunities to work in their PLCs.

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 continue to implement the DBQ Project. 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.

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

Include a description of your Area of Focus, 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%.

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, Oviedo High School gave 555 industry certifications. This year, Oviedo High School would like to increase this by 5%. Oviedo High School would also like to increase the pass rates on industry certifications by 2%.

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.

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:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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, and Journalism. Our Biology team will work with our Environmental Science team to align the curriculum, enhance the content and increase student proficiency through DUCKS Unlimited industry certification. Our journalism teacher will work with our Digital Design teacher to implement an industry certification. Increasing the amount of industry certifications given on campus will increase the amount of students taking and passing industry certifications.

Rationale:

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

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 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, Drew Morgan, Nancy Diaz

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 add Word Press and ADOBE to Journalism. Our culinary department will add the Food Safety Manager Certification to Culinary. Our Environmental Science and Ecology teachers will add DUCKS Unlimited.

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

Include a description of your Area of Focus, 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 2025 students earn their Graduation Assessment Requirements by May of 2025 (40 students need ELA and 14 students need Math). Only 4 students did not meet concordancy for cohort 2024.

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.

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

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.

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:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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:

System Initiative B High Standards and Student Achievement Performance Objective #2 KPI #4B

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Ensure that all Class of 2025 students earn their Graduation Assessment Requirements by May of 2025.

Person Monitoring:

Trent Daniel, Nancy Diaz, Jaclyn DiMatteo, SAT Prep Teachers, Counselors

By When/Frequency:

On-going

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

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

Ensure that 100% of the Class of 2025 graduates earn at least one of the College and Career

Acceleration metrics with an increased focus on our students with disabilities.

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 2025 will have all received at least one of the College and Career Acceleration metrics with an increased focus on our students with disabilities.

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.

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:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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:

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

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Ensure that 100% of the Class of 2025 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 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 Culture and 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 will increase the percent of favorable responses in the Panorama Survey for the question, "How much do you matter to others at your school?" by 3%. Staff responded 48% favorably and Teachers responded 53% favorably.

Oviedo High School will also increase the percent of favorable responses on the 5Essentials Survey for the question regarding teacher-teacher trust by 5% from 42% to 47%.

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, our data showed that Staff responded 48% favorably and Teachers responded 53% favorably to the question, "How much do you matter to others at your school?" We would like to increase the favorable responses by 3% to Staff and Teacher responses on this question.

In 2024, our data showed a decrease by 7% in teacher-teacher trust on the 5Essentials Survey. We would like to increase the favorable responses by 5% from 42% to 47%.

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.

We will use the Snapshot Survey, 5Essentials, and Panorama survey to monitor for the desired outcome.

Person responsible for monitoring outcome

Campus-wide

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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.

Rationale:

System Initiative F: Human Capital Management KPI #1A & 1B

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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%.

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, during the first semester, 114 students had 10 or more unexcused absences. Oviedo High School would like to decrease this number by 5% to 108 students.

Last year, during the second semester, 284 students had 10 or more unexcused absences. Oviedo High School would like to decrease this number by 5% to 269 students.

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.

Person responsible for monitoring outcome

Matt Guglielmello, Jaclyn DiMatteo, Administration, Attendance Team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Oviedo High School will utilize MINGA, EdInsight and Skyward data to track absences. Parents will be notified of tardies and absences. The attendance team will continue to monitor and send home truancy letters.

Rationale:

System Initiatives D: Conditions for Learning KPI #2

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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.

Area of Focus #3

Other

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.

Reduce the percentage of students who indicated that they "definitely did not" have a trusted adult on campus from 7% to 4%.

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, 7% of students stated that they "definitely did not have a trusted adult on campus." This year, Oviedo High School will focus on decreasing this percent from 7% 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 use the Snapshot Survey, 5Essentials, Leadership Summit Feedback, Inter-Club Council Meetings, Informal Assessments, and Discipline Data to monitor.

Person responsible for monitoring outcome

Administration

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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:

System Initiative D: Conditions for Learning KPI #D1

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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. Administrators will also select one underclassmen to track and monitor.

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 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. (ESEA 1114(b)(4))

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

No Answer Entered

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)ii))

Oviedo High School has created 10 areas of focus for the 2024-25 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 has implemented 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 ESSA, 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). (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 2024-2025 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. (ESEA 1114(b)(7)(iii)(I))

Oviedo High School has six 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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii)(V)).

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. (ESEA 1114(b)(7)(iii)(V))

Oviedo High School offers a preschool program for students aged 3-4 Monday-Thursday 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, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process 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), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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