South San Antonio Independent School District

South San Antonio High School

2024-2025 Campus Improvement Plan

Mission Statement

Our mission is to inspire, empower and educate students through mutual respect to foster ingenuity and compassion within a rigorous, comfortable and safe learning environment.

Vision

Our vision is to ensure that all students graduate with the knowledge and skills necessary for college and career readiness to attain a successful future.

Core Beliefs

- We believe in the academic freedom to pursue issues close to the student's heart.
- We believe in a positive work ethic across all areas of academic life for the continued success of our students.
- We believe that treating students with respect will result in respectful students.
- We believe encouraging student through high expectations will result in students realizing their full potential.
- We believe in providing an environment that supports safety, security and a sense of belonging.
- We believe that all students genuinely want to learn, excel and succeed in life.
- We believe in professional development to improve teaching quality of the school.
- We believe communication of all stakeholders, parents, student and community is imperative to student achievement.
- We believe that innovative and challenging experiences produce successful learners.
- We believe in a strong support system and effective leadership is essential to build a culture of high expectations.

-

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 6
South San Antonio High School - 2023-24 STAAR Performance by Demographics 6
School Processes & Programs 8
Priority Problem Statements 9
Comprehensive Needs Assessment Data Documentation 10
Goals 12
Goal 1: South San High School will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths. 12
Goal 2: South San High School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff. 16
Goal 3: South San High School will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success. 19
Goal 4: South San High School will collaborate with parents and the community to ensure all students receive a high quality education. 21
Campus Funding Summary 22
Policies, Procedures, and Requirements 23

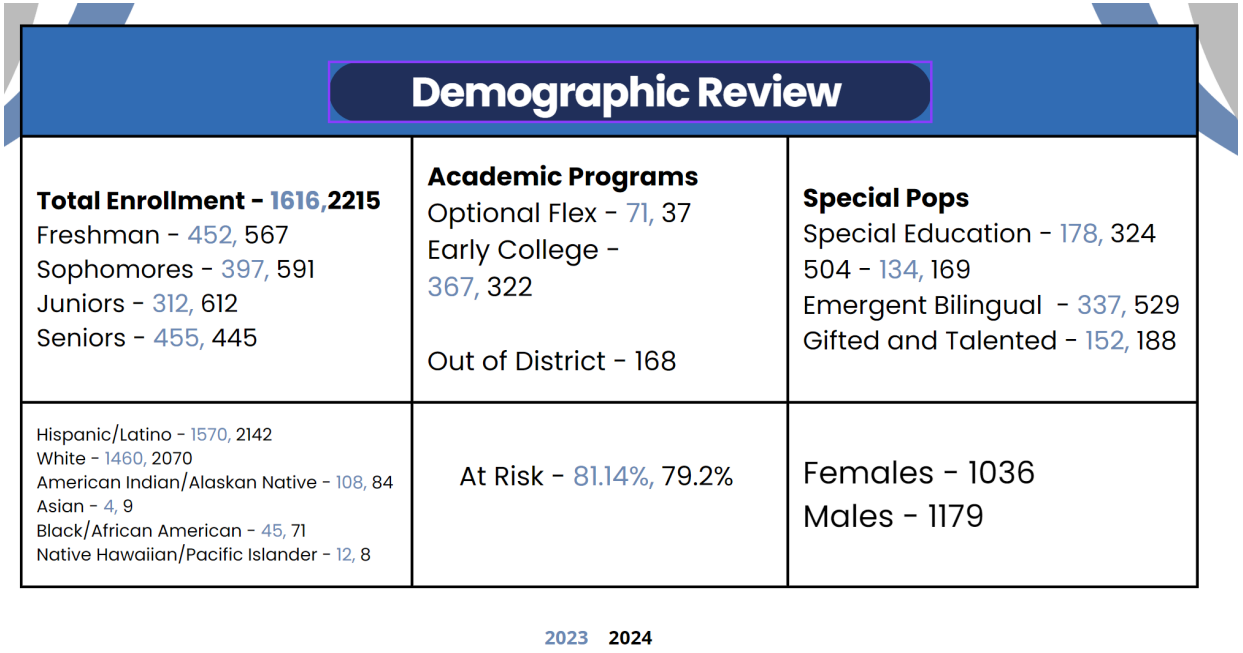
Comprehensive Needs Assessment

Demographics

Demographics Summary

South San Antonio Independent School District is located in the southwest quadrant of the city of San Antonio, Texas. The demographics in our community have changed over the past 30 years. Whereas our population was once a socioeconomic mixture of white and blue collar middle class and lower middle class families, with a blend of White, Hispanic and Black families, the families we serve are now predominantly a mix of socioeconomically low and lower middle class Hispanic families. During the 2015-2016 school year, South High School opened an Early College Academy.

According to Texas Academic Performance Report 2022-2023, SSAHS ethnic distribution is as follows: 97.4% Hispanic, 1.4% White, 0.9% African American, 0.1% American Indian, 0.0% Pacific Islander, and 0.2% Asian. Our student population is 92.6% Economically Disadvantaged; in addition, 19.8% are ELL, and 82.4% are At Risk. The 2022 Annual Dropout Rate for our high school (grades 9-12) was 5.3% and the 4-year graduation rate for 2022 was 80%. Our campus' Attendance rate for 2019-2020 (COVID w/online instruction) was 92% and attendance for 2020-2021 (returned to in-person learning) was 80.24%. Our most recent Attendance rate for the 23-24 school year increased to 90.38%.



Demographics Strengths

Over the last four years, the student population has shown growth in academics. They have also shown a 200+% increase in scholarships and awards as well as an increase in the number of students taking dual credit courses. Enrollment continues to maintain in the Early College Academy. We also graduated our sixth Early College Academy cohort which saw more than 47% of its students graduate with an Associate's Degree.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The graduation and attendance rates at South San High School continue to be below 90%.
Root Cause: The need for systemic processes to identify, track and support struggling students.

Student Learning

Student Learning Summary

CNA/CIP Data from the 23-24 school year

South San Antonio High School - 2023-24 STAAR Performance by Demographics

Population Group	Approaches Grade Level or Above (%)	Meets Grade Level or Above (%)	Masters Grade Level (%)
All Students	71	35	7
African American	70	40	15
Hispanic	71	34	7
White	84	52	7
Special Ed (Current)	36	4	7
Special Ed (Former)	25	15	0
Econ Disadvantaged	70	33	6
EB/EL (Current & Monitored)	69	28	5

Student Learning Strengths

High Participation in Career and Technical Education (CTE): A significant majority of students in grades 9-12 (69.4%) are enrolled in Career and Technical Education programs. This indicates a strong focus on preparing students for careers and further technical education.

Smaller Class Sizes: The average class sizes in core subjects are smaller than the state average, which can facilitate a more focused learning environment and allow for more individualized attention from teachers.

English/Language Arts: 10.7 students (State average: 16.3).

Mathematics: 13.1 students (State average: 17.5).
Science: 14.9 students (State average: 18.5).
Social Studies: 12.8 students (State average: 18.8).

Low Teacher-to-Student Ratio: The school has a student-to-teacher ratio of 17.6 to 1. This is a more favorable ratio than both the district and state averages of 14.7, which indicates a positive learning environment.

High Percentage of Students with Disabilities in Intellectual Disability Programs: A high percentage of students with disabilities (67.6%) have intellectual disabilities as their primary disability, which is higher than the state average of 45.7%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our campus has a consistently high failure rate and students are not engaged in their classes.
Root Cause: Teachers do not have the prerequisite skills to scaffold and differentiate instruction for students who are not performing at grade level in all classes.

Problem Statement 2: Our campus has EOC passing rates that continue to be less than 90% for all areas (campus needs to focus on Special Education and ELL students).
Root Cause: Students have learning gaps and the campus does not have intervention practices in place to support students in closing learning gaps.

School Processes & Programs

School Processes & Programs Summary

Early college HS

Athletics and extra curricular

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: South San High School will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 1: By June 2025, the campus will improve our overall ADA attendance rate from 90.38% to 92% for the 24-25 school year.

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: South San High School will employ intervention staff such as a truancy officer, student success advisors, and tutors to support attendance and academic interventions throughout the school year. **Strategy's Expected Result/Impact:** Improve campus attendance rate to above 92%, increase communication with parents, and work with students that are struggling to be successful in school. **Staff Responsible for Monitoring:** Associate Principal and Academic Dean **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Moderate Progress	Moderate Progress	Some Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 1: South San High School will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 2: By June 2025, the percentage of all students that meet established state standards on EOC exams will improve to the following percentages at the approaches level: English I - from 52% to 60%, Algebra I - from 62% to 70%, Biology - from 85% to 90%, English 2 - from 57% to 65%, and US History - 94% to 96%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide supplemental technology resources such as Formative, NearPod, and other online support to improve academic instruction/rigor in the classroom in addition to resources that can be utilized for intervention (both in and out of the classroom). **Strategy's Expected Result/Impact:** Increased performance on EOC exams and enhanced academic rigor/quality in the classroom. **Staff Responsible for Monitoring:** Academic Dean **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** iXL Learning - 211 Title I, Part A	 Some Progress	 Some Progress	 Some Progress	 Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide supplemental materials for teachers and supplemental reading supplies/materials for students.. **Strategy's Expected Result/Impact:** Increase EOC Scores, Increase CCMR %, Increased student engagement, additional resources, increase TSI, and SAT/ACT results **Staff Responsible for Monitoring:** Campus Administration, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Funding Sources:** Amazon - 211 Title I, Part A - $285, Amazon - 211 Title I, Part A - $850, Amazon - 211 Title I, Part A - $152.50, PASCO Scientific - 211 Comprehensive Support - $348, Amazon - 211 Comprehensive Support - $1,080.96, Arbor Scientific - 211 Comprehensive Support - $277.75, Carolina Biologicals Supply - 211 Title I, Part A - $400, Flinn Scientific - 211 Title I, Part A - $100, Vernier - 211 Title I, Part A - $600, Pasco Scientific - 211 Title I, Part A - $400, Office Depot - 211 Title I, Part A - $1,600, Office Depot - 211 Title I, Part A - $1,600, Quill - 211 Title I, Part A - $9,000, Vernier - 211 Title I, Part A - $3,000, AC Supply - 211 Title I, Part A - $160, AISINK - 211 Title I, Part A - $1,700, HEB - 211 Title I, Part A - $30, HEB - 211 Title I, Part A - $50, HEB - 211 Title I, Part A - $80, HEB - 211 Title I, Part A - $120, Spitz - 211 Title I, Part A - $5,000, Amazon - 211 Title I, Part A - $1,100 - 211 Title I, Part A				 Continue/ Modify

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: South San High School will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 3: By the end of June 2025, the campus will increase its 4 year graduation rate from 81.9% (Class of 2023) to 90% (for the Class of 2025).

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide Credit Recovery and Attendance Recovery opportunities so that students are able to regain/earn their credits needed for graduation. **Strategy's Expected Result/Impact:** Improve graduation rate, reduce annual retention rates, and help students meet academic standards. **Staff Responsible for Monitoring:** Campus administration and credit recovery teachers. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Some Progress	Some Progress	Moderate Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide student distinction to honor their academic successes such as honor roll ribbons, honor cords/medals and other distinctions/recognitions. **Strategy's Expected Result/Impact:** Increase academic achievement and campus culture. **Staff Responsible for Monitoring:** Academic Dean and Early College Administrator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Some Progress	Some Progress	Moderate Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 2: South San High School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: By the end of the 2024-2025 school year, South San HS will continue to maintain a 92% or higher retention rate of staff at the end of the academic year.

Summative Evaluation: Some progress made toward meeting Objective

Goal 2: South San High School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: By the end of the 2024-2025 school year, South San HS will improve faculty attendance by 10% by providing incentives for staff attendance for the academic year.

Summative Evaluation: Some progress made toward meeting Objective

Goal 2: South San High School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 3: By June 2025, South San High School will provide at least 3 professional development sessions on differentiated instruction, accommodations and other interventions in the classroom for 100% of the teachers/administrators during the academic school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional development opportunities for campus administration to improve their ability to serve as instructional leaders on our campus. **Strategy's Expected Result/Impact:** Provide effective feedback/guidance to teachers **Staff Responsible for Monitoring:** Campus principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	 Some Progress	 Some Progress	 Moderate Progress	 Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide a variety of professional development opportunities for teachers teaching both on level and advanced level courses such as AP, OnRamps, Dual Credit, and TSI test preparation. **Strategy's Expected Result/Impact:** Increased student engagement, additional resources, increased EOC, TSI, and SAT/ACT results. **Staff Responsible for Monitoring:** Campus administration, ECHS Director **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** CAST PD - 211 Title I, Part A	 Some Progress	 Some Progress	 Some Progress	 Continue/ Modify

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: South San High School will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: By June 2025, our campus will increase our percentage of students that achieved "college readiness" as measured by our CCMR percentage from 65% to 85%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will increase the awareness of CCMR and will offer opportunities for students to participate in advanced courses such as AP, Dual Credit, and OnRamps. Test prep will be available for TSI and the TSI exam will be offered multiple times throughout the year.	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide students with educational field trips that expose rigorous academic content with applicable field experiences. **Strategy's Expected Result/Impact:** Increase knowledge within the classrooms and raise awareness of post secondary career paths **Staff Responsible for Monitoring:** Teacher, Academic Dean, Administration **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 Title I, Part A - $9,000	Some Progress	Some Progress	Moderate Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 3: South San High School will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 2: By June 2025, our campus will increase the number of students in our Early College High School that earn their Associates Degree from 48.7% to 55%.

Goal 4: South San High School will collaborate with parents and the community to ensure all students receive a high quality education.

Performance Objective 1: By May 2025, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide information meetings (before and after school) for parents to discuss activities on campus such as cafecitos, financial Fridays, and other informational opportunities. Provide interpreter services as needed to ensure families are able to understand the information being shared (ex: sign language interpreter, etc.).	 Some Progress	 Some Progress	 Moderate Progress	 Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide training and professional development opportunities to our Parent and Family liaison and other staff members to equip them with skills and strategies to develop meaningful connections/relationships with our parents/families. **Strategy's Expected Result/Impact:** Increased participation from parents at campus events. **Staff Responsible for Monitoring:** Head Counselor/Principal **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				 Continue/ Modify

 No Progress  Accomplished  Continue/Modify  Discontinue

Campus Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	iXL Learning		$0.00
1	2	2	Amazon - 211 Title I, Part A - $285, Amazon - 211 Title I, Part A - $850, Amazon - 211 Title I, Part A - $152.50, PASCO Scientific - 211 Comprehensive Support - $348, Amazon - 211 Comprehensive Support - $1,080.96, Arbor Scientific - 211 Comprehensive Support - $277.75, Carolina Biologicals Supply - 211 Title I, Part A - $400, Flinn Scientific - 211 Title I, Part A - $100, Vernier - 211 Title I, Part A - $600, Pasco Scientific - 211 Title I, Part A - $400, Office Depot - 211 Title I, Part A - $1,600, Office Depot - 211 Title I, Part A - $1,600, Quill - 211 Title I, Part A - $9,000, Vernier - 211 Title I, Part A - $3,000, AC Supply - 211 Title I, Part A - $160, AISINK - 211 Title I, Part A - $1,700, HEB - 211 Title I, Part A - $30, HEB - 211 Title I, Part A - $50, HEB - 211 Title I, Part A - $80, HEB - 211 Title I, Part A - $120, Spitz - 211 Title I, Part A - $5,000, Amazon - 211 Title I, Part A - $1,100		$0.00
2	3	2	CAST PD		$0.00
3	1	2			$9,000.00
				Sub-Total	$9,000.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Job Description for Peace Officers, Resource Officers & Security Personnel	Eugene Tovar	8/12/2024	Joel Gaines	8/12/2024