

South San Antonio Independent School District



South San Antonio High School

Accountability Rating: D

2025-2026 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.

Value Statement

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 the quality of teaching within the school.

We believe communication with all stakeholders, parents, student and community is imperative to student achievement.

We believe that innovative and challenging experiences produce successful learners.

We believe that a strong support system and effective leadership are essential to building a culture of high expectations.

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Comprehensive Needs Assessment

Demographics

Summary

Based on the 2023–24 Texas Academic Performance Report (TAPR), South San Antonio High School's student body is predominantly Hispanic. The school's population of 1,665 students is 96.5% Hispanic, with White and African American students making up a small percentage of the total. The campus has a significant population of students who are economically disadvantaged (88.5%) and those who are identified as at-risk (81.7%).

The student body is almost evenly split by gender, with males making up 52.3% of the population and females at 47.7%. The school also has a substantial population of students with disabilities, with 13% identified as receiving special education services and 22.3% as English Bilingual/English as a Second Language (EB/EL) students.

The school's staff also reflects the student body's ethnic makeup. Of the total teaching staff, 70.9% are Hispanic, while 25.6% are White and 2.7% are African American.

South San Antonio High School Student Demographics (2023-24)

Student Information	Count	Percent of Campus
Total Students	1,665	100.0%
Ethnic Distribution		
Hispanic	1,606	96.5%
White	40	2.4%
African American	14	0.8%
American Indian	1	0.1%
Asian	2	0.2%
	0	0.0%

Two or More Races

0.1%

During the 2024–2025 school year, there was a consolidation to one high school.

As a result, the student enrollment increased by over 500 students.

Our Early College High School (ECHS) and Pathways in Technology Early College High School (P-TECH) programs offer students the opportunity to earn college credit toward an Associate of Arts (AA), Associate of Science (AS) or Associate of Applied Science (ASS) degree while completing their high school diploma. Early College students focus on academic pathways that prepare them for university transfer and advanced study, while P-TECH students pursue a cybersecurity degree plan in a high-demand field that combines classroom instruction with real-world, industry-based learning experiences. Both programs empower students to graduate with up to 60 college credit hours and a strong foundation for future academic and career success.

The Early College High School (ECHS) program offers students a variety of associate degree pathways designed to support their academic and career goals. Students can choose from Associate of Science in Biology, Associate of Science (Pre-Nursing), Associate of Arts in Liberal Arts, Associate of Arts in Criminal Justice and Associate of Arts in Teaching (EC–6). Each pathway equips students with foundational college coursework and hands-on learning experiences that prepare them for university transfer or entry into professional fields.

The P-TECH program offers a specialized Associate of Arts in Cybersecurity, providing students with the technical skills, certifications, and industry connections needed to enter the growing field of information technology and digital security.

For the 2025–2026 school year, our Early College High School program proudly serves 353 students across all grade levels, with 61 seniors, 86 juniors, 102 sophomores, and 104 freshmen actively pursuing both high school and college credit. In addition, the Pathways in Technology Early College High School (P-TECH) program serves 27 students, including 1 senior, 1 junior, 4 sophomores, and 21 freshmen, who are engaging in a rigorous curriculum that blends academic and technical education to prepare them for college and career success.

Strengths

South San Antonio High School's demographic strengths:

- **Diverse Teaching Staff:** The teaching staff is significantly more diverse than the state average and accurately reflects our student demographic. Additionally, our teachers who have continued to pursue higher education pathways increases each year.
- **Highly Experienced Teachers:** A high percentage of teachers at the school have extensive experience. Approximately 38.8%

of teachers have 11-20 years of experience, and 20.2% have 6-10 years of experience.

- **Smaller Class Sizes:** The school's average class sizes for core subjects are significantly smaller than both the district and state averages, which can lead to more individualized student attention.
- **High Student Participation in Career and Technical Education:** The school has a very high percentage of students participating in Career and Technical Education (CTE). For grades 9-12, 69.4% of students are enrolled in CTE programs.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



High Concentration of At-Risk and Economically Disadvantaged Students: The school faces the challenge of a student population with a high level of need, as 88.5% of students are economically disadvantaged and 81.7% are at-risk. This is significantly higher than the state averages of 62.2% and 53.2%, respectively.

The high percentage of economically disadvantaged students can create significant non-academic barriers to success. These students may face challenges with food insecurity, housing instability, or a lack of access to resources like technology and internet connectivity. These issues directly impact their ability to focus, complete homework, and attend school consistently,

2



The graduation rate at South San High School continue to be below 90%.

There is a lack of systems to identify, track, and support struggling students.

 = Priority

Student Learning

Summary

Texas Education Agency
2025 STAAR Performance
 SOUTH SAN ANTONIO H S (015908001) - SOUTH SAN ANTONIO ISD - BEXAR COUNTY

* Confidential *

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	1,563	427	588	586	3,164	
Approaches GL or Above	870	229	514	526	2,139	68%
Meets GL or Above	509	33	279	275	1,096	35%
Masters GL	62	14	38	104	218	7%
Total Percentage Points						110%
Component Score						37

Texas Education Agency
2025 STAAR Performance
 SOUTH SAN ANTONIO H S (015908001) - SOUTH SAN ANTONIO ISD - BEXAR COUNTY

* Confidential *

Data Table: Accountability Groups

	Accountability Groups								
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus [®]
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	68%	73%	67%	74%	33%	100%	-	63%	66%
At Meets GL Standard or Above	35%	46%	34%	43%	0%	100%	-	38%	23%
At Masters GL Standard	7%	8%	7%	3%	0%	33%	-	25%	6%
Number of Tests									
At Approaches GL Standard or Above	2,139	19	2,068	43	1	3	-	5	1,960
At Meets GL Standard or Above	1,096	12	1,053	25	0	3	-	3	973
At Masters GL Standard	218	2	211	2	0	1	-	2	187
Total Tests	3,164	26	3,066	58	3	3	-	8	2,958
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	56%	60%	56%	66%	0%	100%	-	33%	54%
At Meets GL Standard or Above	33%	40%	32%	41%	0%	100%	-	0%	31%
At Masters GL Standard	4%	0%	4%	0%	0%	0%	-	0%	4%
Number of Tests									
At Approaches GL Standard or Above	870	6	843	19	0	1	-	1	797
At Meets GL Standard or Above	509	4	492	12	0	1	-	0	453
At Masters GL Standard	62	0	62	0	0	0	-	0	53
Total Tests	1,563	10	1,518	29	2	1	-	3	1,477
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	54%	50%	54%	40%	-	-	-	0%	52%
At Meets GL Standard or Above	8%	0%	8%	0%	-	-	-	0%	7%
At Masters GL Standard	3%	0%	3%	0%	-	-	-	0%	4%
Number of Tests									
At Approaches GL Standard or Above	229	2	225	2	-	-	-	0	205
At Meets GL Standard or Above	33	0	33	0	-	-	-	0	28
At Masters GL Standard	14	0	14	0	-	-	-	0	14
Total Tests	427	4	417	5	-	-	-	1	392
Science									
Percent of Tests									

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Texas Education Agency
2025 STAAR Performance
 SOUTH SAN ANTONIO H S (015908001) - SOUTH SAN ANTONIO ISD - BEXAR COUNTY

* Confidential *

	Accountability Groups								
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus [®]
At Approaches GL Standard or Above	87%	100%	87%	92%	-	100%	-	100%	87%
At Meets GL Standard or Above	47%	50%	47%	62%	-	100%	-	100%	45%
At Masters GL Standard	6%	0%	7%	0%	-	0%	-	0%	6%
Number of Tests									
At Approaches GL Standard or Above	514	4	496	12	-	1	-	1	481
At Meets GL Standard or Above	279	2	267	6	-	1	-	1	251
At Masters GL Standard	38	0	38	0	-	0	-	0	32
Total Tests	588	4	569	13	-	1	-	1	554
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	90%	88%	90%	91%	100%	100%	-	100%	89%
At Meets GL Standard or Above	47%	75%	46%	45%	0%	100%	-	67%	45%

AI Masters GL Standard	18%	25%	17%	18%	0%	100%	-	67%	16%
Number of Tests									
AI Approaches GL Standard or Above	526	7	504	10	1	1	-	3	477
AI Meets GL Standard or Above	275	6	261	5	0	1	-	2	241
AI Masters GL Standard	104	2	97	2	0	1	-	2	88
Total Tests	586	8	562	11	1	1	-	3	535

Data Table: Additional Student Groups

	Additional Student Groups											
	All Students	Econ Disab	Non-Econ Disab	GT	EBEL (Current & Monitored)	EBEL (Current)	Special Ed (Current)	Special Ed (Former)	Counting Study/Enrolled	Non-Counting Study/Enrolled	Highly Mobile	Foster/ Homeless/ Migrant
All Subjects												
Percent of Tests												
AI Approaches GL Standard or Above	68%	65%	81%	95%	60%	62%	45%	70%	69%	63%	51%	0%
AI Meets GL Standard or Above	35%	33%	55%	82%	25%	28%	17%	33%	37%	29%	22%	0%
AI Masters GL Standard	7%	6%	14%	25%	5%	6%	9%	12%	7%	6%	0%	0%
Number of Tests												
AI Approaches GL Standard or Above	2,139	1,932	207	212	459	506	247	30	1,543	596	28	0
AI Meets GL Standard or Above	1,096	997	139	181	195	232	92	14	821	275	11	0
AI Masters GL Standard	218	183	35	56	35	46	47	5	164	54	0	0
Total Tests	3,164	2,909	255	221	768	818	549	43	2,221	943	49	2
Reading/Language Arts (RLA)												
AI Approaches GL Standard or Above	56%	54%	75%	98%	47%	49%	29%	59%	59%	48%	40%	0%
AI Meets GL Standard or Above	33%	31%	57%	88%	22%	25%	13%	18%	20%	27%	20%	0%
AI Masters GL Standard	4%	4%	8%	19%	2%	3%	6%	5%	4%	3%	0%	0%
Number of Tests												
AI Approaches GL Standard or Above	870	787	83	86	188	221	77	13	653	217	10	0
AI Meets GL Standard or Above	509	446	63	77	94	114	34	4	386	123	5	0
AI Masters GL Standard	62	53	9	17	9	13	17	1	49	13	0	0
Total Tests	1,563	1,452	111	88	425	449	268	22	1,115	448	25	0
Mathematics												
AI Approaches GL Standard or Above	54%	52%	67%	81%	51%	52%	46%	71%	53%	54%	67%	0%
AI Meets GL Standard or Above	8%	7%	13%	38%	1%	1%	16%	0%	8%	7%	22%	0%
AI Masters GL Standard	3%	4%	0%	0%	1%	1%	14%	0%	3%	5%	0%	0%
Number of Tests												
AI Approaches GL Standard or Above	229	203	26	26	42	47	40	5	147	82	6	0
AI Meets GL Standard or Above	33	28	5	12	1	1	14	0	23	10	2	0
AI Masters GL Standard	14	14	0	0	1	1	12	0	7	7	0	0
Total Tests	427	388	39	32	83	91	87	7	276	151	9	1
Science												

Texas Education Agency
2025 STAAR Performance
SOUTH SAN ANTONIO ISD (95080001) - SOUTH SAN ANTONIO ISD - BEXAR COUNTY
Confidential

	Additional Student Groups											
	All Students	Econ Disab	Non-Econ Disab	GT	EBEL (Current & Monitored)	EBEL (Current)	Special Ed (Current)	Special Ed (Former)	Counting Study/Enrolled	Non-Counting Study/Enrolled	Highly Mobile	Foster/ Homeless/ Migrant
All Subjects												
Percent of Tests												
AI Approaches GL Standard or Above	87%	87%	92%	100%	82%	84%	71%	86%	89%	85%	78%	-
AI Meets GL Standard or Above	47%	45%	71%	97%	47%	49%	27%	71%	52%	38%	33%	-
AI Masters GL Standard	6%	6%	17%	31%	4%	6%	7%	29%	7%	6%	0%	-
Number of Tests												
AI Approaches GL Standard or Above	514	475	39	45	107	120	82	6	361	153	7	-
AI Meets GL Standard or Above	279	247	32	42	54	65	31	5	210	69	3	-
AI Masters GL Standard	38	31	7	14	5	9	8	2	28	10	0	-
Total Tests	588	546	42	42	130	143	115	7	407	181	9	-
Social Studies												
AI Approaches GL Standard or Above	90%	89%	54%	98%	86%	87%	61%	86%	90%	88%	83%	-
AI Meets GL Standard or Above	47%	45%	62%	89%	35%	38%	16%	71%	48%	45%	17%	-
AI Masters GL Standard	19%	16%	30%	49%	13%	17%	13%	29%	19%	15%	0%	-
Number of Tests												
AI Approaches GL Standard or Above	526	467	59	55	112	118	48	6	382	144	5	-
AI Meets GL Standard or Above	272	236	39	56	46	52	13	5	202	73	1	-
AI Masters GL Standard	104	85	19	25	20	23	10	2	80	24	0	-
Total Tests	586	523	63	56	130	136	79	7	423	163	6	-

- Indicates there are no students in the group.
- This is a new accountability group introduced in 2023. It includes students who are Econ Disab, EBEL (Current & Monitored), Special Ed (Current), or Highly Mobile.
- This is an additional student group introduced in 2023. It includes students who are Foster, Homeless, or Migrant.

Statements of Need

- Reading/Language Arts and Mathematics:** There is a need to significantly improve student performance in Reading/Language Arts and Mathematics, as only 47% and 17% of students, respectively, met or exceeded the "Meets Grade Level" standard.
- Masters Grade Level:** There is a need to develop a curriculum and instructional strategies that push a greater number of students toward the "Masters Grade Level," especially in Mathematics and Reading/Language Arts. Only 7% of all students reached this level.
- Targeted Interventions:** Significant, ongoing academic interventions are needed for students who did not meet grade level in any subject to ensure they are prepared for the next grade or course.

Trends

- High Performance in Social Studies:** Social Studies is a clear strength, with 83% of students meeting or exceeding the "Approaches Grade Level" standard.
- Lowest Performance in Mathematics:** Mathematics shows the lowest performance across all subjects. The school's overall passing rate in Mathematics is 54%, significantly lower than other subjects.
- General Performance Decline at Higher Levels:** The school's overall performance percentage decreases significantly as the performance levels increase. While 68% of students met the "Approaches Grade Level or Above" standard, this drops to 35%

for "Meets Grade Level or Above" and falls even further to 7% for "Masters Grade Level".

Areas to Improve

- **Mathematics:** This is the primary area for improvement, given its low scores across all performance levels.
- **Reading/Language Arts:** Although performance is stronger than in Mathematics, a significant portion of students are still not meeting the "Meets Grade Level" or "Masters Grade Level" standards, indicating a need for more rigorous instruction and support.
- **Achieving Mastery:** The data suggests that a small percentage of students are reaching the "Masters Grade Level" in any subject. This highlights a need to focus on strategies that move students beyond a basic understanding and into a deeper, more critical application of knowledge and skills.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1
★

Our campus has a consistently high failure rate and students are not engaged in their classes.

Teachers do not have the prerequisite skills to scaffold and differentiate instruction for students who are not performing at grade level in all classes.

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).

Students have learning gaps and the campus does not have intervention practices in place to support students in closing learning gaps.

3
★

South San Antonio High School faces a significant challenge in preparing students for academic success in Mathematics, as demonstrated by the low percentage of students achieving at or above grade level on the STAAR exam. Only 33 of the 427 students tested in Mathematics achieved a "Meets Grade Level or Above" score, and only 14 achieved a "Masters Grade Level" score. This indicates a substantial

Inadequate Intervention: The school's current academic support systems may not be sufficiently targeted to address the specific learning deficits in mathematics. The data suggests that while many students may pass the test at a basic level (Approaches GL), the instruction and support are not pushing them to a deeper understanding required for the "Meets" or "Masters" levels.

4
★

Reading/Language Arts (RLA) and Mathematics, and their performance in Science and Social Studies. The STAAR data shows that while a high percentage of students (87.4% in Science and 89.8% in Social Studies) are at or above the "Approaches Grade Level" standard, the equivalent percentages for RLA and Mathematics are significantly lower (55.7% and 53.6%, respectively).

Instructional Focus: The school's instructional strategies might be less effective in building foundational skills in RLA and Mathematics. This can be exacerbated by the pressure to achieve a certain passing rate on standardized tests, which can lead to a focus on test-taking strategies over a deep, conceptual understanding of the subject matter.

5



High Concentration of At-Risk and Economically Disadvantaged Students: The school faces the challenge of a student population with a high level of need, as 88.5% of students are economically disadvantaged and 81.7% are at-risk. This is significantly higher than the state averages of 62.2% and 53.2%, respectively.

The high percentage of economically disadvantaged students can create significant non-academic barriers to success. These students may face challenges with food insecurity, housing instability, or a lack of access to resources like technology and internet connectivity. These issues directly impact their ability to focus, complete homework, and attend school consistently,

6



The graduation rate at South San High School continue to be below 90%.

There is a lack of systems to identify, track, and support struggling students.

 = Priority

School Processes & Programs

Summary

Advanced Academics

The school has an **Advanced Academics** program that includes:

Honors and Pre-Advanced Placement (Pre-AP) courses.: These courses challenge students and prepare them for college-level work. The courses are offered in visual arts.

Advanced Placement (AP) courses: Students can take these courses and the corresponding exams to earn college credit while still in high school.

Dual Credit (DC) and Dual Enrollment (DE) courses: These programs allow students to take college courses and earn both high school and college credit simultaneously, often in partnership with the Alamo Colleges. .

Career and Technical Education (CTE)

The **Career and Technical Education (CTE)** program at South San Antonio High School provides students with hands-on learning experiences and skills for high-demand careers. CTE pathways include:

Business Management

Commercial Photography

Construction Technology

Cosmetology

Criminal Justice

Culinary Arts

Electrical Technology

Emergency Medical Technician

Graphic Arts

Heating, Ventilation, Air Conditioning

Licensed Vocational Nurse

Veterinary Studies

Welding



South San High School offers a variety of clubs and activities such as: Fine Arts and Spirit

Art Club: For students interested in visual arts.

Band: The marching band and concert band programs.

Cheerleading: The cheer team supports various athletic teams.

Mariachi: A musical program focused on traditional Mexican folk music.

Theatre/Technical Theatre: The drama program, including both performance and technical roles.

Athletics

South San Antonio High School offers a wide range of sports for both boys and girls, including:

Baseball

Basketball

Cross Country

Football

Golf

Soccer

Softball

Tennis

Track & Field

Volleyball

Clubs and Academic Organizations

Bobcat Book Club: A club for students who love to read.

JROTC: The Junior Reserve Officers' Training Corps program.

Interact Club: An organization whose purpose is to serve the community through various volunteer efforts.

Mu Alpha Theta: A math honor society.

National Honor Society: An organization recognizing outstanding high school students.

Spanish Honor Society: An honor society for students excelling in Spanish.

Student Council: The student government body.

Yearbook and Journalism: Students involved in creating the school's yearbook and newspaper.

Counseling and Student Services

The school's **Guidance and Counseling Department** provides a range of support services, including:

Academic Counseling: Counselors assist with course selection, graduation plans, and college and career readiness.

Social and Emotional Learning (SEL): This program helps students develop skills like self-management, responsible decision-making, and healthy relationship-building.

Mental Health Support: Counselors and mental health professionals are available to assist students with issues such as stress, anxiety, and depression. The district also has a **Mental Health Collaborative** (CARE Zone).

McKinney-Vento Program: This program supports students and youth experiencing homelessness by ensuring they have access to educational stability and resources like transportation and school supplies.

Strengths

Major Processes:

Attendance and Absences

Students are expected to attend school every day. When a student is absent, parents or guardians must notify the school with a valid reason. Excessive unexcused absences can result in disciplinary action. The school and district have procedures in place to monitor attendance and intervene when a student's attendance becomes a concern. These procedures include Attendance Contracts, Court Remediation, and Truancy filings. The campus has a locally created Attendance Recovery System to also help student recover credits within the same school year.

Dress Code

The campus follows has a specific dress code policy for students. This policy is designed to promote a positive learning environment and ensure student safety. The policy includes rules regarding appropriate clothing, shoes, and accessories.

Student Behavior and Discipline

The district's **Student Code of Conduct** outlines the expectations for student behavior and the consequences for violating school rules. This code covers a wide range of topics, including:

Classroom conduct

Bullying and harassment

Cheating and plagiarism

Use of electronic devices, such as cell phones

Disciplinary procedures, which can range from in-school suspension to expulsion for serious offenses.

Safety and Security

South San High School places a high priority on student safety. Procedures are in place for various situations, including:

Emergency drills (e.g., fire drills, lockdown drills)

Campus visitor procedures, which require visitors to check in at the front office.

ID badges are often required to be worn by students and staff to help with identification and campus security.

Searches of students and belongings may be conducted in accordance with district policy to ensure a drug-free and weapon-free campus.

Major Systems to support Graduation Rate:

South San Antonio High School, as part of the South San Antonio Independent School District (SSAISD), employs various processes to

support student graduation rates. These processes focus on academic, social, and emotional support.

Academic Support Programs

- **Credit Recovery System:** The school has a locally created Attendance Recovery System that helps students make up for missed classes and earn credits within the same school year. This is a crucial tool for students who fall behind due to unexcused absences.
- **Dual Credit and Dual Enrollment:** In partnership with colleges, these programs allow students to earn both high school and college credit simultaneously, accelerating their academic progress and making them more likely to graduate.
- **Advanced Academics:** Offering Pre-AP, AP, and honors courses helps keep students engaged and challenged, while also preparing them for the rigors of college.
- **Targeted Interventions:** The campus provides intensive or accelerated instruction for students identified as at-risk of not graduating.

Attendance and Behavior Initiatives

- **Attendance Contracts and Court Remediation:** For students with excessive absences, the school has formal procedures, including attendance contracts and court-ordered remediation, to ensure students are held accountable and guided back to regular attendance.
- **Student Conduct Code:** The school's **Student Code of Conduct** outlines clear expectations and consequences for behavior. By maintaining a structured and safe learning environment, the school reduces behavioral issues that could otherwise lead to suspension, expulsion, or dropping out.

Financial and Social Support

- **Counseling and Student Services:** The school's guidance counselors provide academic advising, social and emotional support, and help students and their families with college and career readiness.
- **Partnerships and Grants:** The district participates in federal and state grant programs, such as **TRIO**, to provide supplemental educational support for low-income and at-risk students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1
★

Chronic absenteeism among students at South San High School is a significant issue, leading to a negative impact on academic performance and an increased risk of failing courses. Despite existing intervention measures like attendance contracts and truancy filings, the rate of unexcused absences remains high, indicating that these procedures are not fully effective in addressing the causes.

Inadequate Support Systems: While support programs exist, they may not be adequately addressing the non-academic barriers to attendance. Factors such as mental health issues, family challenges, lack of transportation, or financial difficulties are often the true reasons for a student's absence and are not sufficiently addressed by standard attendance procedures.

2
★

An insufficient level of proactive communication and collaboration between South San High School, students, and their families is leading to a disconnect on key campus policies, such as the dress code and discipline procedures. This lack of shared understanding contributes to avoidable disciplinary issues and a reactive rather than a proactive approach to student conduct.


One-Way Communication Model: The primary method of communication often relies on the school disseminating information (e.g., through handbooks or mass emails) without a clear, two-way channel for dialogue. This can make parents feel like passive recipients of information rather than active partners in their child's education.

3
★

The graduation rate at South San High School continue to be below 90%.

There is a lack of systems to identify, track, and support struggling students.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Our campus has a consistently high failure rate and students are not engaged in their classes.

Teachers do not have the prerequisite skills to scaffold and differentiate instruction for students who are not performing at grade level in all classes.

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).

Students have learning gaps and the campus does not have intervention practices in place to support students in closing learning gaps.

3
★

South San Antonio High School faces a significant challenge in preparing students for academic success in Mathematics, as demonstrated by the low percentage of students achieving at or above grade level on the STAAR exam. Only 33 of the 427 students tested in Mathematics achieved a "Meets Grade Level or Above" score, and only 14 achieved a "Masters Grade Level" score. This indicates a substantial

Inadequate Intervention: The school's current academic support systems may not be sufficiently targeted to address the specific learning deficits in mathematics. The data suggests that while many students may pass the test at a basic level (Approaches GL), the instruction and support are not pushing them to a deeper understanding required for the "Meets" or "Masters" levels.

4
★

Reading/Language Arts (RLA) and Mathematics, and their performance in Science and Social Studies. The STAAR data shows that while a high percentage of students (87.4% in Science and 89.8% in Social Studies) are at or above the "Approaches Grade Level" standard, the equivalent percentages for RLA and Mathematics are significantly lower (55.7% and 53.6%, respectively).

Instructional Focus: The school's instructional strategies might be less effective in building foundational skills in RLA and Mathematics. This can be exacerbated by the pressure to achieve a certain passing rate on standardized tests, which can lead to a focus on test-taking strategies over a deep, conceptual understanding of the subject matter.

5
★

High Concentration of At-Risk and Economically Disadvantaged Students: The school faces the challenge of a student population with a high level of need, as 88.5% of students are economically disadvantaged and 81.7% are at-risk. This is significantly higher than the state averages of 62.2% and 53.2%, respectively.

The high percentage of economically disadvantaged students can create significant non-academic barriers to success. These students may face challenges with food insecurity, housing instability, or a lack of access to resources like technology and internet connectivity. These issues directly impact their ability to focus, complete homework, and attend school consistently,

6★

Chronic absenteeism among students at South San High School is a significant issue, leading to a negative impact on academic performance and an increased risk of failing courses. Despite existing intervention measures like attendance contracts and truancy filings, the rate of unexcused absences remains high, indicating that these procedures are not fully effective in addressing the causes.

Inadequate Support Systems: While support programs exist, they may not be adequately addressing the non-academic barriers to attendance. Factors such as mental health issues, family challenges, lack of transportation, or financial difficulties are often the true reasons for a student's absence and are not sufficiently addressed by standard attendance procedures.

7★

An insufficient level of proactive communication and collaboration between South San High School, students, and their families is leading to a disconnect on key campus policies, such as the dress code and discipline procedures. This lack of shared understanding contributes to avoidable disciplinary issues and a reactive rather than a proactive approach to student conduct.

One-Way Communication Model: The primary method of communication often relies on the school disseminating information (e.g., through handbooks or mass emails) without a clear, two-way channel for dialogue. This can make parents feel like passive recipients of information rather than active partners in their child's education.

8★

The graduation rate at South San High School continue to be below 90%.

There is a lack of systems to identify, track, and support struggling students.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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
- 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
- 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-P ESS data

Parent/Community Data

Parent surveys and/or other feedback

Parent engagement rate

Support Systems and Other Data

Processes and procedures for teaching and learning, including program implementation

Communications data



Goals

Goal 1

SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 1 High Priority

By May 2026, the percentage of students at the Approaches performance level or above on the STAAR EOC English I and EOC English II examination will increase from 55.66% to 85%. By May 2026, the percentage of students at the Approaches performance level or above on the STAAR EOC Algebra I examination will increase from 53.62% to 85%. By May 2026, the percentage of students at the Approaches performance level or above on the STAAR EOC Biology examination will increase from 87.41% to 90%. By May 2026, the percentage of students at the Approaches performance level or above on the STAAR EOC US History examination will increase from 89.76% to 95%. By May 2026, the percentage of students at the Meets performance level or above on the STAAR EOC English I and English II examination will increase from 32.56% to 55%. By May 2026, the percentage of students at the Meets performance level or above on the STAAR EOC Algebra I examination will increase from 7.72% to 38%. By May 2026, the percentage of students at the Meets performance level or above on the STAAR EOC Biology examination will increase from 47.44% to 55%. By May 2026, the percentage of students at the Meets performance level or above on the STAAR EOC US History examination will increase from 46.92% to 55%. By May 2026, the percentage of students at the Masters performance level or above on the STAAR EOC English I and English II examination will increase from 3.97% to 20%. By May 2026, the percentage of students at the Masters performance level or above on the STAAR EOC Algebra I examination will increase from 3.27% to 20%. By May 2026, the percentage of students at the Masters performance level or above on the STAAR EOC Biology examination will increase from 6.46% to 20%. By May 2026, the percentage of students at the Masters performance level or above on the STAAR EOC US History examination will increase from 17.75% to 20%.

Evaluation Data Source: Balanced Assessment to include STAAR Walkthrough Data

Strategy 1 Targeted Support Strategy

Adopt and fully implement High Quality Instructional Materials aligned to the State of Texas English Language Arts and Reading, Math, Science, and Social Studies standards (TEKS) and build teacher capacity through job-embedded professional learning. This is to include the purchase of supplies to support the full implementation of HQIM aligned with TEKS in English Language Arts and Reading, Math, Science, and Social Studies.

Strategy's Expected Result/Impact: Increase the percentage of students who attain the Meets level or above performance level on the English I, English II, Biology, US History, and Algebra I STAAR exams.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principals
Academic Dean

Problem Statements: Student Learning 2

Funding Sources: Master Teachers 211 Title I, Part A, 211, \$307,916, INSTRUCTIONAL SUPPLIES 211 Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2 Targeted Support Strategy

Prioritize daily uninterrupted intervention periods by protecting time for core reading instruction ensuring fidelity to instructional minutes.

Strategy's Expected Result/Impact: Increase the percentage of students who attain Meets level or above on the English I and English II STAAR exams.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principals
Academic Dean

Problem Statements: Student Learning 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

Strategy 3 Targeted Support Strategy

Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction.

Strategy's Expected Result/Impact: Use student work protocols to adjust instruction in real-time and use interim assessments to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principals
Academic Dean

Problem Statements: Student Learning 2, 3, 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 4 Targeted Support Strategy

Launch a yearlong professional learning plan focused on unit and lesson internalization, modeling, and practice-based learning through cluster meetings.

Strategy's Expected Result/Impact: Increase in the percentage of students at every EOC performance level.

Walkthrough data that reflects an increase in teachers' level of understanding of high-quality instructional materials, alignment with TEKS, and the cognitive rigor required for STAAR.

Staff Responsible for Monitoring: Master Teachers

Principal

Assistant Principals

Academic Dean

Problem Statements: Student Learning 2, 3, 4

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 5

Provide training for all staff to ensure all Individualized Education Plans (IEPs) align with best practices for Standards Based IEP Development (SBID).

Strategy's Expected Result/Impact: Aligned supports for students receiving special education services as measured by State Performance Plan Indicator (SPPI) data.

Staff Responsible for Monitoring: Principal

Assistant Principals

Academic Dean

Special Education Staff and Case Managers

Problem Statements: Student Learning 2

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 6 Targeted Support Strategy

Establish and consistently monitor clear criteria and 'look-fors' for diverse special education settings, focusing on the implementation of high-leverage strategies that directly support improved student outcomes.

Strategy's Expected Result/Impact: Instructional consistency across special education settings, leading to improved student engagement, access to grade-level content, and measurable gains in student achievement.

Staff Responsible for Monitoring: Master Teachers

Principal
Assistant Principals
Academic Dean

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

No Progress

January

March

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>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).</p>	<p>Students have learning gaps and the campus does not have intervention practices in place to support students in closing learning gaps.</p>
<p>3 South San Antonio High School faces a significant challenge in preparing students for academic success in Mathematics, as demonstrated by the low percentage of students achieving at or above grade level on the STAAR exam. Only 33 of the 427 students tested in Mathematics achieved a "Meets Grade Level or Above" score, and only 14 achieved a "Masters Grade Level" score. This indicates a substantial</p>	<p>Inadequate Intervention: The school's current academic support systems may not be sufficiently targeted to address the specific learning deficits in mathematics. The data suggests that while many students may pass the test at a basic level (Approaches GL), the instruction and support are not pushing them to a deeper understanding required for the "Meets" or "Masters" levels.</p>
<p>4 Reading/Language Arts (RLA) and Mathematics, and their performance in Science and Social Studies. The STAAR data shows that while a high percentage of students (87.4% in Science and 89.8% in Social Studies) are at or above the "Approaches Grade Level" standard, the equivalent percentages for RLA and Mathematics are significantly lower (55.7% and 53.6%, respectively).</p>	<p>Instructional Focus: The school's instructional strategies might be less effective in building foundational skills in RLA and Mathematics. This can be exacerbated by the pressure to achieve a certain passing rate on standardized tests, which can lead to a focus on test-taking strategies over a deep, conceptual understanding of the subject matter.</p>

Performance Objective 2 High Priority

By May 2026, the percentage of students taking the English I and II EOC STAAR examination will demonstrate an increase in annual expected growth from 63% to 74%.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1 Targeted Support Strategy

The English Department will analyze prior-year STAAR, benchmark, and interim assessment data to identify all students whose current growth trajectory places them below the target of 74% expected growth from the baseline of 63%. Students will be grouped based on specific skill deficits (e.g., reading comprehension, literary analysis, revision/editing).

Strategy's Expected Result/Impact: At least 75% of students participating in the Tier 2/3 intervention program will show measurable growth (a minimum of one quarter's progress) on their targeted skill deficit assessment.

Staff Responsible for Monitoring: Master Teachers

Principal
Assistant Principals
Academic Dean

Problem Statements: Student Learning 2, 3, 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2 **Targeted Support Strategy**

English I and II teachers will meet in planning weekly to collaboratively score student work, analyze common errors from the high-leverage tasks, and adjust the upcoming week's lesson plans based on the performance data.

Strategy's Expected Result/Impact: A 6% increase in the overall average passing rate (e.g., "Meets Grade Level" or higher) on the common, high-leverage writing tasks compared to the prior year's baseline.

Staff Responsible for Monitoring: Master Teachers

Principal
Assistant Principals
Academic Dean

Problem Statements: Student Learning 2, 3, 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 3

Use brief, formative "exit tickets" or check-point quizzes in the intervention groups weekly. Track student mastery of prerequisite concepts in a central dashboard to adjust instructional groups every four weeks.

Strategy's Expected Result/Impact: At least 80% of students participating in the prerequisite skills intervention will achieve 70% mastery or higher on their targeted diagnostic areas.

Staff Responsible for Monitoring: Master Teachers

- Principal
- Assistant Principals
- Academic Dean

Problem Statements: Student Learning 1, 2

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

No Progress

January

March

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Our campus has a consistently high failure rate and students are not engaged in their classes.	Teachers do not have the prerequisite skills to scaffold and differentiate instruction for students who are not performing at grade level in all classes.
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).	Students have learning gaps and the campus does not have intervention practices in place to support students in closing learning gaps.
3 South San Antonio High School faces a significant challenge in preparing students for academic success in Mathematics, as demonstrated by the low percentage of students achieving at or above grade level on the STAAR exam. Only 33 of the 427 students tested in Mathematics achieved a "Meets Grade Level or Above" score, and only 14 achieved a "Masters Grade Level" score. This indicates a substantial	Inadequate Intervention: The school's current academic support systems may not be sufficiently targeted to address the specific learning deficits in mathematics. The data suggests that while many students may pass the test at a basic level (Approaches GL), the instruction and support are not pushing them to a deeper understanding required for the "Meets" or "Masters" levels.
4 Reading/Language Arts (RLA) and Mathematics, and their performance in Science and Social Studies. The STAAR data shows that while a high percentage of students (87.4% in Science and 89.8% in Social Studies) are at or above the "Approaches Grade Level" standard, the equivalent percentages for RLA and Mathematics are significantly lower (55.7% and 53.6%, respectively).	Instructional Focus: The school's instructional strategies might be less effective in building foundational skills in RLA and Mathematics. This can be exacerbated by the pressure to achieve a certain passing rate on standardized tests, which can lead to a focus on test-taking strategies over a deep, conceptual understanding of the subject matter.

Performance Objective 3 High Priority

By May 2026, the percentage of students in accelerated instruction through HB1416 will perform at Approaches or higher from 29% to 50% on EOC English I, English II, and Algebra I Assessments.

Evaluation Data Source: Balanced Assessment System
STAAR Data
MTSS Tracking Data

Strategy 1

Create campus master schedules to ensure all HB 1416 students will complete accelerated learning requirements.

Strategy's Expected Result/Impact: Increased student performance as measured by the balanced assessment system, state accountability, and graduation rates.

Staff Responsible for Monitoring: Master Teachers

Principal
Assistant Principals
Academic Dean
Counselors

Problem Statements: Student Learning 1, 2

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2

Implement a Targeted Acceleration Program that provides individualized instruction, progress monitoring, and intervention supports aligned with TEKS for students identified under HB 1416. This program will include: Data-driven Instruction: Use Eduphoria Aware and formative assessments to identify specific skill gaps and adjust instruction every 3 weeks.

Strategy's Expected Result/Impact: Students in accelerated instruction will demonstrate measurable growth in RLA and Math, as evidenced by performance on the English I, English II, and Algebra I EOC STAAR examinations.

Staff Responsible for Monitoring: Master Teachers

Principal
Assistant Principals
Academic Dean
Graduation Coach
Teachers
Counselors
College and Career Readiness Advisor

Problem Statements: Student Learning 2, 3, 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

No Progress

March

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 Our campus has a consistently high failure rate and students are not engaged in their classes.</p>	<p>Teachers do not have the prerequisite skills to scaffold and differentiate instruction for students who are not performing at grade level in all classes.</p>
<p>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).</p>	<p>Students have learning gaps and the campus does not have intervention practices in place to support students in closing learning gaps.</p>
<p>3 South San Antonio High School faces a significant challenge in preparing students for academic success in Mathematics, as demonstrated by the low percentage of students achieving at or above grade level on the STAAR exam. Only 33 of the 427 students tested in Mathematics achieved a "Meets Grade Level or Above" score, and only 14 achieved a "Masters Grade Level" score. This indicates a substantial</p>	<p>Inadequate Intervention: The school's current academic support systems may not be sufficiently targeted to address the specific learning deficits in mathematics. The data suggests that while many students may pass the test at a basic level (Approaches GL), the instruction and support are not pushing them to a deeper understanding required for the "Meets" or "Masters" levels.</p>
<p>4 Reading/Language Arts (RLA) and Mathematics, and their performance in Science and Social Studies. The STAAR data shows that while a high percentage of students (87.4% in Science and 89.8% in Social Studies) are at or above the "Approaches Grade Level" standard, the equivalent percentages for RLA and Mathematics are significantly lower (55.7% and 53.6%, respectively).</p>	<p>Instructional Focus: The school's instructional strategies might be less effective in building foundational skills in RLA and Mathematics. This can be exacerbated by the pressure to achieve a certain passing rate on standardized tests, which can lead to a focus on test-taking strategies over a deep, conceptual understanding of the subject matter.</p>

Performance Objective 4 High Priority

By May 2026, the percentage of students demonstrating expected annual growth in the Algebra I EOC will increase from 63% to 74%.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

All Algebra I and Math Models teachers will dedicate at least 25% of instructional time to problem-solving tasks that require justification, modeling, and multiple steps, mirroring the

complexity and non-multiple-choice format of the EOC.

Strategy's Expected Result/Impact: The percentage of students in the Math Algebra I STAAR exam demonstrating annual expected growth on the EOC/STAAR will be 74% or higher.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principals
Academic Dean

Problem Statements: Student Learning 2

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 2

Provide training for teachers on integrating Algebra I application problems into Algebra II coursework to reinforce mathematical concepts through real-world contexts.

Strategy's Expected Result/Impact: A minimum of a 50% percent increase in the number of students passing the December retest.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principals
Academic Dean

Problem Statements: Student Learning 1, 2

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

No Progress

January

March

June

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 Our campus has a consistently high failure rate and students are not engaged in their classes.</p>	<p>Teachers do not have the prerequisite skills to scaffold and differentiate instruction for students who are not performing at grade level in all classes.</p>
<p>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).</p>	<p>Students have learning gaps and the campus does not have intervention practices in place to support students in closing learning gaps.</p>

Goal 2 SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 1

By May 2026, 100% of campus and district leaders will use common tools to conduct classroom walkthroughs/observations focused on key instructional indicators, followed by actionable feedback and support.

Evaluation Data Source: EEPASS, JotForm, Observations, and Walkthroughs

Strategy 1 Targeted Support Strategy

Campus leaders will complete a minimum of 6 calibration cycles using the NIET rubric with 90% inter-rater reliability.

Strategy's Expected Result/Impact: All appraisers are calibrated and in alignment with rubric as evidenced by EEPASS Data.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principals
Academic Dean

Problem Statements: Student Learning 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

Considerable Progress

November

January

March

June

Strategy 2 Targeted Support Strategy

Campus Leadership Team will implement one practice observation for each assigned teacher using the NIET Teaching and Learning Standards Rubric, to ensure fidelity of implementation, coaching and feedback.

Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in the EEPASS platform to support calibration to guide professional learning, coaching, SALT, and DALT meetings.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principals
Academic Dean

Problem Statements: Student Learning 2

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

Strategy 3 **Targeted Support Strategy**

Campus administration will implement a minimum of 5 walkthroughs per week to ensure fidelity of implementation of the NIET rubric, coaching, and feedback.

Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in JotForm to support calibration to guide our professional learning, coaching, SALT, and DALT meetings.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principals
Academic Dean

Problem Statements: Student Learning 2

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>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).</p>	<p>Students have learning gaps and the campus does not have intervention practices in place to support students in closing learning gaps.</p>

Performance Objective 2

In the 2025-2026 school year, 100% of teachers, and campus instructional leaders will participate in sustained, high-quality professional development aligned to district priorities, including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

Evaluation Data Source: PD Catalog, Cluster Meeting Agendas, Eduphoria Attendance/Sign In Sheets

Strategy 1 Targeted Support Strategy

Provide weekly job-embedded professional learning for all teachers.

Strategy's Expected Result/Impact: Teachers will demonstrate increased implementation of high-yield instructional strategies, leading to measurable gains in student outcomes and increases in performance at above the Meets level on all STAAR EOC exams.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principals
Academic Dean

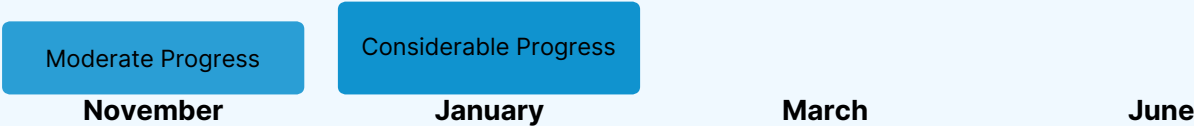
Problem Statements: Student Learning 2

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Provide opportunities for professional development growth and learning for all Campus Instructional Leaders.

Strategy's Expected Result/Impact: Campus Administrators will demonstrate increased implementation of high-yield instructional strategies, leading to measurable gains in student outcomes and increases in performance at above the Meets level on all STAAR EOC exams.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2

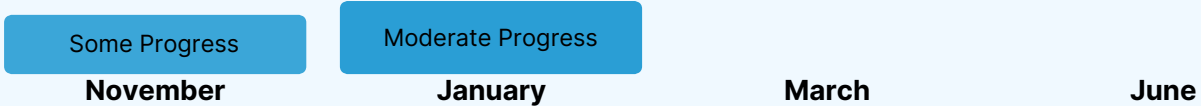
Funding Sources: TASSP Membership 211 Title I, Part A, \$1,710

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
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).	Students have learning gaps and the campus does not have intervention practices in place to support students in closing learning gaps.

Goal 3

SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1 High Priority

Student attendance in SSAHS will increase from 91.8% to 94% for the 2025-2026 school year.

Evaluation Data Source: Campus Attendance Reports
PEIMS Attendance Data
Home Visit Data
Attendance Intervention Plans

Strategy 1 Targeted Support Strategy

Increase attendance monitoring and data analysis.

Strategy's Expected Result/Impact: Increase in average daily attendance (ADA)
Decrease in chronic absenteeism rate (missing 10%+ of school days)
Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations)

Staff Responsible for Monitoring: Campus Leadership Team, PEIMS Department, Attendance Advocates,
School Counselors, Family Engagement Liaison, Clerks

Problem Statements: School Processes & Programs 1

Title I:

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 2 Targeted Support Strategy

Provide tiered interventions to increase student attendance by: Tier 1: Universal messaging and school-wide incentives Tier 2: Personalized phone calls, parent meetings, and student check-ins Tier 3: Individual attendance plans, counseling referrals, and community resource connections

Strategy's Expected Result/Impact: Increase in average daily attendance (ADA)
Decrease in chronic absenteeism rate (missing 10%+ of school days)
Improvement in attendance across subgroups (e.g., by grade, ethnicity, special populations)

Staff Responsible for Monitoring: Campus Leadership Team, Counselors, Attendance Advocates, Family Engagement Liaisons, PEIMS Department, and Family Engagement Liaison, Clerks

Problem Statements: School Processes & Programs 1

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 3 Targeted Support Strategy

Recognize and reward students that meet or exceed the campus's 94% attendance goal, as well as those demonstrating significant attendance improvements. Incentives will include incentives and class giveaways.

Strategy's Expected Result/Impact: Increase in average daily attendance (ADA)
Decrease in chronic absenteeism rate (missing 10%+ of school days)
A culture of prioritizing attendance on all campuses will be established.

Staff Responsible for Monitoring: Attendance Advocates
Principal
Assistant Principals

Problem Statements: School Processes & Programs 1

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Chronic absenteeism among students at South San High School is a significant issue, leading to a negative impact on academic performance and an increased risk of failing courses. Despite existing intervention measures like attendance contracts and truancy filings, the rate of unexcused absences remains high, indicating that these procedures are not fully effective in addressing the causes.	Inadequate Support Systems: While support programs exist, they may not be adequately addressing the non-academic barriers to attendance. Factors such as mental health issues, family challenges, lack of transportation, or financial difficulties are often the true reasons for a student's absence and are not sufficiently addressed by standard attendance procedures.

Performance Objective 2 High Priority

The four year graduation rate at SSAHS will increase from to 82% to 88%.

Evaluation Data Source: Graduation Rates
TAPR
Accountability Ratings
CCMR Data Reports

Strategy 1 Targeted Support Strategy

Strengthen and support students earning course credit through Credit Recovery, Optional School Day Flex Program, and Acceleration Options so that students remain on track for graduation with their cohort.

Strategy's Expected Result/Impact: Increase in four-year graduation rate
Decrease in dropout rate
Reduction in credit-deficient juniors and seniors

Staff Responsible for Monitoring: School Counselors, Campus Leadership, Academic Dean, Credit Recovery & Intervention Teachers, Graduation Coordinator, and Student Success Advisors

Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 1

Funding Sources: Graduation Coach 211 Title I, Part A, \$71,122, Student Success Advisor 211 Title I, Part A, \$74,129

Title I:

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

Moderate Progress

Strategy 2  **Targeted Support Strategy**

Conduct transcript audits to monitor and review course pass/fail data to ensure students are on track for graduation requirements.

Strategy's Expected Result/Impact: Increase in four-year graduation rate

Decrease in dropout rate

Reduction in credit-deficient juniors and seniors

Staff Responsible for Monitoring: Counselors, Graduation Coordinator, Student Success Advisors, Special Education Faculty and Staff

Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 1

Title I:

TEA Priorities: 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

Formative Reviews

Some Progress

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Moderate Progress

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Strategy 3  **Targeted Support Strategy**

Provide student distinctions to honor student academic success 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, Student Success Advisors

Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 1

Title I: 2.5.3

TEA Priorities: 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

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 High Concentration of At-Risk and Economically Disadvantaged Students: The school faces the challenge of a student population with a high level of need, as 88.5% of students are economically disadvantaged and 81.7% are at-risk. This is significantly higher than the state averages of 62.2% and 53.2%, respectively.	The high percentage of economically disadvantaged students can create significant non-academic barriers to success. These students may face challenges with food insecurity, housing instability, or a lack of access to resources like technology and internet connectivity. These issues directly impact their ability to focus, complete homework, and attend school consistently,

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
5 High Concentration of At-Risk and Economically Disadvantaged Students: The school faces the challenge of a student population with a high level of need, as 88.5% of students are economically disadvantaged and 81.7% are at-risk. This is significantly higher than the state averages of 62.2% and 53.2%, respectively.	The high percentage of economically disadvantaged students can create significant non-academic barriers to success. These students may face challenges with food insecurity, housing instability, or a lack of access to resources like technology and internet connectivity. These issues directly impact their ability to focus, complete homework, and attend school consistently,

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Chronic absenteeism among students at South San High School is a significant issue, leading to a negative impact on academic performance and an increased risk of failing courses. Despite existing intervention measures like attendance contracts and truancy filings, the rate of unexcused absences remains high, indicating that these procedures are not fully effective in addressing the causes.	Inadequate Support Systems: While support programs exist, they may not be adequately addressing the non-academic barriers to attendance. Factors such as mental health issues, family challenges, lack of transportation, or financial difficulties are often the true reasons for a student's absence and are not sufficiently addressed by standard attendance procedures.

Performance Objective 3 High Priority

POST SECONDARY READINESS: SSAHS will expand College, Career, and Military Readiness (CCMR) supports to increase the percentage of annual graduates who meet CCMR criteria from 61% to 72% to improve accountability performance.

Evaluation Data Source: Advanced Placement Scores
IBC Results from CTE programs
Dual Credit Earned Hours Report
On Ramps Earned Hours Report
Advanced Diploma Plan Accomplished from Special Education Students
Number of Military Enrollments
CareerCraft Reports

Strategy 1 Targeted Support Strategy

Access and analyze data to establish campus goals, monitor CCMR progress, and connect individual students with supports and resources aligned with post secondary readiness.

Strategy's Expected Result/Impact: Improved college, career, and military readiness (CCMR) scores
100% FAFSA/TASFA completion rate across the senior class
10% increase in number of graduating seniors complete a college or postsecondary application

Staff Responsible for Monitoring: Counselors, Graduation Coordinator, Student Success Advisors, Campus Administrators, Master Teachers, Principals, Assistant Principals, Academic Dean

Problem Statements: Demographics 1 - Student Learning 5

Title I: 2.5.1

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Strategy 2 Targeted Support Strategy

Provide opportunities for enrollment in Advanced Placement (AP) with Art and Foreign Languages, On Ramps with Chemistry, Physics, US History, Computer Science, and Dual Credit courses across all core content areas in order to increase student engagement and postsecondary readiness.

Strategy's Expected Result/Impact: Improved College, Career, and Military Readiness (CCMR) scores
45% of graduates earn college credit through AP, On Ramps, or Dual Credit courses

Staff Responsible for Monitoring: Counselors, Graduation Coordinator, Student Success Advisors, Master Teachers, Principal, Assistant Principals, Academic Dean

Problem Statements: Student Learning 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

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Strategy 3 Targeted Support Strategy

Increase the number of students that complete a Career and Technical Education (CTE) pathway that leads to an aligned program of study, industry-based certification, and real-world experience.

Strategy's Expected Result/Impact: Improved College, Career, and Military readiness (CCMR) scores
50% of graduates complete a CTE program of study and earn an industry-based certification

Staff Responsible for Monitoring: CTE Master Teacher,
School Counselors, CTE Teachers, Academic Dean, Student Success Advisors

Problem Statements: School Processes & Programs 1

Title I: 2.5.1

TEA Priorities: 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

Formative Reviews

Moderate Progress

November

Moderate Progress

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Strategy 4 Targeted Support Strategy

Provide multiple school day assessment opportunities to include TSIA, PSAT, SAT and ASVAB.

Strategy's Expected Result/Impact: Increase four-year graduation rate
Improved College, Career, and Military Readiness (CCMR) scores
15% Increase in the percentage of students meeting TSI benchmarks in ELA and Math

Staff Responsible for Monitoring: Counselors, Graduation Coordinator, Student Success Advisors,
Campus Testing Coordinator, Principal, Academic Dean

Problem Statements: Student Learning 1

Title I: 2.5.1

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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Considerable Progress

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Strategy 5

Provide College Prep Testing academies and workshops, as well as individual tutoring sessions, to support students' understanding of content and preparedness for assessments to include the TSI and SAT.

Strategy's Expected Result/Impact: Increase the percentage of students who reach the passing levels on TSI and SAT in both academic contents, Math and Reading.

Staff Responsible for Monitoring: Master Teachers

Principal

Assistant Principals

Academic Dean

Student Success Advisors

Problem Statements: Student Learning 3, 4

Formative Reviews

Moderate Progress

November

Moderate Progress

January

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Strategy 6 Targeted Support Strategy

Create a CCMR Guiding Coalition to help facilitate the expansion of educational offerings and program analysis for students to be CCMR ready.

Strategy's Expected Result/Impact: Increase the percentage of students who are CCMR ready.

Staff Responsible for Monitoring: Master Teachers

Principals

Assistant Principals

Academic Dean

Student Success Advisors

College and Career Readiness Advisor

Counselors

Problem Statements: Demographics 2 - Student Learning 6 - School Processes & Programs 3

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

High Concentration of At-Risk and Economically Disadvantaged Students: The school faces the challenge of a student population with a high level of need, as 88.5% of students are economically disadvantaged and 81.7% are at-risk. This is significantly higher than the state averages of 62.2% and 53.2%, respectively.

The high percentage of economically disadvantaged students can create significant non-academic barriers to success. These students may face challenges with food insecurity, housing instability, or a lack of access to resources like technology and internet connectivity. These issues directly impact their ability to focus, complete homework, and attend school consistently,

2

The graduation rate at South San High School continue to be below 90%.

There is a lack of systems to identify, track, and support struggling students.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Our campus has a consistently high failure rate and students are not engaged in their classes.

Teachers do not have the prerequisite skills to scaffold and differentiate instruction for students who are not performing at grade level in all classes.

3

South San Antonio High School faces a significant challenge in preparing students for academic success in Mathematics, as demonstrated by the low percentage of students achieving at or above grade level on the STAAR exam. Only 33 of the 427 students tested in Mathematics achieved a "Meets Grade Level or Above" score, and only 14 achieved a "Masters Grade Level" score. This indicates a substantial

Inadequate Intervention: The school's current academic support systems may not be sufficiently targeted to address the specific learning deficits in mathematics. The data suggests that while many students may pass the test at a basic level (Approaches GL), the instruction and support are not pushing them to a deeper understanding required for the "Meets" or "Masters" levels.

Reading/Language Arts (RLA) and Mathematics, and their performance in

Instructional Focus: The school's instructional strategies might be less

4

Science and Social Studies. The STAAR data shows that while a high percentage of students (87.4% in Science and 89.8% in Social Studies) are at or above the "Approaches Grade Level" standard, the equivalent percentages for RLA and Mathematics are significantly lower (55.7% and 53.6%, respectively).

effective in building foundational skills in RLA and Mathematics. This can be exacerbated by the pressure to achieve a certain passing rate on standardized tests, which can lead to a focus on test-taking strategies over a deep, conceptual understanding of the subject matter.

5

High Concentration of At-Risk and Economically Disadvantaged Students: The school faces the challenge of a student population with a high level of need, as 88.5% of students are economically disadvantaged and 81.7% are at-risk. This is significantly higher than the state averages of 62.2% and 53.2%, respectively.

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6

The graduation rate at South San High School continue to be below 90%.

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Chronic absenteeism among students at South San High School is a significant issue, leading to a negative impact on academic performance and an increased risk of failing courses. Despite existing intervention measures like attendance contracts and truancy filings, the rate of unexcused absences remains high, indicating that these procedures are not fully effective in addressing the causes.

Inadequate Support Systems: While support programs exist, they may not be adequately addressing the non-academic barriers to attendance. Factors such as mental health issues, family challenges, lack of transportation, or financial difficulties are often the true reasons for a student's absence and are not sufficiently addressed by standard attendance procedures.

3

The graduation rate at South San High School continue to be below 90%.

There is a lack of systems to identify, track, and support struggling students.

Goal 4

SSAISD will collaborate with parents and the community to ensure all students receive a high quality education.

Performance Objective 1 High Priority

By May 2026, SSAHS will increase the percentage of families who report feeling informed and equipped to support their child's academic progress by 20%, as measured by family engagement surveys.

Evaluation Data Source: Family Engagement Survey Results
Attendance Logs/Sign in Sheets

Strategy 1

SSAHS will use district-provided Family Expectation Letters as a consistent communication tool, aligned with instructional units, to enhance families' understanding of academic expectations and to support student learning at home.

Strategy's Expected Result/Impact: Increase in number of families involved in campus community activities.

Staff Responsible for Monitoring: Principal
Assistant Principals
Academic Dean
Family Engagement Liaison

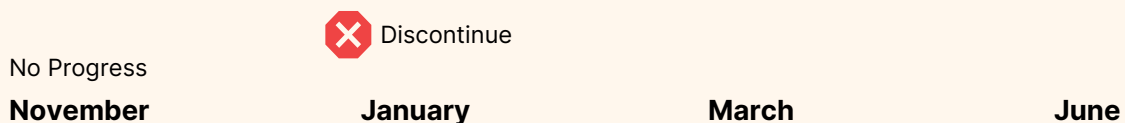
Problem Statements: School Processes & Programs 2

Funding Sources: Family Engagement Liaison 211 Title I, Part A, \$16,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2 Targeted Support Strategy

Offer a minimum of four recurring Family Engagement Sessions that build trust, increase awareness of academic and attendance expectations, which equip families with tools to support their child's consistent attendance and academic success. Examples include: Meet the Bobcat Night Open House Title I Campus Policy Meeting Cafecitos

Strategy's Expected Result/Impact: Increased parent engagement, sense of connectedness, and belonging, as evidenced by attendance sessions.
Increase student growth and achievement as evidenced by The Balanced Assessment System.

Staff Responsible for Monitoring: Principal

Assistant Principals

Academic Dean

Counselors

Family Engagement Liaison

Problem Statements: School Processes & Programs 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Moderate Progress

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Strategy 3 Targeted Support Strategy

During the 2025-2026 school year, Parent Liaison will design and deliver a minimum of three targeted parent trainings focused on strengthening home-school communication with content aligned to family engagement priorities.

Strategy's Expected Result/Impact: Increased engagement and connectedness to the campus. Parents will receive pertinent academic information to best support the growth of their student.

Staff Responsible for Monitoring: Parent Liaison

Principal

Problem Statements: School Processes & Programs 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

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Strategy 4 Targeted Support Strategy

Provide information meetings (before and after school) for parents to discuss activities on campus through Cafecitos and other informational opportunities.

Strategy's Expected Result/Impact: Increase awareness of key metrics including Academics, Attendance, CCMR, and Counseling services.

Staff Responsible for Monitoring: Principal

Lead Counselor

Academic Dean

Problem Statements: School Processes & Programs 2

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Moderate Progress

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Strategy 5 Targeted Support Strategy

Provide training and professional development opportunities for 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: Lead Counselor
Principal

Problem Statements: School Processes & Programs 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

An insufficient level of proactive communication and collaboration between South San High School, students, and their families is leading to a disconnect on key campus policies, such as the dress code and discipline procedures. This lack of shared understanding contributes to avoidable disciplinary issues and a reactive rather than a proactive approach to student conduct.

One-Way Communication Model: The primary method of communication often relies on the school disseminating information (e.g., through handbooks or mass emails) without a clear, two-way channel for dialogue. This can make parents feel like passive recipients of information rather than active partners in their child's education.

Performance Objective 2 High Priority

By May 2026, SSAISD will increase the percentage of students attending school to a minimum of 94%, through strengthened family partnerships and targeted communication about the importance of daily attendance.

Evaluation Data Source: Student Attendance Records
Communication Logs
Attendance Initiatives

Strategy 1 Targeted Support Strategy

Implement a proactive attendance support system that combines family-centered communication, real-time data monitoring, and community partnership outreach. This includes: Distributing clear, attendance expectation letters to all families. Engaging families early with personalized communication when attendance drops below 95%. Hosting attendance awareness events that emphasize the link between attendance and academic success. Partnering with community organizations to remove barriers (e.g., transportation, health access, basic needs) that contribute to chronic absenteeism.

Strategy's Expected Result/Impact: Reduced risk of chronic absenteeism and its long-term academic consequences as evidenced by The Balanced Assessment system results.

Staff Responsible for Monitoring: Principal
Assistant Principals
Academic Dean
Counselors
Family Engagement Liaison
Truancy Advocate

Problem Statements: School Processes & Programs 1, 2

Funding Sources: Truancy Advocate 211 Title I, Part A, \$51,710

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Moderate Progress

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Strategy 2 Targeted Support Strategy

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 94%, increase communication with parents, and work with students that are struggling to be successful in school.

Staff Responsible for Monitoring: Associate Principal
Academic Dean

Problem Statements: School Processes & Programs 1

Title I: 2.5.3

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

Formative Reviews

Some Progress

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Moderate Progress

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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