

South Texas Independent School District
Academy For Medical Professions
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25% Student Progress
Top 25% Closing Performance Gaps
Postsecondary Readiness



Board Approval Date: November 28, 2017

Public Presentation Date: November 28, 2017

Mission Statement

Medical Academy Mission Statement

Our mission is to educate future medical professionals in the health sciences through the integration of rigorous academic, medical and technological education.

Vision

Medical Academy Vision Statement

Our vision is a dynamic partnership between schools, colleges, universities, and the private sector that addresses the need for highly skilled medical professionals.

Value Statement

-Beliefs

We Believe that

Commitment from all stakeholders plays a role in student success.

Student engagement and exposure to life experiences is vital to function in a real world setting.

Education is key to success in life.

Learning is continuous and lifelong.

Respect of community, culture and family values equips us to acknowledge diversity in a global society.

Collaborative relationships are important for learning.

Schools exist to create opportunities for critical thinking and that it is essential to make teaching individualized for all diverse learners.

Adapting to changing technological, industrial and societal structures is crucial to expanded learning.

-Learner Outcomes

Consistently demonstrate courtesy, compassion and ethical values within the learning environment.

Graduate prepared for higher education.

Communicate in a variety of ways.

Demonstrate academic growth every year.

Engage in authentic career ready experiences.

Use multiple resources, including technology, that enhance their ability to learn.

Set comprehensive goals and develop a holistic plan annually.

Apply critical thinking and problem solving skills within real world challenges in every course and extracurricular activity.

Thrive in hands-on, diverse and relevant learning activities in all learning environments.

Demonstrate the soft and hard skills to be successful in a global society.

Table of Contents

Comprehensive Needs Assessment	9
Demographics	9
Student Achievement	19
Medical Academy AP Score Summary from 2007-2017	19
Summary of 2017 AP results	20
AP performance goals for 2017-2018	21
Strategies to improve AP scores for 2017-2018:	21
Benefits of a strong Advanced Placement program	22
School Culture and Climate	24
Staff Quality, Recruitment, and Retention	39
Curriculum, Instruction, and Assessment	44
Medical Academy AP Score Summary from 2007-2017	48
Summary of 2017 AP Results	49
AP Performance Goals for 2017-2018	50
Strategies to Improve AP scores for 2017-2018:	50
Benefits of a strong Advanced Placement program	50
Family and Community Involvement	54
School Context and Organization	65
.....	66
South Texas Academy for Medical Professions	66
Schedule of Teacher Conference Periods	66
Anabel Aldrete	66
Elizabeth Arredondo	66
Gabriela Barboza	66
Monica Avila	66
Ada Barrera	66
Denise Barrera	66
Brad Berryman	66
Thelma Camacho	66
Pedie Cano	66
Deborah Cantu	66
Gwyn Carmean	66

Elizabeth Carr	66
Cruz Castillo	66
Jose Colon	66
William Cortez	66
Virginia Fiebig	66
Erendira Garcia	66
David Garza	66
Guillermo Gomez	66
Esmeralda Gracia	66
Jeanette Groves	66
Patricia Hernandez	66
Jessica Hiler	67
Joseph Human	67
Andrew Keating	67
Victor Loya	67
Noemelch Lumang	67
Vanessa Manrique	67
Crystal Martinez	67
Matthew McCormick	67
Helene Massart	67
Charley Paradise	67
Shahn Reber	67
Emily Reece	67
Michele Richardson	67
Eduardo Rios	67
Herlinda Robles	67
Ana Ruvalcaba	67
Elisa Saenz	67
Rosalva Salas	67
Adam Salazar	67
Rene Saldivar	67
Bruno Sanchez	67
Linda Saucedo	67
Luis Sepulveda	67
Gabriela Smith	67

Jesse Smith	67
Sue Smith	67
Gerri Swider	67
Melissa Tapia	67
Edward Varnam	67
Francisco Vazquez	67
Hanani Vasquez	68
Angela Villarreal	68
Georgina Vela	68
David Villarreal	68
Esteban Villarreal	68
Edward Walk	68
Diana Williams	68
Simulation Lab	68
Student Support Programs	68
Technology	72
Comprehensive Needs Assessment Data Documentation	77
Goals	79
Goal 1: We will promote and market our district to create broad based community awareness attracting families to STISD.	79
Goal 2: We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.	82
Goal 3: We will design, implement and evaluate support systems that attract and retain students.	84
Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.	88
Goal 5: We will expand and create social and extracurricular opportunities that enrich all students' lives.	96
Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.	96
Title I	109
Schoolwide Program Plan	109
Ten Schoolwide Components	111
Campus Funding Summary	129

Comprehensive Needs Assessment

Demographics

Demographics Summary

South Texas Academy for Medical Professions

Demographics Summary

The South Texas Academy for Medical Professions, better known as Medical Academy, is located in Olmito, Texas. The school demographics mirror the community with students being predominantly of Hispanic origin.

As one of South Texas Independent School District's four magnet high schools, Medical Academy, serves students from 28 school districts in the counties Cameron, Hidalgo, and Willacy. Like the other STISD high schools, Medical Academy, is a public, tuition-free magnet high school. Medical Academy opened in August 2003, with a four-year college preparatory program designed to prepare students for medical-related careers. In the eleventh year of operation, enrollment has steadily climbed to near capacity. There are currently 848 students enrolled in grades 9-12.

Students are attracted to Medical Academy, because of its strong college preparatory program and career interests in the health sciences. We offer a curriculum that fosters intellectual curiosity, self-direction and a passion for life-long learning. Across the four-year course sequence students are challenged with rigorous academic coursework that consists primarily of Advanced Placement (AP) and Pre-AP classes.

Medical Academy offers the Foundation Diploma with endorsements in: STEMS (science, technology, engineering and math); Public Service; Arts and Humanities and Multidisciplinary Studies. Advanced Placement classes are available in Art, Biology, Calculus, Computer Science Chemistry, Economics, Environmental Science, English (Language and Literature), Physics, Spanish (Language and Literature), Statistics, U.S. Government, U.S. History, and World History. Dual enrollment courses are available in Biology, English III, English IV, and U.S. History. A typical Medical Academy senior will complete an average of ten AP classes by graduation. Integrated into the course sequence each year are health science technology classes that allow students to explore career interests in the medical field through focused coursework, preparing them for careers such as doctor, pharmacist, nurse, and medical researcher. In their senior year, students put this health science background into practice as interns at hospitals, pharmacies, doctor offices, nursing homes, hospice care, and medical labs. Students are able to earn certifications as a emergency medical technician, medical lab assistant, clinical medical assistant, phlebotomy technician, certified ophthalmic assistant, registered dental assistant, pharmacy technician and patient care technician. These certifications will provide students with experience and perspective as they pursue college and postgraduate degrees.

Our students are also required to perform seventy-five hours of community service, thus promoting responsibility and pride in their local communities. In connection with this goal, Medical Academy is supported by partnerships and working relationships with, Altas Palmas Veterinary Clinic, Alta Vista

Nursing Home, Alpine Adult Day Care, Autreys (Brownsville), Brownsville Community Health Center, Brownsville Fire/Rescue, Brownsville Rehabilitation Services, Burke Children's Dentistry (Harlingen), CVS Pharmacy (Brownsville, McAllen & Port Isabel), De La Rosa-Martinez Dentistry (San Benito), Doctor's Hospital at Renaissance, Dr. Emilio Hernandez (Brownsville-Dentist), Dr. Sanusi MD, Golden Palms, Gulf Coast Eye Institute, Harlingen South Texas Emergency EMS, Harlingen Family Denistry, Harlingen Medical Center, Knapp Medical Center, Los Ebanos Family Dentistry(Brownsville), Los Fresnos Ambulance Service, Med-Care-McAllen, Muniz Pharmacy (Harlingen), Fry's San Benito, Rio Grande State Center, Paws-n-Claws Veterinary Clinic, Ramos-Boyd Dentistry (Harlingen), RGV Endodontics (Edinburg), Saenz Pharmacy (McAllen), Salinas Pharmacy (Harligen), San Benito Medical Associates, Solara Hospital, Spanish Meadows Nursing Center, South Padre Island Fire/Rescue, South Texas Emergency Care Foundation-Harlingen, Sunshine Haven, The Eye Experts, The City of Port Isabel EMS, The City of South Padre Island Fire Department, Xavier Leo's Family Dentistry (Brownsville), Valle-Villarreal Dental Center (Brownsville), Valley Baptist Medical Center Brownsville, Valley Baptist Medical Center Harlingen, Valley Cancer Associates, Valley Children's Clinic, Valley Regional Medical Center, Veranda Nursing Home and Rehab, Valley Grande Manor Nursing Home, and Walgreens (Edinburg & Brownsville)

Demographics Strengths

South Texas Academy for Medical Professions

Demographics Strengths

School Characteristics _____

A public, tuition-free magnet high school. Free transportation provided.

- Serves students from 28 school districts in the counties of Cameron, Hidalgo, and Willacy
- Strong academic preparation and hands-on experiences allowing students to explore health care technology and the medical field
- Member of the College Board Advanced Placement Program
- Accredited through AdvancED
- Current enrollment of about 848 students

Curriculum _____

Medical Academy offers a rigorous academic curriculum that prepares students for a career in health care such as a doctor, pharmacist, nurse, and medical researcher. Students spend three years on campus taking health science courses as well as completing rigorous academic requirements. In their senior year, students put this health science background into practice as interns at hospitals, pharmacies, doctor offices and medical labs.

Medical Academy offers the Foundation Diploma with endorsements in: STEMS (science, technology, engineering and math); Public Service; Arts and Humanities and Multidisciplinary Studies. Advanced Placement classes are available in Art, Biology, Calculus, Computer Science, Chemistry, Economics, Environmental Science, English Language, English Literature, Physics, Spanish Language, Spanish Literature, Statistics, U.S. Government, U.S. History,

and World History.

Course Sequence

English I Pre-AP	English II Pre-AP	English III AP	English IV AP
Algebra I Pre-AP or Geometry Pre-AP	Geometry Pre-AP or Algebra II Pre-AP	Algebra II Pre-AP or Pre-Calculus Pre-AP	Pre-Calculus Pre-AP or Calculus AB
Biology Pre-AP	Chemistry Pre-AP	Physics Pre-AP Chemistry AP	Biology AP
World Geography Pre-AP	World History AP		U.S. Government AP (semester course) Economics AP (semester course)
Spanish I Pre-AP or Spanish II Pre-AP	Spanish II Pre-AP or Spanish Lang. AP	U.S. History AP	Spanish Lang. AP or Spanish Lit. AP

Speech (semester course) Foundations of Personal Fitness (semester course)	Art I Pre-AP	Individual Sports (semester course) SAT/ACT Prep (semester course)	Elective Statistics AP or Additional Science AP or Additional Spanish AP or Computer Science AP or Additional Art AP or Team Sportsor Additional Art AP or World Health or An approved Independent Study Course(semester course)
Computer Science Pre-AP			
Health Professional Skills or Human Growth & Development (with HPS credit)	Pathophysiology Anatomy & Physiology	Practicum in Health Science I Clinical Laboratory Dental Science Ophthalmology Patient Care Pharmacy Trama Management (2 credit course)	Practicum in Health Science II Emergency Medical Science Dental Assisting Medical Assisting Ophthalmology Phlebotomy Pharmacy Technician (2 credit course)

Advanced Placement classes are available in Art, Biology, Calculus, Computer Science, Chemistry, Economics, Environmental Science, English Language, English Literature, Physics, Spanish Language, Spanish Literature, Statistics, U. S. Government, U.S. History, and World History. Dual Enrollment in Biology, English and US History. Medical Academy offers the Foundation Diploma with endorsements in: STEMS (science, technology, engineering and math); Public Service; Arts and Humanities and Multidisciplinary Studies.

Certifications_____

Certified Medical Laboratory Assistant- American Medical Technologist (AMT)

Certified Clinical Medical Assisting Certification- National Healthcare Association (NHA)

Phlebotomy Technician Certification- National Phlebotomy Association (NPA)

Patient Care Technician Certification- National Healthcare Association (NHA)

Emergency Medical Technician Certification- National Registry of Emergency Medical Technicians (NREMT)

Certified Ophthalmic Assistant- Joint Commission on Allied Health Personnel in Ophthalmology (JCAHPO)

Registered Dental Assistant- Texas State Board of Dental Examiners & National Entry Level Dental Assistant (NELDA)

Certified Pharmacy Technician- American Society of Health-System Pharmacists (ASHP)

School Achievements_____

- San Benito campus program redirected in 2003 as a regional magnet school focused on developing future medical professionals
- Clinical Partnerships with, Altas Palmas Veterinary Clinic, Alta Vista Nursing Home, Alpine Adult Day Care, Autreys (Brownsville), Brownsville Community Health Center, Brownsville Fire/Rescue, Brownsville Rehabilitation Services, Burke Children's Dentistry (Harlingen), CVS Pharmacy (Brownsville, McAllen & Port Isabel), De La Rosa-Martinez Dentistry (San Benito), Doctor's Hospital at Renaissance, Dr. Emilio Hernandez (Brownsville-Dentist), Dr. Sanusi MD, Golden Palms, Gulf Coast Eye Institute, Harlingen South Texas Emergency EMS, Harlingen Family Denistry, Harlingen Medical Center, Knapp Medical Center, Los Ebanos Family Dentistry(Brownsville), Los Fresnos Ambulance Service, Med-Care-McAllen, Muniz Pharmacy (Harlingen), Fry's San Benito, Rio Grande State Center, Paws-n-Claws Veterinary Clinic, Ramos-Boyd Dentistry (Harlingen), RGV Endodontics (Edinburg), Saenz Pharmacy (McAllen), Salinas Pharmacy (Harligen), San Benito Medical Associates, Solara Hospital, Spanish Meadows Nursing Center, South Padre Island Fire/Rescue, South Texas Emergency Care Foundation-Harlingen, Sunshine Haven, The Eye Experts, The City of Port Isabel EMS, The City of South Padre Island Fire Department, Xavier Leo's Family Dentistry (Brownsville), Valle-Villarreal Dental Center (Brownsville), Valley Baptist Medical Center Brownsville, Valley Baptist Medical Center Harlingen, Valley Cancer Associates, Valley Children's Clinic, Valley Regional Medical Center, Veranda Nursing Home and Rehab, Valley Grande Manor Nursing Home, and Walgreens (Edinburg & Brownsville)
- Postsecondary Partnerships with Harvard University, University of Texas RGV, Texas State Technical College, Texas Southmost College, Texas State

- University, University of Texas Health Science Center San Antonio, Baylor College of Medicine, and Texas A&M Health Science Center
- Recipient of the 2006, 2007, 2010, 2011, 2015, 2016 and 2017 Silver Star of Excellence in Community Service Award from the National Technical Honor Society
 - Texas Business and Education Coalition 2008-2009 Honor Roll
 - 2008-2009 Texas Education Agency Recognized Campus
 - 2008-2009 Ranked 65th in the nation U.S. News and World Report Top 100 Gold Medal High Schools
 - 2009-2010 Texas Education Agency Exemplary Campus
 - 2009-2010 Texas Education Agency Title I Part A Distinguished Progress Award
 - 2009 -2010 Ranked in the U.S. News and World Report Silver Medal High School
 - National Center for Educational Achievement 2010-2011 Higher Performing School
 - 2010-2011 Texas Education Agency Title I Part A Distinguished Progress Award
 - 2010-2011 Ranked 81st in the nation Newsweek Top 100 High Schools
 - 2010-2011 Ranked 3rd in the nation Newsweek Transformative High Schools
 - 2010-2011 Ranked 9th in the nation and 3rd in the state in the Washington Post High School Challenge
 - 2010-2011 Texas Education Agency Recognized Campus
 - 2010-2011 Ranked in the U.S. News and World Report Silver Medal High Schools
 - 2010-2011 Ranked 38th in the U.S. News and World Report Most Connected Classrooms
 - National Center for Educational Achievement 2011-2012 Higher Performing School
 - Texas ACT Council 2011-2012 College Readiness Award
 - 2011-2012 Ranked 18th in Texas and 161st in the nation U.S. News and World Report Gold Medal High Schools
 - 2011-2012 Ranked 14th in Texas and 91st in the nation Newsweek Top 100 High Schools
 - 2011-2012 Ranked 5th in the nation Newsweek Transformative High Schools
 - 2011-2012 Ranked 4th in Texas and 13th in the Nation Washington Post High School Challenge
 - 2012-2013 Ranked 8th in Texas and 22nd in the Nation Washington Post High School Challenge
 - 2012-2013 Ranked 27th in Texas and 171st in the nation U.S. News and World Report Gold Medal High Schools
 - 2012-2013 Ranked 92nd in Texas and 1,080th in the nation Newsweek's Americas Best High Schools
 - 2012-2013 Texas Education Agency Met Standard with Distinction Campus-Awarded Three Distinctions
 - Texas ACT Council 2012-2013 College Readiness Award
 - 2013-2014 Ranked 7th in Texas and 23nd in the Nation Washington Post High School Challenge
 - 2013-2014 Texas Education Agency High-Progress and High-Performing School
 - 2013-2014 Texas Education Agency Met Standard with Distinction Campus-Awarded Six Distinctions
 - 2013-2014 Ranked 370th in the nation Newsweek's Americas Best High Schools
 - 2013-2014 Ranked 23rd in the nation Newsweek's Americas Most Change-Making Schools
 - 2013-2014 Texas Education Agency Met Standard with Distinction Campus
 - 2014-2015 Ranked 54th in Texas in the Niche 100 Best Public High Schools in Texas
 - 2014-2015 Ranked 16th in Texas and 50th in the Nation Washington Post High School Challenge

- 2014-2015 Ranked 42nd in Texas and 276st in the nation U.S. News and World Report Gold Medal High Schools
- 2014-2015 Texas Education Agency Met Standard with Distinction Campus-Awarded Seven Distinctions
- 2015-2016 Opened new Medical Academy campus in Olmito, Texas
- 2015-2016 Educational Results Partnership and the Institute for Productivity in Education Texas Star Honor Roll School
- 2015-2016 Ranked 35th in Texas and 388th in the nation in the Niche Best Public High Schools
- 2015-2016 Ranked 9th in Texas and 40th in the nation in the Niche Best Magnet High Schools in America
- 2015-2016 Ranked 21st in Texas and 53rd in the Nation Washington Post High School Challenge
- 2015-2016 Ranked 39th in Texas and 237th in the nation U.S. News and World Report Gold Medal High Schools
- 2015-2016 Ranked 293rd in the nation Newsweek's "Beating the Odds" America's Top High Schools
- 2015-2016 Texas Education Agency Met Standard with Distinction Campus-Awarded Seven Distinctions
- 2016-2017 Ranked 59th in Texas the Niche Best Public High Schools and received an A rating
- 2016-2017 Ranked 18th in Texas in the Niche Standout Schools
- 2016-2017 Ranked 12th in Texas in the Niche Best Magnet High Schools
- 2016-2017 Educational Results Partnership and the Institute for Productivity in Education Texas Star Honor Roll School
- 2016-2017 Ranked 20th in Texas and 109th in the nation U.S. News and World Report Gold Medal High Schools
- 2016-2017 Ranked 12st in Texas and 26th in the Nation Washington Post High School Challenge
- 2017-2018 Ranked 103rd in Texas the Niche Best Public High Schools and received an A rating
- 2017-2018 Ranked 147th in Texas in the Niche Best Magnet High Schools
- 2017-2018 Texas Education Agency Met Standard with Distinction Campus-Awarded Seven Distinctions

**TEXAS EDUCATION AGENCY DEPARTMENT OF ASSESSMENT AND ACCOUNTABILITY DIVISION OF PERFORMANCE
REPORTING 2017**

SOUTH TEXAS ACADEMY FOR MEDICAL PROFESSIONS

ACCOUNTABILITY RATINGS September 2017

South Texas Academy for Medical Professions

Accountability Rating 2017

Distinction Designation

MET STANDARD

Academic Achievement in Reading/ELA

Performance Index Report

Distinction Earned

Student Achievement Target Score 60

Medical Academy 87

Closing Performance Gaps Target Score 30

Medical Academy 56

Postsecondary Readiness Target Score 60

Medical Academy 88

Student Progress Target Score 17

Medical Academy 42

System Safeguards

Performance Rates 12 out of 12 = 100%

Participation Rates 7 out of 7 = 100%

Graduation Rates 3 out of 3 = 100%

TOTAL 22 out of 22 = 100%

Campus Demographics

Campus Type High School

Campus Size 754

Students Grade Span 09-12

Percent Economically Disadvantaged 74.4%

Percent English Language Learners 2.5%

Academic Achievement in Mathematics

Distinction Earned

Academic Achievement in Science

Distinction Earned

Academic Achievement in Social Studies

Distinction Earned

Top 25 Percent Student Progress

Distinction Earned

Top 25 Percent Closing Performance Gaps

Distinction Earned

Post Secondary Readiness

Distinction Earned

Mobility Rate	15.9%
Percent Served by Special Education	1.5%
Percent Enrolled in Early College	0.0%

Student Achievement

Student Achievement Summary

South Texas Academy for Medical Professions Equity and Excellence Report 2017

Equity and Excellence (2017)

This report provides you with a means to assess both the equity and excellence of your school's AP program. Specifically, it shows the proportion of your school's entire senior class who scored a 3 or higher on an AP Exam at any point during high school. Additionally, you can see what percentage of your school's entire tenth, eleventh, and twelfth grade classes took and scored a 3 or higher on at least one AP Exam in May 2017.

In this calculation, students who score a 3 or higher on an AP Exam are counted only once, regardless of how many AP Exams they took and were successful in. There is no way to inflate this percentage by restricting access to AP; students who earn 1s or 2s on AP Exams neither increase nor reduce the percentage. In addition, by showing the proportion of the overall population — not just the AP classroom — educators are better able to determine the extent to which their overall population is receiving access to advanced academics in high school. Note: your school's enrollment counts were submitted by your AP Coordinator when placing your school's order for AP Exams.

Data Updated Aug. 2017, South Texas Academy For Medical Professions (446292)

Group Percentage How is this calculated?

Graduating Class Summary 112

Number of your school's seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of your school's seniors.

Medical Academy AP Score Summary from 2007-2017

Year	Student enrollment	AP Students	Graduating seniors	*AP Participation	Index: AP tests to graduates	AP Qual. Scores (tot), core area, %	**AP Equity and Excellence
2017	724	417 (58%)	112	1023	9.1	218, 74 (21.3%)	68.6
2016	593	349 (59%)	81	795	9.8	142, 52 (18%)	65
2015	495	314 (63%)	106	808	7.6	182, 84 (23%)	75.2

2014	503	306 (61%)	116	874	7.5	153, 68 (18%)	61.5
2013	463	305 (66%)	85	828	9.7	112, 42 (14%)	55
2012	496	298 (60%)	81	802	10.1	88, 24 (11%)	52
2011	480	291 (61%)	82	825	10.1	86, 30 (11%)	65
2010	435	208 (48%)	51	502	9.9	77, 21 (15%)	50
2009	387	145 (37%)	30	302	10.1	54, 4 (18%)	22
2008	320	68 (21%)	33	131	4	9, 3 (7%)	17
2007	290	50 (17%)	37	106	2.9	10, 3 (9%)	20

* AP Participation = number of AP exams taken

** AP Eq. & Exc. = percentage of 12th graders with at least one qualifying score

Summary of 2017 AP results

1. $218/1021 = 21.3\%$ (total qualifying scores)
2. $74/401 = 18.4\%$ (math, science, comp science, and English qualifying scores)
3. $144/622 = 23.2\%$ (all other subjects combined)

Positives:

- AP Scholars 23, AP Scholars with Honor 5, AP Scholar with Distinction 5 and AP international Diploma 4
- 28 qualifying scores in World History (17%), 4 qualifying scores in Human Geography (50%) and 4 qualifying scores in Psychology (80%).
- 73 qualifying scores in Spanish Lang (95%) and 8 in Spanish Literature (89%).
- 11 qualifying scores in Chemistry AP (33.3%)
- AP participation: 1,023 AP exams are most ever taken at Medical Academy; index of tests taken to graduating seniors is strong at 9.1

AP performance goals for 2017-2018

1. Increase the number of qualifying scores in math, science, computer science, and English scores from 74 to **90**.
2. Increase the number of qualifying scores in other subjects from 144 to **170**.
3. Increase the total number of qualifying scores from 218 to **260**.

Strategies to improve AP scores for 2017-2018:

1. Relationship building- Motivation
2. Classroom organization to include:
 - Learner Outcomes
 - Formative Assessment-focus on results
 - Student-centered Instruction
 - Engaging activities
 - Effective strategies
 - Use of technology

3. Data disaggregation and use
4. Collaboration- partners and mentors
5. Limit homework to thoughtful, relevant activities
6. Use of AP resources/databases/ online practice tests, etc

Benefits of a strong Advanced Placement program

- AP courses teach important skills like reading texts critically; solving problems analytically, and writing clearly.
- A student who earned a 3 or higher on one or more core-area AP exams was more likely to graduate from college on time compared to non-AP students.
- Students receiving AP/college credit continue to take more, not fewer, courses in that discipline for which they received AP credit.
- Ensures that well-prepared students are placed in appropriate classes at the postsecondary level, so they can maximize their college experience.

South Texas Academy for Medical Professions SAT & ACT Report 2016

College Entrance Test (SAT & ACT) Multiple Year Trend Report Medical Academy

CLASS OF	# of Seniors	% of Seniors tested	Average SAT Score	Average ACT Score	% Above Criterion*
2007	35	97.6%	890	17.1	11.1%
2008	29	87.9%	861	17.3	7.9%
2009	32	80.0%	898	20.4	16.7%
2010	56	88.7%	961	19.4	19.1%
2011	83	81.9%	958	19.0	15.7%
2012	82	89.0%	953	19.8	12.2%
2013	78	78.2%	976	19.9	15.4%

2015	96	88.8%	963	20.0	20.9%
2016	89	68%	937	19.9	20.6%

Data Sources: STISD Student Transcripts, College Board, and ACT *District and Campus STISD goal – 50% of graduates with a SAT combined reading and mathematics score of 1110 or higher or an ACT composite score of 24 or higher (% above criterion in this report)

South Texas Academy for Medical Professions

Graduate Report 2016

The district and campus goals are 95% or higher of students completing the recommended or distinguished plans and 70% or higher of this group completing the distinguished plan.

Medical Academy	Total Graduates	Completed IEP Req. and/or age 22	Minimum Program	Recommended Program	Distinguished Program	Foundation Program With Endorsements	Combined Rec., Dist., Found. Programs
2017 Graduates	105	0.0% 0	9.5% 10	0.0% 0	0.0% 0	90.5% 95	90.5% 95

School Culture and Climate

School Culture and Climate Summary

South Texas Academy for Medical Professions

School Culture and Climate

Medical Academy students have benefited from a strong Advanced Placement (AP) program which prepares students for the rigor of college coursework. AP coursework teaches students to read texts critically, solve problems analytically, and write clearly. Medical Academy offers 15 AP courses in its four-year course sequence. It is the expectation that all Medical Academy students enrolled in an AP class will sit for the AP exam. In 2017, Medical Academy students sat for 1,021 AP exams. From 2009-2017, only a handful of schools across the nation had higher “AP tests taken to graduates” indexes than Medical Academy, and most of these schools have selective admissions criteria.

The 2017 graduating class sat for an average of 7.6 AP exams per graduate, where 90% of graduates took five or more AP exams needed to obtain AP Scholar with Distinction recognition. In 2017, twenty-three Medical Academy students earned AP Scholar status, with five student achieving "AP Scholar With Honor," five students achieving "AP Scholar With Distinction" and four student earning an AP International Diploma. These recent achievements have come with much effort, as it was only recently (2009) that Medical Academy had its first AP Scholar.

Two very important factors in the success of our students involve both curriculum and assessment. A rigorous curriculum has been developed collaboratively among South Texas ISD teachers benefiting all Medical Academy students. It is our belief that curriculum should not be developed by one person in isolation, or by individuals outside Medical Academy, but rather all teachers working together. Over several years of campus-wide staff development, Medical Academy teachers have generated curricula containing scope and sequences combined with essential learning outcomes (ELOs). ELOs clearly state what non-negotiable learning must occur. Teachers periodically review and update this integrated curriculum document.

Teachers have also been using formative assessment, which focuses on improving student performance and classroom instruction. Teachers use formative assessment to inform instruction thus adapting their teaching to meet the learner’s needs. Our teachers utilize formative assessment regularly. Teachers in the same subject area are also involved in developing common formative assessments which have been shown to significantly improve student performance.

In conclusion, Medical Academy is proud of our students’:

- academic accomplishments
- rising to the challenge of rigorous college-level (Advanced Placement) course work
- continued success in our career and technology program

In its only 15 years as a medical magnet high school, Medical Academy has a rigorous and engaging curriculum and a well-defined culture of high expectations. You see it everywhere you look: from student work and honor plaques hanging on building walls to the positive teacher-student interactions in

and out of classrooms. Students are well-skilled, perform at high levels, and demonstrate college-level maturity as they interact with our medical and community partners. At Medical Academy, it is our commitment to continue to produce highly skilled students who will be successful at the college level.

South Texas Academy for Medical Professions

Student Leadership Council 2017-2018

Objective: Develop student leadership opportunities that will support communication between home and school.

Initiatives/Strategies/Activities : Student Leadership development is the process of involving students in meaningful ways both in and beyond the classroom. It is providing opportunities for students to demonstrate their talents, skills, and interests while continuing to develop new skills. It is also about giving students more ownership of the program they attend. First and foremost, student input can improve and strengthen programs in ways that the administration could not do alone. Student leadership provides opportunities for students to get involved and to learn skills that can be transferable to the workplace or community. The best atmosphere for fostering student leadership is one that is accessible and values student's input.

Evidence of Effectiveness: Increased participation by students to improve and strengthen our Medical Academy program.

South Texas Academy for Medical Professions

Clubs and Organizations

1. Bookaholics:

Information: The Medical Academy Bookaholics is a young adult book club that meets about once a month during the school year to select books to read and discuss solely for the pleasure that reading brings us. Any student can join at any time of the year. The goal of the Bookaholics is to spread a love of reading across the Medical Academy campus. We want students to discover the magic of books and celebrate their transformative power with each other.

Dues: There are no dues, and thanks to a book lease program, ALL of the books that the Bookaholics select may be "leased" to a student for free...there is never a need to purchase any of the readings.

2. Fellowship of Christian Ambassadors: _

Dues: It's free...but \$15 gets you a shirt too!

Information: Student led Bible Study and fun!! Anyone can join at any time there are no due dates!

3. Health Occupation Students of America (HOSA) _

Sponsors: HOSA-Health Occupations Students of America

Purpose: HOSA is a student-led leadership organization whose mission is to promote career opportunities in health care and to enhance the delivery of quality health care to all people.

Dues: \$25 one-time fee for state and national dues

For information about HOSA as an organization visit: www.hosa.org

4. Library club:

The Objectives of the Library Club: To encourage participants to read and use the library and for them in turn to encourage their peers.

1. To develop organizational and research skills.
2. To provide a diverse and challenging educational experience that will enable the students to become knowledgeable and skilled in various areas.
3. To serve others within our school.

Dues: There is no fee for joining the Library Club. However, there are certain criteria they must meet to be considered “active”.

5. Pan American Student Forum- P.A.S.F/TAMOS:

The purpose of PASF/TAMOS is to offer students and teachers a better opportunity to learn more about all the Americas and the Spanish speaking world, thus fostering cordial relations among these peoples.

Dues: TBA (To Be Announced)

Meeting Days: 1st Tuesday of the Month

6. Physical Education Club:

Dues: \$25 fee, Fee goes to support PE Club activities and end of year field trip for top two teams. Free t-shirt for the first 50 students to join.

7. Science Club:

Purpose: Explore the world of science. Promote environmental awareness through several recycling activities and community service projects

Membership: Open to all students

Dues: No dues

8. Spirit Club:

Purpose of the club: To create an environment encouraging academic excellence, educational rigor, and creativity. Award students for their outstanding efforts (N.E.R.D. shirts). Motivate the student body through activities, advertising, etc.

Meetings are open to Juniors and Seniors
Membership will be open for new members on the second Tuesday of September.

9. Student Council/FTK:

Purpose: Student Council is an organization conducted by student leaders and supervised by adult sponsors. The purpose of Student Council is to provide leadership, and to serve the student body, the school, and the community.

10. Yearbook:

Purpose: Developing and creating the yearbook for the school through: research, design, photography and other duties necessary in the production of a school yearbook.

11. Chess Club:

Purpose: The Medical Academy Chess Club hopes to promote Chess as a competitive and interactive game which helps develop problem solving skills, creativity, and concentration. Furthermore, the Chess Club allows students from across the Rio Grande Valley to share their knowledge and understanding of the game with their peers. Open to any skill level, the Chess Club aims to develop the skills and experience of its members through tutorials, practices, and friendly competition. As members develop confidence and an understanding of the game, numerous tournaments throughout the year are available for those members interested in testing their skills and competing with other students from the Rio Grande Valley.

12. Robotics Club:

The purpose of the Robotics Club is (1) to encourage students to explore the field of robotics, (2) to develop skills in computer programming, (3) to explore and become knowledgeable of digital electronics, (4) to encourage the development of teamwork skills, and (5) to explore the application of robotics in the medical field or related fields.

13. Writer's Inc.:

The purpose of the Writer's Inc. Club is to have students join together for creative writing. There are no dues and it is open to any student who wishes to share or improve their writing skills. We plan to have some publications and readings at scheduled times throughout the year.

Honor Societies:

Honor Societies are also available at Medical Academy but have specific criteria to become a part of the organizations. The Honor Society organizations available at Medical Academy are:

National Honor Society

National Art Honor Society

National Vocational-Technical Society

Extra-Curricular/Co-Curricular Activities

Stipend Agreement 2017-2018

South Texas Independent School District supports and encourages extra-curricular and co-curricular activities. The district has categorized the sponsorship of these activities into the three levels listed below. An extra-curricular activity in level 1 will pay an annual stipend of \$800; in level 2, \$900; and, in level 3, \$1,200. Only teachers are eligible to receive a stipend for sponsorship. The stipend will be paid in May of the school year added to the teacher's regular paycheck.

Sponsors of activities on level 2, in addition to the \$900 stipend, may earn \$50 for each competition which they attend and their students participate, to a maximum of 6 competitions for an additional \$300 (the district or area meet is required and is not eligible to be counted for the \$50 per competition). Sponsors of level 2 activities must attend the district and or area competition to be eligible for any stipend.

A teacher interested in sponsoring an activity must select (initials on line) from the approved list below, get their principal's signature of approval, sign this form, and turn this completed form into their campus principal prior to October 10th of the school year. A maximum of two sponsors may be approved for any one activity. Only a teacher with a completed, approved, and submitted before the deadline form is eligible to receive the stipend for the year.

Campus Webmaster and Campus Technology Contact sponsors will be selected from applicants submitting a letter of interest and qualifications prior to October 10th of the school year. The teachers on each campus selected for these two sponsorships, in addition to the level 2 stipend, will be issued a district laptop computer for use during the regular school year.

A teacher may sponsor a *maximum* of: Check one box:

three level 1 activities; or..... []

two level 2 activities; or..... []

two level 1 and one level 2 activity; or..... []

one level 1 and one level 3 activity; or..... []

one level 2 and one level 3 activity..... []

Level 1

_____ Academic Spirit Club	_____ Pan American Students Forum (PASF)
_____ Anime and Gaming Club	_____ Parent Student Teacher Organization Liaison
_____ Art Club	_____ Proud Empowered Assertive Responsible
_____ Astronomy Club	Leaders (PEARL)/BLAZERS
_____ Book Club	_____ Peer Assistive Tutors
_____ Campus Wellness Coordinator	_____ Peer Mediation
_____ Chess Club	_____ Pharmacy Club
_____ Chinese Club	_____ Physical Education (P.E.) Club
_____ CinTech	_____ Physics Club
_____ Community Service Club	_____ Poetry Club
_____ Cycling Club	_____ Robotics Club
_____ Ecology/Recycling Club	_____ Students Against Destructive Decisions (SADD)
_____ For The Kids (FTK)	_____ Sci-Tech Productions
_____ Freshman Class	_____ Science Club
_____ History Club	_____ Solar Car
_____ International Baccalaureate (IB) Club	_____ Sophomore Class
_____ Junior Class	_____ Student Ambassadors
_____ Junior Historians of Texas	_____ Student Computer Lab Tutors
_____ Library Club	_____ Student Council
_____ Music Club	_____ Student Math/Reading/Writing Tutors

_____ National Art Honor Society/Art Club

_____ National Honor Society

_____ National Junior Honor Society

_____ National Spanish Honor Society

_____ National Technical Honor Society

_____ VIVA Peer Tutors

_____ Welding Club

_____ World Of Writing (WOW)

_____ Writers Group

_____ Yearbook (If sponsored with journalism class)

_____ Student Newspaper

_____ Student Radio Station

_____ Texas Area Model Organization of American States (TAMOAS)

_____ Thespian Club

_____ Triathlon

UIL EVENTS - Maximum of 2 UIL events per teacher; teachers sponsoring 2 UIL events may not sponsor any other club/activity.

UIL EVENTS – Maximum of 2 UIL events per teacher; teachers sponsoring 2 UIL events may not sponsor any other club/activity.

Level 2

- | | |
|---|--|
| _____ Academic Decathlon/Octathlon | _____ Masterminds |
| _____ Business Professional of America (BPA) | _____ Mathcounts |
| _____ Campus Technology Contact* (letter of interest and qualifications required) | _____ Mu Alpha Theta Club |
| _____ Campus Webmaster* (letter of interest and qualifications required) | _____ National Spelling Bee |
| _____ Destination ImagiNation | _____ Regional and State Science Fair |
| _____ 4-H Club | _____ Science Olympiad |
| _____ Family, Career and Community Leaders of America (FCCLA) | _____ Skills USA |
| _____ Future Business Leaders of America (FBLA) | _____ Texas Association of Future Educators (TAFE) |
| _____ Health Occupation Students of America (HOSA) | _____ Technology Student Association (TSA) |
| | _____ University Interscholastic League (UIL) |

UIL EVENTS – Maximum of 2 UIL events per teacher; teachers sponsoring 2 UIL events may not sponsor any other club/activity.

Level 3

- _____ Academic Team Leader* (4 per campus) _____ Senior Class
- _____ Department Team Leader* (7 per campus) _____ UIL Coordinator
- _____ For The Kids (FTK) Coordinator (1 per district) _____ Yearbook (If sponsored without a journalism class)
- _____ International Baccalaureate (IB) Team Leader
- _____ Kick-Off Mentor Coordinator (2 per campus)

* Not included in sponsorship maximum calculation.

I am willing to sponsor the activities that I have initialed above and accept the terms described. I have received approval from my campus principal as demonstrated by their signature **(ONLY TEACHERS ARE ELIGIBLE TO APPLY FOR SPONSORSHIPS)**.

School Culture and Climate Strengths

South Texas Academy for Medical Technology

Site-Based Decision Making Council Members

2017-2018

Administrators

Harry Goette

William McKinney

Jose Lucio

Parents/Community Members

Rosa Davila

Manuel Chacon

Chris Chizek

Patricia Palomo

Jonathon Ibarra

Support Staff

Gilberto Arreola

Mateo Castillo

Dennis Bates

Cheryl Fultz

Candace Guillen

Yolanda Garcia

Rosemary Kithcart

Mayela Solana

Teachers

All teachers serve as members of the SBDM

Anabel Adrete

Elizabeth Arredondo

Gabriela Barboza

Monica Avila

Ada Barrera

Denise Barrera

Bradford Berryman

Thelma Camacho

Pedie Cano
Deborah Cantu
Vwyn Carmean
Elizabeth Carr
Cruz Castillo
Jose Colon
William Cortez
Virginia Fiebig
Erndira Garcia
Davd Garza
Guillermo Gomez
Esneralda Garcia
Jeanette Groves
Patricia Hernandez
Jessica Hiler
Joseph Human
Andrew Keating
Victor Loya
Seymore Lumang

Vanessa Manrique

Crystal Martinez

Mathew McCormick

Helene Massart

Shahn Reber

Emily Reece

Michele Richardson

Eduardo Rios

Herlinda Robles

Ana Ruvalcaba

Maria Saenz

Rosalva Salas

Adan Salazar

Bruno Saldivar

Rene Saldivar

Linda Saucedo

Gabriela Smith

Jesse Smith

Sue Smith

Gerri Swider

Melissa Tapia

Patricia Torres

Edward Varnam

Francisco Vasquez

Hanani Vasquez

Georgina Vela

David Villarreal

Esteban Villarreal

Edward Walk

Diana Williams

Students

Anthony Cordova

Andres Dominguez

Amber Gonzales

Seth Herrera

Angelica Montes

Seth Herrera

Cynthia Spencer

Regina Trevino

Michele Villasana

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

South Texas Academy for Medical Professions

Student Enrollment/Retention Plan 2017-2018

Goal: Develop Enrollment/Retention Plan

Objective: Develop and implement a plan of action to maximize enrollment and retention at Medical Academy.

Activities: The following activities will be implemented to maximize enrollment and retention:

1. Display new school related information on marquee at new campus.
2. Mailing to all 8th grade students about the programs offered by the South Texas ISD schools.
3. Counselors, students and staff conduct recruitment visit to local Public and private schools. The counselor's and HST teacher make a presentation followed by a student's narrative of a day in the life of a Medical Academy student.
4. Visits from 8th grade students to the Medical Academy campus with lunch provided. A student led presentation followed by a mini-lesson from HST teacher.
5. Visit to STPA and Rising Scholars Academy (RSA) for recruitment. HST teachers and counselors make a presentation followed by a short video and student narrative of a day in the life of a Medical Academy student.
6. Mailing to 8th grade students selected areas about the Medical Academy Program.
7. Enrollment announcements about the Medical Academy will be sent to the radio stations, TV stations and local newspapers.
8. Recruitment fliers will be sent out to all staff for them to share in the community.
9. Recruitment fliers are available for visitors on campus.
10. Medical Academy mentors will inform the students that they mentor to share the enrollment information with family, friends and community.
11. Recruitment message will be sent out in the spring on Infinite Campus messenger to current students and parents asking them to share the enrollment information with family, friends and community.
12. Recruitment flier is passed out at the Spring Open House in March.
13. Open enrollment for students online in the SchoolMint program for the Fall Term. All students are required to pre-enroll online. Students that are not able to enroll at other STISD schools are provided information about the Medical Academy program.
14. Contact is made with the pre-enrolled student to continue the pre-enrollment process.
15. Conduct Advisement Sessions for parents and students that enrolled for the fall term. The sessions will inform our guests of important information about our program. The campus administration, counselors, instructional staff and students will participate in the advisement presentation.
16. Conduct a three-day New Scholar Academy for ninth and tenth grade students pre-enrolled for the fall term during the summer months. The New

- Scholar Academy will be conducted by student mentors and is designed to give the student an experience of school life at the Medical Academy. Parents of new students are invited to attend the New Scholar student presentations.
17. Students that did not attend the New Scholar Academy sessions are contacted to see if they are still interested in attending Medical Academy in the fall term.
 18. Students that completed the pre-enrollment process are provided a schedule. The student schedule is posted on the student/parent portal in Infinite Campus. Students can make schedule change requests online to the counselors.
 19. The Medical Academy kick off mentors assigned to faculty advisers in their academic mentoring period.
 20. The mentors conduct a one-day welcoming activity for the new 9th and 10th grade students. Each mentor is assigned to mentor no more than five new students. They will meet with these students regularly during the school year.
 21. Mentors will meet with new 9th and 10th grade students during the academic advisement period every day for the first week of school. The mentors will meet with their assigned students during academic mentoring period every Friday (Freshman Friday).
 22. A letter is sent to students from the principal welcoming them to school and informing them of important information about the start of the school year.
 23. To make the first day simpler for students we will provide information on the first day procedures online. Students will check their schedules online and report to first period class.
 24. After taking first day attendance, calls will be made to all students that did not show for class. This procedure will be followed on the second day to insure we have correct attendance and account for those students that are missing. Students are encouraged to show up as soon as possible.
 25. Teachers will welcome students to the Medical Academy in their classes. Course information and procedures will be provided to help students with the expectations for the class and the campus.
 26. Course work will be developed that will engage students and have real world activities that will be of high interest for students.
 27. The Health Science Technology curriculum will mirror and support proven professional preparation. The department will incorporate case studies and projected based learning to engage students in learning about medical professions.
 28. Instructional support will be provided for those students needing additional assistance. Interventions will be provided in the classroom, student tutors, Medical Academy mentors, online, lunch tutorial and after school tutorials.
 29. All students will be given the opportunity to join campus clubs and organizations to foster school spirit and a connection to the Medical Academy. Activities to establish a positive school climate will be conducted by the clubs and organizations during the school year.
 30. Teachers, counselors and administration will meet with students and parents wanting to withdraw to counsel them about this decision. Students are offered a five-day window to return to the Medical Academy.
 32. The attendance committee will make calls and home visits to students that are not attending to help the student return to school.
 33. We will accept students that want to transfer from STISD schools to the Medical Academy in October.
 34. A recruitment message will be sent out in the fall on Infinite Campus Messenger to current students and parents asking them to share the spring enrollment information with family, friends and community.
 35. Open enrollment for students online in the School Mint program for the spring term. All students are required to pre-enroll online.
 36. Conduct Advisement Sessions for parents and students that enrolled for the Spring Term. The sessions will inform our guest of important information about our program. The campus administration, counselors, instructional staff and students will participate in the advisement presentation.
 37. All students will attend a New Scholars Academy summer session to complete this pre-enrollment requirement.

South Texas Academy for Medical Professions

New Scholars Academy 2017-2018

Program Goals and Activities

Goal 1: Successful transition to South Texas Academy for Medical Professions

New Scholars Academy (NSA) provides a two-pronged benefit for our incoming students: (1) support network for students coming from different areas of the LRGV and (2) an understanding of the academic rigor during their transition from middle school to high school. Incoming students will be welcomed by NSA student mentors and are immediately engaged in ice-breaker and scavenger activities. For the next three days, they will be part of a team that is involved in fun and engaging activities working in collaborative groups with a variety of technology resources, resulting in a digital project that will be presented on the final day. During the three-day academy, incoming students will develop positive relationships with peers, student and graduate mentors, NSA teachers, library staff, administrators, and other school staff.

Goal 2: Increased retention

Through the development of positive relationships with peers, student mentors, and school staff incoming students will be more likely to see themselves (sometimes for the first time) as serious students who will graduate from college leading to successful careers in the medical professions or related careers. The peer bonds formed during NSA will more likely result in students initiating study groups, taking full advantage of tutorial opportunities, involvement in extracurricular activities, and other positive behaviors. Team-building activities and mentor led discussions of the importance of such topics such as (1) knowledge and utilization of support network for a productive start of the school year (2) importance of developing organizational skills, (3) communicating with teachers, (4) involvement in extracurricular activities, (5) importance of 9th grade GPA and making honor roll, (6) developing leadership skills, (7) discussion English summer reading projects, reading for pleasure, etc.

Goal 3: Engaging program of instruction

All of the NSA activities are hands-on, thematic, and involve technology whenever possible. Most importantly, all activities are learner-centered and a facilitated by student mentors. Teacher involvement is strictly “behind the scenes” and supportive. Student mentors are comfortable in facilitating these activities, having had prior training sessions. Examples of the activities include: Medline Plus activity, Target Hear Rate activity, Body Mass Index and Body Fat percentage, and group research presentations. Students will be working with a variety of equipment, including monitors, probes, calculators, and computers.

Goal 4: Involving parents as partners

Our school has communicated with parents through Infinite Campus parent portal during Student Advisement and sent out an NSA packet through the mail. Daily communications through Blackboard will take place throughout NSA. Students will provide daily notices/handouts to parents at the end of each day.

These program goals and activities will be shared with student and graduate mentors, NSA teachers, lead teachers, and principal during both NSA mentor-teacher meeting and lead teacher meeting.

South Texas Academy for Medical Professions

Kick Off Mentor Program 2017-2017

Medical Academy Mentor Facts: currently we have 63 mentors with 12 council members as mentors

Council Members must have been in the Medical Academy Kick Off Program for two years and be in good standing

Mentors can be sophomores (must be previous student), Juniors, and Seniors (limited due to those that have been a mentor at least one year as 10th or 11th grade and be in good standing (if a student was released from the program they are not allowed to return as mentors)

Mentors must have read and signed their contract and wear their shirt on Freshman Fridays and any other KOM approved school activity.

KOM= Kick Off Mentor the official website is: <http://koprogram.com/>

A good contact to help with questions is Katie Overbeck at katie@koprogram.com

Kick Off Mentor Program Folder is provided by the organization but many of the activities are tailored to our own school needs.

This is a Tier I salary sponsorship please fill out appropriate forms with office for compensation.

Mentor Coordinator Duties*

In the classroom:

In the classroom you will have 63 mentors to help in the Kick Off Mentor Program.

You will use academic mentoring to help our mentors advance in their leadership skills, encourage their progress and provide moral support. They have educational needs as well and will have permission to go to any academic mentoring class they need to succeed with their academic classes as long as they have a teacher pass and sign out. There will be times that we will need to meet with them but we will try to maintain those to only one day so that they can plan their schedules appropriately.

- Utilize a Council member to help organize your team into groups. Each group will be assigned a Freshman Friday activity to prepare, teach and execute on Freshman Fridays.
- Assign mentors and keep track of where they are
- Facilitate council meetings every week on Wednesdays* to help council with topics and discussions and problems
- Organize division of mentees per mentor
- Organize and Facilitate application and interview process in late March/ early April

- Order T-Shirts and submit necessary forms (transportation, meals, etc.) for Kick off Training in May

Freshman Fridays (FF): Every Friday mentors are allowed to meet with their freshman. Mentors must abide by teacher rules on whether students can meet and if they can be taken outside. This allows for appropriate monitoring of students. If a FF day is a teaching day then they must complete the day in the classroom. No one should be out in halls. No mentor or Freshman should be in the library on FF unless it is approved by the Coordinators in advance. Coordinators must make themselves available and oversee that FF are running accordingly.

After Hours:

Attend and help organize KOM training

- May KOM district training
- Attend Campus advisement sessions to help support KOM mentors participating in these sessions. (we are responsible for students until parents pick them up)
- Attend and organize end of year recognition of KOM mentors and council
- Organize and attend Kick Off Day (2 days in August on the week before teacher in-service) transportation, meals, permission slips to be given during NSA (prepared in may and given to NSA coordinator for dissemination during sessions) building requests and decorating Gym.

Celebrations/Awards:

- End of year recognition for mentors in end of April/first week of May
- Organize recognition of perfect attendance (A & AB honor roll in semester 1 and perfect attendance semester 1&2)
- Other Celebrations as decided by Medical Academy KOM

*there are other duties probably necessary. Qualities of a KOM coordinator are but not limited to wisdom, leadership, patience, and flexibility

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

South Texas Academy for Medical Professions

Medical Academy EOC Performance Targets for 2016-2017

	2015 EOC Results		2016 EOC Results		2017 EOC Results		2018 EOC Targets	
	(Spring)		(Spring)		(Spring)		(Spring)	
English I	Satisfactory	77%	Satisfactory	68%	Approaches	74%	Approaches	100%
	Advanced	7%	Advanced	4%	Meets	51%	Meets	90%
					Masters	7%	Masters	50%
English II	Satisfactory	78%	Satisfactory	83%	Approaches	79%	Approaches	100%
	Advanced	1%	Advanced	11%	Meets	63%	Meets	90%
					Masters	6%	Masters	50%
Algebra I	Satisfactory	74%	Satisfactory	89%	Approaches	87%	Approaches	100%
	Advanced	16%	Advanced	20%	Meets	64%	Meets	90%
					Masters	38%	Masters	60%
Biology	Satisfactory	98%	Satisfactory	94%	Approaches	93%	Approaches	100%
	Advanced	25%	Advanced	13%	Meets	61%	Meets	90%
					Masters	17%	Masters	50%
US History	Satisfactory	94%	Satisfactory	97%	Approaches	97%	Approaches	100%
	Advanced	18%	Advanced	35%	Meets	77%	Meets	90%
					Masters	44%	Masters	70%

AP Current Year Score Summary (2017)

South Texas Academy For Medical Professions (446292)

Total AP Students in Your School: 417

This report lists the total numbers of each score (1 to 5) for each AP subject and the total number of unique students for each AP score.

Data Updated Jul 31, 2017, Report Run Aug 1, 2017

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	36	70	112	259	546	1,023
Percentage of Total Exams	4	7	11	25	53	100
Number of AP Students	30	62	89	192	281	

Subject Totals	5	4	3	2	1	Total Exams
Studio Art: 2-D Design Portfolio			6	18	5	29
English Language and Composition	2	4	17	55	57	135
English Literature and Composition		2	10	22	21	55
Human Geography	1		3	2	2	8
Macroeconomics			1	3	84	88
Psychology	1	2	1		1	5
United States Government and Politics			1	9	87	97

United States History	1	6	12	20	97	136
World History	6	6	16	62	77	167
Calculus AB	2	2	2	6	18	30
Calculus BC		1				1
Computer Science A					6	6
Statistics			2	2	18	22
Biology	1		9	23	26	59
Chemistry		2	9	13	9	33
Environmental Science		2	4	16	31	53
Physics 1		3		4	6	13
Spanish Language and Culture	22	33	18	4		77
Spanish Literature and Culture		7	1		1	9

Summer Credit Recovery Program

June 09-July 03, 2017

Course	Students Enrolled	Recovered/Earned Credit	% Passing
1. Algebra II	53	53	100%
2. Geometry	56	54	96%
3. English I	6	4	66%
4. English II	6	5	86%
5. Chemistry	29	29	100%
6. Health Professions Skills	24	24	100%
7. Social Studies	6	6	100%
Contracts			
Total Students Enrolled	180		
Total Students Recovered/Earned Credit		175	
Overall % Passing			97%

Medical Academy AP Score Summary from 2007-2017

Year	Student enrollment	AP	Graduating seniors	*AP Participation	Index: AP tests to graduates	AP Qual. Scores (tot), core area, %	**AP Equity and Excellence
		Students					
2017	724	417	112	1023	9.1	218, 74 (21.3%)	68.6
		(58%)					
2016	593	349	81	795	9.8	142, 52 (18%)	65
		(59%)					
2015	495	314	106	808	7.6	182, 84 (23%)	75.2
		(63%)					
2014	503	306	116	874	7.5	153, 68 (18%)	61.5
		(61%)					
2013	463	305	85	828	9.7	112, 42 (14%)	55
		(66%)					
2012	496	298	81	802	10.1	88, 24 (11%)	52
		(60%)					
2011	480	291	82	825	10.1	86, 30 (11%)	65
		(61%)					
2010	435	208	51	502	9.9	77, 21 (15%)	50
		(48%)					
2009	387	145	30	302	10.1	54, 4 (18%)	22
		(37%)					
2008	320	68	33	131	4	9, 3 (7%)	17
		(21%)					
2007	290	50	37	106	2.9	10, 3 (9%)	20
		(17%)					

* AP Participation = number of AP exams taken

** AP Eq. & Exc. = percentage of 12th graders with at least one qualifying score

Summary of 2017 AP Results

1. $218/1021 = 21.3\%$ (total qualifying scores)
2. $74/401 = 18.4\%$ (math, science, comp science, and English qualifying scores)
3. $144/622 = 23.2\%$ (all other subjects combined)

Positives:

- AP Scholars 23, AP Scholars with Honor 5, AP Scholar with Distinction 5 and AP international Diploma 4
- 28 qualifying scores in World History (17%), 4 qualifying scores in Human Geography (50%) and 4 qualifying scores in Psychology (80%).
- 73 qualifying scores in Spanish Lang (95%) and 8 in Spanish Literature (89%).
- 11 qualifying scores in Chemistry AP (33.3%)
- AP participation: 1,023 AP exams are most ever taken at Medical Academy; index of tests taken to graduating seniors is strong at 9.1

AP Performance Goals for 2017-2018

1. Increase the number of qualifying scores in math, science, computer science, and English scores from 74 to **90**.
2. Increase the number of qualifying scores in other subjects from 144 to **170**.
3. Increase the total number of qualifying scores from 218 to **260**.

Strategies to Improve AP scores for 2017-2018:

1. Relationship building- Motivation
2. Classroom organization to include:
 - Learner Outcomes
 - Formative Assessment-focus on results
 - Student-centered Instruction
 - Engaging activities
 - Effective strategies
 - Use of technology
3. Data disaggregation and use
4. Collaboration- partners and mentors
5. Limit homework to thoughtful, relevant activities
6. Use of AP resources/databases/ online practice tests, etc.

Benefits of a strong Advanced Placement program

- AP courses teach important skills like reading texts critically; solving problems analytically, and writing clearly.
- A student who earned a 3 or higher on one or more core-area AP exams was more likely to graduate from college on time compared to non-AP students.
- Students receiving AP/college credit continue to take more, not fewer, courses in that discipline for which they received AP credit.
- Ensures that well-prepared students are placed in appropriate classes at the postsecondary level, so they can maximize their college experience.

Performance Community and Student Engagement; Compliance

2017-2018

1. Fine Arts

Exemplary X

Recognized

Acceptable

Unacceptable

2. Wellness and Physical Education

Exemplary X

Recognized

Acceptable

Unacceptable

3. Community and Parent Involvement

Exemplary

Recognized X

Acceptable

Unacceptable

4. 21st Century Workforce Development

Exemplary X

Recognized

Acceptable

Unacceptable

5. Secondary Language Acquisition

Exemplary X

Recognized

Acceptable

Unacceptable

6. Digital Learning Environment

Exemplary X

Recognized

Acceptable

Unacceptable

7. Dropout Prevention Strategies

Exemplary X

Recognized

Acceptable

Unacceptable

8. Educational Programs for Gifted and Talented Students

Exemplary X

Recognized

Acceptable

Unacceptable

9. Overall Rating

Exemplary X

Recognized

Acceptable

Unacceptable

Family and Community Involvement

Family and Community Involvement Summary

South Texas Academy for Medical Professions

Family and Community Summary

Parent Connection: The Parent Connection program encourages parents to participate in the educational, social and emotional development of their son or daughter. Further, it helps parents create a support and networking system with each other. All meetings are held in English and Spanish, with topics that relate to adolescents and/or families. The STISD Parent Connection Meeting are held at Medical Academy. Topic for the meeting are presented by STISD Staff and guest speakers. Refreshments are provided at the meeting.

Open House: Medical Academy conducts a fall and spring Open House for parents and community members. Indications from the sign-in sheets shows that we have good parent participation. The parents are pleased by what they saw and heard from our staff.

Migrant Education Program: Medical Academy has a Migrant Education Program contact that can assist children of migrant workers with school enrollment, credit recovery, laptop and book loaning, social services and other related services.

South Texas Parent Portal: South Texas ISD provides a Parent/Student Portal. With this connection to the district, they will be able to monitor their student's progress. The portal will provide access to current information on attendance, schedule, grades and student's Personal Success Plan. The goal of providing internet access to students information is to increase communication among teachers, parents and students. The purpose of increasing communication is to improve student academic performance.

Family and Community Involvement Strengths

South Texas Academy for Medical Professions

Student Leadership Council 2017-2018

Objective: Develop student leadership opportunities that will support communication between home and school.

Initiatives/Strategies/Activities : Student Leadership development is the process of involving students in meaningful ways both in and beyond the classroom. It is providing opportunities for students to demonstrate their talents, skills, and interests while continuing to develop new skills. It is also about giving students more ownership of the program they attend. First and foremost, student input can improve and strengthen programs in ways that the administration could not do alone. Student leadership provides opportunities for students to get involved and to learn skills that can be transferable to the

workplace or community. The best atmosphere for fostering student leadership is one that is accessible and values student's input.

Evidence of Effectiveness: Increased participation by students to improve and strengthen our Medical Academy program.

South Texas Webpage: South Texas ISD provides information to the public online at <http://www.stisd.net>. The information provided on the site: About STISD, Recent news, Clandar, Departments, Students, Parents & Family, Upcoming Events, Contacts and quick links to: Blackboard, Bus Schedule, Directory, Employment, Fraud Hotline. Parent Portal, School Board and Technology Services. South Texas Independent School District (STISD) serves junior high and high school students who live along the southernmost tip of Texas, the region known as the Rio Grande Valley. The district stretches over three counties, Cameron, Hidalgo and Willacy, and overlaps 28 other school districts, an area of 3,643 miles.

The district is currently comprised of six magnet schools:

- South Texas Business, Education & Technology Academy (BETA) in Edinburg;
- South Texas Academy for Medical Professions (Medical Academy) in Olmito;
- South Texas High School for Health Professions (Med High) in Mercedes;
- The Science Academy of South Texas (Sci Tech) in Mercedes; and
- South Texas Preparatory Academy ([STPA](#)) in Edinburg;
- Rising Scholars Academy of South Texas (RSA) in San Benito.

The only all-magnet school district in the state, STISD offers Valley students with an educational alternative. STISD schools provide a personal environment, a strong scholastic program and hands-on training in various professional career fields. Because it is a public school district, there is no cost for students to attend, and bus transportation is also free of charge. Best of all, STISD schools maintain an open enrollment policy, meaning any student with the desire to learn and work hard can attend so long as he or she resides within the tri-county area. All schools are accredited by the Texas Education Agency and Southern Association of Colleges and Schools. Over 95 percent of STISD graduates continue their education at major universities or technical colleges.

Medical Academy Webpage: Medical Academy provides information to the public online at <http://medicalacademy.stisd.net>. The information provided on the site: About Medical Academy, Recent news, Students, Parents & Family, Faculty & Staff, Campus Calendar, Upcoming Events and quick links to: Library, Blackboard, School Calendar, iTech, Student Portal, Contact Us, Enrolling Students and Lunch Menu.

Medical Academy offers a rigorous academic curriculum that prepares students for a career in health care such as a doctor, pharmacist, nurse, and medical researcher. Students spend three years on campus taking health science courses as well as completing rigorous academic requirements. In their senior year, students put this health science background into practice as interns at hospitals, pharmacies, doctor offices and medical labs.

Medical Academy Library Webpage: Medical Academy Library provides information to the public online at <http://medicalacademylibrary.stisd.net>. The information provided on the site: About Medical Academy, Recent news, Students, Parents & Family, Faculty & Staff, Campus Calendar, Upcoming Events and quick links to: Library, Blackboard, School Calendar, iTech, Student Portal, Contact Us, Enrolling Students and Lunch Menu.

Through the integration of academic, medical, technological and vocational opportunities, the mission of South Texas Academy for Medical Professions is to become a new kind of medical high school that produces medical technology leaders for the 21st century. The library fully supports this endeavor.

South Texas Academy for Medical Professions

List of the apps we have installed on the Library iPad cart.

[iBooks](#)

Download and read books.

[Free Books](#)

Browse a collection of 23,469 classic books to go.

[eBook Search](#)

Over 2 million free books that can be delivered to your Kindle, Nook, iBooks, or almost any eBook reader app.

[Destiny Quest](#)

Search the library catalog, place holds on books, view your account information and more.

[OverDrive Media Console](#)

Download eBooks and audio books from the library to your personal device.

[Kindle](#)

Gives users the ability to read books, eBooks, Magazines, Newspapers & Textbooks.

[TED Books](#)

Short books that are personal and designed to spread great ideas. They are updated every two weeks.

[Shakespeare](#)

Contains the complete works of Shakespeare (41 plays, 151 sonnets and 6 poems) Also includes a searchable concordance to find words and phrases.

[YALSA'S Teen Book Finder](#)

Useful for finding and recommending books.

[PBS](#)

Watch popular and current videos. Content is updated daily.

[EBSCOhost](#)

Library database

[Encyclopaedia Britannica](#)

Trusted reference source.

[AML School Edition](#) - Access to Gale Database Resources.

<http://infotrac.galegroup.com/itweb/tlc019168159>

Password: lonestar

Science Direct

Access to science journals is included with STISD library databases subscription.

[BrainPop](#)

Watch a different animated movie every day.

[Ebrary](#)

Search, read, and download eBooks.

[TED](#)

Talks from educational people and more.

[Presidents](#)

Flash card game for learning cool facts about all the Presidents of the United States.

[Geo Master](#)

The free version to play the World Capitals game.

[Valley Morning Star](#)

The daily newspaper for Harlingen and Cameron and Willacy counties.

[USA Today](#)

Read and explore the news.

[CNN](#)

Latest headlines and original stories from around the world.

Campus Portal

Application for students and parents that sends notifications of grades, attendance, etc.

[Blackboard Mobile Learn](#)

[Mobile REMM – Radiation Emergency Medical Management](#)

By the National Library of Medicine

[PubMed On Tap Lite](#)

Searches PubMed and PubMed Central to find important reference information.

[Epocrates](#)

Trusted clinical resources.

[3D4 Medical's Images](#)

Over 200 high quality medical images.

[Leafsnap](#)

Identify tree species from photographs of their leaves.

[AP Exam Prep](#) – Calculus AB/BC, Chemistry, English Language, English Literature, Environmental Science, Human Geography, Microeconomics, Macroeconomics, Physics, Psychology, Statistics, US Government & Politics, U.S. History, European and World History

[ACT Student](#)

Helps students anticipate and manage the ACT Test experience.

[Instagram](#)

A simple way to make and share your pictures.

[Adobe Photoshop Express](#)

Quickly edit and share photos.

[Vintagio](#)

A retro video editing app.

[Mango Languages Library](#)

Free access to over 40 foreign languages.

[Spanish FREE 24/7 Language Learning](#)

Learn or refresh you Spanish.

Word Lens

Translate printed word using built-in video camera in real time.

[Spanish Dictionary Free](#)

Search for both Spanish and English words by simply changing keyboard.

[Dictionary](#)

A comprehensive dictionary.

[History: Maps of World](#)

A collection of high-resolution historical maps.

[Constitution](#)

[Google Earth](#)

[7 Billion](#)

National Geographic magazine – how your world will change with the 7 billionth human being to our world.

[QR Reader](#)

Scans both QR codes and barcodes.

[Prezi Viewer](#)

Create, edit, present, and share prezis.

[Skype](#)

Say hello with an instant message, voice or video call.

[Dropbox](#)

A free service for saving your files and accessing those files from a computer or personal smart device.

[Flipboard](#)

Create a personalized magazine.

[eClicker Audience](#)

Along with the Presenter app this app allows the teacher to create and send questions to an audience.

[Educreations Interactive Whiteboard](#)

Turns your iPad into a recordable whiteboard.

[Smart Office 2](#)

View, create, edit and share Microsoft Office documents.

South Texas Academy for Medical Professions

Library Subscription Databases by Subject

Multidisciplinary Magazine and Journal Articles

EBSCO

Facts on File

Gale

JSTOR

ProQuest

eBooks

CREDO

Ebrary

Gale

OverDrive

TeachingBooks.net

Infobase & Questia

News and Analysis

ABC-CLIO

CQ Researcher

EBSCO

Gale

ProQuest

Bibliographic Services

EasyBib

NoodleTools

Specialities

JSTOR

World & I

Hot Topics and Issues

CQ Researcher

CQ Supreme Court Collection

Gale

History, Government and Geography

ABC-CLIO

CQ Researcher

CQ Supreme Court Collection

Gale

Maps 101

ProQuest

Videos and Music

Ambrose Videos 2.0

BrainPop

Facts on File

Soundzabound

Test Prep and Careers

Gale

Virtual Job Shadow

PrepStep (EBSCO) and Shmoop

Literary Criticism

EBSCO

Facts on File

Gale

ProQuest

Salem Literature

Science and Engineering

Gale

Journal of Chemical Education

ProQuest

PubMed

63 of 129

Science

Science Direct

Health and Wellness and Medicine

A.D.A.M Inside Out

Gale

MedlinePlus

PubMed

Teen Health & Wellness

Languages

Mango Languages

Encyclopedias and Dictionaries

Britannica Online and en Español

CREDO

School Context and Organization

School Context and Organization Summary

Bell Schedule 2017-2018

Teachers Report	8:20 a.m.
1 st Period	8:30 a.m. – 10:00 a.m.
2 nd Period	10:05 a.m. – 11:35 a.m.
Lunch	11:35 a.m. – 12:25 p.m.
3 rd Period	12:30 p.m. – 2:00 p.m.
4 th Period	2:05 p.m. – 3:35 p.m.
Academic Mentoring	3:40 p.m. – 4:05 p.m.
Teacher Dismissal	4:25 p.m.

South Texas Academy for Medical Professions

Schedule of Teacher Conference Periods

2017-2018

Room	Teacher Name	Conference A	Conference B
B-105/A-109	Anabel Aldrete	1st Period	2nd Period
C-107	Elizabeth Arredondo	4th Period	4th Period
B-129	Gabriela Barboza	3rd Period	2nd Period
B-105	Monica Avila	3rd Period	3rd Period
B-121	Ada Barrera	2nd Period	2nd Period
B-109	Denise Barrera	4th Period	2nd Period
A-105	Brad Berryman	1st Period	1st Period
B-102	Thelma Camacho	3rd Period	2nd Period
B-122	Pedie Cano	2nd Period	4th Period
B-129	Deborah Cantu	3rd Period	3rd Period
A-108	Gwyn Carmean	1st Period	1st Period
B-113	Elizabeth Carr	2nd Period	3rd Period
B-110	Cruz Castillo		3rd Period
B-126	Jose Colon	2nd Period	1st Period
A-103	William Cortez	1st Period	2nd Period
A-110	Virginia Fiebig	2nd Period	1st Period
C-112	Erendira Garcia	4th Period	4th Period
B-115	David Garza	4th Period	4th Period
B-108	Guillermo Gomez	3rd Period	4th Period
C-108	Esmeralda Gracia	4th Period	4th Period
C-104	Jeanette Groves	4th Period	3rd Period
GYM	Patricia Hernandez	3rd Period	2nd Period

B-118	Jessica Hiler	1st Period	4th Period
B-120	Joseph Human	4th Period	4th Period
B-124	Andrew Keating	2nd Period	4th Period
CULN	Victor Loya	3rd Period	2nd Period
C-109	Noemelch Lumang	1st Period	1st Period
C-103	Vanessa Manrique		2nd Period
A-102	Crystal Martinez	1st Period	1st Period
B-116	Matthew McCormick	1st Period	4th Period
B-111	Helene Massart	4th Period	4th Period
B-112	Charley Paradise	3rd Period	4th Period
A-107	Shahn Reber	1st Period	2nd Period
B-128	Emily Reece	3rd Period	2nd Period
B-123	Michele Richardson	1st Period	2nd Period
C-113	Eduardo Rios	2nd Period	2nd Period
C-104	Herlinda Robles	3rd Period	2nd Period
B-119	Ana Ruvalcaba	2nd Period	2nd Period
B-117	Elisa Saenz	1st Period	2nd Period
B-127	Rosalva Salas	3rd Period	1st Period
C-106	Adam Salazar	4th Period	4th Period
C-101	Rene Saldivar	2nd Period	3rd Period
C-110	Bruno Sanchez	1st Period	3rd Period
B-104	Linda Saucedo	1st Period	3rd Period
B-114	Luis Sepulveda	2nd Period	3rd Period
A-104	Gabriela Smith	1st Period	1st Period
B-106	Jesse Smith	3rd Period	3rd Period
B-125	Sue Smith	4th Period	4th Period
B-130	Gerri Swider	3rd Period	4th Period
C-105	Melissa Tapia	4th Period	4th Period
C-102	Edward Varnam	2nd Period	3rd Period
B-107	Francisco Vazquez	1st Period	3rd Period

C-111	Hanani Vasquez	4th Period	4th Period
C-114	Angela Villarreal	4th Period	4th Period
B-102	Georgina Vela	1st Period	1st Period
A-109	David Villarreal	2nd Period	
GYM	Esteban Villarreal		1st Period
A-101	Edward Walk	1st Period	1st Period
A-106	Diana Williams	1st Period	2nd Period
C-103	Simulation Lab		

Student Support Programs

New Scholars Academy: The New Scholars Academy is held in June and July for all new students. Student mentors lead the incoming freshman and sophomore students through three days of hands-on activities centered around a medical theme. The student-led activities provided an engaging learning environment that left students eager to join the Medical Academy student body. The student instructors were trained and guided by Medical Academy teachers.

Kick Off Mentors: Our Kick Off Mentors conduct assemblies to provide Medical Academy information to students in each grade level . The assemblies are conducted during Academic Mentoring. The mentors are assigned to assist incoming students to Medical Academy with the transition to our Medical High school. They mentor the students during the school year. The new students enjoy the activities and the opportunity to meet with their student mentor.

Academic Mentoring: This is a an instructional period assigned to every student with a teacher as mentor to assist our students in organizational skills, time management, and study skills that they will need to succeed at Medical Academy. If a student needs to visit a teacher, counselor, or the library, they are issued a hall pass.

PE Club: The Medical Academy P.E. Club organizes teams to compete in girls volleyball and boys and girls basketball each school year. Our Medical Academy “Angels” host the anual Varsity and Junior Varsity volleyball and basketball Tournaments. Area schools participate in our games and the Medical Academy Tournaments.

STISD College Fair: The College Fair is hosted by STISD every year. Junior and Senior students that attend Medical Academy participate in this event.

Senior Parent Night: Senior Parent Night is held in the Medical Academy cafeteria. Topics include: The college application process, scholarship information and financial aid information. A representative is available to share payment options and information on graduation packets. University

representatives provide assistance in completing college scholarship / financial aid applications and information on their specific programs.

Apply Texas Day: All Seniors complete their college application and register to take the ACT or SAT. University representatives provide assistance in completing college scholarship / financial aid applications and information on their specific programs.

Financial Aid Day: The Counseling Center host Financial Aid Day for Seniors. University representatives provide assistance in completing college scholarship / financial aid applications and information on their specific programs.

NHS Tutoring Program: The Medical Academy NHS Tutorial Program is available each year. The mentoring program is available during the Academic Mentoring period, Monday thru Thursday to provide their services to those students in need of that extra help. We encourage our students to take advantage of this program. This is one more step in our Pyramid of Interventions.

After School Tutorial: Teachers for English, Computer Science, Math, Science, Social Studies, Spanish and Health Science are available on Tuesdays, Wednesdays, and Thursdays from 4:15 p.m. to 5:15 p.m. Transportation for students attending tutorial will be provided. We encourage our students to take advantage of this very important instructional program.

Saturday Academy: The Medical Academy Saturday Academy is conducted on Saturdays in the Medical Academy library. Topics included: Advanced Placement review, credit recovery and 9 weeks contract opportunities. Students attending the Academy are pleased to be given this opportunity.

Advanced Placement: We have a great participation in our AP program. We require all of our AP students to sit for these important exams. Our Pre-AP and AP courses are designed to assist the students in their preparation for these exams.

Advisement Session: Academic Advisement Session for the next school year is held in the Medical Academy gymnasium. All students enrolling for next school year are required to attend an Advisement Session. We invited our students and staff to help us welcome these students and parents. The Counseling Center with the help of our students and staff conducts this recruitment program.

Night of Honors: The National Honor Society, The National Technical Honor Society, National Art Honor Society and The National Spanish Honor Society students explain the purpose of the organizations and conducting the induction ceremonies. We invite students, parents, general public, teachers and school administration to attend the Honor Societies Induction Ceremonies. Our guests are very pleased with the quality of the program prepared by our students and staff.

Certification Exams:

Certified Medical Laboratory Assistant – American Medical Technologist (AMT)

Certified Clinical Medical Assisting – National Healthcareer Association (NHA)

Certified Phlebotomy Technician – National Phlebotomy Association (NPA)

Certified Patient Care Technician – National Healthcareer Association (NHA)

Emergency Medical Technician Certification – National Registry of Emergency Medical Technicians (NREMT)

Certified Ophthalmic Assistant – Joint Commission on Allied Health Personnel in Ophthalmology (JCAHPO)

Registered Dental Assistant – Texas State Board of Dental Examiners (TSBDE)

National Entry Level Dental Assistant (NELDA) – Dental Assisting National Board (DANB)

Certified Pharmacy Technician – Pharmacy Technician Certification Board (PTCB)

Medical Academy Graduation: The South Texas Academy for Medical Professions Commencement is held in June at the Colonel Philip J. Yeckel Memorial Auditorium, Marine Military Academy, Harlingen, Texas. Congratulations to our Graduates and their parents.

South Texas Academy for Medical Professions

Pyramid of Interventions and Preventions

Goal: Interventions and Preventions is utilized to provide appropriate academic and support services for our students.

Guidance

- Student/Parent Education Compact – A signed agreement between the students, parent and school to the challenge of an exemplary school curriculum.
- Student/Parent Handbook and Code of Conduct – The handbook contains information students and parents are likely to need to ensure a successful school year.
- Assignment Note Book – Assignment note books are provided upon request to assist the student in organizing assignments.
- Spring Term Scheduling – Schedule corrections and additions are made to continue the student's graduation plan.
- Group/Individual Counseling – Counseling is available to assist students with their academic, vocational and personal concerns.
- Student Wellness Counselor – STISD provides a wellness counselor for those students in need of highly specialized counseling.
- Social Services Counselor – Services are provided to students through school, community, state and federal programs.
- Conference with Students Off - Schedule for Graduation – Advise students in alternative options to earn credit for graduation.
- Credit by Exam – Provide students instructional options to earn graduation credit.
- Referrals to Outside Agencies – Assist the student with financial aid, college entrance, community resources and organizations.
- Summer credit recovery – Medical Academy offers a summer program for students to take courses for remediation and continue on-schedule for graduation.

Together

- Student/Parent Advisement Session – The session presented by students, counselors and staff is designed to provide important instructional information about Medical Academy.
- New Scholars Academy – The Academy is three days of hands-on activities based on medical knowledge, skills and team building.
- School/Parent communications – School information about our program will be disseminated at parent meetings, mailed and posted on campus websites.
- Academic Mentoring Period – All students are assigned to a class with a staff member to advise them in their academic studies.
- Peer Mentoring Program – A comprehensive transition, orientation and mentoring program welcoming new students and their parents to Medical Academy.
- A – B Block Scheduling – Students daily schedule has four 90-minute periods alternating every other day.
- Weekly Collaboration/Planning Time – Teachers meet in department to plan for curriculum and instruction.
- Individual Student/Parent Conferences – Conferences to review academic, behavior, social, personal and attendance concerns.
- Student Review Team -- A team of educators that specialize in different areas of education meets to discuss instructional strategies and program planning for students.
- 504 Committee – The committee ensures that eligible disabled students are provided with educational benefits and opportunities equal to those provide to non-disabled students.
- Special Services Program - The ARD committee will determine whether a student has a disability and a need for special education and related services.

Teachers

- Course Syllabus – the syllabus includes information about course goals, classroom rules, grading procedures, retests and homework.
- Formative Assessments – Activities undertaken by students that provide information to be used to modify teaching and learning activities.
- Common Assessments – Students in the same course or grade level have common assessments in what they should know and be able to do.
- Website Grade and Assignments Reporting – The Infinite Campus management system provides students, parents and teachers access to grades and assignments online.
- Progress Reports Every 3 Weeks – Progress Reports will be provided by mail and online.
- Report Cards Every 9 Weeks – Report Cards will be provided by mail and online.
- After School and Noon Tutorials – Noon and After School Tutorial sessions are available for students in need of additional instruction.
- Mandatory Subject Specific Tutorials – Mandatory Tutorials are scheduled for students to prepare for required State Exams.
- Computer-Assisted Tutorials – Students use technology to assist in the review of lesson.
- Individual Student Contracts After 9 Weeks Report – Teachers contract with students to improve a grade.
- Saturday Academy – The Academy provides for additional instructional opportunities for those students in need of extra time and assistance with their assignments.

Technology

Technology Summary

South Texas Academy for Medical Professions

Student and Teacher Technology Plan

2017-2018 Medical Academy Technology Plan

Staff, Students, and Teacher Training

Backing Up devices (mobile phones, tablets, laptops) and Accessing the Cloud (Google Drive, OneDrive, Dropbox, etc.)

Blackboard Training

Announcements

Building Question Pools and Tests

Content

Discussion Groups

New Features

Creating Pools

Voice Emails

Lockdown Browser

Loading content to class

Messages and Emails

Turnitin

Edmodo Training – Teacher’s class page

Email Training –Configuring Outlook.

Explain Everything iPad App Training – Records teacher’s lessons

Educreations iPad App Training – Records teacher’s lessons and screencast them

iMovie and Windows Movie Maker – Video Editing Software

Infinite Campus Training

Behavior Referrals

Campus Tools

Campus Instruction

Campus Learning

Student Individual Report Cards

Seating Charts

Gradebook Configuration

Posting grades by terms

Student/Parent Portal

Internet Browser Bookmarks Training – Saving, Exporting, and Importing Bookmarks

Symbaloo – Saving your bookmarks in the cloud

iPad Apps Training – Variety of Apps for all subjects from the App Store

MyLearning Plan

Training Forms

Microsoft Teams

Master's Degree Incentive Program PD Form

Workplace Harrassment Training

Teacher Self-Report

Uploading Files

Historical PD Forms

Formal Observations

Walk-throughs

Registering for upcoming Events

Remind Training – Messaging students via SMS

Google Docs Training – Docs, Drive, Forms, Google Classroom

Touch-screen TV Training – Interactive TV and its functions

ENZO Training – Users displaying devices into TV screen

Weebly Training – Webpage development site

YouTube Videos Upload & Download Training – Learning to upload and download videos

Office 365 – Usage of Office products using a web-browser

Office 2016 Suite – Individual program training for users on the multiple programs available from the suite (Word, Excel, PowerPoint, OneNote, Publisher, Outlook)

One Drive – Learning how to upload/download files in the cloud as well as sharing them with other users to work in collaboration.

Office365 Mobile Apps – An overview of all the Office365 apps available to users for the different existing platforms

MasteryConnect – Checking students' progress by class standards'. Compiling and building data based on students' scores by students, group of students, classes between teacher, group of teachers by team, department, or campus

Gradecam, Socrative, Bubblescore – build-in applications in MasteryConnect assisting users to score and upload grades automatically and not manually.

Student resources – an overview of students' campus technology resources (computer, Infinite Campus, Office365, and Blackboard accounts)

Staff Support on all Administrative functions for Infinite Campus.

Technology Plan

Office 365 Implementation – District's employees and students now have the ability to access Microsoft Office via an Internet browser. Licenses are now provided to district's employees and students to load the software on their computers (school's and personal's) to use Office 2016. A virtual locker is provided to all user to store and access their files online with a total capacity, per user, of 1TB.

MyLearningPlan – This new platform allows district's employees to keep a Professional Development transcript. The system tracks their PD hours. The system also handles the employees' PDAS evaluations.

Infinite Campus – This system allows teachers to record their daily attendance as well as the students' grades. Teachers have the ability to create different evaluation categories and assignments which permit the rapid computation of the students' grade calculation average.

Blackboard Learn – Implementing online courses for teachers to deploy their content to a virtual platform easily accessible to students and parents.

Google Domain – MySTISD.net is the domain we created under the Google platform for our staff, faculty, students. This domain deploys services such as Google Classroom, Google Docs, Sheets, Slides, Forms, Drive, amongst many more. Our users have access to an unlimited storage drive service.

MasteryConnect – This program allows you to identify levels of student understanding, target students for intervention, remediation and extension, evaluate student learning and our own teaching practice, and align STISD teaching to Essential Learning Outcomes ELO's.

Technology training is now an essential and vital service offered to all staff, faculty, and students in which diverse multi-platform resources are evaluated

prior to the training is provided. Once the assessment phase is concluded, training is offered to our campus members for demonstration purposes. After presentation is offered, teachers get to decide if the presented resource will require curriculum implementation. Technology resources presentation is not limited to suggestions by campus members and they can be analyzed and assess to customize a presentation.

OnCourse Special Education – Program assists tracking student data, creating IEP's, and keeps parents informed.

Computer/Email Password AD implementation – Most of the systems implemented in the district are tied in to our Active Directory Management system. Users, both employees and students, login to these systems using one set of credentials. Periodic changes to their password are required by the system to securely maintain the users' content.

BYOD district –District encourages students and employees to bring their personal devices to take advantage of its resources. Securely accessing to the districts' network, users are bound to follow the districts' policies guidelines.

Bandwith – To ensure the successful usage of devices on the districts' network, the bandwidth has been updated significantly.

Medical Academy has a unique system where all the campus technologies are integrated using such system. The system is administered by the Instructional Technology Specialist and has the ability to manage all of the end-resources, such as TV screens, cafeteria wall display, student lounge wall display, campus/classroom speakers, digital signage, outside marquee, classroom touch panel displays, classroom door touch panel displays, video and music players, PA announcements and bells schedule (including fire drills bells, lock-down bells and announcements, emergency notifications and announcements).

For the best, and latest, technology products, the Instructional Technology Specialist maintains constant contact with multiple vendors. This communication keeps the Instructional Technology Specialist apprised of the latest products which will be beneficial to campus users in their classrooms. The customer-vendor relationship is essential to maintain a professional environment amongst the two entities. These relationships have lead vendors to provide presentations at Medical Academy on their latest products as well as educational training for such products. Companies like LocknCharge and Apple Inc., presented their latest educational hardware as well as a training of their latest software implementations. Attendees to the event were from different districts across the RGV area.

For the best technology integration, the Instructional Technology Specialist works in collaboration with the Technology Support Specialist assessing the teachers' technology needs and meeting such needs. The technology team provides assistance to all campus users with any technology requirements, needs, and or problems. Such services include, hardware repairs, network troubleshooting, software testing and troubleshooting, users' access to all of the district's services as well as resetting their credentials, assessing and advising users on hardware and software acquirement, hardware maintenance, program administrators and maintaining their databases (i.e. google domain, computer science server, library sever, tardy stations, library sign-in system, id card system). The campus technology team is not limited to work in collaboration with the other campuses' technology team to assist them with their technology implementation plan needs. The IT district's team collaboration maintains the uniqueness of the district's technology vision as well as keeping its technology goals in target.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data


Goals



Goal 1: We will promote and market our district to create broad based community awareness attracting families to STISD.








Performance Objective 1: 1.1 Create a branding campaign promoting STISD as a premier educational institution.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) 1.1.1 Establish a framework to develop the STISD brand.</p> <p>Medical Academy students, parents, and staff will participate in district and campus committies to establish a framework for promoting our educational institution.</p>	6	Parents Students Staff	Better understanding of our program offerings by the community that we serve.				

<p align="center">Critical Success Factors CSF 5</p> <p>2) 1.1.2 Implement a wide range of media platforms to promote the district brand.</p> <p>Medical Academy will use a wide range of media platforms to promote our program.</p> <p>1. Social Media</p> <p>A. Campus Website</p> <p>B. Facebook</p> <p>C. Twitter</p> <p>D. Infinite Campus</p> <p>2. Print Media</p> <p>A. Brochures</p> <p>B. Mailouts</p> <p>C. Newspaper Publications</p> <p>3. Multi Media</p> <p>A. Promotions on TV, Radio, Movie Theatres, and Internet Sources.</p>	6	District Public Relations Staff Webmaster Social Media Coordinator Campus Instructional Technologist Administration	Better understanding of our program offerings by the community that we serve.				
<p align="center">Critical Success Factors CSF 5</p> <p>3) 1.1.3 Establish opportunities for community groups and individuals to visit and establish relationships with campuses.</p> <p>We will expand our opportunities for the community and individuals to establish relationships with our campus.</p> <p>1. Recruitment visits by schools and universities interested in Medical Academy.</p> <p>2. Visits and presentations by our community partners to support our instructional program.</p> <p>3. Group and individual tours of the campus to educate the community about the campus and district mission.</p> <p>4. Recruitment activities will include male students to encourage more interest by male students in the Health Professions.</p>	6	Students Instructional Staff Counselors Administration District Public Relations Staff	Better understanding of our program offerings by the community that we serve.				









<p align="center">Critical Success Factors CSF 5</p> <p>4) 1.1.4 Establish on going internal communication system to increase awareness of real world offerings across the district.</p> <p>Medical Academy will communicate student activities, programs, and partnerships with Central Office Staff and all schools through the internal communication system established by the district.</p> <p>Communications will include newsletters, community events, campus activities, social media and campus website postings, parent meetings, newspaper publications, and emails.</p>	6	<p>Students</p> <p>Instructional Staff</p> <p>Administration</p> <p>Parents</p> <p>District Public Relations Staff</p> <p>Counselors</p>	<p>Increase awareness of real world offerings across the district.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.

Performance Objective 1: 2.1 Expand networks of strategic external partnerships to enhance and enrich student experiences.

Evaluation Data Source(s) 1:

Summative Evaluation 1:








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Increase the number of agreements between the medical community and Medical Academy. The affiliations will include local medical centers, clinics, hospitals, doctor offices, nursing homes, rehabilitation centers, dental offices, pharmacies, emergency medical services, 911-services, and veterinarian clinics.</p>	10	Principal Team Leader Teachers	More opportunities for site training for our students.				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Continue summer medical programs with state universities and our community program for 6th grade students. These programs will provide students the real world experiences that they will need to make career decisions in the medical field.</p>	10	Principal Team Leaders Teachers	Additional summer programs for our students.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.

Performance Objective 2: 2.2 Develop a range of supplemental programs that diversify and expand current program offerings.

Evaluation Data Source(s) 2:

Summative Evaluation 2:



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Principal and technology specialist will design and implement a campus technology plan.</p> <p>Use the Wi-Fi available for the Bring Your Own Device (BYOD) policy to have students provide homework or reviews on specific topics. Students share with others in class. Search for alternative methods of learning utilizing websites, and databases.</p>	4	Teachers Students Technology Specialist Librarian	Staff and student's proficiency in the utilization of emerging technologies.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							










Goal 3: We will design, implement and evaluate support systems that attract and retain students.

Performance Objective 1: 3.2 Create a collaborative early intervention system consisting of students, staff and parents.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) The Principals Advisory Council purpose will be to represent the entire student body when making decisions that affect the educational climate of the school.</p>	9	Principal Teacher (student council sponsor) Students	Students have a voice in the decision-making and contribute to the academic success of their school.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>2) Student Leadership development is the process of involving students in meaningful ways both in and beyond the classroom. It is providing opportunities for students to demonstrate their talents, skills, and interests while continuing to develop new skills. It is also about giving students more ownership of the program they attend. First and foremost, student input can improve and strengthen programs in ways that the administration could not do alone. Student leadership provides opportunities for students to get involved and to learn skills that can be transferable to the workplace or community. The best atmosphere for fostering student leadership is one that is accessible and values student's input.</p>	9	Principal Assistant Principal Team Leaders Counselors Teachers Students	Increased participation by students to improve and strengthen our Medical Academy program.				



<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Build and support nurturing relationships with students through regular positive discourse with AM teachers and peer mentors.</p>	9	Principal Assistant Principal Team Leaders Counselors Teachers Students	Students meet with their mentor teacher daily, peer mentors, tutors and/or counselor as needed. Improved school learning climate.				
<p>Critical Success Factors CSF 6</p> <p>4) 3.2.3 Assess effectiveness of student intervention system.</p> <p>Medical Academy will assess the effectiveness of student intervention system on a yearly basis through student performance indicators:</p> <ul style="list-style-type: none"> (1) Passing rates by departments and teacher (2) Number of students in assigned tutorial programs (3) Attendance of students in summer programs (4) Number of students on track for graduation (STAAR/EOC exams) (5) Number of students retained at former grade level (6) Students success in assigned enrichment activities 	1, 8, 9	Administration Counselors Instructional Staff	Increase success of number of students reaching high academic performance levels and reduce number of low performance.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) 3.2.4 Create a framework through which students are empowered to offer ideas and suggestions for their intervention systems.</p> <p>Establish a committee that represents all four grade levels to review and discuss intervention systems offered by Medical Academy. Discussions with teachers and students about results of formative assessments. Teachers will share with their department teams the results of the teacher-student formative assessment discussions about changes made to instructional strategies.</p>	2, 8, 9	Instructional Staff Students Administration	Increase student participation in the design and implementation of effective intervention systems at Medical Academy.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							









Goal 3: We will design, implement and evaluate support systems that attract and retain students.

Performance Objective 2: 3.3 Develop a system for parental involvement that engages all parents.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) The Parent Connection program encourages parents to participate in the educational, social and emotional development of their son or daughter. Further, it helps parents create a support and networking system with each other. All meetings are held in English and Spanish, with topics that relate to adolescents and/or families. The STISD Parent Connection Meeting are held at Medical Academy. Topics for the meeting are presented by STISD Staff and guest speakers.</p>	6	Principal Assistant Principal Social Worker Counselors Teachers Students	Increase in parent participation at meetings.				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Medical Academy conducts a fall and spring Open House for parents and community members. Indications from the sign-in sheets shows that we have good parent participation. The parents are pleased by what they saw and heard from our staff.</p>	6	Principal Assistant Principal Social Worker Counselors Teachers Students	Increase in parent participation at open house.				









<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) South Texas ISD provides a Parent/Student Portal. With this connection to the district, they will be able to monitor their student's progress. The portal will provide access to current information on attendance, schedule, grades and student's Personal Success Plan. The goal of providing internet access to students information is to increase communication among teachers, parents and students. The purpose of increasing communication is to improve student academic performance.</p>	6	Principal Assistant Principal Social Worker Counselors Teachers Students	Number of parents and students using the parent/student portal.				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>4) Medical Academy website provides parents, students and the community information about campus and district resources. With this connection to the campus, they will be able to view information related to the educational opportunities at Medical Academy. Internet access improves communication among teachers, parents and students leading to greater academic performance.</p>	6	Principal Assistant Principal Social Worker Counselors Teachers Students	Parents, students and the community will be provided real time information about Medical Academy.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

Performance Objective 1: 4.1: Align curriculum, instruction, and assessment vertically and horizontally throughout the district.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Meet in collaborative groups to discuss the integration of student-centered instruction, individual student learning plan, technology, and library resources into daily lessons. Online databases like Mango, Brain Pop, Schmoop and BBC Languages will be utilized to improve engagement in with special populations to improve language acquisition and improve student performance on STAAR English 1 & 2 exams.</p>	3, 8	Principal Assistant Principal Team Leaders Teachers Librarian Technology Specialist	Monthly Collaborative Team reports and weekly Snapshot and Walkthrough observation data.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Attend professional development sessions on campus and off to address these instructional activities. Ensure that students have access to technology. Establish a schedule for department based library resource trainings (by teacher or department).</p>	8	Principal Assistant Principal Team Leaders Teachers Librarian Technology Specialist	Implementation of Medical Academy Instructional Technology Plan.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

Performance Objective 2: 4.2: Utilize academic and real world data to evaluate and revise curricular content, instruction and assessment.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>1) Have students complete case studies that will allow them to implement the knowledge and skills they have acquired in solving real-world critical care situations. Clinical Rotations for Medical Assisting, Ophthalmology, Phlebotomy, Dental Assisting, Pharmacy, and Emergency Medical Services (and CPR training programs). All incorporate learning based on real-world situations.</p>	8	HST Teachers Students	Increased number of certifications achieved.				
Funding Sources: 244 - Career Technical Education - \$10,892.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>2) HST teachers will be trained on mannequin simulations, including technology and related equipment. Experienced Medical Academy teachers will enable a more efficient utilization of simulation technology laboratory.</p> <p>HST teachers will collaborate on the designing and execution of engaging lessons and case study scenarios. The realistic scenarios and equipment allows for practice of skills and procedures until mastery. The simulation lab will allow for teamwork training while enhancing existing instruction. Simulation mannequins assist students in the development of knowledge and skills in a variety of medical procedures. Additionally, creative applications of simulation technology will allow for critical thinking that will serve students well as they embark on health career paths.</p>	8	HST Teachers Students	Increased number of certifications achieved.				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue


Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.



Performance Objective 3: 4.3: Implement a customized professional development plan that ensures profound learning in all classrooms.


Evaluation Data Source(s) 3:








Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) 4.3.1 Conduct systematic review of student and campus data to determine professional development priorities.</p> <p>Medical Academy will review student and campus data to determine professional development priorities through analysis of student performance including special populations (Special Education, English Language Learners, and 504 students). Team collaboration focus on student learning by data analysis.</p> <p>Advance Placement 1. Number of students achieving qualifying scores (3, 4, and 5) 2. Teacher training to improve instruction through analysis of Instructional planning reports.</p> <p>STAAR/EOC 1. Number of students achieving Meets and Masters performance levels 2. Teacher training in remediation for EOC exams including writing labs</p> <p>Certification exams 1. Number of students certified at state and national levels 2. Certification requirements for instructor teaching course 3. Organization and Corporate standards for site certification</p> <p>Special populations 1. ARD, 504, and LPAC committee recommendations focused on student results on standardized tests including STAAR/EOC, AP exams, TELPAS, and IOWA scores.</p>	<p>1, 4</p>	<p>Instructional Staff Administration</p>	<p>Increase student performance.</p>				
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<p align="center">Critical Success Factors CSF 5</p> <p>2) 4.3.2 Define profound learning and set expectations that lead to common understanding</p> <p>Medical Academy continues to share with parents, students, staff, and community partners the high expectations stated in our mission and vision. Medical Academy's Mission and Vision statements are shared as we establish relationships with students, parents, and community partners on a daily basis to establish a common understanding of our Medical Academy program.</p> <p>Medical Academy Mission Statement</p> <p>Our mission is to educate future medical professionals in the health sciences through the integration of rigorous academic, medical and technological education.</p> <p>Medical Academy Vision Statement</p> <p>Our vision is a dynamic partnership between schools, colleges, universities, and the private sector that addresses the need for highly skilled medical professionals.</p>	4	Instructional staff Students Administration Counselors Parents Community Partners District Public Relations Staff	A common understanding of the expectations of Medical Academy's Mission and Vision statements.				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) 4.3.3 Survey educators across the district to determine professional development priorities.</p> <p>Use formative assessment and graded assessment results to modify lessons in order to improve deficient skills. Use classroom interactions to make curricular/instructional adjustments. Present lessons in a variety of formats to address different learning styles. Modify formats to meet student needs based on past performance. Medical Academy will participate in educator surveys across the district to set professional development priorities.</p>	8	Principal Assistant Principal Team Leaders Counselors Teachers Students	Improvement in student performance and retention using formative assessments.				

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) 4.3.4 Design a professional development framework that embeds the elements of profound learning.</p> <p>Medical Academy will continue our commitment with Professional Learning Community as a framework for professional development.</p> <p>1. Focus on Learning</p> <p>We expect high levels of learning for Medical Academy students centered around major learning outcomes: a. cover important TEKS/Essential Learning Outcomes on a daily basis b. the use of high quality formative assessments to inform instructional practice, c. early targeted interventions for struggling students, d. enrichment activities for students that have mastered objectives.</p> <p>2. Focus on Collaboration</p> <p>Teacher collaboration will help ensure high levels of learning for all students. Create, develop and nurture effective collaboration teams that are committed to improve student achievement.</p> <p>3. Focus on Results</p> <p>Medical Academy teachers will review and analyze formative and summative data that will drive our instructional decisions that will improve student achievement.</p>	4	<p>Instructional Staff</p> <p>Administration</p>	<p>Improve student performance.</p>				
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<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) 4.3.5 Establish a system that includes follow-up and evaluates the effectiveness of professional development.</p> <p>Medical Academy will review student and campus data to determine professional development priorities through analysis of student performance. The systemic review will be used as a follow up to determine the effectiveness of professional development. Through the analysis of the following:</p> <p>Advance Placement</p> <ol style="list-style-type: none"> 1. Number of students achieving qualifying scores (3, 4, and 5) 2. Teacher training to improve instruction through analysis of Instructional planning reports. <p>STAAR/EOC</p> <ol style="list-style-type: none"> 1. Number of students achieving Meets and Masters performance levels 2. Teacher training in remediation for EOC exams including writing labs <p>Certification exams</p> <ol style="list-style-type: none"> 1. Number of students certified at state and national levels 2. Certification requirements for instructor teaching course 3. Organization and corporate standards for site certification <p>Special populations</p> <ol style="list-style-type: none"> 1. ARD, 504, and LPAC committee recommendations focused on student results on standardized tests including STAAR/EOC, AP exams, TELPAS, and IOWA scores. 	4	<p>Instructional Staff</p> <p>Administration</p>	Increase student performance.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: We will expand and create social and extracurricular opportunities that enrich all students' lives.

Performance Objective 1: 5.1: Create district coordination and communication systems pertaining to social and extracurricular activities for students and parents.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 1: 100 percent of STISD junior high students will earn 3 or more high school credits by the completion of eighth grade.

Evaluation Data Source(s) 1:

Summative Evaluation 1:









Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 2: 90 percent of student cohort will reach graduation completion at STISD.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Conduct goal-setting meetings at 9th grade. Assist students in setting post secondary and career choice decisions. Review college and career goals. Follow-up support to ensure that students maintain goals needed for success at high school and beyond. Implement student-led, grade-level assemblies that discuss the importance of goal-setting, organization, preparation, grade-appropriate information, and graduation credits, etc.</p>	9	Principal Assistant Principal Team Leaders Counselors Teachers Students	Ninth Grade students and parents will be better informed about college and careers.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Build and support nurturing relationships with students through regular positive discourse with AM teachers and peer mentors.</p>	9	Principal Assistant Principal Team Leaders Counselors Teachers Students	Students meet with their mentor teacher daily, peer mentors, tutors and/or counselor as needed. Improved school learning climate.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 3: 98 percent of STISD students will successfully complete graduation requirements and earn at least one endorsement.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5</p> <p>1) 98% or higher of Medical Academy students will successfully complete the foundation graduation requirements and obtain at least one graduation endorsement.</p>	3, 9, 10	Principal Assistant Principals Team Leaders Counselors Teachers	98% or higher of Medical Academy students will successfully complete the foundation graduation requirements and obtain at least one graduation endorsement as documented on their official transcript.				
Funding Sources: 211 - Title I, Part A School Wide - \$275,769.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>2) Conduct goal-setting meetings at 9th grade. Assist students in setting post secondary and career choice decisions. Review college and career goals. Follow-up support to ensure that students maintain goals needed for success at high school and beyond. Implement student-led, grade-level assemblies that discuss the importance of goal-setting, organization, preparation, grade-appropriate information, and graduation credits, etc.</p>	6, 9	Principal Assistant Principal Team Leaders Counselors Teachers Students	Ninth Grade students and parents will be better informed about college and careers.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Create small group scheduled counseling sessions during academic mentoring/tutorials to provide information on credits, graduation plans, advanced placement, dual enrollment, and graduation requirements (PSP).</p>	9	Principal Assistant Principal Team Leaders Counselors Teachers Students	Ninth Grade students and parents will be better informed about college and careers.				


 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue



Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.








Performance Objective 4: 98 percent and above on annual student and teacher attendance.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5</p> <p>1) Medical Academy is required by state law to assess the English language proficiency of all students whose Home Language Survey indicates that the home language is a language other than English. If a child demonstrates limited English proficiency on the assessment, s/he will be eligible for enrollment in the English as a Second Language (ESL) program. For the 2017-18 school year, we have 15 students in the ESL program and 8 students that are being monitored (having exited the ESL program). The Medical Academy ESL program provides support for English Language Learners (ELLs) through the following: (1) focused instructional activities with ESL teacher daily Academic Mentoring (AM) period, (2) guided practice using bilingual peer mentors during AM period, (3) collaboration of ESL and English teachers in preparing engaging lessons to improve listening, speaking, reading, and writing skills, (4) interactive BlackBoard activities, (5) use of library databases like Mango Languages and Brain Pop to improve reading fluency and writing skills, (6) daily access to Laptop/iPad services, (7) STAAR Reading and Writing practice during AM period and after school tutorials, and (8) provide ESL instructional recommendations (ELPS) to all disciplines such as: graphic organizers, visual/illustrations/photos, and think-aloud activities.</p>	3, 9, 10	Principal Assistant Principal Team Leaders Counselors Teachers	English language proficiency in listening, speaking, reading, and writing in all academic areas will engage these students and promote attendance goals.				
Funding Sources: 350 - English Language Learner - \$1,891.00							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5</p> <p>2) The purpose of the Migrant Education Program is to provide support and appropriate educational services to migrant children who may experience obstacles such as educational disruptions as a result of their mobile lifestyles. The supplemental services provide our migrant students the opportunity to meet the same challenging state content and student performance standards expected by all students. Medical Academy Migrant Education Program provides support services for migrant students through the following: Identification and Recruitment, New Generation System (NGS) for Migrant Student Record Transfer, Migrant Services Coordination, Graduation Enhancement, Secondary Credit Exchange and Accrual, Migrant Leadership/Enrichment Workshops, Laptop/Internet Services, Required Summer Reading Books & Services, Assistance with testing fees, Parental Involvement, and the facilitating of the Migrant Parent Advisory Committee (MPAC).</p>	3, 9, 10	Principal Assistant Principal Team Leaders Social Worker Counselors Teachers	Improved academic performance, including improvements in course grades, earning credits, getting back on grade level, and maintaining track for graduation.				
Funding Sources: 212 - Title I, Part C Migrant - \$20,098.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) At-Risk students will attend daily supervised lunch tutorials to complete class assignments, projects, assessments. Additionally, students will have the opportunity to attend specific tutorial sessions with content teachers during lunch. Teachers will collaborate with other teachers, counselors, and administrators to help prioritize and and successfully complete work. Each student contract includes academic and behavioral strategies to ensure their academic success. Teachers, counselors, and administrators form a collaborative team that regularly follows up on the progress of students on academic contracts.</p>	2, 3, 9	Principal Assistant Principal Team Leaders Counselors Teachers	Improved academic performance, including improvements in course grades, earning credits, getting back on grade level, and maintaining track for graduation.				



<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>4) School attendance is both a right and a responsibility. Medical Academy is an active partner with students and parents in the task of ensuring that all students meet or exceed learning standards. Because Medical Academy recognizes that consistent school attendance, academic success and school completion have a positive correlation, the campus will develop, review, and if necessary, revise a Comprehensive Student Attendance Policy. Specific strategies include, (1) daily absence calls to parent/guardian, (2) use of Information Management System for email and voice messaging of each absence, (3) weekly campus attendance reviews, (4) warning letter #1 sent at two unexcused absences within a three week period to include an attendance report and excuse templates, (5) home-visit, if no response to letter #1, (6) warning letter #2 sent at two or more unexcused absences with no response to telephone calls, letter #1, or home-visit, and (7) staffing with assistant principals to determine additional course of action to include: Assignment to Credit/attendance Tutorial Programs, Assignment to Saturday Credit Recovery Academy, Credit Reviews, Performance Contracts, Peer Mentoring (KOM), Volunteer Community Service, Counseling (In-school/Community), Community Referrals, and/or Petition for "Truancy Conduct". Campus will also communicate to students, parents, staff, and teachers of monthly attendance percentages; as well as promote that "Every Day Counts" in announcement, flyer, and poster form.</p>	<p>2, 9</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Social Worker</p> <p>Teachers</p>	<p>When attendance rate improves with goal of meeting or exceeding 98 percent for all student groups</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 5: 85 percent of STISD students earn “meets” and 50 percent earn “masters” level on state assessments.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) STAAR/EOC: Teachers will plan and implement a comprehensive process for improving student performance, review campus and individual performance data, and use formative assessments, course blueprints/assessed curriculum. Student-centered instructional strategies will be used to improve levels of engagement in all subjects. Use both affective and cognitive domains to motivate students. Utilize STAAR blueprints, performance level indicators, writing resources, and other materials on TEA website: http://www.tea.state.tx.us/student.assessment/staar/ Utilize district databases. Assess in EOC format. Exams and quizzes should reflect essential learning objectives.</p> <p>Focused tutorial offerings in all EOC subjects. Sep-Nov remediation for Dec 04-08 EOC testing window. Spring 2018 tutorials for April 10/12 and May EOCs. Target EOC performance scores: 100% Approaches, 90% Meets, and 50-70% Masters.</p>	2, 3, 8, 9	Principal Assistant Principal Team Leaders Counselors Teachers	Number of students receiving performance target scores on Approaches, Meets, and Masters on STAAR/EOC Exams				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Collaboration, peer mentoring, and innovative and focused instruction will be utilized during AM period to improve STAAR/EOC scores in English 1 & 2.</p>	9	Principal Assistant Principal Team Leaders Counselors Teachers	Number of students receiving performance target scores on Approaches, Meets, and Masters on STAAR/EOC Exams				


 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue








Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 6: Each student achieves a passing score on one or more AP, IB, or dual credit course while enrolled at STISD.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>1) Advanced Placement (AP): Teachers, counselors, and administrators will inform students that AP exams are required for the course. Course descriptions will include the AP exam requirement. We will provide the students with online information and procedures for signing up and taking exams. Students can prepay for the exams using Total Registration, an online service provider. AP fee waivers will be completed for all students that qualify. Increase the number of our graduates who will sit for five or more AP exams required for AP Scholar With Distinction to 85%. Assess regularly in College Board format (chapter exams should reflect portions of the AP exam). Practice test questions on AP Central, Gale, Peterson, etc. Stress importance of making qualifying scores (college readiness and career opportunities). Collaboration within district (share instructional strategies, exam questions, etc.). Focused tutorials (one AP tutorial every other week). Cooperative learning and study groups with student leaders (technology).</p>	3, 8	Principal Assistant Principal Team Leaders Counselors Teachers	Number of students taking AP Exams				
Funding Sources: 255 - Title II, Part A Training - \$30,621.00							

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>2) Six Saturday AP prep sessions and AP mock exams. Student motivation: AP student-led assemblies will focus on effective tips and strategies to improve student performance, and AP benefits. Increase the number of students with qualifying scores of 3, 4, 5 by 19% (From 218 to 260 qualifying scores).</p>	3, 8	Principal Assistant Principal Team Leaders Counselors Teachers	Number of students taking AP Exams Number of students receiving 3, 4, 5 scores on AP Exams				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 7: Student participation rates on AP and IB tests will remain the same or increase annually.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 8: Qualifying AP and IB scores will increase annually.

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 9: Each student will take a college entrance exam before the end of the first semester of the year they plan to graduate.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 10: 50 percent of students will attain a SAT score of 1110 or higher/ACT score of 24 or higher.

Evaluation Data Source(s) 10:

Summative Evaluation 10:

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 11: 100 percent of students with Individual Education Plans (IEP's) include measurable goals that are annually updated

Evaluation Data Source(s) 11:

Summative Evaluation 11:

Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

Performance Objective 12: State Performance Based Monitoring (PBM) indicators are met annually.

Evaluation Data Source(s) 12:

Summative Evaluation 12:

Title I

Schoolwide Program Plan

Federal Programs Overview for 2017-2018

Information for Planning, Consulting, and Purchasing

Title I, Part A (211) provides supplemental resources to local school districts to help schools with high concentrations of students from low-income families provide high-quality education enabling all students to meet the federal and state student performance standards. Title I, Part A supports campus in implementing either a schoolwide program or a targeted assistance program. Medical Academy is a schoolwide program campus because we exceed the required threshold of at least 40% free and reduced lunch eligible students enrolled.

The allocation to the campus is based upon the percentage of free and reduced lunch students from the 2016-2017 PEIMS data. The campus, with advisement of the campus site-based committee, allocate the Title I, Part A funding to supplement instruction resulting in high student performance. (IMPORTANT NOTE: at least 1% of the allocation must be used for parent training/parental involvement activities. We budget 2% to ensure that we expend at least 1%.)

Title I, Part C (212) provides supplemental resources to Medical Academy to provide high-quality education which will enable migrant students to meet the federal and state student performance standards. This funding must be used only for migrant students.

The allocation to the campus is based upon the percentage of migrant students from the 2016-2017 PEIMS data. The campus, with advisement of the campus site-based committee, allocate the Title I, Part C funding to supplement instruction for migrant students resulting in high student performance.

IDEA-B (224) provides resources to Medical Academy to provide high-quality education which will enable special education students to meet the state student performance standards. This funding must be used only for special education students.

The allocation to the campus is based upon the percentage of special education students, both full-time and half-time students from the 2016-2017 end of school year PEIMS and district data. The campus, with advisement of the campus site-based committee, allocate the IDEA-B funding to supplement instruction for special education students resulting in high student performance.

Title I, Part C (244) Career and Technology Carl D. Perkins provides supplemental resources to Medical Academy to provide high-quality education which will enable career and technology students to meet the federal and state student performance standards. The funding must be used only for career and technology students.

The allocation to the campus is based upon the percentage of free and reduced lunch students from the 2016-2017 PEIMS data. The campus, with advisement of the campus site-based committee, allocate the CATE funding to supplement instruction for career and technology students resulting in high student performance.

Title II, Part A - Teacher and Principal Training and Recruiting Fund (255) provides financial assistance to Medical Academy to:

1. increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals,
- and
2. hold local education agencies and schools accountable for improving student academic achievement.

The allocation to the Medical Academy was based upon the percentage of free and reduced lunch students from the 2016-2017 PEIMS data. The campus, with advisement of the campus site-based committee, allocate the TPTR funding to supplement the training of only teachers, principal, and assistant principal resulting in high student performance.

Title III, Part A (263) English Language Learner Funding is intended to provide supplemental support services for limited English proficient students in learning English and meeting the state student performance standards. This funding must be used only for ELL students. Medical Academy is in the Region One Education Service Center Cooperative for the Title III funding. The district must belong to the Cooperative to be eligible for any funding due to the allocation being less than \$10,000. The allocation to the campus is based upon the percentage of LEP students from the 2016-2017 PEIMS data. The campus, with advisement of the campus site-based committee, allocate the Title III, Part A funding to supplement ELL instruction.

Title IV, Part A (204) provides supplemental resources to local school districts to help schools with Safe & Drug Free Schools Programs. These funds can be used to provide technology to students resulting in increased student academic achievement. The campus, with advisement of the campus site-based committee, allocate the Title IV, Part A funding to supplement instruction for students resulting in high student performance.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

South Texas Academy for Medical Professions Federal Funding

Federal Funding Allocations 2017-2018

Title Programs School Wide Eligibility

Medical Academy (003)

Campus Student Enrollment

847

Free and Reduced Lunch Students

586

% of Free and Reduced Lunch Students

69%

School Wide Eligible

Yes

Title I, Part A (211) Career

Medical Academy Title I Part A 211 Expenditures 2017-18

275,769

Tech Carl Perkins (244)

Medical Academy Career & Technology Expenditures 2017-18

10,892

Title II, Part A (255)

Medical Academy Title II Part A 255 Expenditures 2017-18

30,621

Title I, Part C (212)

Medical Academy (003) Migrant Student Count

13

Medical Academy Migrant Expenditures 2017-18

20,098

IDEA-B (224)

Medical Academy (003) Special Education Student Count (Full-time)

12

Special Education Student Count (Half Day)

13

Medical Academy Special Education Expenditures 2017-18

81,598

Title III, Part A (263)

Medical Academy (003) Limited English Proficient Student Count less Parent Denials

23

Medical Academy Limited English Proficient Expenditures 2017-18

1,891

Title IV, Part A (204)

Medical Academy Title IV Part A 204 Expenditures 2017-18

6,085

Title I, Part A (211)

Medical Academy (003) Supplemental Resources Program

South Texas Academy for Medical Professions Supplemental Resources Program (2017-18)

Description of the Supplemental Resources Program

School districts that receive Title I, Part A funds have the flexibility to administer their campus programs in different ways. In order to meet the educational needs of our students, Medical Academy implements a schoolwide program. Medical Academy Title I, Part A Schoolwide Program allows our campus to use the funds to improve the entire educational program and the academic performance of all of our students, particularly the lowest-achieving.

Program Services

Medical Academy Title I, Part A (211) Supplemental Resources Program provides support for the students through the following: Lap Top Computers, iPads, Instructional Materials and Instructional Supplies.

Title II, Part A (255)

Medical Academy (003) Teacher and Principal Training and Recruiting Program

South Texas Academy for Medical Professions Teacher and Principal Training and Recruiting Program (2017-18)

Description of the Teacher and Principal Training and Recruiting Program

Medical Academy Title II, Part A Teacher and Principal Training and Recruiting (TPTR) Funds provides supplemental funding to improve student achievement. The funds are used to elevate teacher and principal quality through recruitment, hiring and retention strategies and to increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. The program uses scientifically based professional development interventions and holds districts Medical Academy accountable for improvements in student academic performance.

Program Services

Medical Academy Title II, Part A (255) Teacher and Principal Training and Recruiting Program provides support for the teachers and principals through the following: Staff Development, Certification Training, Collaboration Training, College Board Training, Summer Institutes, Department work shops, Transport & Supplies, Region I Training.

Title III, Part A (263)

Medical Academy (003) Limited English Proficient Program

South Texas Academy for Medical Professions English as a Second Language (ESL) Program (2017-18)

Goals of the ESL Program

The goal of the Title III, Part A (263) ESL program is to develop English language proficiency in listening, speaking, reading, and writing in all academic areas using a variety of learning strategies, including the use of peer mentors and technology.

Description of the ESL Program

ESL is an instructional program designed to develop proficiency in the comprehension, listening, speaking, reading, and writing of the English language. Student eligibility for the program is determined through the administration of an English language proficiency test, and parent permission is required for entrance into the program. All instruction is provided in English and utilizes the TEKS and the ELPS for the cultivation of English language skills and the promotion of academic success in all grade level content areas.

Program Eligibility

School districts in Texas are required by state law to assess the English language proficiency of all students whose Home Language Survey indicates that the home language is a language other than English. If a child demonstrates limited English proficiency on the assessment, s/he will be eligible for enrollment in the English as a Second Language (ESL) program. For the 2017-18 school year, we have 15 students in the ESL program and 8 students that are being monitored (having exited the ESL program). The goal of the ESL program is to enable English language learners to become competent in the understanding, reading, listening, speaking, and writing of the English language through the development of literacy and academic skills in grade level content areas.

Program Services

The South Texas Academy ESL program provides support for English Language Learners (ELLs) through the following: (1) focused instructional activities with ESL teachers daily Academic Mentoring (AM) period, (2) guided practice using bilingual peer mentors during AM period, (3) collaboration of ESL and English teachers in preparing engaging lessons to improve listening, speaking, reading, and writing skills, (4) interactive BlackBoard activities, (5) use of library databases like Mango Languages and Brain Pop to improve reading fluency and writing skills, (6) daily access to Laptop/iPad services, and (7) STAAR Reading and Writing practice during AM period and after school tutorials.

Language Proficiency Assessment Committee (LPAC):

Jose Lucio(Chairman)

William B. McKinney (Adminstrator)

Rosemary Kithcart (Counselor)

Candace Guillen (Social Worker)

Patricia Hernandez (ESL teacher)

Jessica Hiler (teacher)

Rosa Davila (parent)

Title I, Part C (212)

Medical Academy (003) Migrant Program

South Texas Academy for Medical Professions Migrant Program (2017-18)

Goals of the Migrant Program

The Medical Academy Title I, Part C (212) Migrant Program is a supplemental instructional program that provides services for identified migrant students grades 9 -12th. The program is funded under the Title I, Part C of the No Child Left Behind (NCLB) Act of 2001.

Description of the Migrant Program

The purpose of the Migrant Education Program is to provide support and appropriate educational services to migrant children who may experience obstacles such as educational disruptions as a result of their mobile lifestyles. The supplemental services provide our migrant students the opportunity to meet the same challenging state content and student performance standards expected by all students.

Program Eligibility

Eligibility for participation in the migrant program is dependent on whether the migrant student has crossed school district lines during the past three years so that the student, a parent, or other member of the immediate family may seek employment in agricultural or fishing related activities.

Program Services

Medical Academy Migrant Education Program provides support services for migrant students through the following: Identification and Recruitment, New Generation System (NGS) for Migrant Student Record Transfer, Migrant Services Coordination, Graduation Enhancement, Secondary Credit Exchange and Accrual, Migrant Leadership/Enrichment Workshops, Laptop/Internet Services, Required Summer Reading Books & Services, Assistance with testing fees, Parental Involvement, and the facilitating of the Migrant Parent Advisory Committee (MPAC).

IDEA-B (224)

South Texas Academy for Medical Professions

Special Education Program Full-Day (2017-18)

Description of the Full-Day Program

Goals of the Special Education Program

Medical Academy is committed to quality services for students with disabilities grade levels 9th to 12th. This commitment is based on the belief that “All students are successful when appropriate services are provided” special education is a service and not a place.

Description of the Special Education Program

The Medical Academy Special Education Program is designed to challenge students with disabilities to acquire the necessary skills to successfully transition to post-secondary education of choice. General Education Teachers and Special Education Teachers collaborate with Career and Technology Teachers in order to design the individual education programs that will support the students educational needs and acquire those skills within the shortest amount of time possible.

Program Eligibility

Students referred to Special Education follow the RTI process, in which supplementary aids and services are considered prior to recommendation to Special Education Services. The review of Present Levels of Academic/Achievement and Functional Performance (PLAAFP) is the main focus on the development of transition goals and objective according to school of choice. General Education Teachers, Career and Technology Teachers as well as the Special Education Teachers are responsible for the implementation of the students IEP.

It is South Texas ISD district policy that students diagnosed with disabilities attend an ARD meeting at home district prior to considering one of STISD schools. The purpose of this requirement is to ensure that the ARD take into consideration student’s career interest and post-secondary goals.

Program Services

Medical Academy IDEA-B (224) Full-Time Program provides support for the special needs students through the following: Lap Top Computers, iPads, Testing materials, AV Equipment, Assistive Technology, Assessment Materials and Instructional Supplies.

IDEA-B (224)

South Texas Academy for Medical Professions

Special Education Program Half-Day (2017-18)

Description of the Half-Day Program

The Medical Academy Half-Day Career and Technology Program is a partnership between the school and other school districts in the Rio Grande Valley region of Texas that began in August 2003. The programs are open to students with special needs in grades 9 through 12 who elect to pursue a certificate in a career field as well as academic preparation for college. The courses are designed for students who are serious about gaining new skills and knowledge through applied minds-on/hands-on learning. The classes are designed for career bound and college (post-secondary) bound students and are an extension of their high school schedule. The classes count toward graduation as any other high school class. Classroom theory and instruction, extensive labs, projects and community-based activities combine to give students real life experience in career interests. Through the program, students can take the majority of their academic classes at their home high schools and take career and technology classes at Medical Academy. All students are challenged to prepare today for tomorrow.

Purpose

The purpose of the Half-Day Career and Technology Program is to educate students with special needs in a real work environment so they gain a marketable edge in the workforce. Further, students gain the confidence they need to continue their education after high school. Graduates of the program have solid technical and social skills. State of the art technology used in technology and industry is taught in all program areas. Students have received regional, state, and national recognition for skill and leadership performance. Together, students, parents, and teachers set high expectations for students to achieve academically, technically, and socially.

Mission Statement

The mission of our Half Day Career and Technology Program, which offers students with special needs in grades 9 through 12, the opportunity to prepare for both the world of work and post-secondary education, is to provide high quality career education and training programs through holistic teaching and learning.

Application Process

1. Home high school representatives contact STISD Career & Technology Office for campus tours of half-day programs for students and staff or presentations for students at their home high school. School districts, parents, and students are always welcome to visit Medical Academy.

2. Students that are interested in these programs are required to tour the campus of their interest and complete an application. Student and parent can arrange this visit by home high school or individually.
3. Students return the applications to the home high school representatives.
4. Home high school representatives make copies of the school records that are listed on the last page of the application to complete the application packets.
5. Contact STISD Career & Technology office for arranging pick up of applications.
6. STISD Career and Technology Department and Half-Day program staff review applications. After the review, the Career & Technology Department contacts the home high school with the status.
7. STISD Career and Technology department contacts home high schools to set up initial ARD meetings for incoming students.

Half-Day Program Sequence for Medical Academy

(Culinary Arts)

Endorsement: Public Service Grades: 9-12

Specialization: Culinary Arts Program Total credits per year: 4

Core Subject: English

Time: Morning or afternoon program

Performance Acknowledgement Opportunities

National Restaurant Association Certifications in ServSafe Food Protection Manager Certification and ServSafe Food Handlers Certification

Membership Opportunities: Skills USA

Competition Opportunities: Skills USA Competitions

1 st Year	2 nd Year	3 rd Year	Courses for Extra Year: For student 9 th grade- to be taken during sophomore year.
Intro to Culinary Arts State # 13022550 Culinary Arts 1 Credit State # 13022600 2 credits Core Subject: English 1 credit	Practicum in Culinary Arts/Extended practicum in Culinary Arts State # 13022705 3 credits Core Subject: English 1 credit	Culinary Arts/Extended practicum in Culinary Arts II State # 13022715 3 credits Core Subject: English 1 credit	Intro to Culinary Arts State # 13022550 Culinary Arts 1 Credit State # 13022600 2 credits Core Subject: English 1 credit

Half-Day Program Sequence for Medical Academy

(Certified Patient Care Assistant)

Endorsement: Public Service Grades: 10-12

Specialization: Certified Patient Care Assistant Program Total credits per year: 4

Core Subject: English

Time: Morning or afternoon program

Performance Acknowledgement Opportunities

National Healthcareer Association Certification in Certified Patient Care Assistant Membership Opportunities: Skills USA

Competition Opportunities: Skills USA Competitions

Membership Opportunities: Skills HOSA

Competition Opportunities: Skills HOSA Competitions

1 st Year	2 nd Year	3 rd Year	
Health Professional Skills State # 13020200 1 credit and Pathophysiology State # 13020800 1 Credit and Anatomy & Physiology State # 13020600 1 credit Core Subject: English 1 credit	Health Science theory/Health Science Clinical State # 13020410 2 credits and Human Growth Development State # 13014300 1 credit Core Subject: English 1 credit	Practicum in Health Science State # 13020505 3 credits Core Subject: English 1 credit	

The MOU between Home High School and Medical Academy

1. Medical Academy Career & Technology Half-Day Programs Office assists with the collaboration between districts and campuses. The Career & Technology supervisor and counselor are the liaisons for the home high school and Medical Academy. This office facilitates attendance, grades, transportation concerns, calendar concerns, scheduling, and any other information needed for the student and the home high school.
2. It shall be the responsibility of the home school district to report the half-day student in the PEIMS submission(s). The home district shall order and administer all state testing required for the student.
3. It shall be the responsibility of the home district to apply for and receive sums paid by the State of Texas for Average Daily Attendance (ADA) and by the federal government under any and all applicable statutes.
4. Medical Academy shall attend the applicable ARD meeting(s) for the student, participate in the development of the IEP, and implement the instruction outlined in the IEP for the career and technology course(s) and academic course(s) agreed in the ARD meeting. Medical Academy shall report in a timely manner the student's attendance and grades to the home district for inclusion in the PEIMS data.
5. There shall be no fee to the home district for this half-day service. South Texas ISD provides this half-day service as their commitment to special education students. Admission into this half-day program is limited by instructional personnel and space available in the instructional programs as determined by South Texas ISD

Program Services

Medical Academy Career & Technology Half-Day Program provides support for the students through the following: Uniforms & Clothing, Technology Equipment, Transport & Storage Supplies, Certification Exam Review, Instructional Supplies and Transportation.

Title I, Part C (244) Career and Technology Carl D. Perkins

South Texas Academy for Medical Professions Career and Technology Program (2017-18)

Health Science Program

Medical Academy is a school focused on producing quality health care professionals through rigorous coursework that includes strong academics and hands-on learning. It is expected that your child will always do their best in all coursework and participate in all hands-on experiences. Some of these experiences will include, but are not limited to dissections, vital signs, physical assessment, urine and blood screenings, vein puncture, finger-sticks, EKG monitoring, CPR, first aid, range of motion exercises, hospital bed-making, patient bathing and personal care. The result of the student's success in the Health Science coursework is the opportunity to enroll in one of the senior clinical rotation classes. The student will be able to request which class they feel is the most appropriate for them. Placement is determined by several factors including academic success, participation in all Health Science classes, displayed a commitment for learning, leadership qualities, and discipline. Professional appearance is also a key factor in being a member of a health care team. This includes being well groomed and free of visible tattoos, body piercings, gauges, and unnatural hair colors. Any student that possesses these qualities will be a productive member of a health care team.

Description of the Health Science Program

Health Professional Skills (HPS)

This course is designed to develop health care specific knowledge and skills in the world of work. The course will cover the historical aspects of health care, the organization of the hospital and safety protocols in the workplace. Much of the course will focus on investigating healthcare careers by studying the requirements of each of the careers and job opportunities provided. Students will also gain an understanding of basic anatomy that will help prepare them for the next level of study.

Pathophysiology

This course provides an in-depth study of the disease processes of the body systems. Students will be able to describe the etiology, signs and symptoms, prognosis, and complications of commonly occurring diseases. The students will study medical terminology and will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the body as a whole. Utilizing a systems approach, the student will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. In addition to medical terms, common abbreviations applicable to each system will be interpreted.

Anatomy and Physiology

The purpose of this course is to gain a thorough understanding of the shape and structure of the human body and the relationship of one body part to the other (anatomy), as well as the function of each body part and how the functions of the various body parts coordinate to form a complete living organism (physiology). The course will include real world applications of anatomy and physiology so students may gain an appreciation of this subject. An emphasis will be placed on the understanding of theory, laboratory investigation of the phenomena being studied, and use of science process skills in solving problems, which may apply to a medical field.

Practicum in Dental Assisting (Registered Dental Assistant - RDA)

This program is designed for senior health science students to study dental science and have the opportunity to become Registered Dental Assistants through the Texas State Board of Dental Examiners. Dental theory will include an in-depth study of oral and dental anatomy, dental disease and pathology, and infection control principles. Laboratory sessions will include processing dental images, identifying dental equipment and instruments, and preparing dental materials. Finally, students will be able to experience hands on clinical practice through clinical rotations at various dental offices in the area.

Practicum in Emergency Medical Science (EMT – Basic Certification)

The field of pre-hospital emergency medical care is an evolving profession in which the reality of life and death is confronted at a moment's notice. EMS has developed from the days when the local funeral home and other services served as the ambulance provider to a far more sophisticated system today. EMT-Basics work side by side with other health care professionals to help deliver professional pre-hospital emergency medical care. This course is designed to help the new EMT-Basic gain the knowledge, skills and attitude necessary to be a competent, productive, and valuable member of the emergency medical services team.

Practicum in Medical Laboratory Assisting (Certified Medical Lab Assistant – CMLA)

Phlebotomy Technician (Certified Phlebotomy Technician – CPT)

Medical Laboratory Assisting and Phlebotomy will provide quality instruction of theoretical background and manual skills for accurate sample collection and analysis. The medical laboratory is a vital part of diagnosis and is routinely used in the clinical setting. Therefore, CMLAs must know how to collect, handle and analyze blood and body fluids properly. This will be accomplished through two different aspects: classroom activities and clinical experiences. Students who take this course will gain both certifications.

Practicum in Medical Assisting (Certified Clinical Medical Assistant – CCMA)

Students involved in medical assisting will gain knowledge and understanding of the total health care field by direct observation and performance of basic medical skills under the guidance of professional health care providers in a variety of clinical sites. This opportunity will allow students to become familiar with clinical/medical assisting routines and policies followed in health care facilities. Through a coordinated program of individualized study and clinical task performance, the student will be better prepared to make an educated career choice that will best service his own goals and abilities.

Practicum in Ophthalmology (Certified Ophthalmic Assistant - COA)

This program is designed to provide a more in depth understanding of the anatomy, physiology and diseases of the eye. Students will be involved in clinical rotation to gain knowledge and understanding of the ophthalmology field by direct observation and performance of basic ophthalmic assistant skills under the guidance of professional ophthalmologist in a variety of eye clinics. Through a coordinated program of individualized study and clinical task performance, the students will be better prepared to sit for the Certified Ophthalmic Assistant.

Health Science Theory/Health Science Clinical

This course is designed to provide for the development of multi-occupational knowledge and skills related to a wide variety of health careers. Students will become CPR certified through the American Heart Association and gain the understanding of professionalism and communication. Students will have hands-on experiences for continued knowledge and skills development through simulation and patient contact a clinical sites throughout the community. The major objective of this course is for students to realize their potential as a contributing member of the health care team and to gather the information necessary to make an informed decision about their future.

Human Growth and Development

Human Growth and Development is an examination of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The theories and research findings on human development are discussed and integrated with relevant theories and research findings in health psychology, giving special attention to stress-related issues. Life-changing health conditions such as cancer, hypertension, cardiovascular diseases, and diabetes are discussed, focusing on the potential psychological and social impact that these health conditions and treatments may have on children, adolescents, and adults as well as health care professionals. The knowledge and skills developed in this course will allow the student to apply that knowledge in a health care setting and work to prevent chronic diseases.

World Health Research

This course examines major world health problems, disease patterns and distributions, health care systems, and emerging medical technologies as solutions to global health concerns. This is a project-centered class where students are required to participate in labs, activities, research, and presentations. Students will gain an understanding of geographical, cultural, infrastructural, political, education, and technological constraints regarding healthcare throughout the world. The aim of this course is to encourage ideas as solutions to global medical problems.

Practicum in Pharmacy Technician (Certified Pharmacy Technician – CPhT)

This program is designed to give students the knowledge, skills, and work habits required for an entry-level position in the pharmacy field or related area. Students will study the foundations of pharmaceutical care including pharmacy law and ethics, dosage forms, routes of administration, drug actions and interactions, drug calculations and dosage, hospital pharmacy practice, and compounding medications. Students will be able to use their knowledge and skills as they participate in a clinical internship at pharmacies across the community.

Program Services

Medical Academy Title I, Part C (244) Health Science Program provides support for the Health Science students through the following: High Fidelity Maniquin, Wall mounted Heart Monitor, Anatomy Specimens (dissections), Venier Lab Probes, Blood Pressure Monitors (hospital simulated), Certification Exam Review, CPR Equipment, Instructional Supplies and Medical Supplies.

Title IV, Part A (204)

Medical Academy (003) Technology & Safe, Drug Free Schools Program

South Texas Academy for Medical Professions Technology & Safe, Drug Free Schools Program (2017-18)

Description of the Technology & Safe, Drug Free Schools Program

Medical Academy Title IV, Part A (204) provides supplemental resources to local school districts to help schools with Safe & Drug Free Schools Programs. These funds can be used to provide technology to students resulting in increased student academic achievement. The campus, with advisement of the campus site-based committee, allocate the Title IV, Part A funding to supplement instruction for students resulting in high student performance.

Program Services

Medical Academy Title IV, Part A (204) Supplemental Resources Program provides support for the students through the following: Techology supplies and equipment, Instructional Materials and Instructional Supplies.

Campus Funding Summary

211 - Title I, Part A School Wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	3	1		Title 1, Part A School Wide	\$275,769.00
Sub-Total					\$275,769.00
212 - Title I, Part C Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	4	2			\$20,098.00
Sub-Total					\$20,098.00
244 - Career Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$10,892.00
Sub-Total					\$10,892.00
255 - Title II, Part A Training					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	6	1			\$30,621.00
Sub-Total					\$30,621.00
350 - English Language Learner					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	4	1			\$1,891.00
Sub-Total					\$1,891.00
Grand Total					\$339,271.00