

Campus Goal 1: APA will increase achievement for students (African-American, Anglo, Hispanic, Asian, Special Education, and Economically Disadvantaged).

Objective 1: Monthly evaluate the curriculum and instructional programs to ensure vertical and horizontal alignment to the TEKS and developmentally appropriateness to each grade level.

	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
1.1.0 SA C2 <input type="checkbox"/>	<ul style="list-style-type: none"> • Conduct a curriculum review • Conduct a vertical and horizontal team meeting to review the curriculum and to evaluate recommendations • Compare Pearson/Frog Street, TEKS, and other curriculum programs recommended by the teachers for each grade level • Compare Pearson standard to state standards (TEKS) • Evaluate Pearson Curriculum alignment for latest/revised TEKS 	Monthly from August 2018 – May 2019	<ul style="list-style-type: none"> • Superintendent • Asst. Principal/ Curriculum Director • Team Leaders • Teachers 	<ul style="list-style-type: none"> • Pearson Curriculum Information • Other recommended curriculum information • TEKS/STAAR Blueprint • Time and Effort 	<p>FE: Agenda and recommendations from the vertical and horizontal meetings</p> <p>SE: Results of the curriculum review report</p>
1.1.1 <input type="checkbox"/>	<ul style="list-style-type: none"> • Administer STAAR benchmarks at the end of each nine-week period, analyze data, and evaluate student growth in core subject. • Conduct a team meeting to discuss or share benchmark results • Analyze the questions and answer choices on STAAR benchmark to evaluate the students’ strengths and weaknesses. 	Every nine weeks	<ul style="list-style-type: none"> • Superintendent • Asst. Principal/ Curriculum Director • Core Subject Area Teachers 	<ul style="list-style-type: none"> • Benchmark STAAR • Questionnaires • Data Analysis Form 	<p>FE: Results of Benchmarks</p> <p>SE: Minutes of the team meeting and Student academic growth results</p>

	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
1.1.2 CIA C1 C2 <input type="checkbox"/>	<p>Utilize research-based and commercially produced programs, textbooks, and materials that provide a systematic continuum of teaching and learning.</p> <ul style="list-style-type: none"> Form and organize vertical and horizontal alignment committee Schedule a monthly vertical and horizontal meeting Purchase research-based and commercially produced programs, textbooks, and materials Professional development / training for teachers Utilize most up-to-date curriculum (PEARSON) CHAMPS Curriculum for classroom management Effective Implementation of the Fundamental 5 for quality instruction Implement curriculum items 	<ul style="list-style-type: none"> Ongoing Daily/ Weekly/ Monthly 	<ul style="list-style-type: none"> Superintendent Asst. Principal/ Curriculum Director Sp. Ed. Director Teachers Business Office 	<ul style="list-style-type: none"> The Fundamental 5 CHAMPS Curriculum The Fundamental 5 Information Time and effort Vertical and Horizontal Meeting Agenda 	<p>FE: Vertical and horizontal alignment objectives; list of professional development, Ongoing Feedback on teacher’s observation, Pretest, weekly test, vertical and horizontal alignment objectives; list of professional development</p> <p>SE: Results of teacher observations; student growth on STAAR, ITBS, TPRI, Inventory of purchased programs/ textbooks/ and materials</p>
1.1.3 CIA C9 <input type="checkbox"/>	<p>Increase access to current and latest technologies for students at-risk and/or economically disadvantaged.</p> <ul style="list-style-type: none"> Continue to purchase more laptops / desktops Improve computer lab schedule Provide computer/iPads to Fine Arts curriculum 	<ul style="list-style-type: none"> Annually Daily Weekly Quarterly 	<ul style="list-style-type: none"> Superintendent Asst. Principal Teachers Business Office 	<ul style="list-style-type: none"> ERATE Budget for equipment Grant 	<p>FE: Class Schedule; Inventory of new equipment</p> <p>SE: Students’ academic growth, survey results, students’ project</p>
1.1.4 CIA C1 <input type="checkbox"/>	<p>Pre-assess all students to identify strengths and weaknesses in core subjects.</p> <ul style="list-style-type: none"> Provide standardized test at the beginning of the school year and at the end of every nine-week period Collect and analyze test data / results Provide on-going tutorials Establish protocol for records in student transfer and enrollment 	<p>9 weeks</p>	<ul style="list-style-type: none"> Asst. Principal Teachers Educational support team 	<ul style="list-style-type: none"> ERATE STAAR Released Questions Time and Effort Online / digital – video conference training 	<p>FE: Benchmarks, Weekly Test, Tutorial Schedule</p> <p>SE: Data analysis results, STAAR results; Students’ Portfolio</p>

	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
1.1.5 <input type="checkbox"/>	<p>Plan transition activities for student promotion to Pre-K4 from Pre-K3.</p> <ul style="list-style-type: none"> • Teacher visits classrooms and observes teachers • Share and discuss curriculum • Share student portfolio • Plan parent meetings • Team/ Horizontal & vertical alignment meetings 	<ul style="list-style-type: none"> • Monthly • End of Year As needed 	<ul style="list-style-type: none"> • Superintendent • Asst. Principal • Grade/Department leaders • Parents • Teachers 	<ul style="list-style-type: none"> • Time & effort • Agenda of Meetings PEARSON and FROG STREET Curriculum 	<p>FE: Schedule of teacher classroom visits, Teacher to teacher observation form, Parent Meeting Form</p> <p>SE: Evidence of effective transition of students</p>
1.1.6 C7 <input type="checkbox"/>	<p>Plan transition activities for student promotion to Kindergarten from preschool.</p> <ul style="list-style-type: none"> • Teacher visits classrooms and observes teachers • Share and discuss curriculum • Share student portfolio • Students visit classrooms • Plan parent meetings • Horizontal & vertical alignment meetings 	<ul style="list-style-type: none"> • Monthly End of Year 	<ul style="list-style-type: none"> • Superintendent • Asst. Principal • Grade/Department leaders • Parents 	<ul style="list-style-type: none"> • Time & effort • Agenda of Meetings PEARSON and FROG STREET Curriculum 	<p>FE: Schedule of teacher classroom visits, Teacher to teacher observation form, Parent Meeting Form</p> <p>SE: Evidence of effective transition of students</p>
1.1.7 C7 <input type="checkbox"/>	<p>Plan transition activities for student promotion to 3rd grade from 2nd grade.</p> <ul style="list-style-type: none"> • Teacher visits classrooms and observes teachers • Share and discuss curriculum • Horizontal & vertical alignment meetings • Share student portfolio • Students visit classrooms • Plan parent meetings 	<ul style="list-style-type: none"> • Quarterly End of Year 	<ul style="list-style-type: none"> • Superintendent • Asst. Principal • Teachers • Parents 	<ul style="list-style-type: none"> • Time & effort • Agenda of Meetings • PEARSON and FROG STREET Curriculum 	<p>FE: Schedule of teacher classroom visits, Teacher to teacher observation form, Parent Meeting Form</p> <p>SE: Evidence of effective transition of students</p>

	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
1.1.8 <input type="checkbox"/>	<p>Plan transition activities for student promotion in each grade level from 3rd – 8th grade</p> <ul style="list-style-type: none"> Organize an Evaluation and Review Committee Evaluate and analyze student data (STAAR/ Benchmarks/ Weekly Test) of student progress Teacher visits classrooms and observes teachers Share and discuss curriculum Provide accelerated programs for students that academically behind Horizontal & vertical alignment meetings Share student portfolio Plan parent meetings 	<ul style="list-style-type: none"> Nine Weeks End of the Year 	<ul style="list-style-type: none"> Superintendent Asst. Principal Teachers Parents 	<ul style="list-style-type: none"> Time and Effort Benchmark Test/ STAAR Released Questions Student Portfolio Observation Form 	<p>FE: Schedule of teacher classroom visits, Teacher to teacher observation form, Parent Meeting Form</p> <p>SE: Evidence of effective transition of students</p>
1.1.9 C7 <input type="checkbox"/>	<p>Plan transition activities for student promotion to high school from 8th grade.</p> <ul style="list-style-type: none"> Plan parent and student meetings with Ball High School Plan student field trips to Ball High School & O’Connell College Preparatory School Align curriculum with high school curriculum Offer subjects with high school credit (Algebra I, Spanish, etc.) 	<ul style="list-style-type: none"> Quarterly End of Year 	<ul style="list-style-type: none"> Superintendent Asst. Principal Teachers Parents 	<ul style="list-style-type: none"> Time & effort Agenda of Meetings PEARSON and FROG STREET Curriculum 	<p>FE: Schedule of teacher classroom visits, Teacher to teacher observation form, Parent Meeting Form</p> <p>SE: Evidence of effective transition of students</p>
1.1.10 C8 <input type="checkbox"/>	<p>Administer benchmarks at the end each nine-week period to evaluate student growth in core subject.</p>	<p>Every nine weeks</p>	<ul style="list-style-type: none"> Asst. Principal Teachers 	<ul style="list-style-type: none"> STAAR Released Test Time & effort 	<p>FE: Results of Benchmarks</p> <p>SE: Student academic growth results (Graph)</p>
1.1.11 <input type="checkbox"/>	<p>Evaluate weekly lesson plans from core subjects to ensure alignment with TEKS, innovative, interactive hands on, and utilizing best teaching strategies.</p>	<p>Weekly</p>	<ul style="list-style-type: none"> Asst. Principal 	<p>Time & effort</p>	<p>FE: Documented weekly lesson plans</p> <p>SE: Student academic growth results</p>

	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
1.1.12 <input type="checkbox"/>	Expansion & enhancement of Fine Arts Program <ul style="list-style-type: none"> Organize & incorporate theater arts, cheerleading, and dance program in the school schedule. Purchase fine arts equipment and materials for music and visual art Proposal: acquire through grants 	Annual	<ul style="list-style-type: none"> Superintendent Asst. Principal Fine Arts Teacher Business Office 	<ul style="list-style-type: none"> Time & effort Grants 	FE: Class roster and schedule SE: Student participation, Community and school performance
1.1.13 <input type="checkbox"/>	Evaluate amount and quality of homework given <ul style="list-style-type: none"> Determine the value of quality vs quantity Congruency of the instructional objectives and homework given 	<ul style="list-style-type: none"> Ongoing Daily Weekly 	<ul style="list-style-type: none"> Administrators PTO Teachers 		FE: Document Daily/ weekly homework, Homework grades/ progress report card SE: Student report card/ student growth
<input type="checkbox"/> Objective 2: APA (All subpopulations, African-American, Anglo, Hispanic, Asian, Special Education, and Economically Disadvantaged) students will pass the STAAR test in all core subjects.					
	Strategy	Timeline	Personnel	Resources	Evaluation
1.2.0 SCO C2 <input type="checkbox"/>	Adjust school and classroom schedules to allow more time for core content areas in 3 rd – 8 th grade <ul style="list-style-type: none"> Standardize the core subject daily schedule to the following: <ul style="list-style-type: none"> ELAR and Writing 120 minutes Math 60 minutes Science 60 minutes Social Studies 60 minutes Follow through the proposed schedule Monitor effective implementation 	Beginning of school year	<ul style="list-style-type: none"> Administrators Teachers 	Time & effort	FE: Copy of schedule; log of class visits SE: higher percentage of APA students passing STAAR
1.2.1 C8 <input type="checkbox"/>	Use appropriate accelerated programs, instructional materials, and software to assist students who fail nine weeks test.	Every 9 weeks	<ul style="list-style-type: none"> Superintendent Asst. Principal Learning Support Team Teachers 	Time & effort	FE: Results of benchmarks SE: List of instructional materials

	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
1.2.2 <input type="checkbox"/>	Analyze benchmark and the most current benchmark result/ data to identify critical area(s) that need to be reinforced immediately.	Beginning of school year, every nine weeks, and end of the year	<ul style="list-style-type: none"> • Superintendent • Asst. Principal • Learning Support Team Teachers 	<ul style="list-style-type: none"> • APA STAAR Data • Benchmark Results 	<p>FE: Benchmark result/ Data every nine week</p> <p>SE: Data showing percentage of student growth</p>
1.2.3 C9 <input type="checkbox"/>	STAAR and core subject tutoring will be available for students in need of acceleration.	<ul style="list-style-type: none"> • Daily 	<ul style="list-style-type: none"> • Superintendent • Asst. Principal • Learning Support Teachers 	<ul style="list-style-type: none"> • Title I funds • Time & effort 	<p>FE: List of students who need tutoring, Tutorial Schedule</p> <p>SE: Tutorial / students' growth results</p>
1.2.4 <input type="checkbox"/>	<p>For all teachers to:</p> <ul style="list-style-type: none"> • Identify the objectives that are being measured and how they are being measured • Effective Implementation of Fundamental 5/ TTESS and CHAMPS • Emphasis and Application of Concepts and Vocabulary Words to aide comprehension • Alignment and Congruence between what is being taught and what is being tested including homework • Interpreting data from Benchmark/ Daily/ Weekly Test • Use technology to reinforce concepts learned • Vertical and Horizontal Meetings • Maintain the subject teacher • Training offered through ESC Region 4/ other public and private organization 	Ongoing from August 2018 – May 2019	Vertical and horizontal alignment objectives; list of professional development, Ongoing Feedback on teachers' observation	<ul style="list-style-type: none"> • Pearson Curriculum • TEKS • STAAR Blueprint • STAAR Data/ Results • Computers • CHAMPS/ Fundamental 5 information • Consultant/ Speakers • Vertical/ Horizontal Meetings Agenda 	<p>FE: Implementation of Fundamental 5/ TTESS/ CHAMPS, Class Observation, TEKS Alignment, student – computer ratio</p> <p>SE: Minutes of team meetings, Student Growth, Benchmark and STAAR Results</p>

	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
1.2.5 <input type="checkbox"/>	<p>Improve struggling learners as early as Pre-Kindergarten and reduce the number of struggling learners in the upper grades.</p> <ul style="list-style-type: none"> Identify struggling students from Pre-K-8th ASAP Tutorials (Mon.-Thu.) for students needing Assistance Provide additional highly qualified and skilled teacher for intervention program Provide intervention specialist Build support by initiating discussion about the need for Response to Intervention (RTI) to secure stakeholder to buy-in Provide daily tutorials and appropriate digital programs. Purchase matching programs and software to needs of the students Reading/Math Buddy, Think Through Math, KHAN Academy, STAAR Fall, Pearson online programs, etc. Math and RLA teachers will attend recommended trainings 	August 2018 – May 2019	<ul style="list-style-type: none"> Administrators Teachers Sp. Ed. Director Intervention specialist 	<ul style="list-style-type: none"> NCLB Time and effort RTI Information/Form Purchase programs Time and Effort 	<p>FE: Weekly test, Benchmark, Tutorial Schedules</p> <p>SE: Results of TPRI, ITBS, STAAR test, Data of Student Growth, RTI Summary Report, Purchased programs</p>
1.2.6 <input type="checkbox"/>	<p>Improve and Increase parent involvement and support:</p> <ul style="list-style-type: none"> Identify parents of academically and behaviorally critical students Improve two-way communication strategies between the school and parents Constant communication between parents and teachers Educating the parents about the value of active parent involvement 	<ul style="list-style-type: none"> Daily, Monthly, Quarterly As needed 	<ul style="list-style-type: none"> Administrators Teacher PTO 	Time and Effort	<p>FE: Agenda, sign-in, and Schedules of Meetings, Call logs,</p> <p>SE: Improvement of students' performance</p>

<input type="checkbox"/> Objective 3: Increase student (African-American, Anglo, Hispanic, Asian, Special Education, Economically Disadvantaged) passing rate in core subject areas to 100%.					
	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
1.3.0 SA <input type="checkbox"/>	Utilize research-based technology and online resources in the classroom <ul style="list-style-type: none"> • Younger grades create and use technology center in the classroom • Use various reading, math, science, and social studies online resources 	<ul style="list-style-type: none"> • Daily 	<ul style="list-style-type: none"> • Administrators • Teachers 	<ul style="list-style-type: none"> • FSP/ERATE Grant \$50,000 	FE: Class schedule; technology, list of online resources and software utilized SE: Student growth
1.3.1 SA <input type="checkbox"/>	Expand library content <ul style="list-style-type: none"> • Purchase books (newer and popular) • Provide upgrade and maintenance to all library computers • Voucher for donations from local libraries & organizations 	<ul style="list-style-type: none"> • Annually • As needed 	<ul style="list-style-type: none"> • Administrator • Human Resources 	<ul style="list-style-type: none"> • EMAT Funding • Budget • Community support 	FE: List of books desired, invoice for books, computer maintenance report SE: Library Structure Evaluation
1.3.2 SA <input type="checkbox"/>	Correctly identify learning accelerations for identified students <ul style="list-style-type: none"> • Include tutorials • Assess in all areas / subjects • Identify type of learner Provide accelerated classes for advance students	Every 9 weeks	<ul style="list-style-type: none"> • Superintendent • Asst. Principal • Teachers • Sp. Ed. • G/T teachers 	Time & effort	FE: Weekly modification in lesson plans; list types of learners, Accelerated or tutorial schedule SE: In acceleration class results
1.3.3 T <input type="checkbox"/>	Upgrade all technology <ul style="list-style-type: none"> • Upgrade all computers • Faster modem / stronger signal • Faster browsing, download software in all core subject areas 	<ul style="list-style-type: none"> • Yearly • As needed 	<ul style="list-style-type: none"> • Administrators • Teachers • Internet provider 	<ul style="list-style-type: none"> • ERATE \$30,000 Grant \$40,000 	FE: Bids, plans, inventory SE: Upgraded technology

	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
1.3.4 T <input type="checkbox"/>	Develop policies, rules, and regulations for technology use (students and staff) <ul style="list-style-type: none"> • No food and drink in computer lab • Teacher will introduce proper use of technology to classes as part of 21st Century skills • Sign-in / sign-out sheets will be observed in using the computer lab (library only) 	Yearly	<ul style="list-style-type: none"> • Administrators • Teachers • Custodial Staffs 		FE: APA defined technology policies and procedures, Technology schedule SE: Teacher evaluations
1.3.5 C10 <input type="checkbox"/>	Students will participate in enrichment activities, (e.g. science fair, history fair, mock election etc.). <ul style="list-style-type: none"> • Use specific curriculum/training for student council • Develop specific schedule for student meetings 	<ul style="list-style-type: none"> • Yearly As scheduled	<ul style="list-style-type: none"> • Superintendent • Asst. Principal • Teachers 	<ul style="list-style-type: none"> • Title I Funds • IDEA B • UTMB • Online Curriculum • Time & effort 	FE: List and schedule of enrichment activities implemented SE: List success of Science Fair, student participation, student council activities and election
1.3.6 C10 <input type="checkbox"/>	Summer school program for students not passing STAAR or core subjects.	June-July	<ul style="list-style-type: none"> • Superintendent • Asst. Principal • Teachers 	<ul style="list-style-type: none"> • FSP \$20,000 Teachers' salaries • SCCE Funds • IDEA B 	FE: List of students attending summer school, summer class schedule SE: List of students promoted/retained after Summer School

Campus Goal 2: APA will hire highly motivated instructors and provide training to achieve 100% highly qualified teachers and paraprofessionals.

<input type="checkbox"/> Objective 1: Hire and provide teacher-training to ensure that all aspects of the instructional program lead to success for all students (African-American, Anglo, Hispanic, Asian, Special Education, and Economically Disadvantaged).					
	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
2.1.0 TQ C3 <input type="checkbox"/>	Recruit to attract certified, qualified teachers <ul style="list-style-type: none"> Attend job fairs Post on website Newspaper ads 	Yearly	<ul style="list-style-type: none"> Administration Teachers 	<ul style="list-style-type: none"> \$1000 budget Title 2 Time & effort 	FE: list of fairs, postings for website SE: hiring of certified, qualified teachers
2.1.1 TQ C5 <input type="checkbox"/>	Identify incentives to increase faculty and staff attendance rate <ul style="list-style-type: none"> Award for perfect attendance Comp time quarterly for perfect attendance Incentive pay Allocate resources/ procedures to ensure continuity of awards 	Quarterly	<ul style="list-style-type: none"> FOCUS Board Administration 	<ul style="list-style-type: none"> FSP \$1000 budget Incentive pay Procedure and schedule for comp time and personnel for coverage 	FE: Attendance reports SE: Increased attendance rate
2.1.2 TQ C5 <input type="checkbox"/>	Increase employee pay <ul style="list-style-type: none"> Manage budget Write grants – savings for payroll Monitor use of substitute teachers 	Yearly	Administration	<ul style="list-style-type: none"> FSP \$45,000 3% salary increase 	FE: Written grants, budget adjustments SE: Increase salary schedules
2.1.3 C4 C10 <input type="checkbox"/>	Professional development will include: A Framework for Increasing Rigor and Relevance in the classroom: 10 components of effective school, STEM training, PBL, BTIM, Dimensions of Knowledge and Assessing the 21 st Century Skills.	Monthly	<ul style="list-style-type: none"> Superintendent Asst. Principal 	<ul style="list-style-type: none"> Grant \$10,000 Title II, A UTMB Region 4 	FE: List of professional development SE: Teacher evaluations above satisfactory results
2.1.4 C3 <input type="checkbox"/>	Establish an interviewing system to ensure the identification of highly qualified personnel.	Quarterly	Superintendent	Time & effort	FE: Interviewing system SE: List of highly qualified teachers

	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
2.1.5 C3 C10 <input type="checkbox"/>	Develop, implement, and monitor a professional development plan for each teacher who has not achieved the highly qualified status.	As needed	<ul style="list-style-type: none"> • Superintendent • Asst. Principal 	<ul style="list-style-type: none"> • Title II • Region 4 Time & effort	FE: copy of professional development plan SE: List of how professional development was used / highly qualified / results
2.1.6 <input type="checkbox"/>	Hire Public Relations & Grant Writer <ul style="list-style-type: none"> • Write grants - instructional materials, field trips, etc. Identify grants opportunities	Annual	<ul style="list-style-type: none"> • Superintendent • Business Office 	<ul style="list-style-type: none"> • Grant (amount) • List of grants • Job Posting Referral 	FE: Submission of grants according to required criteria and deadlines SE: Approved Grants
2.1.7 C4 <input type="checkbox"/>	Provide professional growth, child abuse training, and opportunities for teachers needing to take the certification exam.	Beginning of school year	<ul style="list-style-type: none"> • Superintendent • Asst. Principal 	<ul style="list-style-type: none"> • Title II Time & effort	FE: Log of staff development meetings SE: Results

Campus Goal 3: APA will provide a safe, orderly and positive learning/working environment to promote exemplary student achievement.

<input type="checkbox"/> Objective 1: Establish guideline for expected behaviors for teachers and students (African-American, Anglo, Hispanic, Asian, Special Education, and Economically Disadvantaged).					
	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
3.1.0 SCC <input type="checkbox"/>	Increase faculty-staff participation <ul style="list-style-type: none"> Survey teachers for input Participation in planning Increase staff attendance rate to 97% 	Monthly	Teachers	Time & effort	FE: List of teacher participation; teach sign-in SE: Positive teacher survey results
3.1.1 SCC C5 <input type="checkbox"/>	Improve strategies for integrating field-trips and special programs into the curriculum. <ul style="list-style-type: none"> Implement literacy programs Implement active learning instructional strategies Create field trips (real, simulated, or virtual) 	Monthly	<ul style="list-style-type: none"> Teachers Curriculum instructor Asst. Prin. Test Coordinator 	Time & effort	FE: List of field trips and literacy programs SE: Lesson plans with objectives for field trips
3.1.2 SCC <input type="checkbox"/>	Identify programs that will improve the culture of the school (e.g. Character Counts, No Place for Hate, and Rachel’s Challenge) <ul style="list-style-type: none"> Monitor self-accountability of student behavior Monitor & adjust students’ skills, attitudes, and mind-sets Provide opportunities and information to assist students in preparing for college & careers 	Monthly	<ul style="list-style-type: none"> Administrator Lead teachers Counselor Galveston Chamber of Commerce 	<ul style="list-style-type: none"> Chamber of Commerce Time & effort	FE: List programs implemented; number of student discipline referrals SE: List of discipline referrals
3.1.3 <input type="checkbox"/>	Evaluate and revise the emergency management plan.	July - August	<ul style="list-style-type: none"> Superintendent Asst. Principal Teachers 	Time & effort	FE: Committee schedule SE: Copy of Emergency Management Plan
3.1.4 <input type="checkbox"/>	Develop monthly routine safety drills.	Monthly	<ul style="list-style-type: none"> Superintendent Admin. Asst. 	<ul style="list-style-type: none"> Galveston Fire Department Time & effort	FE: Date of drills SE: End of Year Safety Evaluation

<input type="checkbox"/> Objective 2: Establish guidelines for maintenance of functional working environment					
	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
3.2.0 <input type="checkbox"/>	Students and teachers will utilize approved procedures for the following: <ul style="list-style-type: none"> • Work orders • Purchase orders 	Ongoing	<ul style="list-style-type: none"> • APA Staff • Custodians 	<ul style="list-style-type: none"> • Teacher and staff In-Service • Written procedures and forms • Student training 	FE: Request Form/ Custodian work report SE: Record of reports, evaluation by custodians
3.2.1 <input type="checkbox"/>	Staff will communicate to the appropriate personnel the following concerns: <ul style="list-style-type: none"> • Printer and copier issues • Restroom and office Supplies • Environmental concerns that require immediate attention such as slippery floor, flooding, ... 	Ongoing	<ul style="list-style-type: none"> • APA Staff • Custodians • Office Staff 	<ul style="list-style-type: none"> • Teacher and staff In-Service • Written procedures and forms 	FE: Request Form/ Custodian work report SE: Record of reports, evaluation by custodians and office staff
3.2.2 <input type="checkbox"/>	Efficient processing of purchase order <ul style="list-style-type: none"> • Turn-in orders on time/ by the deadline set • Use the official PO Form • Turn in the P.O to the person in-charged • Business office sign received and give a copy to the teacher • Teacher keeps a copy of the form • Effective Implementation of the Order Tracking System (something that the teachers can view the status of their orders- maybe using google doc) 	Ongoing	<ul style="list-style-type: none"> • Superintendent • Asst. Principal/ Curriculum Director • Teachers • Business Office 	<ul style="list-style-type: none"> • PO Form 	FE: Copies of Purchase Order Form, Monitor Order Tracking System SE: Purchase Order report

Campus Goal 4: APA will increase student and staff attendance, enrollment and retention to improve academic achievement.

<input type="checkbox"/> Objective 1: Improve student [(African-American, Anglo, Hispanic, Asian, Special Education, Economically Disadvantaged) attendance to 96.5% for school year.					
	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
4.1.0 <input type="checkbox"/>	Decrease mobility rate <ul style="list-style-type: none"> Implement more programs/activities Transportation for students After school programs for early Fridays 	Monthly	<ul style="list-style-type: none"> Mr. Lubrico Teachers Dr. Williams 	<ul style="list-style-type: none"> Time & Effort Community transportation resources 	FE: List of programs, List of community resources for transportation SE: Mobility rate less than 5%
4.1.1 <input type="checkbox"/>	<ul style="list-style-type: none"> Decrease teacher-student ratio Hire more teachers (Highly Qualified) Teacher aide in classroom 	Beginning of School Year	<ul style="list-style-type: none"> Dr. Williams Mr. Lubrico 	<ul style="list-style-type: none"> Teacher salaries Teacher Aide salaries 	FE: List of HQ teachers, List of teacher aides, Class size 20 or less SE: Salary base incentives, Quality leadership
4.1.2 <input type="checkbox"/>	<ul style="list-style-type: none"> Develop marketing strategies to recruit student Social media (Facebook, website, etc.) Ads in news paper Flyers out to community TV/ Radio 	Yearly	<ul style="list-style-type: none"> Ms. Barker Mr. Lubrico Dr. Williams Administrative staff 	<ul style="list-style-type: none"> Funds for advertisement Community help 	FE: List of marketing strategies SE: Increase student enrollment results
4.1.3 <input type="checkbox"/>	<ul style="list-style-type: none"> Plan nine weeks perfect attendance celebrations for student and individual classes. Get additional personnel to collaborate on planning Incentives and goals 	Every 9 weeks	<ul style="list-style-type: none"> Ms. Barker PTO Dr. Williams 	<ul style="list-style-type: none"> Funds for incentives Community help Time and Effort 	FE: Student nine-week attendance record SE: Increase student attendance percent.
4.1.4 <input type="checkbox"/>	<ul style="list-style-type: none"> Track individual attendance and tardiness. Meet with students and parents when there are problems. 	Daily	<ul style="list-style-type: none"> Ms. Barker Receptionist Dr. Williams 	<ul style="list-style-type: none"> Time and Effort 	FE: Attendance records, Tardy logs, Parent conference log SE: Increase student attendance results

Campus Goal 5: APA will actively involve parents and the community in the education of the students.

Objective 1: Increase parental participation.

	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
5.1.0 FCI C6 <input type="checkbox"/>	Increased participation from the parent organization <ul style="list-style-type: none"> • Monthly Parent Meeting • Start a PAC (Parent Advisory Council) • Involve parents in review of PAC • Collaborate with Links organization • Inform parents of upcoming academic nights • Parent Involvement Policy • School-Parent Compact 	Every nine weeks	<ul style="list-style-type: none"> • Superintendent • Asst. Principal • Teachers • Staff • Parents 	<ul style="list-style-type: none"> • Time & effort • Grant \$10,000 	FE: List of parent participation; sign-in sheets SE: Positive results of parent survey
5.1.1 FCI C6 <input type="checkbox"/>	Increase special programs for parents, students, and the community. <ul style="list-style-type: none"> • School supply drive • Economic / Social brochure for assistance • Clothes / Food drive for families in need • Parenting workshops 	Monthly / as needed	Parents	<ul style="list-style-type: none"> • Time & effort • Grant \$5,000 	FE: List of programs SE: End of year report
5.1.2 C6 <input type="checkbox"/>	Develop parent workshops to make the connections from home to school. Epstein’s Framework for six types of involvement: Parenting, Communicating, Volunteering, Learning at Home, Decision m and Collaborating with concepts. Conduct annual Title 1 parent meeting.	Monthly	<ul style="list-style-type: none"> • Superintendent • Asst. Principal • Teachers • Parents 	Time & effort	FE: Sign-In Sheets SE: End of year report
5.1.3 C6 <input type="checkbox"/>	Identify parent mentors to assist parents in need of help.	Beginning of year / on-going	<ul style="list-style-type: none"> • Superintendent • Asst. Principal • Teachers • Parents 	<ul style="list-style-type: none"> • FSP Funds • Parent Committees • Time & effort 	FE: List of Parent Mentors SE: End of year evaluation of parent participation report
5.1.4 <input type="checkbox"/>					

	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
5.1.5 SA C6 <input type="checkbox"/>	Parental involvement in the teaching and learning process <ul style="list-style-type: none"> • Train staff in parental involvement. • Require behavior / homework folder initials • Test initials • Home visits as needed • Constant contact • Hire Parent Facilitator 	<ul style="list-style-type: none"> • Beginning of year 	<ul style="list-style-type: none"> • Counselor • Teachers • Principal • Vice-Principal 	<ul style="list-style-type: none"> • Parent Committees • Time and effort • Grant \$10,000-\$20,000 	FE: Folders, behavior/ homework charts, test/quiz signatures, contact forms SE: Evaluation of programs implemented
<input type="checkbox"/> Objective 2: Establish community partnership to increase students (African-American, Anglo, Hispanic, Asian, Special Education, and Economically Disadvantaged) academics.					
	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
5.2.0 <input type="checkbox"/>	Collaborate with community members to share resources and their talents and resources.	Weekly FOCUS class	<ul style="list-style-type: none"> • Superintendent • Asst. Principal 	<ul style="list-style-type: none"> • Community Members • The Links, Inc. • Time & effort 	FE: Letter of solicitations, Thank you and sign-in sheets SE: End of year evaluations from teachers report
5.2.1 <input type="checkbox"/>	Solicit support from business establishments to enhance school projects and programs.	Every 9 weeks	<ul style="list-style-type: none"> • Superintendent • Parents 	<ul style="list-style-type: none"> • The Links, Inc. • UTMB • Time & effort 	FE: Letter of solicitations, Thank you, and sign-in sheets SE: End of year evaluation of projects and progress report
5.2.2 <input type="checkbox"/>	Work with an out-of-state or out-of-country partner school through a Pen pal initiative <ul style="list-style-type: none"> • Recognize individual similarities and differences • Awareness of cultural differences • Write for authentic purpose and for an audience • Improve written language skills 	At least once a month	<ul style="list-style-type: none"> • Superintendent • Asst. Principal • Teacher(s) • Students 	The Links, Inc.	FE: Letter of solicitations/ sponsorship SE: Evaluation of the project
5.2.3 <input type="checkbox"/>	Participate in the City-wide Spelling Bee	Annually	<ul style="list-style-type: none"> • Superintendent • Asst. Principal • Teacher(s) • Students 	Rotary Club of Galveston	FE: Weekly/Daily coaching SE: Evaluation of routines and progress

Campus Goal 6: FOCUS, Inc. Board, dba Ambassadors Preparatory Academy will support the academic achievement of the school.

<input type="checkbox"/> Objective 1: FOCUS, Inc. Board will support the school financially and identify resources to enhance academic achievement. The Board will raise \$50,000 to \$200,000 to support the educational programs of the school and to support the need to increase employees' salary, in addition to starting an education foundation.					
	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
6.1.0 <input type="checkbox"/>	Sponsor, plan and implement fund raising activities to support facility, APA programs and employee salaries.	<ul style="list-style-type: none"> Fall Spring Summer 	FOCUS Board	<ul style="list-style-type: none"> Time & effort 	FE: Document of fund raising activities SE: Amount of money raised
6.1.1 SCO <input type="checkbox"/>	Attain better school facilities <ul style="list-style-type: none"> Buy textbooks and reference books for the school library Hire a librarian Set up a Science Lab and a Computer Lab that can accommodate one class at a time. Hire a technician in charge of schedules and material preparation in the Science Lab and the Computer Lab 	2018	<ul style="list-style-type: none"> Administrator Science teachers Librarian Science Lab & Computer Lab technician 	<ul style="list-style-type: none"> \$20,000 for technician salary Cost for books and other reference materials Cost of Science Lab tools and materials Librarian salary \$35,000 	FE: copy of purchase orders of books / furniture / equipment needed for setting up Computer Lab and Science Lab SE: Additional school personnel hired, Librarian and technician
Objective 2: The Board will assist with community resources, guest speakers, and field trips and instruction.					
	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
6.2.2 <input type="checkbox"/>	Make a list and schedule resources to enhance the enrichment programs at APA.	Monthly	<ul style="list-style-type: none"> Teachers Parents 	Time & effort	FE: List of resources SE: Documents use of resources
6.2.3 <input type="checkbox"/>	Each board member will visit the school monthly.	Monthly		Time & effort	FE: List of visits SE: Evaluation of visits

Campus Goal 7: APA will develop and implement a “Health and Wellness Program” for parents, students and teachers to develop mind, body and spirit.

<input type="checkbox"/> Objective 1: Decrease student referrals to the clinic by providing healthy lifestyles and awareness.					
	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
7.1.0 <input type="checkbox"/>	Provide students in grades Pre-K – 8 with moderate to vigorous physical activity each day in Physical Education for a minimum of 45 minutes each day.	Daily	Physical Education teacher	Time & effort	FE: List of resources SE: Community involvement agenda and sign-in
7.1.1 <input type="checkbox"/>	Assess student fitness annually in grades Pre-K – 8	9 weeks	Physical Education teacher	Time & effort	FE: Student fitness assessment documentation SE: Assessment report
7.1.2 C4 <input type="checkbox"/>	Provide in-service training on updated scope & sequence materials for all Health and Physical Education Teachers.	9 weeks	Physical Education teacher	Time & effort	FE: List of teacher training SE: Improved student health
7.1.3 <input type="checkbox"/>	Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs.	Monthly	Physical Education teacher	Time & effort	FE: Integration schedule SE: Improved student health
7.1.4 <input type="checkbox"/>	Establish teams of parents that will participate in physical activity and nutrition education throughout the year.	Monthly	Physical Education teacher	Time & effort	FE: List of parent teams SE: Results of Physical Education activities
7.1.5 <input type="checkbox"/>	Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure appropriate educational instruction and student safety.	Monthly	<ul style="list-style-type: none"> • Superintendent • Asst. Principal 	Time & effort	FE: List of upgrades SE: Pass safety evaluation

Campus Goal 8: APA will continue to develop and improve programs that support T-STEM mission and objectives.

<input type="checkbox"/> Objective 1: Implement the standards of the Science, Technology, Engineering, and Mathematics Programs.					
	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
8.1.0 <input type="checkbox"/>	<p>Promote leadership development and collaboration within the Academy and T-STEM Network.</p> <ul style="list-style-type: none"> Give teachers and students opportunity to take over meetings and focus Send teachers and students to STEM leadership trainings and workshops <p>Give teachers leadership assignments such as grade level team leadership and committee leadership</p>	School Year 2018-2019	<ul style="list-style-type: none"> Superintendent Asst. Principal Teachers Consultant 	Time & effort	<p>FE: List of training opportunities, List of leadership roles assigned to students and teachers</p> <p>SE: Student and teachers leadership performance</p>
8.1.1 C2 <input type="checkbox"/>	<p>Develop T-STEM culture that will foster positive student identities through meaningful adult and peer relationships.</p> <ul style="list-style-type: none"> Practice and implement 21st Century teaching skills in the classroom Develop and organize programs that focus on building positive attitudes and behavior 	Ongoing for School year 2018-2019	<ul style="list-style-type: none"> Superintendent Asst. Principal Teachers Consultant 	Time & effort	<p>FE: Co-curricular schedule, Sign in during meeting</p> <p>SE: YTC Program, technology class, Fine Arts, Cheerleading, Dance, etc.</p>
8.1.2 C2 <input type="checkbox"/>	<p>Prepare students for postsecondary coursework and careers in the STEM fields and achieve Texas STEM cluster into the curriculum.</p> <ul style="list-style-type: none"> Organize a Career Awareness Program Invite speakers from the community Offer students advance courses- EOC Algebra 1, Spanish 1 Provide opportunity for students to explore different careers through field trips 	Ongoing as scheduled	<ul style="list-style-type: none"> Superintendent Asst. Principal Teachers Consultant 	<ul style="list-style-type: none"> LINKS Galveston College/ other University Ball High School <p>Time & effort</p>	<p>FE: List of student participants and programs and schedules</p> <p>SE: Result of EOC Algebra 1 and Spanish I</p>

	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
8.1.3 C2 <input type="checkbox"/>	<p>Instill expectation from students to expand their participation and leadership in STEM activities outside the classroom and to provide them opportunity to do so.</p> <ul style="list-style-type: none"> Participate in citywide and statewide science fairs Attend training and workshops offered by different T-STEM organizations 	Every 9 weeks	<ul style="list-style-type: none"> Superintendent Asst. Principal Teachers Consultant 	Time & effort	<p>FE: Sign-in for meetings</p> <p>SE: Program / organization formed</p>
8.1.4 <input type="checkbox"/>	<p>Encourage faculty to possess extensive subject knowledge and integrate project-based learning (PBL) and STEM pedagogy into the classroom.</p> <ul style="list-style-type: none"> Offer professional development to faculty and staff on PBL Send teachers to trainings and workshops pertaining to PBL 	Weekly	<ul style="list-style-type: none"> Superintendent Asst. Principal Teachers Consultant 	Time & effort	<p>FE: Lesson Plan, students project display</p> <p>SE: Walk-throughs and Formal Observation</p>
8.1.5 <input type="checkbox"/>	<p>Align curriculum, instruction, and assessment to provide students with rigorous STEM-focused instruction.</p> <ul style="list-style-type: none"> Form vertical and horizontal alignment committee Analyze assessment results and make adjustments and corrections on curriculum if needed 	Every 9 weeks	<ul style="list-style-type: none"> Superintendent Asst. Principal Teachers Consultant 	Time & effort	<p>FE: Lesson plan, Agenda and log in for committee meeting,</p> <p>SE: Walk through, End of the year Summary of Assessment Results/ Data</p>
8.1.6 <input type="checkbox"/>	<ul style="list-style-type: none"> Expand STEM concepts to STEAM Integrate STEAM program to the curriculum 	Every 9 weeks	<ul style="list-style-type: none"> Superintendent Asst. Principal Teachers Community Resource Personnel 	<ul style="list-style-type: none"> Time and Effort Online STEAM Curriculum Sources Staff Collaboration 	<p>FE: Lesson plan</p> <p>SE: PBL Projects</p>

	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
8.1.7 <input type="checkbox"/>	<p>Deliver innovative STEM programs that are well-defined, embed critical thinking and problem solving, foster innovation and invention, and are aligned to state and/or national standards, and industry expectations.</p> <ul style="list-style-type: none"> Implement robotic and GT program in the curriculum Organize science fair annually Implement and practice 21st Century teaching skills 	Every 9 weeks	<ul style="list-style-type: none"> Superintendent Asst. Principal Teachers Sp. Ed. Director 	Time & effort	<p>FE: Lesson plan, log in for committee meeting</p> <p>SE: Walk through, GT/Robotic Program Output</p>
8.1.8 <input type="checkbox"/>	<p>Integrate science, technology, engineering, and mathematics throughout the curriculum.</p> <ul style="list-style-type: none"> Review curriculum and ensure that STEM is integrated Require integration of STEM in all subject areas 	Every 9 weeks	<ul style="list-style-type: none"> Superintendent Asst. Principal Teachers 	<ul style="list-style-type: none"> Pearson Curriculum Time & effort 	<p>FE: Benchmark, report card</p> <p>SE: STAAR results, ITBS, TPRI</p>
8.1.9 <input type="checkbox"/>	<p>Monitor continually student progress through assessments and data collection.</p> <ul style="list-style-type: none"> Teachers and administrators will monitor and evaluate students' progress Give formative evaluation 	Beginning and end of every Nine weeks	<ul style="list-style-type: none"> Superintendent Asst. Principal Teachers 	Time & effort	<p>FE: Benchmark, report card</p> <p>SE: STAAR results, ITBS, TPRI</p>
8.1.10 <input type="checkbox"/>	<p>Promote STEM literacy and prepare students with 21st Century skills.</p> <ul style="list-style-type: none"> Integrate STEM in the curriculum Implement and practice 21st Century skills 	Beginning and end of every Nine weeks	<ul style="list-style-type: none"> Superintendent Asst. Principal Teachers 	Time & effort	<p>FE: Lesson plan, PEARSON curriculum</p> <p>SE: Walk through, project exhibits</p>

Campus Goal 9: APA will meet state and federal accountability requirements.

<input type="checkbox"/> Objectives: Pass Annual Audit, Pass Financial Integrity Rating Systems of Texas (FIRST) report, Pass the TEA compliance with ESSA LEA Maintenance of Effort Requirement and Maintain Monthly Financial Records					
	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
9.1.0 <input type="checkbox"/>	<ul style="list-style-type: none"> • Prepare annual budget • Maintain annual budget • Maintain monthly bank reconciliation • Maintain accurate data in TxEIS System 	Yearly / Monthly	D. Simmons	Time & Effort	
9.1.1 <input type="checkbox"/>	<ul style="list-style-type: none"> • Pass Annual Audit • Submit Annual Audit to Texas Education Agency on time • Maintain accurate records and data entries • Maintain and prepare proper adjusted journal entries from audit report 	Yearly	D. Simmons	Time & Effort	
9.1.2 <input type="checkbox"/>	<ul style="list-style-type: none"> • Monitor and compare current and prior year operating expenditures • Monitor and compare current and prior year enrollment • Monitor and compare current and prior year membership Monitor and compare current and prior year refined average daily attendance 	Monthly	D. Simmons	Time & Effort	
9.1.3 <input type="checkbox"/>	<ul style="list-style-type: none"> • Prepare and maintain data entries in TxEIS Systems • Prepare and maintain bank reconciliations • Prepare and maintain TRS TRAQS reports, Texas Workforce Commission, Internal Revenue Service reports, TRS Active Care • Prepare and maintain billing for operating expenditures • Prepare financial report for board review 	Monthly	D. Simmons	Time & Effort	

Campus Goal 10: Maintain all Campus Communications relating to all Student, Faculty, and Parent Correspondence.

<input type="checkbox"/> Objective 1: Update all Handbooks and Policy Manuals, Newsletters, Websites, and Social Media Platforms					
	Strategy:	Timeline:	Personnel:	Resources:	Evaluation:
10.1.0 <input type="checkbox"/>	<p>Create Bi-Monthly Newsletters</p> <ul style="list-style-type: none"> Issue a template for newsletter article submission Receive pictures and event information from teachers no later than the 1st and 3rd Thursdays of each month Meet with office staff and review calendars for “A Look Ahead” section of upcoming events 	Bi-Monthly	<ul style="list-style-type: none"> R. Mimidis Office Staff Teachers 	<ul style="list-style-type: none"> Time & Effort Trello Website 	
10.1.1 <input type="checkbox"/>	<p>Update Policy Manuals and Handbooks Regularly</p> <ul style="list-style-type: none"> Establish structure of all handbooks for easy addition, subtraction, and editing of official documents Update website with new versions of documents as they are made available Create memos on website front page when changes are made to official documents 	As Needed	<ul style="list-style-type: none"> R. Mimidis Office Staff 	<ul style="list-style-type: none"> Time & Effort Trello Website 	
10.1.2 <input type="checkbox"/>	<p>Update website content regularly</p> <ul style="list-style-type: none"> Update front page slideshow with latest photographs from highlighted events occurring on campus Update News/Events section (front page, right hand information box) with upcoming events to effectively inform parents and guardians Ensure proper functioning of all clickable links to vital school documents, forms, and external websites 	Weekly	R. Mimidis	<ul style="list-style-type: none"> Time & Effort Website 	
10.1.3 <input type="checkbox"/>	<p>Maintain up-to-date information on all social media platforms</p> <ul style="list-style-type: none"> Utilize Facebook to effectively communicate upcoming events and programs with community Utilize the Remind app to maintain consistent communication with parents regarding field studies, event announcements, and official school alerts 	<ul style="list-style-type: none"> Daily Weekly 	R. Mimidis	<ul style="list-style-type: none"> Time & Effort Facebook Remind 	