



Campus Improvement Plan 2006-2007

Mission Statement of Arp Junior High School:

The mission of Arp Jr. High School is to strive for a smooth transition between elementary and the upper grade levels. It is our desire to create a nurturing learning environment where students, faculty, and community work together to develop academic excellence, ethical behavior, and personal responsibility.

Executive Summary:

Arp Junior High School's Site-base committee, Principal and staff work closely with district counselors, and Curriculum Director to interpret and communicate individual student assessment related to TAKS scores, STAR (Standard Test for Assessment of Reading) YEA/EOC, and district Benchmark scores. To facilitate sound instructional decision-making, the data is analyzed by student characteristic (i.e. by program, ethnicity and gender, and by evaluating the objectives on which the students scored the lowest for each core subject). Arp Jr. High School uses this data to identify struggling subgroups and to direct instructional resources to improve student achievement via the district's three level TIER Program. For example, identified students who score below mastery on each core subject's YEA are referred to level one of the TIER, and parents are notified of academic difficulties. Students who are identified to level two of the TIER will receive accelerated instruction utilizing computer software, individualized instruction, and peer tutoring. Students placed in TIER 3 will be required to attend after-school tutorials to target specific objectives. FTE funding will be applied to the after-school program. Seventy percent of our students need improvement in the areas of Reading and Math. An activity period has been created to allow teachers extra time to work with students on specific TAKS objectives in addition to TAKS remediation classes

- **Gifted and Talented:**

Arp Junior High's Gifted and Talented Program currently takes place through a pull-out program. Students also receive enrichment and acceleration in each class. GT students enjoy the opportunity for individualized learning through project based curriculum as well as educational field trips.

- **Dyslexia:**

The Junior High faculty continues working toward identifying and assisting dyslexic students in their pursuit of education.

- **Special Education:**

The Special Education Program at Arp Junior High allows students to be serviced in the Least Restrictive Environment (LRE). Arp Junior High utilizes inclusion with special services in the resource room.

- **ESL:**

The Junior High faculty continues working toward assisting ESL students in their pursuit of education while gaining a command of the English language.

This executive summary is a dynamic document that enables the entire Arp Junior High community to maintain its focus on providing the best education possible for all children.

Arp Jr. High School is composed of one campus containing 6th, 7th, and 8th grade students. Class size is reduced in an attempt to provide an environment conducive to learning. All teachers in core subjects are “highly qualified” as defined by the state of Texas. Aides and paraprofessionals will meet the qualifications of having an AA degree, 2 years of college, or having passed a state test. Our faculty receives technology training in various areas. It is our desire that each teacher feel competent in these basic areas:

- Desktop Publishing
- Word Processing
- Spreadsheets
- Databases
- Multimedia Presentations
- Internet strategies
- Telecommunications

An assortment of rubrics are used to evaluate student projects. As we, the faculty, strive to better ourselves, we recognize the role that technology plays in our everyday lives and in the futures of our students. Therefore we endeavor to assist students in gaining technological skills, thus preparing them for future careers. Assistance is offered to any faculty or staff member who desires to learn more about a particular technology. Surveys of teacher technology need are taken, and in-service time is allotted for such instruction.

Arp Junior High understands that parental involvement is important. Annually we invite the public to Meet the Teacher/Open House during the fall. Our teachers correspond with parents/guardians via email and telephone. Progress reports are sent during the 3rd week of each six weeks. All students will receive progress reports. Arp Junior High will host “TAKS Parent Nights” throughout the school year to familiarize parents with what is expected of their children on the TAKS test. During these TAKS nights, parents will view TAKS questions and will receive tips on how they can help their children prepare for the state tests.

Various funds are utilized on our campus. These programs support student mastery of TAKS objectives. They may be utilized as a specific class lesson, remediation for specific areas, reinforcement of skills, or enrichment activities. Focus will be placed on students who did not pass the 2005-2006 TAKS Test, although all students can benefit from these services. Among these funding sources are:

- Title I
- Compensatory Funds
- FTE's
- CLASS Server - Teacher Created Materials & benchmarks

Philosophy of Learning:

The philosophy of Arp Junior High faculty and staff is to provide an education which encourages each student to strive to reach their full potential. It is our desire to see these students grow not only intellectually, but also socially and morally.

The transition into adulthood is strengthened as students gain problem-solving and higher-order thinking skills. Students at all levels, whether gifted, average, or remediated, are offered opportunities to excel in education.

Educators seek to blend student interests by integrating real-world scenarios into the curriculum guiding students to realize the value of what they are learning. By modeling continued education via staff development, workshops, and seminars, educators exhibit the importance of being a life-long learner.

Faculty and staff emphasize the importance of becoming productive citizens in a democratic society. Respect for self, respect for others and respect for our American Heritage are basic themes woven throughout the curriculum.

As we create a community of learners, we at Arp Junior High recognize that our educational environment extends beyond the classroom. Engaging the greater community as active participants in the educational process provides diverse experiences from which our students may gain knowledge.

The 2006-2007 school year is the second year for implementation of the Standard Code of Dress for Arp Jr. High. Student dress reflects the quality of the school thus affecting student conduct and class work.

Due to the recent rating of Arp Junior High by TEA, the campus is currently working towards improving the rating. The campus SBDM team with the help of Arp ISD's curriculum director determined AJH's improvement plan would contain the following components.

- Sought the assistance on Jane Silvey, math specialist with ESC VII in Kilgore. Mrs. Silvey developed and helped AJH math teachers implement a new math program called "Visual Math". This program is data-driven and has been shown to increase student's ability to understand math concepts.
- District initiatives will be implemented to increase awareness of cultural diversity.
- Students failing the math section of the TAKS have been placed in accelerated math classes for the 2006-2007 school year. The class will utilize techniques from the visual math manipulative program as well as focusing on solving TAKS-type problems.
- An after-school program will be implemented during a 7-week period in the fall (Oct.3- Nov. 18) and a 7-8 week period in the spring (TBA). The program will consist of those students who are still behind in math to attend a one-hour class after school.
- Lynn Poffinbarger, a Successful Schools Specialist, will be employed to assist the Junior High staff in devising a campus improvement plan to promote the acceleration of students in math.
- A Campus Improvement Team, consisting of faculty and administrators, will work closely with Mrs. Poffinbarger, to develop an improvement plan.

**Arp Junior High
Campus Improvement Plan
2006-2007**

Goal 1: By 2007, of all students tested in each population will meet minimum requirements of the objectives in writing, reading, mathematics, and social studies tests.

Campus Objective 1-1: By May 2007, 70% all students tested will exhibit one year's growth in math indicated as an AYP (Average Yearly Progress).

ACTIVITY/STRATEGY	PERSON RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	EVALUATION
1. Benchmark	Students Teachers Parents	\$600 local/Title 1	3 per semester	Formative assessment Identify the number of students to be placed in TIER 1 and TIER 2.
2. YEA/EOC	Principal Teacher Student	None	During the first two weeks of school.	Formative evaluation leading to the placement of students in TIERS if necessary. In the TIERS, students receive accelerated instruction.
3. TIER 1 Accelerated Math Classes (Small Group)	Principal Teacher Student	(SCE/FTE=.10) \$1000 Compensatory	Aug-May	Formative evaluation during which students receive acceleration of instruction. The goal is for students to master the objectives focused on in that TIER. Mastery of the objective results in students being removed from the TIER.
4. TIER 2 Accelerated Math Classes Before and After School Teacher Volunteers	Principal Teacher Student	Tutorials (SCE/FTE=.10) \$1000 Compensatory	Aug-May	Formative evaluation during which students receive acceleration of instruction. The goal is for students to master the objectives focused on in that TIER. Mastery of the objective results in students being removed from the TIER.
5. TIER 3 Accelerated Math Classes EDP (Extended Day Program)	Principal Teacher Student	EDP Title I \$5000 (SCE/FTE=.10) \$4000 Compensatory	Aug-May	Formative evaluation during which students receive acceleration of instruction. The goal is for students to master the objectives focused on in that TIER. Mastery of the objective results in students being removed from the TIER.

6. Add 1 Full-time and 1 Part-time math teacher	Principal Teacher	Title I	Aug-May	The goal is for students to master the objectives focused on in that TIER. Mastery of the objective results in students being removed from the TIER.
7. PA Series Testing Software in Mathematics	Principal Teacher	Title I	Aug-May	The goal is for students to master the objectives focused on in that TIER. Mastery of the objective results in students being removed from the TIER.
8. Provide activities and instruction for math TAKS objectives. Utilize appropriate equipment for learning including software and online activities.	Principal Teachers Students	\$1000 TAKS Coach Books (Title 1)	Aug-May Weekly lesson plans Act. Period	Formative assessment developing skills students will use to obtain higher scores on the TAKS.
9. Use different teaching strategies in math including “visual (manipulative) math” to maintain and increase performance.	Teachers	Region VII Instructional workshops (local funds)	Aug-May Daily, weekly, monthly	Formative assessment of student’s ability to demonstrate math situations involving math manipulatives.
10. Teach test-taking strategies for curriculum and TAKS.	Principal Teachers Parents Counselor	Region VII	Aug-May	Students’ test taking skills will improve and will result in higher test scores.

Objective 1-2: By Spring 2007, at least 70% of all students tested will exhibit one year’s growth in reading indicated as an AYP (Average Yearly Progress).

ACTIVITY/STRATEGY	PERSON RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	EVALUATION
1. Benchmark	Students Teachers Parents	\$600 Local/Title 1	3 per semester	Formative assessment Identify the number of students to be placed in TIER 1 and TIER 2.
2. YEA/EOC	Principal Teacher Student	None	During the first	Formative evaluation leading to the placement of students in TIERS if necessary. In the

			two weeks of school.	TIERS, students receive accelerated instruction.
3. TIER 1 Additional TAKS class offered for Reading	Principal Teacher Student	(SCE/FTE= .10) \$1000 Compensatory	Aug-May	Formative evaluation during which students receive acceleration of instruction. The goal is for students to master the objectives focused on in that TIER. Mastery of the objective results in students being removed from the TIER.
4. TIER 2 Additional TAKS class offered for Reading (Am-PM Tutorials are also offered)	Principal Teacher Student		Aug-May	Formative evaluation during which students receive acceleration of instruction. The goal is for students to master the objectives focused on in that TIER. Mastery of the objective results in students being removed from the TIER.
5. TIER 3 Additional TAKS class offered for Reading (Am-PM Tutorials are also offered)	Principal Teacher Student		Aug-May	Formative evaluation during which students receive acceleration of instruction. The goal is for students to master the objectives focused on in that TIER. Mastery of the objective results in students being removed from the TIER.
6. Provide activities and instruction for reading TAKS objectives. Utilize appropriate equipment for learning including software and online activities.	Principal Teachers Students	\$1000 TAKS Coach Books for Reading/LA (Title 1) \$2000 Compensatory	Aug-May Weekly lesson plans Act. Period	Formative assessment developing skills students will use to obtain higher scores on the TAKS.
7. Teach test taking strategies for curriculum and TAKS.	Principal Teachers Parents Counselor	Region VII	Aug-May	Students' test taking skills will improve and will result in higher test scores.
8. Establish goals for a reward system that parents and students will work together to obtain.	Principal/Staff Teacher Parents	Accelerated Reader Program Library time	Aug-May One per semester	Students have a concrete incentive for reading improvement.
9. PA Series Testing Software	Teachers	Title 1	Aug-May	The goal is for students to master the objectives focused on in that TIER. Mastery of the objective

				results in students being removed from the TIER.
10. Cross curricular Required Reading Lists	Teachers		Aug-May	Improve reading comprehension and expose students to a wide variety of written material.

Campus Objective 1-3: By the year 2007, at least 70% exhibit one year's growth in writing indicated as an AYP (Average Yearly Progress).

ACTIVITY/STRATEGY	PERSON RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	EVALUATION
1. Improve TAKS scores in the writing domain.	Principal Teachers Students	Current resources available, such as textbooks, AR program, computers, \$500 TAKS Coach Writing Books (Title 1)	Aug-May weekly	Formative assessment to increase test scores
2. Practice prompt each six weeks objectives 1-4 .	Language Arts teachers	None	Aug-May	Improved writing fluency
3. Campus wide (cross-curricular) writing initiative program.	All Teachers	Internet Articles in print	Aug-May	Formative evaluation of student's ability to write for a specific purpose.
4. Language Network (in class writing workshops).	Teachers	McDougal/ Littell	One monthly through February	Formative assessment to improve student writing skills.
5. Standardize writing terminology.	Teachers	Current resources available	August-Sept.	All teachers are using the same terminology in writing skills.

Campus Objective 1-4: By Spring 2007, 70% of seventh and eighth graders will pass an End-Of-Course Exam in Science.

ACTIVITY/STRATEGY	PERSON RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	EVALUATION
1. End -of-Course Exam.	Science department	Current resources available	May	Increased mastery of science objectives and preparedness for tenth grade TAKS Test.
2. Peer tutoring/ Problem-solving activities.	Teachers Students		Aug-May Weekly lesson plans	Improved problem-solving skills
3. Stress scientific method in science investigations.	Teachers		Aug-May Weekly lesson	Understanding and application of the scientific method

			plans	
4. Science Fair projects.	Teachers Students	\$200 Local Funds	Aug-May	Increased student interest and enthusiasm. Evidence of scientific method use.

Campus Objective 1-5: By Spring 2007, at least 70% exhibit one year's growth in social studies indicated as an AYP (Average Yearly Progress).

ACTIVITY/STRATEGY	PERSON RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	EVALUATION
1. Improve TAKS scores in Social Studies domain.	Teachers	Glenco TAKS prep. CD (Correlates with concepts taught from textbook)	Aug-May	Increased mastery of social studies objectives
2. Peer Tutoring.	Teachers Students		Aug-May	Improved problem-solving skills
3. Cross-curricular integration of Social Studies skills.	All Teachers	Newspaper articles Online sources	Aug-May	Increase student awareness of issues in society that affect every day life.

Goal 2: A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Campus Objective 2-1: By May 2007, a TEKS-based curriculum will be implemented within each grade level so that 96% of students master grade level TEKS.

ACTIVITY/STRATEGY	PERSON RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	EVALUATION
1. Continue Character Counts program.	Principal Curric. Dir. Teachers Staff Counselor Parents Students	Character Counts materials	Aug-May	Increased student self-esteem, respect for others, and responsible behaviors that result in fewer discipline referrals.

2. Strengthen curriculum through the following strategies: AR, incorporating interdisciplinary strategies across the curriculum, use of manipulatives, and provision of time for remediation and enrichment.	Principal Teachers Students Parents	Compensatory Funds	Aug.-May	Increased student achievement in all curriculum areas
3. Use STAR testing as a guide to evaluate students' academic position at the beginning of the first six weeks, at the beginning of the second semester, and the middle of May.	Principal Curriculum Dir. Teachers Library Aide	\$250 Library Funds	Aug. January May	Identify beginning academic position and observe improvement.
4. Incorporate more technology into the classroom and library along with the development of 2 new computer labs.	Principal Teachers Cur. Dir.	Technology Funds	Aug-May	Increased student achievement, familiarity with equipment, preparation for future work force
5. The teachers will continue to be trained in the programs implemented at Arp Junior High School.	Principal Teachers Cur. Dir.	Region VII District Inservice \$1200 (Local)	Aug-May	Be familiar with and competent with curriculum programs
6. Teachers will document enrichment and special learner activities and TEKS for each lesson in their lesson plans.	Principal Teachers	None	Aug-May	Provide enrichment and modification activities to increase student achievement for all students and to ensure that all TEKS are covered instructionally.

Goal 3: Parents and other community members will be partners in the improvement of the school.
Campus Objective 3-1: By May 2007, 30% of parents will be partners in the improvement of schools.

ACTIVITY/STRATEGY	PERSON RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	EVALUATION
1. Increase communication between teachers and parents regarding the academic performance and	Principal Superin. Teachers Parents Aides Counselor Curr. Dir.	\$1000 local funds	Aug-May	Parents will be aware of student academic progress and programs. Positive communication between teacher, staff, administration, and parents.

development of students through the use of School Report Card, AEIS IT report, teacher notes, progress reports, Campus Site-Based Committee meetings, TAKS results, parent and student surveys, Open House/Meet the Teacher, school website, Student Handbook, and TAKS Parent Night.				
2. Develop mutually beneficial partnerships between schools and community entities.	Parents Teachers Administrators Students Curriculum Dir. Counselor Businesses	Arp State Bank Leo's Burger Barn Terry's Various available sources	Aug-May	Positive communication and relationships between the school and community.
3. Provide human relations activities. (Self-Esteem Program, Drug Free Program, Bully Free, and Sexual Harassment Program)	Teachers Principal Librarian Counselor Curr. Dir. Administration	Region VII Drug Education Funds \$3500 (ISD)	Aug-May	Students develop skills to build character and create a safer learning community.
4. Students collect canned food items and collaborate with "WE CARE, TOO" and PATH (People Attempting To Help) for Thanksgiving and Christmas food drives. Students may participate in the Math-a-thon for St. Jude's Children Research Hospital.	Teachers Principal Students	Donations	Oct-Dec	The students will demonstrate awareness and an appreciation for helping others.

5. Provide information to parents concerning the 504 program through handouts, parent conferences, and Student Handbook.	Administrators Teachers Counselor Curr. Dir.	\$200 local funds for handbooks	Aug-May	More parental involvement and knowledge of school programs, curriculum, and student achievement.
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Goal 4: By Spring 2007, the student annual attendance rate will be at least 96%; thereafter it will be maintained or improve annually.

Campus Objective 4-1: By May 2007, the student annual attendance rate will be at least 96% for Arp Junior High School.

ACTIVITY/STRATEGY	PERSON RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	EVALUATION
1. A Student Handbook which outlines school policy on attendance will be provided to every student.	Principal Office Staff Teachers Students	\$500 local funds	By the end of the first week of school	All students and parents will be aware of the attendance policy when contact is made by school personnel regarding absences.
2. Each student's permanent folder will contain a School-Parent Contract signed by the student's parents or guardians and the student.	Office Staff Parents Students.	Copy cost	By the end of the first six weeks of school	Parents and students will be aware of and will acknowledge compliance with policies of the district.
3. Students with no absences in a six weeks period will be entered into a drawing for different prizes .	Teachers Students Parents	\$500 local funds	Continual monitoring on a weekly basis from Aug-May	Students are motivated to attend class regularly to be exempt from semester exams.

Goal 5: Students will demonstrate growth toward proficiency in the English language by May 2007.

Campus Objective 5-1: By May 2006, all LEP students will demonstrate communication skills in English with at least 55% of students having a command of at least a 750 word English reading vocabulary.

ACTIVITY/STRATEGY	PERSON RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	EVALUATION
1. Each academic department will develop class environments, materials, and	Principal Teachers	ESL funds \$300	Aug-May ongoing	All staff will incorporate basic ESL modifications during instruction of classes with LEP students. LEP students experience

instructional methods to assist LEP students in rapidly learning oral English.				success in English language acquisition.
2. Enable Limited English Proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through development of literacy and academic skills in the primary language and English.	Principal ESL personnel Teachers Curr. Director	ESL funds \$150	Aug-May	Enable LEP students to participate equitably in school and be prepared for the future work force.
3. Provide opportunities for growth in cultural awareness, stressing the similarities among people while appreciating the differences.	ESL personnel Principal Teachers		Aug-May	Students are prepared to become contributing members of USA communities.
4. LPAC committee meets, monitors ESL program, addresses issues of LEP students and makes decisions.	ESL Personnel Principals Community representative Parents		Fall, Spring, and called as needed	LEP students and families benefit from monitoring of advocacy committee.

Goal 6: Student and teacher use of technology will increase.

Campus Objective 6-1: By May 2007, 96% of students and teachers will have a working knowledge of available technology at Arp Junior High School.

ACTIVITY/STRATEGY	PERSON RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	EVALUATION
1. Students and teachers will possess a basic understanding of technological systems and their societal impact through use of technology in the classrooms.	Curr. Dir. Principal Teachers Students	Technology Funds	Ongoing	The students will be better prepared for the future work force allowing them to be successful.
2. The students and teachers will acquire information from a	Principal Teachers Staff	Computers, Internet, Intranet,	Aug-May	Students and teachers will use a variety of strategies to acquire information from

variety of sources including but not limited to: online resources, CD programs, networked programs.	Students Curr. Dir.	Computer Lab time \$3500		electronic resources.
3 . Create, publish, and display work that is evident of competency with technology.	Teachers Students Principal Curr. Director	Computers, Hardware, Software already on hand	Aug-May	The student will use the computer as a tool to solve problems and display works.
4. The student will utilize online sources for research.	Students Teachers Curr. Director Librarian	Materials already on hand	Aug-May	The students will feel comfortable and successful when doing research through electronic sources.

Goal 7: Identify and serve students with exceptional ability or the potential for exceptional ability in order to stimulate, nurture, and strengthen them intellectually, socially, emotionally, and creatively so that they can reach their maximum potential for the good of self and society.

Campus Objective 7-1: Identify and reevaluate all students nominated for the G/T program.

ACTIVITY/STRATEGY	PERSON RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	EVALUATION
1. Assess students identified for the G/T program using an intelligence test.	G/T teacher Counselor	G/T funds \$150	Nov.- March 1	Identify areas of giftedness in students to better serve the needs of all students.
2. Assess students using local achievement test.	Classroom teacher Counselor	Counselor funds \$100 budgeted	Nov.- March	Identify students' percentile scores.
3. Assess writing product of students referred for the G/T program.	Teachers trained in holistic scoring	None	Nov.- March	Identify students' writing creativity
4. Assess students referred for G/T with teacher checklist	Classroom teacher	Copy cost \$10 Local	Nov.- March	Identify students' classroom abilities
5. Assess students referred for G/T with a behavioral checklist	Parent	Copy cost \$10 Local	Nov.- March	Identify students' life skills and adaptability

Campus Objective 7-2: Provide staff development in the education of gifted learners for professional personnel teaching these students.

ACTIVITY/STRATEGY	PERSON RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	EVALUATION
1. Attain 30 hours of G/T training in core areas	G/T teacher	G/T funds \$2000 for District	Aug 2005 May 2006	G/T Enrichment activities will be provided in each classroom.
2. Attain 6 hours of G/T training yearly.	G/T teacher	G/T funds \$2000 for District	Annually	G/T Enrichment activities will be provided in each classroom
3. All regular classroom teachers will attain 6 hrs. of G/T training yearly.	Principal Teachers Curr. Director	G/T funds \$2000 for District	Annually	Enhanced enrichment activities provided for all students in the regular classroom.

Campus Objective 7-3: Promote total community interactive support for gifted learners.

ACTIVITY/STRATEGY	PERSON RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	EVALUATION
1. Make available publications providing information on assessment and programs available for gifted learners.	G/T Coordinator	G/T funds \$100	Annually	The community will be informed about the assessment process and programs available.
2. Organize and maintain G/T support and volunteer program.	G/T Coordinator Parents Students	None	Annually ongoing	Parent support and attendance of G/T activities, such as field trips, the East Texas Fair, etc.
4. Mail to parents notification of nomination for entrance into the G/T program.	G/T Coordinator	\$100 G/T funds	Nov. and March	Assurance of adequate communication with parents

Goal 8: By May 2007, increased awareness of placement for students needing modified curriculum and/ or instructions will be provided.

Campus Objective 8-1: By May 2007, special educational referrals will be reduced by 27%.

ACTIVITY/STRATEGY	PERSON RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	EVALUATION
1. Train staff in At-Risk and 504 pre-referral procedures.	Curr. Director Special Ed. Director Principal	\$200 local funds	By Oct. 1	Reduced unnecessary special education referrals and increased student achievement.

	Teachers Counselor			
2. Implement the 504 program.	Teachers Principal 504 Coordinator Counselor	\$50 local funds \$150 Compensatory	Aug.	Reduced unnecessary special education referrals and increased student achievement.

Goal 9: To provide a drug-free learning environment.

Campus Objective 9-1: By May 2007, all students will be provided the opportunity to be instructed on the benefits of a drug-free society.

ACTIVITY/STRATEGY	PERSON RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	EVALUATION
1. Drug Free Awareness Program.	Counselor Teachers Students Region VII	Drug-free funds \$3500 (ISD)	Aug-May	Increased awareness of the consequences of illegal drug use.
2. Provide motivational speaker to campaign against peer pressure and give students options for dealing with issues that face youth.	Principal Teachers Counselor	Local funds \$400	Annually	Improved peer mediation and positive use of peer pressure. Increased positive self-image.

Goal 10: To provide a safe environment conducive to student achievement.

Campus Objective: Students will be provided the opportunity to learn in a safe environment.

ACTIVITY/STRATEGY	PERSON RESPONSIBLE	RESOURCE ALLOCATION	TIMELINE	EVALUATION
1. Campus security guard will be available on school property and at all school functions.	Campus security guard Principal	Grant City of Arp	Aug. - May	Improved sense of safety for students and community.
2. Faculty duty before and after school.	Teachers Principal		Aug.- May	Improved safety for students.