

# **Canadian Independent School District**

## **District Improvement Plan**

**The mission of the Canadian Independent School District is to achieve academic excellence by establishing high expectations, providing a safe learning environment, developing character, and preparing students for the future.**



**Every Child, Every Day**

## Canadian Independent School District Belief Statements

1. Canadian ISD will provide an orderly, purposeful environment free from the threat of physical and emotional harm, non oppressive and conducive to teaching and learning.
2. Canadian ISD will support the belief that all students can learn. A. Assure teachers have the necessary tools to help provide successful learning for all. B. Integrate technology into the curriculum to maintain high TAKS/STAAR standards and to enhance educational programs. C. Provide staff development to support the integration of technology into the curriculum.
3. Canadian ISD will support effective leadership in which the principal is the instructional leader, however, the leadership function is viewed as a shared function with staff.
4. Canadian ISD will provide an emphasis on teaching and learning balanced between higher level and those more basic skills that are truly a prerequisite to their mastery.
5. Canadian ISD will protect instructional time.
6. Canadian ISD will use a variety of assessment instruments to monitor student performance with the results used to improve individual student performance and to improve the instructional program.
7. Canadian ISD will promote a partnership between school and home.
8. Canadian ISD will provide effective communication between administration, staff, students, and parents.
9. Canadian ISD will create a District website to serve as a educational resource.
10. Canadian ISD will maintain a district wide technology committee to plan, supervise, coordinate, and make recommendations related to technology.

## **Comprehensive Needs Assessment**

The District Improvement Committee convened on March 3 and May 28 of 2014 to identify needs that would be included in the 2013-14 Needs Assessment for CISD and to consider district strengths and needs. The areas considered included student performance, parental involvement, community involvement and district facilities. The District Improvement Committee is made up of parents, teachers, staff, community, and business representatives. Parent surveys were also reviewed in identifying strengths and needs of the District. A comprehensive needs assessment addressing District student performance on the TAPR, and other appropriate measures of performance, were disaggregated by all student groups served by the District, including categories of ethnicity, socioeconomic status, gender, and populations served by special programs. (See Appendix B)

## **Demographics (Per 2012-13 TAPR Report)**

Located in the northeast corner of the Texas Panhandle, in Hemphill County, CISD is a small rural district serving four campuses. Canadian is an ethnically diverse district with 53.4 percent of the students served being white, 45.2 percent Hispanic, .3 percent Amer. Indian, .4 percent Asian, .3 percent African American & .3 Two or More Races.

Approximately 43 percent of the students are eligible for free or reduced-price lunches under the National School Lunch program. The number of Limited English Proficient (LEP) students is 17% of the 968 students in the district. The number and percent of students who are limited English proficient, from ethnic minorities, and low-income families continues to increase. Canadian ISD is composed of 4 campuses. This includes two elementary campuses, one middle school campus and one high school campus. Campus enrollments based on the most current AEIS reports are as follows:

Canadian Elementary	327
Baker Elementary	214
Canadian Middle School	222
Canadian High School	205

\*Student enrollment number have increased drastically as of the 2014-15 school year rising to 1038.

## **Student Findings**

The State of Texas Assessments of Academic Readiness (STAAR®) is the primary instrument for determining student achievement at Canadian ISD and all Texas public schools per the TEA Accountability System. CISD was given a rating of Met Standard. Some other assessments instruments used to determine student achievement include the Texas Primary Reading Inventory (TPRI), and TELPAS Reading/Holistic Observation for identified LEP students. The District uses average ACT scores as a local measurement of student achievement.

## **Parental Involvement**

Parent involvement is a strong component to the success of Canadian ISD. Like most school districts, parent involvement at Canadian ISD is excellent at the elementary level, but once students advance to the upper grades it becomes more challenging to maintain a high percentage of parent participation at every campus. Each campus believes in the importance of building a strong parent involvement component to ensure a partnership of the district's programs. The Title I campuses (Canadian Elementary, Baker Elementary & Canadian Middle School) all meet federal compliance guidelines for parent involvement through their annual Title I meetings, Parent Involvement Compacts, Parent Involvement Policy and End-of Year annual surveys. Many parents serve on a variety of committees for the district. At the elementary level, early release days are scheduled to allow parents to meet with their child's teacher in a one-on-one, face-to-face meeting. Secondary campuses contact parents through teaming meetings. The District also provides a report card pick-up with an early release to allow parents to conference with all teachers in each building.

## **Facilities**

Canadian Independent School District has excellent facilities that are conducive to educating all children. The District Improvement Committee reports there are adequate materials, supplies, and equipment available to the teachers. Due to successful passages of bonds over the last 5 years our CISD facilities are well maintained and are providing an excellent climate for students to learn. Recent growth has dictated the need for more classroom space. Plans for a classroom addition that will serve both the high school and middle school have been approved for construction. Planning for growth at other campuses was considered and accommodations being made.

Technology is a key emphasis at Canadian ISD. All classrooms have Internet access and are equipped with teacher and student workstations. Each campus employs a full time technology specialist to support maintenance of the network system and ensure that teacher knowledge and use of technology in the classroom is on-going. Bond passage has also allowed CISD to purchase lap

tops for every student in Middle and High School. The District implemented an extensive Ipad initiative for the 2011-12 school year at the 3<sup>rd</sup> and 4<sup>th</sup> grade level.

## **Programs**

### ***Title I - Improving Basic Programs – School Wide Title I Campuses (CES, BES & CMS)***

Two elementary campuses receive Title I funds as well as Canadian Middle School. These funds are used to provide additional instructional support for all students at these schools. Some of the services provided to students include: tutoring, computer assisted instruction, intervention classes, professional development and funds to increase parental involvement activities.

### ***State Compensatory Education Instruction***

This program is designed to complement the ESEA Title I, Part A program by providing supplemental services to enhance the regular educational program for students who meet one or more of the state's 13 criteria for being in an at-risk situation. The goal of State Compensatory Education is to support students who are/or may become at-risk of dropping out of school. These funds are budgeted for all campuses. Programs and services paid for with SCE funds are limited to students who meet one or more of the 13 at-risk criteria spelled out in Section 21.089 of the Texas Education Code.

While State Compensatory funds are used to directly support identified at-risk students, the district receives these funds based on the number of free and reduced eligible students. Thus, not every student who is eligible for free and reduced lunch is identified as at-risk. Only students who meet the at-risk criteria receive these additional services. The funds are supplemental to the regular education program. How these funds are utilized is described in the District Improvement Plan and in each of the Campus Improvement Plans.

## ***Dating Violence***

CISD strives to ensure that all of its students and employees are free from bullying, sexual harassment, dating violence, and sexual violence. The District has adopted policies to insure every effort will be made to protect the due process rights of all victims and all alleged perpetrators.

Definition: Dating violence is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship. Dating violence is a pattern of coercive behavior that one partner exerts over the other person for the purpose of establishing and maintaining power and control.

A Notice of Parent and Students Rights: Bullying, Sexual Harassment, Dating Violence and Sexual Violence is included in the Student Code of Conduct. Concerns should be addressed to the campus principal.

Complaints are documented and investigated in accordance with CISD policy and guidelines. Any staff member who observes an incident that involves physical or sexual assault or threats will report the incident immediately to the principal. Any staff member who learns of an incident or threat may submit a Complaint Form on behalf of the victim.

Administrators and faculty members receive annual awareness training during in-service days in August. Students in grades 7-12 also receive age-appropriate dating and sexual violence education.

## Goal 1: Students will demonstrate academic skills in Reading/English Language Arts, Writing, Mathematics, Science and Social Studies

<b>Goal 1 - Strategy 1:</b> Students will meet or exceed State standards				
<b>Leader(s):</b> Campus Administrators	<b>Brief Description:</b> All students will demonstrate exemplary performance in Reading/ELA, Writing, Math, Science, and Social Studies.	<b>Performance Objective:</b> CISD will exceed state expectations in Index 1, Student Achievement.		
<b>Resources Required:</b> Technology, Curriculum Materials, Staff, ESC 16 Materials, Time, Parent Support, Supplies	<b>Source of Funds:</b> Title I, Part A Federal Reap Grant	<b>Amount</b> \$ <del>\$</del> \$		
<b>Timeline</b>				
Activity	Person Responsible	Start Date	to	End Date
Campus administration and teachers will disaggregate STAAR results from the previous year to target students and student groups in need of assistance and develop plans for addressing student needs with regard to remediation and changes in instructional methods.	Principals, Teachers	08/25/14	to	5/30/15
Use data from the TPRI for K,1,2, and grade 3 screening to assess reading skills in graphophonemic knowledge, reading comprehension, phonemic awareness, and listening comprehension to identify students who are experiencing difficulty with reading.	Grade level teachers	08/25/14	to	5/30/15
Use guided reading, literacy groups, and interactive writing.	Grade level teachers	08/25/14	to	5/30/15
Integrated 30 minute intervention tutorials to accelerate students who are below grade level in reading.	Grade level teachers	08/25/14	to	5/30/15

<b>Goal 1 - Strategy 1 Cont'd:</b>		<b>Students will meet or exceed State standards</b>		
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
Accelerated Reader program to supplement reading instruction and encourage reading for pleasure.	Grade Level Teachers	08/25/14	to	5/30/15
Vertical teaming time among all teachers to realize problem areas that need attention.	Principals and teachers	08/25/14	to	5/30/15
Communicate with Spanish speaking parents by sending all reading data and intervention notices in both English and Spanish to communicate expectations and intervention needs. Translators used for parent conferences.	Principals and teachers	08/25/14	to	5/30/15
Daily 30 minutes of intervention tutorials to accelerate students who are below grade level in reading at Canadian Elementary.	Teachers	08/25/14	to	5/30/15
Use of Successmaker Program to reinforce Reading, Math, and Science concepts.	Principals and teachers	08/25/14	to	5/30/15
Use of Rocket math and after school tutorials to reinforce math skills.	Teachers	08/25/14	to	5/30/15
Teachers will implement writing strategies in all academic classes with an emphasis on academic vocabulary.	Principals	08/25/14	to	5/30/15
Intervention meetings used to help students that fail a class for more than one grading period or as needed determined by teachers, counselor, or principal.	Principals	08/25/14	to	5/30/15
Sheltered instruction training provided to all staff in effective strategies for LEP students	Principals	08/25/14	to	5/30/15
Continue instructional coaching for core areas to improve instructional strategies in reading and writing with all students, especially with LEP, Hispanic, and economically disadvantaged students. Progression goes as follows: Math 2013-14, ELA 2014-15, Social Studies 2015-16, Science 2016-17	Principal	08/25/14	to	5/30/15



**Goal 1: Students will demonstrate academic skills in Reading/English Language Arts, Writing, Mathematics, Science and Social Studies**

STAAR TEST
TAKS TEST

		2013-14		2012-13		2011-12		2010-11		2009-10	
		STATE	CISD	STATE	CISD	STATE	CISD	STATE	CISD	STATE	CISD
All Subjects	ALL STUDENTS	77	85	77	83	77	81	76	87	76	83
	HISPANIC	72	76	72	72	na	70	71	77	70	71
	WHITE	87	91	86	90	na	89	86	93	86	90
		STATE	CISD	STATE	CISD	STATE	CISD	STATE	CISD	STATE	CISD
Reading	ALL STUDENTS	76	82	80	88	79	86	90	96	90	95
	HISPANIC	71	73	74	76	na	78	87	92	87	89
	WHITE	87	89	89	95	na	92	95	99	95	98
		STATE	CISD	STATE	CISD	STATE	CISD	STATE	CISD	STATE	CISD
Math	ALL STUDENTS	78	88	79	89	77	80	84	92	84	90
	HISPANIC	74	81	76	82	na	68	81	84	74	80
	WHITE	87	93	88	93	na	89	91	97	80	96
		STATE	CISD	STATE	CISD	STATE	CISD	STATE	CISD	STATE	CISD
Dropout	ALL STUDENTS			2.2	1.9	2.4	1.4	2.4	2.7	2.4	0.9
	HISPANIC			2.8	2.2	3.1	1.2	3	2.4	3.8	2.5
	WHITE			1.1	1.7	1.2	1.6	1.1	2.3	1.3	0

## Goal 2: Students in Special Populations will demonstrate academic skills in Reading/English Language Arts, Writing, Mathematics, Science and Social Studies

<b>Goal 2 - Strategy 1:</b>		<b>At-Risk</b>		
<b>Leader(s):</b> Campus Administrators, Teachers, Counselors	<b>Brief Description:</b> To improve academic performance of students identified as At-Risk.	<b>Performance Objective:</b> CISD will exceed state expectations in Index 2, Student Progress and Index 3, Closing Performance Gaps.		
<b>Resources Required:</b> TEKS, DMAC, Technology, Curriculum Materials, Staff, ESC 16 Materials, Time, Parent Support, Supplies	<b>Source of Funds:</b> State Comp Ed	<b>Amount</b> \$		
<b>Timeline</b>				
Activity	Person Responsible	Start Date	to	End Date
At-Risk students will be accurately identified at the beginning of each school year.	Principals, Counselors	08/25/14	to	5/30/15
An age appropriate dyslexia program will be provided to all students.	Principals	08/25/14	to	5/30/15
Implement Accelerated Reading Instruction in Kindergarten through 3rd grade.	Principal	08/25/14	to	5/30/15
Offer Pre-Kindergarten to all students in an attempt to provide the earliest possible intervention.	Principal	08/25/14	to	5/30/15
Make summer school available to serve identified students.	Principal	08/25/14	to	5/30/15
Provide pull-out reading intervention program for identified students in grades 1, 2, and 3.	Principal	08/25/14	to	5/30/15
Use Response to Intervention 3-TIER model to provide intervention for identified students.	Principals	08/25/14	to	5/30/15
Provide content specific tutorials for 30 minutes a day during the school year.	Principals	08/25/14	to	5/30/15

<b>Goal 2 - Strategy 1 Cont'd:</b>		<b>At-Risk</b>		
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
Provide Successmaker lab time before and after school for students who are below targeted benchmarks.	Principal	08/25/14	to	5/30/15
Utilize Response to Intervention (RTI) data to check progress of regular education at-risk students that failed a TAKS/STAAR test in Math and or Reading and document interventions used before a possible special education referral is made.	Principal	08/25/14	to	5/30/15
Students in need of assistance will be required to effectively utilize advisory period.	Principals, Teachers	08/25/14	to	5/30/15
Coordinate and integrate special programs, such as: Special Ed, Title I, ELL, Migrant, to evaluate effectiveness and eliminate duplication of services	Principals, Teachers, Counselors,	08/25/14	to	5/30/15
Students in need of assistance may be assigned to Fast ForWord, Study Island, or OdysseyWare software to improve academic skills or deficiencies.	Principals, Teachers, Counselors,	08/25/14	to	5/30/15

<b>Goal 2 - Strategy 2: Gifted and Talented</b>		
<b>Leader(s):</b> Campus Administrators, Teachers, Counselors	<b>Brief Description:</b> Gifted and Talented students are provided programs and services that provide for them to advance according to their identified strengths and potential.	<b>Performance Objective:</b> Campus Improvement Plans include provisions, plans, and services meant to improve GT services. 100% of teachers get and maintain GT certification.
<b>Resources Required:</b> GT Policy Technology, Curriculum Materials, Staff, Supplies	<b>Source of Funds:</b> None	<b>Amount</b>

<b>Timeline</b>				
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
A GT brochure that outlines guidelines for annual screening and placement of GT students.	Principals, Counselors	08/25/14	to	5/30/15
Differentiated curriculum and activities for GT students using a variety of methods.	Principals, Counselors	08/25/14	to	5/30/15
Provide professional development to all district staff to receive the required 30 clock hours of GT training and the required 6 hour update.	Superintendent, Principals	08/25/14	to	5/30/15
Use of portfolios for assessment and student self-assessment.	Teachers	08/25/14	to	5/30/15
Students will compete in Robotics competition.	Technology staff	08/25/14	to	5/30/15

<b>Goal 2 - Strategy 3: English Language Learners</b>		
<b>Leader(s):</b> Campus Administrators, ELL Teachers	<b>Brief Description:</b> Improve the academic performance of ELL students.	<b>Performance Objective:</b> CISD will exceed state expectations in Index 2, Student Progress and Index 3, Closing Performance Gaps.
<b>Resources Required:</b> ELL Annual Report, Technology, Curriculum Materials, Staff, Time, Parent Support, Supplies	<b>Source of Funds:</b> None	<b>Amount</b>

<b>Timeline</b>				
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
Use of Rosetta Stone software to improve language development of identified ELL students.	Principals, Counselors	08/25/14	to	5/30/15
ELL pullout reading program in addition to regular classroom instruction.	ESL Teachers	08/25/14	to	5/30/15
Sheltered instruction training provided to all staff in effective strategies for LEP students prior to school year.	Principals	08/25/14	to	5/30/15
Success Maker Discover English to address language development.	ESL Teachers	08/25/14	to	5/30/15
Full time ELL teachers and aides at all campuses.	Principals	08/25/14	to	5/30/15
Two meetings per year for Hispanic parents for parental support, opportunities, and general information.	ESL Teachers, Principals	08/25/14	to	5/30/15
Continue instructional coaching for core areas to improve instructional strategies in reading and writing with all students, especially with LEP, Hispanic, and economically disadvantaged students. Progression goes as follows: Math 2013-14, ELA 2014-15, Social Studies 2015-16, Science 2016-17	Principal	08/25/14	to	5/30/15

<b>Goal 2 - Strategy 4: Dyslexia and 504</b>				
<b>Leader(s):</b> Campus Administrators		<b>Brief Description:</b> To adequately serve the needs of students with dyslexia and 504 so that all students meet state academic standards.		<b>Performance Objective:</b> Principal's Dyslexia and 504 program goals.
<b>Resources Required:</b> TEKS, Technology, Take Flight Curriculum Materials, Staff, Time, Parent Support, Supplies		<b>Source of Funds:</b> None		<b>Amount</b>
<b>Timeline</b>				
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
Provide an age appropriate dyslexia program	Principals, Teachers	08/25/14	to	5/30/15
Use of district adopted programs to serve dyslexia students.	Principals, Teachers	08/25/14	to	5/30/15
Students are assessed and screened by using a variety of reading instruments to determine fluency, comprehension, and understanding.	Principals, Teachers	08/25/14	to	5/30/15
Follow modifications set out in 504 meetings and provide for intervention, identification and evaluation of 504 students.	Principals, Teachers	08/25/14	to	5/30/15

<b>Goal 2 - Strategy 5:</b>		<b>Special Education Services</b>		
<b>Leader(s):</b> EPSSA Director, Diagnostician	<b>Brief Description:</b> To provide continuous monitoring, training, and improvement in regard to elements in the Comprehensive Analysis Process.	<b>Performance Objective:</b> Evaluation of the District Comprehensive Analysis Process.		
<b>Resources Required:</b> TEKS, Curriculum Materials, Staff, ESC 16 Materials, Time, Parent Support, Supplies	<b>Source of Funds:</b> None	<b>Amount</b>		
<b>Timeline</b>				
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
Timelines for initial evaluation are followed.	Principals, Teachers, Diagnostician	08/25/14	to	5/30/15
Placement decisions will include annual determination of least restrictive environment.	Principals, Teachers, Diagnostician	08/25/14	to	5/30/15
Pre-referral process initiated by teachers, parents, counselors or administrator.	Principals, Teachers, Diagnostician	08/25/14	to	5/30/15
Transition services and timelines defined by law are followed.	Diagnostician	08/25/14	to	5/30/15

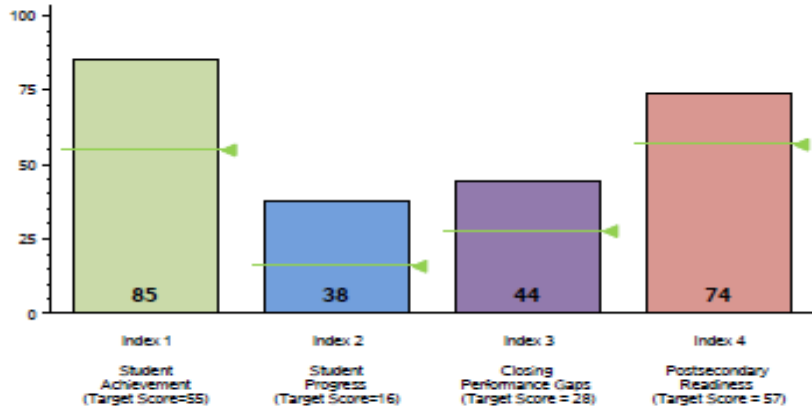
<b>Goal 2 - Strategy 6:</b>		<b>Migrant</b>		
<b>Leader(s):</b> Principals	<b>Brief Description:</b> To provide for the identification and recruitment of migrant students.	<b>Performance Objective:</b> Staff training for identification and recruitment of migrant students		
<b>Resources Required:</b>	<b>Source of Funds:</b> None	<b>Amount</b>		
<b>Timeline</b>				
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
Annual training for identification and recruitment of migrant students.	Teresa Cervantes	08/25/14	to	5/30/15

## Accountability Rating

### Met Standard

<b>Met Standards on</b> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	<b>Did Not Meet Standards on</b> - NONE
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### Performance Index Report



### Distinction Designation

<b>Postsecondary Readiness</b> Percent of Eligible Measures in Top Quartile 3 out of 9 = 33% <b>NO DISTINCTION EARNED</b>
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### Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,272	1,504	85
2 - Student Progress	607	1,600	38
3 - Closing Performance Gaps	880	2,000	44
4 - Postsecondary Readiness			
STAAR Score	11.3		
Graduation Rate Score	23.9		
Graduation Plan Score	20.5		
Postsecondary Indicator Score	18.3		74

### System Safeguards

Number and Percent of Indicators Met	
Performance Rates	24 out of 24 = 100%
Participation Rates	12 out of 12 = 100%
Graduation Rates	2 out of 2 = 100%
Met Federal Limits on Alternative Assessments	1 out of 1 = 100%
<b>Total</b>	<b>39 out of 39 = 100%</b>



### Goal 3: Students demonstrate behaviors that support a safe school environment

Goal 3 - Strategy 1: Attendance				
<b>Leader(s):</b> Principals	<b>Brief Description:</b> To stress the importance of regular daily attendance for continuity of instruction.	<b>Performance Objective:</b> Meet the standard of 97% total attendance		
<b>Resources Required:</b>	<b>Source of Funds:</b> None	<b>Amount</b>		
Timeline				
Activity	Person Responsible	Start Date	to	End Date
Classroom and student incentives to encourage attendance. Semester exam exemption at Canadian High School in certain grades.	Principals	08/25/14	to	5/30/15
Daily check on student attendance	Principals	08/25/14	to	5/30/15
Emphasize the importance of regular attendance at parent/teacher conferences	Principals, Teachers	08/25/14	to	5/30/15
End of the year attendance awards to students with perfect attendance and outstanding attendance.	Principals	08/25/14	to	5/30/15

**Indicator:** Attendance Rates

Grade: All	Current Performance Accountability Data	State of Texas Average	Desired Performance
Year	Rate	Rate	Rate
<b>2013-14</b>			
<b>2012-13</b>			
<b>2011-12</b>	<b>97</b>	<b>95.9</b>	<b>98</b>
<b>2010-11</b>	<b>96.9</b>	<b>95.7</b>	<b>98</b>
<b>2009-10</b>	<b>96.9</b>	<b>95.5</b>	<b>98</b>
<b>2008-09</b>	<b>96.2</b>	<b>95.6</b>	<b>97</b>
<b>2007-08</b>	<b>96.1</b>	<b>95.5</b>	<b>97</b>
<b>2006-07</b>	<b>96.5</b>	<b>95.5</b>	<b>97</b>
<b>2005-06</b>	<b>96.2</b>	<b>95.5</b>	<b>97</b>
<b>2004-05</b>	<b>96.6</b>	<b>95.7</b>	<b>97</b>

<b>Goal 3 - Strategy 2: Safe and Supportive Environment</b>				
<b>Leader(s):</b> Principals	<b>Brief Description:</b> To maintain a safe, positive school environment.	<b>Performance Objective:</b> Discipline referral data. Safe school survey. Violent incident data.		
<b>Resources Required:</b>	<b>Source of Funds:</b> None	<b>Amount</b>		
<b>Timeline</b>				
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
District Emergency Operations Plan in place	Superintendent	08/25/14	to	5/30/15
Student Code of Conduct in place and reviewed with students.	Principals	08/25/14	to	5/30/15
Substance abuse education	Principals	08/25/14	to	5/30/15
Regularly scheduled fire, lockdown and tornado drills	Principals	08/25/14	to	5/30/15
Exterior doors locked during the school day,	Principals	08/25/14	to	5/30/15
SADD program	Mrs. Leonard, Mrs. Brewster	08/25/14	to	5/30/15
Annual or more Character assembly at HS and MS	Molly Kerrigan/SHAC committee	08/25/14	to	5/30/15

<b>Goal 3 - Strategy 3: Community Involvement</b>				
<b>Leader(s):</b> Principals	<b>Brief Description:</b> To involve students in community service projects.	<b>Evaluation Benchmark:</b> 80% of students will be involved in community service projects.		
<b>Resources Required:</b>	<b>Source of Funds:</b> None	<b>Amount</b>		
<b>Timeline</b>				
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
Veteran's Day assembly	Principals	08/25/14	to	5/30/15
Provide school supplies to needy families in conjunction with the Lone Star Angel Project.	Principals	08/25/14	to	5/30/15
Open House activities at all campuses	Principals	08/25/14	to	5/30/15

<b>Goal 3 - Strategy 4: Extracurricular Participation</b>				
<b>Leader(s):</b> Principals and UIL Sponsors	<b>Brief Description:</b> To encourage participation in all UIL events.	<b>Performance Objective:</b> 80% participation in extracurricular activities		
<b>Resources Required:</b>	<b>Source of Funds:</b> None	<b>Amount</b>		
<b>Timeline</b>				
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
Schedule extracurricular practices that provides for maximum participation and flexibility.	Principals	08/25/14	to	5/30/15
Recognition of extracurricular participants at each campus	Principals	08/25/14	to	5/30/15
Encourage extracurricular participation at all campuses.	Principals	08/25/14	to	5/30/15

**Goal 4: Students will be aware of higher education opportunities and will be helped to make informed curriculum choices to maximize their options with regard to post high school decisions.**

<b>Goal 4 - Strategy 1: Higher Education Opportunities</b>				
<b>Leader(s):</b> Principals and UIL Sponsors	<b>Brief Description:</b> Students will be aware of higher education opportunities and will be helped to make informed curriculum choices.	<b>Performance Objective:</b> 100% of seniors will be informed about Higher education opportunities.		
<b>Resources Required:</b>	<b>Source of Funds:</b> None	<b>Amount</b>		
<b>Timeline</b>				
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
Offer Pre-Act tests	Principals, Counselor	08/25/14	to	5/30/15
Provide financial aid opportunities to students and parents.	Counselor/ College-Career Counselor	08/25/14	to	5/30/15
College trips allowed for Juniors and Seniors	Principal, Counselor	08/25/14	to	5/30/15
Orientation for incoming high school freshman will be held in the Spring to inform and encourage students to graduate with endorsements	Counselor	08/25/14	to	5/30/15
Algebra I, Health, and Speech offered to 8th grade students for high school credit.	Principal	08/25/14	to	5/30/15
College/Career Readiness Advisor work with students to plan for future goals.	Principal	08/25/14	to	5/30/15
Offer AIMS testing to Seniors	Counselor/ College-Career Counselor	08/25/14	to	5/30/15

**Indicator: ACT Scores**

Year	Number of Students		English		Math		Reading		Science		Composite	
	CHS	State	CHS	State	CHS	State	CHS	State	CHS	State	CHS	State
2006	34	73,524	21.5	19.4	22.6	20.6	22.5	20.5	21.9	20.3	22.2	20.3
2007	31	76,542	17.6	19.5	20.5	20.8	19.2	20.6	20.5	20.4	19.6	20.5
2008	32	79,050	19.1	19.8	20.5	21.2	21.5	20.9	20.6	20.5	20.6	20.7
2009	33	82,640	19.3	19.9	20.6	21.3	21.4	20.9	21.2	20.6	20.8	20.8
2010	27	92,615	22.3	19.7	22.4	21.4	22	20.8	21.7	20.9	22.3	20.8
2011	39	101,569	19.5	19.6	20.8	21.5	21.2	20.7	20	20.8	20.5	20.8
<b>2012</b>	<b>37</b>	<b>110,180</b>	<b>20.6</b>	<b>19.6</b>	<b>22</b>	<b>21.4</b>	<b>22</b>	<b>20.8</b>	<b>21.7</b>	<b>20.8</b>	<b>21.7</b>	<b>20.8</b>
<b>2013</b>	<b>32</b>	<b>109,841</b>	<b>19</b>	<b>19.8</b>	<b>21.5</b>	<b>21.5</b>	<b>20.9</b>	<b>21</b>	<b>20.9</b>	<b>20.9</b>	<b>20.7</b>	<b>20.9</b>
<b>2014</b>	<b>40</b>	<b>116,547</b>	<b>19.1</b>	<b>19.8</b>	<b>20.7</b>	<b>21.4</b>	<b>20.5</b>	<b>21.1</b>	<b>19.9</b>	<b>21</b>	<b>20.2</b>	<b>20.9</b>

## Goal 5: Technology will be integrated in instructional and administrative programs

<b>Goal 5 - Strategy 1: Integration of Technology in the Classroom</b>				
<b>Leader(s):</b> Campus Administrators, Teachers, Counselors		<b>Brief Description:</b> To increase the emphasis on technology through continued integration of technology into the classroom.		<b>Performance Objective:</b> 100% of students will be involved in technology designed to enhance curriculum in the classroom and in instructional strategies.
<b>Resources Required:</b> None		<b>Source of Funds:</b> None		<b>Amount</b>
<b>Timeline</b>				
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
Use of Successmaker software for Math, Reading, and Science acceleration.	Principals, Counselors, Teachers	08/25/14	to	5/30/15
Distance learning opportunities	Principals, Teachers	08/25/14	to	5/30/15
On-line class opportunities	Principals, Teachers	08/25/14	to	5/30/15
Use of video streaming to enhance instruction	Principals, Teachers	08/25/14	to	5/30/15
Library/Media centers to access on-line resources	Librarians	08/25/14	to	5/30/15
Flash Master electronic devices used to reinforce Math facts	Principals, Teachers	08/25/14	to	5/30/15
Continuance of one-to-one lap top initiative in grades 6-12.	Principals, Teachers	08/25/14	to	5/30/15



**Goal 6: Professional development opportunities will be provided to enable staff to meet District goals.**

<b>Goal 6 - Strategy 1: Staff Development</b>				
<b>Leader(s):</b> Campus and District SBDM Committees, Administrative Team		<b>Brief Description:</b> District teaching staff will participate in continuing education activities that will meet instructional needs.		<b>Performance Objective:</b> 100% of professional staff will attend staff development activities.
<b>Resources Required:</b> None		<b>Source of Funds:</b> None		<b>Amount</b>
<b>Timeline</b>				
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
District and Campus committee involvement in nature and scope of staff development activities.	Staff Members, Community Members, Parents, Business Representatives	08/25/14	to	5/30/15
All district staff was provided the 6 hour GT update.	Principals, Technology Coordinator	08/25/14	to	5/30/15
STAAR breakdown and planning	Principals, Teachers	08/25/14	to	5/30/15

**Goal 7: Parents will be informed and involved in the academic progress and activities of their children.**

<b>Goal 7 - Strategy 1: Parent Communication and Involvement</b>				
<b>Leader(s):</b> Campus Administrators, Teachers, Counselors	<b>Brief Description:</b> Parent's will be informed and involved in the academic progress of their children.	<b>Performance Objective:</b> 100% of parents will be informed of the academic progress of their children.		
<b>Resources Required:</b> None	<b>Source of Funds:</b> None	<b>Amount</b>		
<b>Timeline</b>				
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
Open Houses and Title I meetings at all campuses.	Principals	08/25/14	to	5/30/15
Parent/Teacher conferences	Principals, Teachers	08/25/14	to	5/30/15
Progress reports sent to parents every three weeks.	Principals, Teachers	08/25/14	to	5/30/15
Communication in the local newspaper	Principals	08/25/14	to	5/30/15
Title I Parent Compact Distributed	Principals	08/25/14	to	5/30/15
Pre-Kindergarten Notification	CES Principal	08/25/14	to	5/30/15
District Parent Involvement Policy maintained	Principals	08/25/14	to	5/30/15
Financial aid workshop for parents of high school students	HS Principal	08/25/14	to	5/30/15

<b>Goal 7 - Strategy 1 Cont'd:</b>		<b>Parent Communication and Involvement</b>		
<b>Activity</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>to</b>	<b>End Date</b>
Use of parent volunteers throughout the school year for various functions and activities.	Principals	08/25/14	to	5/30/15
Availability of the Parent Portal	Principals	08/25/14	to	5/30/15
Involvement of parents at intervention meetings with students having academic difficulty or behavior problems.	Principals, Teachers	08/25/14	to	5/30/15
Parents are invited to attend field trips, activities, plays, and awards assemblies.	Principals, Teachers	08/25/14	to	5/30/15
Use of social media and text notifications to give parents up to the minute information	Principals, Teachers	08/25/14	to	5/30/15

## Goal 8: Dropout rate and Completion rate

Goal 8 - Strategy 1: Dropout Prevention				
<b>Leader(s):</b> Campus Administrators, Counselors		<b>Brief Description:</b> To meet the educational needs of each individual student and the value of staying in school and graduating from high school.		<b>Performance Objective:</b> A dropout rate of less than 1% will be maintained.
<b>Resources Required:</b> None		<b>Source of Funds:</b> None		<b>Amount</b>
Timeline				
Activity	Person Responsible	Start Date	to	End Date
Parent teacher conferences	Principals, Teachers	08/25/14	to	5/30/15
Intervention for students demonstrating "at risk" behavior.	Principals, Teachers, Counselors	08/25/14	to	5/30/15
Tutorials for students needing individual help.	Principals, Teachers	08/25/14	to	5/30/15
Encourage student involvement in extracurricular activities.	Principals, Teachers, Coaches, Sponsors	08/25/14	to	5/30/15

## Goal 9: Highly Qualified Staff

Goal 9 - Strategy 1: Highly Qualified Staff Recruitment and Retention				
<b>Leader(s):</b> Campus Administrators, Superintendent	<b>Brief Description:</b> 100% of core area teachers, paraprofessionals, and new hires will be highly qualified.	<b>Performance Objective:</b> 100% of CISD core area teachers, paraprofessionals, and new hires will meet highly qualified status.		
<b>Resources Required:</b> None	<b>Source of Funds:</b> None	<b>Amount</b>		
Timeline				
Activity	Person Responsible	Start Date	to	End Date
Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities include: job fairs, posting vacancies in multiple sites/organizations, and district web page.	Campus Administrators, Superintendent	08/25/14	to	5/30/15
Establish an effective teacher mentoring system in order to retain highly qualified staff.	Campus Administrators, Superintendent	08/25/14	to	5/30/15
Analyze data from all teachers certificates, testing, staff development, and service records to ensure that all staff meet highly qualified status.	Campus Administrators, Superintendent	08/25/14	to	5/30/15
Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified.	Campus Administrators, Superintendent	08/25/14	to	5/30/15
Analyze data from paraprofessionals files to ensure all instructional aides are highly qualified.	Campus Administrators, Superintendent	08/25/14	to	5/30/15
Any teachers(s) not highly qualified will develop a plan to become so.	Campus Administrators, Superintendent	08/25/14	to	5/30/15

# CISD DISTRICT IMPROVEMENT PLAN

## APPENDIX A: STATE AND FEDERAL MANDATES

### Bullying Prevention

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. All campuses will implement and support CISD anti-Bullying policies, guidelines and procedures designed to reduce bullying (Board Policy FFI, FFF & FFH)	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
2. All school staff members will be trained in the CISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
3. Principals will address bullying in review of the Student handbook at the beginning of year.	Handbook	Campus Principals and Campus Counselors	Discipline Reports
5. Procedures for reporting bullying will be posted on the CISD website.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports

### Child Abuse & Sexual Abuse Prevention

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. All school staff members will follow the CISD Child Abuse Reporting Protocol.	District Policy	Campus Principals	Inservice review

### Coordinated Health - SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
1. The SHAC Council will meet a minimum of 2 times per year.	Campus Facilities	School Nurse	Minutes recorded and filed for each meeting
2. The council will provide the CISD Board an annual report of their activities for the year.	Student Services Budget	Chairman	Board Agenda – Presentation by SHAC Chairs
3. The majority of the council membership will be parents and the co-chair will be a parent.	Student Services Budget	Chairman	Membership List

### Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on relationship abuse awareness, detection and prevention.	Counselors, parents and Campus Administrators	Campus Administrators	Discipline Referrals, Anecdotal campus report
2. Elementary Counselors will conduct guidance lessons on conflict resolution to promote healthy relationships.	Counselor	Counselor	Discipline Referrals, Anecdotal campus report

## Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.	PEIMS data, SROs, Counselors, parents and Campus Administrators	Counselors, campus Administrators	Discipline Referrals, Anecdotal campus reports
2. Provide information to students about the risks of drug use via GREAT/DARE programs.	YMCA, Counselors and Campus Administrators	Counselors, campus Administrators	Discipline Referrals, Anecdotal campus reports

## Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All staff members will be trained in the CISD suicide Prevention Protocol.	Campus Budgets	Campus Principal and Counselors	Inservice Review



## APPENDIX B: Comprehensive Needs Assessment Summary

### Canadian ISD

#### Strengths Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Data Source
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>• Percentage of students graduating w/ recommended program</li> <li>• Standardized test scores above state &amp; Region 16</li> </ul>	TAKS Scores , AYP, TAPR, District Plan Belief Statements, District SBDM
<b>School Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Caring, committed teaching staff</li> <li>• School safety</li> <li>• Effort to offer balanced education that allows students to receive quality, rigorous instruction with multiple opportunities to be successful in co-curricular activities.</li> <li>• Bridge transition from high school to college</li> </ul>	Parent surveys
<b>Staff Quality/ Professional Development</b>	<ul style="list-style-type: none"> <li>• Quality Staff</li> <li>• Emphasis on technology and creating 21<sup>st</sup> century classrooms</li> <li>• Teaming on campus &amp; vertical alignment brought better communication between grades</li> </ul>	Parent surveys, Staff Development Schedule, Sign-ins
<b>Curriculum, Instruction, Assessment</b>	<ul style="list-style-type: none"> <li>• Multiple Dual Credit offerings</li> <li>• Commitment to Curriculum Management System</li> </ul>	
<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>• Parents are supportive of school activities</li> <li>• Education Foundation</li> <li>• Opportunities allowed for parents to have input</li> </ul>	Parent surveys, open house sign-ins
<b>Technology</b>	<ul style="list-style-type: none"> <li>• District has made technology a priority</li> <li>• Many tools available for use in classrooms</li> </ul>	Laptop initiative, Staff Development

## Comprehensive Needs Assessment Summary Canadian ISD

### Needs Summary

Area Reviewed	Summary of Needs What were the identified needs?	Data Source	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>• Hispanic and Socio-economic disadvantaged students need significant improvement in math and science</li> <li>• Improve advanced rates</li> <li>• Improve dropout rates</li> </ul>	Longitudinal TAKS Scores , TAPR, PBMAS, AYP	<ul style="list-style-type: none"> <li>• TMSDS program, Remediation, After-School Tutorials</li> <li>• AARA Availability, Title 1 funds</li> <li>• SIOP Training</li> </ul>
<b>School Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Emergency management procedures in place.</li> <li>• Continue to emphasize character education</li> <li>• Security procedures</li> </ul>	EOP plan review	<ul style="list-style-type: none"> <li>• Needs to be updated</li> <li>• Controlled Access Completed</li> </ul>
<b>Staff Quality/ Professional Development</b>	<ul style="list-style-type: none"> <li>• Vertical Alignment</li> <li>• Pro. Development on special populations (ESL, LEP, Dyslexic students)</li> <li>• Recruit and retain great teachers</li> </ul>	Teacher surveys, PBMAS plan	<ul style="list-style-type: none"> <li>• DMAC training for district staff after school.</li> <li>• AARA Availability, Local</li> </ul>
<b>Curriculum, Instruction, Assessment</b>	<ul style="list-style-type: none"> <li>• Improved ACT performance</li> <li>• Improved College Career Readiness</li> <li>• RTI school wide assessment</li> <li>• </li> </ul>	Board goal list, AEIS, District Goals, District Belief Statements	<ul style="list-style-type: none"> <li>• PLAN, EXPLORE, Practice Act,</li> <li>• Local funding</li> </ul>
<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>• Improve parent communication and involvement</li> <li>• Improve communication to Hispanic population and provide support</li> <li>• Community Wide Education Programs</li> <li>• Self-Evaluation In State Accountability</li> </ul>	Parent surveys, PBMAS; Continuous Improvement Plan	<ul style="list-style-type: none"> <li>• Parent Portal, Text/Phone Alerts</li> <li>• 2 meetings per year for Hispanic parent support and information</li> <li>• Local funding</li> <li>• Self-Evaluation Rating</li> </ul>

## APPENDIX C: Canadian ISD FFI LOCAL Freedom From Bullying

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**Note:** This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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**BULLYING PROHIBITED** The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**DEFINITION** Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

**EXAMPLES** Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**RETALIATION** The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

**EXAMPLES** Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**FALSE CLAIM** A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**TIMELY REPORTING** Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

# APPENDIX C Cont'd: Canadian ISD FFI LOCAL Freedom From Bullying

REPORTING PROCEDURES	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.
	The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.
	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

## APPENDIX C Cont'd: Canadian ISD FFI LOCAL Freedom From Bullying

CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.