

Richardson Independent School District

Berkner High School

2025-2026 Campus Improvement Plan



Mission Statement

RISD True North Goal:

Every Student, teacher and leader will meet and/or exceed their academic growth goals.

L.V BERKNER HIGH SCHOOL MISSION:

Engage ALL Rams in inquiry-based learning to promote excellence and self-efficacy, while developing leadership skills and fostering future-ready global citizens.

Vision

RISD VISION:

Every Child, Every Leader, Every Teacher, Every Day.

Berkner High School Vision:

Where ALL RAMS connect, learn, grow, and succeed.

Value Statement

RISD Beliefs:

To ensure the academic success of for all students, we believe...

In creating a safe learning environment that empowers every student in RISD to take risks, be creative, find acceptance and grow.

That education is an effective tool that can prepare every student in RISD for life after high school, including teaching life skills.

Every student in RISD will have the capability and desire to learn and rise to the level of expectations for individual success.

Berkner High School Focus

EVERY RAM WILL ACHIEVE ONE YEAR'S GROWTH.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Berkner is composed of a diverse student population of 2355 9-12 students. We currently have 677 Freshman, 606 Sophomores, 572 Juniors, and 500 Seniors. We are 37% Hispanic, 29% Black, 16% White, 14% Asian, 4% Multiracial. 57% of our students are currently identified as economically disadvantaged, with 57% currently at-risk. Our EL (27%), SPED (15%), and 504 (13%) populations continue to increase. Berkner students are highly mobile with over 30% of our students moving between, into and out of, RISD campuses. Attendance rates remain relatively high while our dropout rates, particularly for at-risk population remain a priority. Berkner continues to focus on the performance of our special populations on local, state and national assessments for English language learners and our students served through special education. Berkner values these diverse student and community populations which result in a rich learning environment for all.

Based on the 2022 TAPR report:

Total Staff: 236.7

Professional Staff: 216.3

Teachers 187.1

Professional Support 21.1

Campus Administration (School Leadership) 8.0

Educational Aides: 20.4

African American 29.2

Hispanic 20.4

White 120.5

American Indian 1

Asian 11.0

Two or More Races 5.0

Males 72.1

Females 115.1

Demographics Strengths

Berkner High School is the most diverse of the 4 high schools in Richardson ISD. Berkner HS is an AVID National Demonstration Site and offers AVID for all 9th and 10th graders. Additionally, Berkner's AVID staff is recognized as National Presenters. Berkner is a STEM and PTECH campus. We were the Lasso grant for the 23-24 school year. Additionally, Berkner partners with NAF to bring meaningful education and gives businesses the opportunity to partner with schools to shape America's future workforce through career-relevant curricula and work-based experiences, including internships. Additionally, Berkner partners with the Credit Union of Texas (CUTX) to bring a fully working, student run bank to the campus. Berkner includes several exclusive to BHS programs, including Aviation, Barbering, and the CUTX Banking and Finance. Berkner High School offers a wide variety of classes and activities for students to participate in based on their interests.

Student Learning

Student Learning Summary

Berkner High School is committed to supporting all students growing and achieving high levels of success. We use multiple data points in order to determine the best course of action to help support student growth and learning needs. Berkner High School has an increase in passing rates for first time test takers in all subjects and grade levels as measured on 2023 STAAR Progress measure. English 1 passing rate for first time test takers is 68% (an increase of 6%). English 2 passing rate for first time test takers is 77% (an increase of 7%). Algebra 1 passing rate for first time test takers is 52% (an increase of 17%). Biology passing rate for first time test takers is 89% (an increase of 7%). US History passing rate for first time test takers is 95% (an increase of 8%). Data reveals that our ELs and SPED population need intense intervention.

Student Learning Strengths

Berkner has improved in academic achievement over the past 2 years in all EOC tested areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: All students are not yet meeting growth goals.

School Processes & Programs

School Processes & Programs Summary

Berkner High School teachers are highly qualified professionals who are committed to all students connecting, growing, learning and succeeding. We believe in fostering opportunities for growth for each child and offer intervention and extensions both during the school day and before/after school to promote student success. Berkner offers a variety of student programs and services to support student learning, well rounded education, and a safe and healthy learning environment. Those programs include but are not limited to:

- Advanced Academics
- Athletics
- Career and Technical Education
- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Engagement
- Fine Arts
- Gifted and Talented Services
- JROTC
- Multilingual Services
- Response to Intervention
- School Health Advisory Council
- Special Education Services
- Student Services

School Processes & Programs Strengths

Our staff is highly committed to the success of each student. Our schedule offer opportunities for teachers and staff to work collaboratively to meet the needs of students. Our campus culture supports a positive learning environment where students academic as well as social and emotional needs are met. A culture of high expectations and positive attitudes among the staff have created a supportive and collaborative culture that encourages the growth of all on our campus. Our campus is committed to working collaboratively to support student growth and achievement and are committed to the PLC process and have embraced the four questions of effective PLCs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Processes and Programs need to continue to promote positive school culture and meet the academic needs so all students can grow and achieve success.

Perceptions

Perceptions Summary

Berkner High School STEM Academy is committed to providing a supportive, collaborative and invested culture among students, staff, families and community. We encourage stakeholder involvement and feedback and offer various ways for the family and community to support as a volunteer, member of our site-based campus committee, and PTA. According to the EOY staff survey, staff believe that BHS is a safe place to work; but, they would like to see an improvement in campus behavior and consistency in disciplinary practices.

Perceptions Strengths

Berkner High School STEM Academy staff understand their role in implementing our school's key actions. Our campus bases its action on the core beliefs of the district.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data



- Communications data
- Budgets/entitlements and expenditures data




Goals





Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth





Performance Objective 1: Develop and implement a system to house goals and evidence towards goals and tools for progress measurement.





Evaluation Data Sources: Common Formative Assessments, MAP Testing




Strategy 1 Details	Reviews			
Strategy 1: Identify students in need of accelerated learning and intensive intervention, utilize High Quality Instructional Materials as determined by the district and monitor progress in Branching Minds. Strategy's Expected Result/Impact: Increased student achievement as measured on STAAR/EOC as well as greater number of students demonstrating mastery of grade level content. Staff Responsible for Monitoring: Teachers, Counselors and Principals TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Working within PLCs, common shared drives will be created for each discipline/PLC, which will include PLC agendas detailing PLC goals, testing goals and data measurement. Strategy's Expected Result/Impact: A more cohesive and driven PLC based on growth goals and achievements. Staff Responsible for Monitoring: Dept. Chairs, PLC Leads, and AP's. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			






Strategy 3 Details		Reviews			
Strategy 3: Use performance assessments and quarterly summative assessments to monitor and evaluate student progress towards mastery of grade level standards. Strategy's Expected Result/Impact: Improved student performance on state required assessments (STAAR, TELPAS); Review student performance data throughout the year via data meetings Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 4 Details		Reviews			
Strategy 4: Identify and progress monitor secondary students who are in need of support using defined parameters for attendance, behavior, reading and math intensive courses, and course failures using Branching Minds. Strategy's Expected Result/Impact: Decrease in absence failures. Increase in attendance percentages. Decrease in behavioral/discipline referrals. Increase in academic success in reading and math. Staff Responsible for Monitoring: APs over the core subjects TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 5 Details		Reviews			
Strategy 5: Address student groups for targeted support or additional targeted support based on accountability ratings. Strategy's Expected Result/Impact: TSI scores will increase. AP students will have an increase in enrollment for the test and increase in test scores. CCMR ratings will increase. Students will move from Tier 3 to Tier 2 and Tier 2 to Tier 1 in all academic areas. Students will show academic growth in all areas. Staff Responsible for Monitoring: Berkner High School Administrative Team TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Paying Teachers for Ram Academy - 199 - State Compensatory Education - \$15,000		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			

Strategy 6 Details	Reviews			
Strategy 6: Utilize Schoology for teachers and students to set and track goals. Four artifacts added to the Schoology Portfolio - one per quarter. Strategy's Expected Result/Impact: Improve student academic performance Improve student attendance and behavior Staff Responsible for Monitoring: All Staff Trainings provided by the iTeam. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 7 Details	Reviews			
Strategy 7: Establish and monitor two growth goals: academic and personal. Strategy's Expected Result/Impact: Increase in student scores/success Growth in teacher knowledge and expertise Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 8 Details	Reviews			
Strategy 8: Increase the percentage of English language proficiency growth on TELPAS by 3-6%, and implement Summit K12 with fidelity. Strategy's Expected Result/Impact: Increase in students proficiency level on TELPAS Staff Responsible for Monitoring: All teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 9 Details	Reviews			
Strategy 9: Increase the percentage of emergent bilingual students meeting exit criteria by 3-6% annually through the LPAC process. Strategy's Expected Result/Impact: Increase in students meeting exit criteria Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 10 Details	Reviews			
Strategy 10: Implement tutorials through advisory period to support students struggling in core content areas Strategy's Expected Result/Impact: Increase in student grades Increase in passing rate for EOCs Staff Responsible for Monitoring: Core teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 11 Details	Reviews			
Strategy 11: Implement with fidelity the Data Driven Instruction protocol and weekly data meetings. Strategy's Expected Result/Impact: Increase in student growth Staff Responsible for Monitoring: All core teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 12 Details	Reviews			
Strategy 12: Implement with fidelity the PLC protocol and weekly instructional focus meetings. Strategy's Expected Result/Impact: Increase in teacher understanding of PLC process Staff Responsible for Monitoring: All core teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 13 Details	Reviews			
Strategy 13: Ensure 100% compliance of quarterly IEP progress monitoring reports for students receiving services through Special Education. Strategy's Expected Result/Impact: Increase in communication with parents Staff Responsible for Monitoring: All special education teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 14 Details	Reviews			
Strategy 14: Form Campus Threat Assessment Team and complete training as specified in Texas Education Code 37.115. Strategy's Expected Result/Impact: Increase in campus safety Staff Responsible for Monitoring: Campus safety team	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 15 Details	Reviews			
Strategy 15: By the end of the 2025-2026 academic year, Senior students who are Academic All-State Honorees will increase districtwide by 10%. Strategy's Expected Result/Impact: Increase in Academic All-State Honorees Staff Responsible for Monitoring: All core teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 16 Details	Reviews			
Strategy 16: Each varsity team will host at least one special night dedicated to Elementary, Middle School, and Junior High students, allowing these students free entry to the event. Additionally, each varsity team will make at least one visit to an elementary school to open car doors and read to students, fostering community engagement and support for younger students. Strategy's Expected Result/Impact: Increase in students participating in athletics Staff Responsible for Monitoring: All varsity coaches	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 17 Details	Reviews			
Strategy 17: Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY, and EOY. Strategy's Expected Result/Impact: Increase in English 1 EOC scores Increase in English 2 EOC scores Increase in Algebra 1 EOC scores Staff Responsible for Monitoring: English Teachers Math Teachers Instructional Coaches Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 18 Details	Reviews			
Strategy 18: Increase the percent of students meeting or exceeding individual growth measures on MAP growth diagnostics from BOY to EOY in Reading and Mathematics. Strategy's Expected Result/Impact: Increase in English 1 EOC scores Increase in English 2 EOC scores Increase in Algebra 1 EOC scores Staff Responsible for Monitoring: English Teachers Math Teachers Instructional Coaches Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 19 Details	Reviews			
Strategy 19: Closely monitor the data of students in high school Algebra 1, to ensure student growth and success in those courses. Strategy's Expected Result/Impact: Increase in Algebra 1 EOC scores Staff Responsible for Monitoring: Math Teachers Instructional Coaches Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 20 Details	Reviews			
Strategy 20: Implement strategies to ensure a 3-5% growth in English 1 EOC scores and Algebra 1 EOC scores. Strategy's Expected Result/Impact: Increase in English 1 EOC scores Increase in Algebra 1 EOC scores Staff Responsible for Monitoring: Math Teacher English Teachers Instructional Coaches Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			


Strategy 21 Details	Reviews			
Strategy 21: Fine Arts Electives: Achieve a 1% success rate for one student from band, choir, and orchestra to qualify for TMEA All-State. 20% of band students will earn a spot in the All Region Band. 10% of choir students will earn a spot in the All Region Choir. 10% of orchestra students will earn a spot in the All Region Orchestra. 100% of Varsity ensembles achieve first division ratings on stage in sight-reading at UIL state assessment. 100% of Non-varsity (NV) and Sub-Non-Varsity (Sub-NV) ensembles achieve first or second division ratings in stage and in sight-reading at UIL state assessment. Strategy's Expected Result/Impact: Increase in success for band, choir and orchestra students Staff Responsible for Monitoring: All Band Teachers All Choir Teachers All Orchestra Teachers Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth



Performance Objective 2: Total discipline referrals will decrease and attendance percentages will increase.






High Priority

Evaluation Data Sources: Teacher documentation
Focus Referrals
Student Survey
Staff EOY Survey
Professional Development on Discipline Process

Strategy 1 Details		Reviews			
Strategy 1: BHS will hold a Fall Semester "Rush Week" to introduce students to clubs and organizations and encourage them to become actively engaged in extracurricular activities and programs. Strategy's Expected Result/Impact: Participation in extracurricular clubs and organizations will increase. Students will become more actively engaged in the campus at large and will have an entity other than academics to compel them to come to school and maintain good grades and attendance. Staff Responsible for Monitoring: Principal Senior Assistant Principal Principal's Advisory Committee (PAC) TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Accomplished			

Strategy 2 Details		Reviews			
<p>Strategy 2: Create prevention plans for substance abuse, bullying, harassment, and dating violence. Implement state required bullying prevention requirements consistent with Board policies and procedures. See Appendix A.</p> <p>Conduct student assemblies and create and implement advisory lessons to promote positive student behavior and character. Advisory lessons will include lessons on internet safety, digital citizenship, financial literacy, social and emotional learning, connecting cultures, healthy relationships, test taking strategies, remediation and enrichment, and mental health.</p> <p>Ensure educators teach and administratively verify that all Substance Use Prevention Lessons are taught.</p> <p>Strategy's Expected Result/Impact: Students understand the behavior expectations of Berkner High School. Decrease in behavioral/discipline referrals. Reduction of instances/reports of bullying, harassment, substance abuse/usage, and dating violence. Advisory will be more meaningful and beneficial to students and teachers. Decrease in the number of threat assessment and suicide assessments. Decrease in counselor and nurses visits for anxiety and stress. Students will be more inclusive and accepting of other cultures and individual differences.</p> <p>Staff Responsible for Monitoring: Farrah Smock Jennifer Frazier</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>		Formative			Summative
		Nov	Jan	Mar	June
		 <p>Moderate Progress</p>			
Strategy 3 Details		Reviews			
<p>Strategy 3: Clear and consistent implementation of discipline management plan.</p> <p>Strategy's Expected Result/Impact: Clear and consistent implementation of discipline management plan. Staff will be trained on deescalation and power struggles. Reduction in discipline/behavioral referrals. Increase staff awareness of appropriate measures for discipline. Decrease in the days of ISS/OSS and missed educational opportunities. Increase in the usage of PBIS strategies.</p> <p>Staff Responsible for Monitoring: All administrators All staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>		Formative			Summative
		Nov	Jan	Mar	June
		 <p>Moderate Progress</p>			



Strategy 4 Details		Reviews			
Strategy 4: Utilize administrative staff, Finalsite, Talking Points, and Focus emails to inform parents of bullying incidents according to the district policy of 10 days. Utilize Berkner Bulletin to share information regarding RISD anti-bullying programs and whom to contact if needed. Strategy's Expected Result/Impact: Parents will understand the signs and warning of bullying (including cyberbullying) Increased communication and cooperation between staff and families regarding bullying. Decreased incidents and reports of bullying. Increase in effective and efficient adult response toward bullying reports. Staff Responsible for Monitoring: Intervention Counselor All administrations TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 5 Details		Reviews			
Strategy 5: Monitor and utilize A2A (Attention 2 Attendance) to keep track of and hold attendance conferences with students (and their parents) with attendance concerns. Strategy's Expected Result/Impact: At least a 0.5% improvement over the 24-25 attendance rate. Parents and students will be aware of their attendance deficiencies and will work with staff to address. Reduction in percentage of absence failures. Staff Responsible for Monitoring: All administrators Attendance Clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			






Strategy 6 Details		Reviews			
Strategy 6: Create School Threat Assessment Team and conduct training as specified in Texas Education Code 37.115. Strategy's Expected Result/Impact: Provide a proactive, evidence-based approach for identifying individuals who may pose a threat to the campus and for providing interventions before a violent incident occurs. Staff Responsible for Monitoring: BHS Administrative Team SROs Counselors RISD Safety and Security ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 3: Ensure accurate implementation of Coordinated Health Program.

Evaluation Data Sources: Nurse records for Immunization Compliance
Immunization logs







Strategy 1 Details	Reviews			
Strategy 1: Monitor student data reports to monitor immunization compliance of the student body. Strategy's Expected Result/Impact: Increase in student health depicted correctly in nursing logs. Decrease in absences due to illnesses. Staff Responsible for Monitoring: Nursing staff	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Monitor student attendance information in order to monitor communicable disease issues on campus. Strategy's Expected Result/Impact: Increase in student health depicted correctly in nursing logs. Decrease in absences due to illnesses. Staff Responsible for Monitoring: Nursing Staff Attendance Clerk Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details		Reviews			
Strategy 3: Campus Emergency Response Team (ERT) will conduct a round table drill in the fall and an all campus AED drill in February to coincide with heart month. This is an effort to be prepared to respond quickly if a cardiac event should occur on campus. Strategy's Expected Result/Impact: Staff will be better prepared to respond quickly if a cardiac event should occur on campus. Staff Responsible for Monitoring: Administration Nursing Staff Campus Athletic Trainers ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 4: Implement Voter Registration Plan on September 19th to allow seniors turning 18 to register to vote.

Evaluation Data Sources: Voter Registration Cards

Strategy 1 Details	Reviews			
Strategy 1: Create and implement a voter registration plan with specific dates to allow seniors turning 18 to register to vote. Strategy's Expected Result/Impact: The number of students who are registered to vote from BHS will increase. Staff Responsible for Monitoring: Administration TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 2 Details	Reviews			
Strategy 2: Government classes will implement lessons created by the SS Department prior to National Voter Registration Day. Strategy's Expected Result/Impact: Students will have a better understanding of the importance of registering to vote and actually voting. The number of students who are registered to vote from BHS will increase. Staff Responsible for Monitoring: Administration Government Teachers TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 5: Utilize Campus Pathway to Equity Plan to address district and campus Connective Cultures Initiatives.



Evaluation Data Sources: Campus Pathway to Equity Plan






Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 1: Provide competitive compensation, incentives and benefits that attract and retain high-quality and diverse teachers and staff.

High Priority

Evaluation Data Sources: Employee retention data, benchmark salary data, documented salary and benefits provided to employees



Strategy 1 Details	Reviews			
Strategy 1: Implement the Berkner Buddies Mentoring Program to be more effective, strategic, and inclusive so that new teachers feel more supported. Strategy's Expected Result/Impact: 1. Reduce staff turnover 2. Overall staff feel more supported Staff Responsible for Monitoring: Instructional Coaches Associate Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Plan monthly Berkner bonding experiences through partnerships and patronage with businesses in the Berkner Learning Community and the City of Richardson. . Strategy's Expected Result/Impact: 1. Reduce staff turnover 2. Overall staff feel more supported Staff Responsible for Monitoring: Berkner Admin Team Instructional Support Team Department Chairs Athletics Coordinators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Funding Sources: Materials and Incentives - 199 - General Fund - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details		Reviews			
Strategy 3: Enlist the support of central district personnel to support teachers with behavior and/or instructional concerns. Strategy's Expected Result/Impact: 1. Reduce staff turnover 2. Overall staff feel more supported Staff Responsible for Monitoring: Admin Instructional Coaches Department Chairs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 2: Develop and execute innovative plan for employee recruitment.

Evaluation Data Sources: New hire data

Strategy 1 Details	Reviews			
Strategy 1: Develop strategic partnerships with colleges, alternative certification programs, recruitment platforms, and local industry partners. Strategy's Expected Result/Impact: 1. Increase interest in applicants who select Berkner High School as their preferred campus. 2. Increase staff with work-force experience related to their teaching assignment. 3. Reduction in turnover rate by 5%. 4. Expedite hiring process. 5. Increase in hiring diversity Staff Responsible for Monitoring: Admin team TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Utilize Berkner High School and BHS staff social media platforms to promote and recruit high quality staff. Strategy's Expected Result/Impact: 1. Increase in eligible candidates who select Berkner High School as their preferred campus. 2. Increase in hiring diversity. 3. Increase in connection amongst school staff members. 4. Improved relationships with the BHS alumni circuit. 5. Increase and improved Berkner High School branding and exposure. Staff Responsible for Monitoring: Social Media Representative Administration Fine Arts and Athletic Departments TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Funding Sources: Campus Social Media Manager - 199 - General Fund - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			



No Progress



Accomplished



Continue/Modify










Discontinue

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 1: Implement the district learning framework to provide all RISD students experiences to develop competencies aligned with the graduate profile.

Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will analyze data from formative and summative assessment to reflect and develop differentiated strategies to support student growth. Strategy's Expected Result/Impact: Students will improve their performance to show one year of academic growth. Staff Responsible for Monitoring: Stephanie DeLuna, Jennifer Frazier, Jennifer Kim, Crystal Kemp, Farrah Smock TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Implement district curriculum documents and resources with fidelity to ensure a guaranteed and viable curriculum. Strategy's Expected Result/Impact: Students will be more engaged in the learning during the lesson. EOC teachers will utilize TRS, Carnegie, LeadForward, Summitt K12, and ELLevation strategies as evidenced by PLC discussions and walkthroughs. EOC scores will increase. The percentage rate of meets and mastery will increase. All students will achieve academic growth in one or more areas. Staff Responsible for Monitoring: Instructional Coaches Department Chairs Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			






Strategy 3 Details	Reviews			
Strategy 3: Implement the district learning framework to provide all RISD students experiences to develop competencies aligned with the graduate profile. Strategy's Expected Result/Impact: Increase in graduation rates Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 2: Create a professional learning system that promotes continuous growth and equips all employees with the knowledge and skills they need to reach their individual growth goals.

Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Lead professional learning that promotes continuous growth and equips all employees and students with the knowledge and skills needed to reach their individual growth goal. Provide focused PD on understanding and using learner experiences in daily instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will increase their knowledge and confidence in analyzing data to improve instruction. Focusing on the four PLC questions. Increase in student centered classrooms. Increase in student engagement. Increase in the ability of teachers to engage students.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Department Chairs Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Moderate Progress</div>			



Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize district wide professional development days to support and train teachers on the Learner Growth Experience.</p> <p>Strategy's Expected Result/Impact: Teachers will have a better understanding of the Learner Growth Experience. Student engagement will increase. Teacher ability to engage students will increase. Effective instruction will improve. Teachers will grow from developing and proficient to accomplished and distinguished on TTESS.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Moderate Progress</p>			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.



Performance Objective 3: Ensure all students graduate college and career ready as measured by CCMR indicators.







HB3 Goal

Evaluation Data Sources: Increase students meeting the CCMR indicator from 56% to 70% by 2027(Board Goal)
CCMR Data

Strategy 1 Details	Reviews			
Strategy 1: TSI testing strategies will support students succeeding in the ELA/Reading and Math Indicator through Texas College Bridge and Advisory. Strategy's Expected Result/Impact: TSI Scores will increase. The percentage of students who graduate TSI ready will increase to 25% (from 14% in 2022). There will be an increase in the number of students who graduate CCMR ready. Staff Responsible for Monitoring: Austin Gunter TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Advance Placement teachers will utilize Collegeboard website and the professional development provided by RISD. Strategy's Expected Result/Impact: AP students will have a continued increase in enrollment for the test and a continued move toward an increase in test scores. in the test scores due to teacher's use of Collegeboard Resources Staff Responsible for Monitoring: Jennifer Frazier TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details		Reviews			
Strategy 3: Provide students varying opportunities to earn college credit hours through Advanced Placement (AP), Dual Credit, and University of Texas OnRamps. Strategy's Expected Result/Impact: Students will progress through their programs to obtain certification. Increased number of students taking and passing AP exams. Increased number of students enrolled in Dual Credit and OnRamps courses. Increased number of students earning dual credit hours. Staff Responsible for Monitoring: Administration Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			
Strategy 4 Details		Reviews			
Strategy 4: Ensure all Secondary Advanced, AP and OnRamps teachers complete their 30 hours of GT foundational training or 6 hours update. 6 hours update training are approved the the campus Secondary Instructional Coach. Strategy's Expected Result/Impact: Teachers will have adequate professional development for classroom implementation. There will be an increase in National Merit Semifinalists and Finalists. Teachers will increase the level of rigor in their classrooms through utilizing the strategies in the RISD Learner Framework. Teacher will move from developing and proficient to accomplished and distinguished on TTESS. There will be an increase in meets and mastery on EOC. Staff Responsible for Monitoring: Instructional Coaches Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			




Strategy 5 Details		Reviews			
Strategy 5: Host "Berkner Bound" for all JHs and 6th grade students in feeder elementary schools to visit BHS to explore CTE pathways, STEM, and PTECH programs that are exclusive or near exclusive to BHS. Strategy's Expected Result/Impact: Increase PTech student enrollment. Increase in overall student enrollment. Staff Responsible for Monitoring: STEM Facilitator CTE Department Chair CTE Assistant Principal TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 - State Compensatory Education - 2500		Formative			Summative
		Nov	Jan	Mar	June
		 Accomplished			
Strategy 6 Details		Reviews			
Strategy 6: Utilize the PTECH Coordinator and Central PTECH Staff to monitor the PTECH program. Strategy's Expected Result/Impact: Increase in academic growth for PTECH students. Improved retention and recruitment of PTECH students. Staff Responsible for Monitoring: CTE Assistant Principal Central PTECH/CTE Staff TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Funding Sources: PTECH Coordinator (Grant Funded) - 199 - State Compensatory Education - \$100,000		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			





Strategy 7 Details	Reviews			
Strategy 7: Provide opportunities to increase retention of CTE students, and work to realign the industry based certification calendar to match TEA's phase in of completer status. Strategy's Expected Result/Impact: Increase in industry based certifications. Increase in students who graduate with completer status. Increase in number of students who graduate CCMR ready. Staff Responsible for Monitoring: CTE Assistant Principal TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 8 Details	Reviews			
Strategy 8: Ensure all (100%) students graduate college and career ready as measured by CCMR A-F and Outcome based bonus indicators. Strategy's Expected Result/Impact: Increase in CCMR ready graduates Staff Responsible for Monitoring: CCMR Assistant Principal Associate Principal	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 4: Increase instructional opportunities in teacher created classroom experiences for the defined priority goal strands for staff and students.

Evaluation Data Sources: Walkthrough Data
PLC Notes
Comprehensive PD plan
DDI

Strategy 1 Details	Reviews			
Strategy 1: Create professional learning opportunities focused on understanding and using learner experiences in daily instruction. Strategy's Expected Result/Impact: Increase in learner experiences in the classroom Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Embed Lead4ward and ELlevation strategies into regular classroom instruction. Strategy's Expected Result/Impact: Increase in strategies implemented Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Embed the Learner Framework pieces into regular classroom instruction to provide content - based opportunities for student engagement and growth, and highlight and produce exemplars to share with central office to create an "exemplar bank". Strategy's Expected Result/Impact: Increase in student engagement Staff Responsible for Monitoring: Administration Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Implement district curriculum documents and resources with fidelity to ensure a guaranteed and viable curriculum. Strategy's Expected Result/Impact: Increase in student scores Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 5 Details	Reviews			
Strategy 5: Lead professional learning that promotes continuous growth and equips all employees and students with the knowledge and skills they need to reach their individual growth goals. Strategy's Expected Result/Impact: Increase in successful completion of growth goals Staff Responsible for Monitoring: Farrah Smock Crystal Kemp Veronica Cole-Yeo	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 6 Details	Reviews			
Strategy 6: Identify instructional opportunities in teacher created classroom experiences for the defined priority goal strands for staff and students. Strategy's Expected Result/Impact: Increase in student engagement Staff Responsible for Monitoring: Administration Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 7 Details	Reviews			
Strategy 7: To ensure all AVID seniors graduate and meet CCMR requirements through targeted AVID tutorials, bi-weekly progress monitoring, AVID TSIA2 testing available in the AVID elective class, Texas College Bridge completion during AVID class time. Strategy's Expected Result/Impact: Increase in students meeting CCMR requirements Staff Responsible for Monitoring: AVID Teachers AVID Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			



No Progress



Accomplished



Continue/Modify









Discontinue

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 5: Collaborate with the RISD iTeam to support campus professional learning with technology in support of the Learning Framework and technology integration.



Evaluation Data Sources: Brightbytes survey
iTeam feedback
Schoolology Trainings and Support-Camille Parker








Strategy 1 Details	Reviews			
Strategy 1: Implement Schoology LMS platform as a tool for facilitating components of the Learning Framework. Strategy's Expected Result/Impact: Increased understanding of Schoology Staff Responsible for Monitoring: Administration RISD iTeam TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Plan for iTeam on campus support and professional learning in identified areas of growth in the 2024-2025 BrightBytes Survey. Strategy's Expected Result/Impact: Increased satisfaction on BrightBytes survey Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 4: We will create opportunities to ensure engagement with community members in RISD.

Performance Objective 1: Create reciprocal pathways for families to increase and deepen engagement.

Evaluation Data Sources: Family Engagement, Volunteer Engagement including Voly data, Community Engagement including increase in partner outreach efforts and programs.



Strategy 1 Details	Reviews			
Strategy 1: All BHS Professional Learning Communities will secure a partnership with a local businesses, organizations or professionals to offer more authentic learning experiences in the classroom and career path. Strategy's Expected Result/Impact: All students will be able to connect with a community partner. All professional learning communities will have successful partnerships for the 25-26 school year. Staff Responsible for Monitoring: All admin, ILT, PLC Leads TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Use and frequently update social media platforms (Facebook, Instagram, Twitter) and other multimedia applications (Berkner Bulletin, Talking POints, Weekly Smore, Finals site, Marquee, Monitors in Hallway, Website). Communicate process of how to utilize these platforms to staff, parents and students. Strategy's Expected Result/Impact: Increase in the number of followers of BHS on social media platforms. Parent EOY Climate Survey will show an increase with regard to communication. Staff Responsible for Monitoring: Administration Fine Arts Staff Athletics Staff All Extracurricular Staff Social Media Representative ESF Levers: Lever 3: Positive School Culture Funding Sources: Campus Social Media Manager - 199 - General Fund - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			







Strategy 3 Details	Reviews			
Strategy 3: Berkner will host family events to promote connectivity with the campus: Ram Camp (August), Ramily Reunion (November), Open House/Rams Unidos (September), Homecoming (September), Ram Nation Celebration (February), Athletic Events, Fine Arts Night (March), STEM Nights (2 Fall, 1 Spring) and cultural awareness month celebrations. Strategy's Expected Result/Impact: Parent and student EOY survey will show increased engagement. Staff Responsible for Monitoring: All Staff ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
Strategy 4: Create a Berkner High School Alumni Network and spotlight alumni accomplishments. Host an alumni night during homecoming week. Strategy's Expected Result/Impact: 1. Strengthen the BHS overall community (RAMILY) by increasing alumni engagement. 2. Provide positive representation as examples for BHS learners. 3. Identify potential community partners. Staff Responsible for Monitoring: Administration Lead Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 5 Details	Reviews			
Strategy 5: Create volunteer opportunities for parents. Strategy's Expected Result/Impact: Parent EOY Survey will show increased engagement Increase in parent volunteer hours Staff Responsible for Monitoring: Administration Counselors	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 1: Collaborate with Facility Services and the Energy and Sustainability Department to optimize building/campus energy use in an effort to align with the District's Energy Management Plan and lower overall energy consumption. Ensure operations are conducted in a financially efficient and effective manner.

Evaluation Data Sources: Track and assess building concerns month -to- month and week -to -week from bi-weekly building walks, custodian reports, and work order requests. Then identifying and prioritizing items by safety, must, need, and want.







Strategy 1 Details	Reviews			
Strategy 1: Plan monthly meetings with the Building Mechanic to discuss the completion of work orders and to identify any building concerns. Strategy's Expected Result/Impact: By Identifying problems early on, we can help save money and time, while creating a safer learning environment. Staff Responsible for Monitoring: Building Mechanic Assistant Principal Head Custodian TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Ensure meaningful consultation with Site Based Committee related to comprehensive needs assessment (documented on meeting agenda, sign in sheet, meeting notes, any other feedback documentation). Strategy's Expected Result/Impact: Increase in parent satisfaction on survey Increase in staff satisfaction on survey Staff Responsible for Monitoring: Administration Site Based Committee	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			

Strategy 3 Details	Reviews			
Strategy 3: MOY Site Based Committee review of progress with opportunity for feedback (documented on meeting agenda, sign in sheet, meeting notes, and other committee feedback documentation). Strategy's Expected Result/Impact: Increase in parent satisfaction on survey Increase in staff satisfaction on survey Staff Responsible for Monitoring: Administration Site Based Committee	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			
Strategy 4 Details	Reviews			
Strategy 4: EOY Site Based Committee review of progress with opportunity for feedback (documented on meeting agenda, sign in sheet, meeting notes, any other committee feedback documentation). Strategy's Expected Result/Impact: Increase in parent satisfaction on survey Increase in staff satisfaction on survey Staff Responsible for Monitoring: Administration Site Based Committee	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 2: Provide a safe, comfortable, and well-maintained environment at all campuses.

Evaluation Data Sources: Expect a positive response rate of 95% or higher from internal and external stakeholders in focus group and/or survey responses

Strategy 1 Details	Reviews			
Strategy 1: Create a process for the custodial team to identify and report concerns to the lead custodian to be added to the campus concerns priority list so it can be addressed in a timely manner. Strategy's Expected Result/Impact: Identify concerns sooner to reduce overall time and financial cost. Staff Responsible for Monitoring: Head Custodian Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Materials Cost - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Conduct monthly safety drills for faculty and staff and educate them on the various emergency scenarios and issues that may arise, such as fire, natural disasters, active shooters, etc. Strategy's Expected Result/Impact: A comprehensive and successful curriculum that educates all students and staff on safety protocols. Increased safety and feeling of security throughout the campus. More effective and efficient safety protocols. Increased awareness of what to do in emergency situations. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 3: Provide a safe, secure, and reliable technology infrastructure to support teaching, learning, and operations.

Evaluation Data Sources: Expect a 95% or better positive response on the district climate survey. Move from Advanced to Exemplary in the area of Technology Support (Environment) on the BrightBytes Survey.

Strategy 1 Details	Reviews			
Strategy 1: Implement a property replacement insurance plan that is fair and based on the individual's socio-economic status. Strategy's Expected Result/Impact: Ability to replace a device in case it gets lost or damaged. Staff Responsible for Monitoring: Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

State Compensatory

Budget for Berkner High School

Total SCE Funds: \$100,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

SCE funds are utilized for Ram Academy, our Before and Afterschool Tutoring program.