

Fort Bend Independent School District
Madden Elementary
2023-2024 Formative Review with Notes



Mission Statement

FBISD's Mission Statement~

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Madden Elementary's Mission Statement~

Carolyn and Vernon Madden Elementary creates a community of learners, leaders and independent thinkers that will foster self-confidence and respect.

Vision

FBISD's Vision Statement

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Madden Elementary's Vision Statement

Our goal is to create a safe and nurturing learning environment that promotes high expectations for success through the development of appropriate differentiated instruction which embraces individual learning styles. All learners are expected to be responsible and active participants in their education.

Value Statement

Madden Elementary's Value Statement:

You Matter at Madden!

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Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By May 2024, Madden will improve the effectiveness of literacy instruction through professional learning communities, student ownership of learning practices, and curriculum implementation as evidenced through the indicators of success.

Indicators of Success: By September 2023, walk-through and T-TESS data will indicate daily phonics instruction is occurring in all K-3rd classrooms.

Beginning October 2023, all K-3rd teachers will differentiate the apply portion of their grade level phonics lessons for their individual classrooms.

By December 2023, K - 3rd core content grade teachers will calibrate with their grade level at least twice to ensure consistent phonics implementation is being implemented during the literacy instructional block.

By March 2023, K - 3rd teachers will calibrate in vertical teams to identify missing gaps in phonics instruction and ensure consistent implementation of phonics in all K-3rd literacy classrooms.

By October 2023, core content teachers will participate in professional learning on writing across content areas.


By January 2024, the percentage of students showing growth in literacy on REN360 will increase 3% from BOY to MOY.

By May 2024, the percentage of students showing growth in literacy on REN360 will increase 5% from BOY to EOY.

By October 2023, 95% of core content teachers will participate in professional learning on individualized goal setting and progress monitoring across content areas.

By October 2023, walk-through and T-TESS data will indicate that students are developing individualized goals and monitoring their progress in 75% of classrooms.

By December 2023, walk-through and T-TESS data will indicate that students are developing individualized goals and monitoring their progress in 95% of classrooms.

| Strategy 1 Details | Reviews |
|---|--|
| <p>Strategy 1: Professional learning on K - 3 phonics practices and tools will be conducted throughout the year.</p> <p>Strategy's Expected Result/Impact: By September 2023, walk-through and T-TESS data will indicate daily phonics instruction is occurring in all K-3rd classrooms.</p> <p>Beginning October 2023, all K-3rd teachers will differentiate the apply portion of their grade level phonics lessons for their individual classrooms.</p> | <div> <div>Oct</div> <div>  50% </div> </div> <p>October Evidence of Progress</p> <p>Signal - On Track Adjustments - None Support Needed - None</p> <p>Evidence of Progress - All Kindergarten - fifth grade teachers have participated in professional learning on writing in core content areas during PLC meetings.</p> |

By December 2023, K - 3rd core content grade teachers will calibrate with their grade level at least twice to ensure consistent phonics implementation is being implemented during the literacy instructional block.

By March 2023, K - 3rd teachers will calibrate in vertical teams to identify missing gaps in phonics instruction and ensure consistent implementation of phonics in all K-3rd literacy classrooms.

Staff Responsible for Monitoring: Administration and Literacy Intervention Teacher

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

PLC meetings are focused on implementing writing opportunities in all grade levels during unit and concept planning. Writing opportunities in 3rd - 5th grades include written responses submitted through Schoology. Walk-through and T-TESS data indicates students are extending their learning through writing opportunities in 50% of all ELA, math, science, and social studies classrooms. PLC meetings to review K - 5th writing expectations and teacher calibration occurred in September 2023.

Teachers received phonics training in August 2023. They plan for phonics instruction during PLC and implement daily. Phonics instruction is occurring in all K - 3rd grade classrooms.

Dec

December Evidence of Progress



Signal - On Track
Adjustments - None
Support Needed - None

Evidence of Progress - Daily phonics instruction is occurring in all K - 3rd classrooms. ELAR teachers have received professional learning on phonics and are differentiating their phonics instruction to meet the needs of students in their classroom. ELAR teachers have calibrated on phonics instruction to ensure there is consistent phonics instruction occurring across each grade level.

Feb

February Evidence of Progress









Signal - On Track
Adjustments - None
Support Needed - None

Evidence of Progress - Daily phonics instruction is occurring in all K - 3rd classrooms. ELAR teachers received professional learning on phonics during the February 20th professional learning day that included calibrating in vertical teams. ELAR teachers have also calibrated on phonics instruction to ensure there is consistent phonics instruction occurring across each grade level.

June

June Evidence of Progress

| Strategy 2 Details | Reviews |
|--|--|
| <p>Strategy 2: PLC meetings to review K - 5th student performance and identified areas of targeted literacy instruction will be held at least once per nine weeks.</p> <p>Strategy's Expected Result/Impact: By October 2023, core content teachers will participate in professional learning on writing across content areas.</p> <p>By January 2024, the percentage of students showing growth in literacy on REN360 will increase 3% from BOY to MOY.</p> <p>By May 2024, the percentage of students showing growth in literacy on REN360 will increase 5% from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Administration and Literacy Intervention Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | <div> <div>Oct</div> <div>  <p>30%</p> </div> <div> October Evidence of Progress Signal - On Track Adjustments - None Support Needed - None Evidence of Progress - K - 5th PLC meetings to review student performance and identified areas of targeted literacy instruction were conducted in all grade levels after the BOY REN360 window closed. All core content teachers participated in professional learning on writing across the content areas during their PLC meetings and writing opportunities in science, social studies, and math were planned and incorporated into lessons. </div> </div> <div> <div>Dec</div> <div>  <p>50%</p> </div> <div> December Evidence of Progress Signal - On Track Adjustments - None Support Needed - None Evidence of Progress - K - 5th PLC meetings to review student performance and identified areas of targeted literacy instruction were conducted in all grade levels after the BOY REN360 window closed. All core content teachers participated in professional learning on writing across the content areas during their PLC meetings, and writing opportunities in science, social studies, and math are planned and incorporated into lessons. </div> </div> <div> <div>Feb</div> <div>  <p>75%</p> </div> <div> February Evidence of Progress Signal - On Track Adjustments - None Support Needed - None Evidence of Progress: K - 5th PLC meetings to review student performance and identified areas of targeted literacy instruction were conducted in all grade levels after the MOY REN360 window closed. We met our goal on the percentage of students showing growth in literacy on REN360 increasing 3% from BOY to MOY. </div> </div> <p>Growth for REN360 At/Above from BOY to MOY 1st: 80% to 93%</p> |

| | |
|---|--|
| | <p>2nd: 75% to 88%</p> <p>3rd: 94% to 95%</p> <p>4th: 86% to 89%</p> <p>5th: 88% to 94%</p> <p>Overall Growth: 85% to 92%</p> <p>June June Evidence of Progress</p> |
| Strategy 3 Details | Reviews |
| <p>Strategy 3: Professional Learning on Student Ownership of Learning practices and tools, including practices and tools for progress monitoring of individualized student goal setting, will be conducted throughout the year.</p> <p>Strategy's Expected Result/Impact: By October 2023, 95% of core content teachers will participate in professional learning on individualized goal setting and progress monitoring across content areas.</p> <p>By October 2023 , walk-through and T-TESS data will indicate that students are developing individualized goals and monitoring their progress in 75% of classrooms.</p> <p>By December 2023, walk-through and T-TESS data will indicate that students are developing individualized goals and monitoring their progress in 95% of classrooms.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | <p>Oct October Evidence of Progress</p> <p> 30%</p> <p>Signal - On Track Adjustments - None Support Needed - None</p> <p>Evidence of Progress - Professional Learning on Student Ownership of Learning practices and tools, including practices and tools for individualized goal setting, occurred on August 2nd and September 29th for teachers. Grade levels finalized their specific goal setting forms so there is consistency across each grade level. CST, walk-through, and T-TESS data indicate that individualized goal setting is occurring in 75% of the classrooms.</p> <p>Dec December Evidence of Progress</p> <p> 70%</p> <p>Signal - On Track Adjustments - None Support Needed - None</p> <p>Evidence of Progress - Professional Learning on Student Ownership of Learning practices and tools, including practices and tools for individualized goal setting, occurred on August 2nd and September 29th for teachers. Grade levels finalized their specific goal setting forms so there is consistency across each grade level. CST, walk-through, and T-TESS data indicate that individualized goal setting is occurring in 80% of the classrooms. PLC meetings have been held with the kindergarten team on implementing goal setting within the ELAR and math instructional model. Walk-through and T-TESS data will continue to be collected to help us reach our goal of 95%.</p> <p>Feb February Evidence of Progress</p> <p> 100%</p> <p>Signal - On Track Adjustments - None</p> |










Support Needed - None

Evidence of Progress - Professional Learning on Student Ownership of Learning practices and tools, including practices and tools for individualized goal setting, occurred on August 2nd, September 29th, January 2nd, and February 20th for teachers. Grade levels have consistent goal setting forms. CST, walk-through, and T-TESS data indicate that individualized goal setting is occurring in 95% of the classrooms. Walk-through and T-TESS data will continue to be collected to monitor the implementation of goal setting.

June

June Evidence of Progress

| Strategy 4 Details | Reviews |
|--|---|
| <p>Strategy 4: All GT teachers will participate in professional learning on GT Learning Plans, individualized goal setting, and progress monitoring towards goal attainment.</p> <p>Strategy's Expected Result/Impact: By October 2023, all GT teachers will have participated in professional learning on GT Learning Plans, individualized goal setting, and progress monitoring.</p> <p>By December 2023, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan.</p> <p>By February 2024, 100% of the GT teachers will have identified and began implementing 10 or more individualized instructional interventions using the Gifted Learning Plan Programming Services/ Instructional Intervention Rubric.</p> <p>Staff Responsible for Monitoring: Administration and COGS</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | <div> <div>Oct</div> <div>  <p>October Evidence of Progress</p> <p>Signal - On Track Adjustments - None Support Needed - None</p> <p>Evidence of Progress: One hundred percent of Madden GT teachers received professional learning on developing individualized GT Learning Plans, individualized goal setting, and progress monitoring.</p> </div> </div> <div> <div>Dec</div> <div>  <p>December Evidence of Progress</p> <p>Signal - On Track Adjustments - None Support Needed - None</p> <p>Evidence of Progress: 100% of identified GT students have an academic and affective co-constructed SMART goal in their GT Learning Plan.</p> </div> </div> <div> <div>Feb</div> <div>  <p>February Evidence of Progress</p> <p>Signal - On Track Adjustments - None Support Needed - None</p> <p>Evidence of Progress: 100% of the GT teachers have identified and implemented 10 or more individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.</p> </div> </div> <div> <div>June</div> <div> <p>June Evidence of Progress</p> </div> </div> |
| <div>  No Progress  Accomplished </div> | <div>  Continue/Modify  Discontinue </div> |

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 2: By May 2024, Madden will improve the daily Husky Huddle Intervention and Enrichment block through targeted intervention, enrichment, and professional learning as evidenced through the indicators of success.

- Indicators of Success:** By October 6, 2023, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and identify targeted areas of intervention for both whole group and small group instruction.
- By December 15, 2023, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and adjust identified targeted areas of intervention for both whole group and small group instruction.
- By March 8, 2024, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and adjust identified targeted areas of intervention for both whole group and small group instruction.
- By May 1, 2024, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and adjust identified targeted areas of intervention for both whole group and small group instruction.
- By October 6, 2023, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and identify targeted areas of enrichment for Husky Huddle.
- By December 15, 2023, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and adjust identified targeted areas of enrichment for Husky Huddle.
- By March 8, 2024, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and adjust identified targeted areas of enrichment for Husky Huddle.
- By May 1, 2024, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and adjust identified targeted areas of enrichment for Husky Huddle.

| Strategy 1 Details | Reviews |
|--|--|
| <p>Strategy 1: PLC meetings to review K - 5th student performance and identified areas of targeted literacy and/or math intervention will be held at least once per nine weeks.</p> <p>Strategy's Expected Result/Impact: By October 6, 2023, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and identify targeted areas of intervention for both whole group and small group instruction.</p> <p>By December 15, 2023, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and adjust identified targeted areas of intervention for both whole group and small group instruction.</p> <p>By March 8, 2024, K-5th teachers will participate in a PLC meeting to review student performance in</p> | <div><div>Oct</div><div><div>30%</div></div></div> <div>October Evidence of Progress</div> <div>Signal - On Track Adjustments - None Support Needed - None</div> <div>Evidence of Progress: K-5th teachers participated in a grade level PLC meeting during the first nine weeks to review student performance in literacy and math and identified targeted areas of intervention for both whole group and small group instruction. Husky Huddle plans were updated and include enrichment activities/menus</div> |

literacy and math and adjust identified targeted areas of intervention for both whole group and small group instruction.

By May 1, 2024, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and adjust identified targeted areas of intervention for both whole group and small group instruction.

Staff Responsible for Monitoring: Administration, Literacy Intervention Teacher, & Math Specialist

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

as well as intervention plans. Flexible grouping is being incorporated in 1st - 5th grades. Each grade level has selected teachers trained in LLI, Hand to Mind, and Number Worlds so identified students receive the appropriate tiered intervention.

Dec

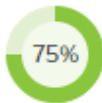


December Evidence of Progress

Signal - On Track
Adjustments - None
Support Needed - None

Evidence of Progress: K-5th teachers participated in a grade level PLC meeting during the second nine weeks to review student performance in literacy and math and identified targeted areas of intervention for both whole group and small group instruction. Husky Huddle plans were updated and include enrichment activities/menus as well as intervention plans. Flexible grouping is being incorporated in 1st - 5th grades. Each grade level has selected teachers trained in LLI, Hand to Mind, and Number Worlds so identified students will continue to receive their appropriate tiered intervention.

Feb






February Evidence of Progress

Signal - On Track
Adjustments - None
Support Needed - None

Evidence of Progress: 3rd-5th teachers participated in a grade level PLC meeting during the third nine weeks to review STAAR Interim data in literacy and math and identified targeted areas of intervention for both whole group and small group instruction. Husky Huddle plans were updated and include enrichment activities/menus as well as intervention groups. Flexible grouping is being incorporated in 1st - 5th grades.

June

June Evidence of Progress

| Strategy 2 Details | Reviews |
|---|---|
| <p>Strategy 2: PLC meetings to review K - 5th student performance and identified areas of targeted literacy and/or math enrichment will be held at least once per nine weeks.</p> <p>Strategy's Expected Result/Impact: By October 6, 2023, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and identify targeted areas of enrichment for Husky Huddle.</p> <p>By December 15, 2023, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and adjust identified targeted areas of enrichment for Husky Huddle.</p> <p>By March 8, 2024, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and adjust identified targeted areas of enrichment for Husky Huddle.</p> <p>By May 1, 2024, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and adjust identified targeted areas of enrichment for Husky Huddle.</p> <p>Staff Responsible for Monitoring: Administration, Literacy Intervention Teacher, & Math Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | <div> <div>Oct</div> <div>  30% </div> <div> October Evidence of Progress Signal - On Track Adjustments - None Support Needed - None Evidence of Progress: K-5th teachers participated in a grade level PLC meeting during the first nine weeks to review student performance in literacy and math and identified targeted areas of enrichment for students. Husky Huddle plans were created and include enrichment activities, menus, and flexible grouping plans. </div> </div> <div> <div>Dec</div> <div>  60% </div> <div> December Evidence of Progress Signal - On Track Adjustments - None Support Needed - None Evidence of Progress: K-5th teachers participated in a grade level PLC meeting during the second 9 weeks to review student performance in literacy and math and identified targeted areas of enrichment for students. Husky Huddle plans were updated and include enrichment activities, menus, and flexible grouping plans. </div> </div> <div> <div>Feb</div> <div>  75% </div> <div> February Evidence of Progress Signal - On Track Adjustments - None Support Needed - None Evidence of Progress: 3rd-5th teachers participated in grade level PLC meetings during the third nine weeks to review REN360 and STAAR Interim data in literacy and math to identify targeted areas of enrichment for students. K-2nd teachers also participated in PLC meetings to review REN360 performance in literacy and math and identified enrichment opportunities for students. Husky Huddle plans were updated and include enrichment activities/menus. Flexible grouping is being incorporated in 1st - 5th grades. </div> </div> <div> <div>June</div> <div> June Evidence of Progress </div> </div> |



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By May 2023, Madden Elementary will improve social emotional learning for students through the implementation of PBIS practices and professional learning as evidenced through the indicators of success.

- Indicators of Success:** By September 2023, 95% of Madden teachers will participate in professional learning on PBIS strategies and understanding how to teach behavior expectations to students.
- By October 2023, the Madden PBIS Committee will finalize the Husky Bucks reward system for all grade levels.
- By May 2024, 95% of Madden teachers will have participated in professional learning on the impact and improvement that effective implementation of positive behavior supports played on student emotional engagement.
- By December 2023, 95% of Madden teachers will participate in professional learning on Learner Dispositions as well as how to increase positive student emotional engagement with peer support.
- By January 2024, 75% of Madden teachers will embed Learner Dispositions into a lesson at least once per week.
- By May 2024, 90% of Madden teachers will embed Learner Dispositions into a lesson at least once per week.

| Strategy 1 Details | Reviews |
|--|--|
| <p>Strategy 1: Madden Elementary will incorporate a multi-tiered system of supports for positive behavior practices, including but not limited to respect agreements, Guidelines for Success, and guidance lessons.</p> <p>Strategy's Expected Result/Impact: By September 2023, 95% of Madden teachers will participate in professional learning on PBIS strategies and understanding how to teach behavior expectations to students.</p> <p>By October 2023, the Madden PBIS Committee will finalize the Husky Bucks reward system for all grade levels.</p> <p>By May 2024, 95% of Madden teachers will have participated in professional learning on the impact and improvement that effective implementation of positive behavior supports played on student emotional engagement.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | <div><div>Oct</div><div><div>50%</div></div><div>October Evidence of Progress</div><div>Signal - On track Adjustments - None Support Needed - None</div><div>Evidence of Progress: Madden staff and the PBIS Committee incorporated a multi-tiered system of supports for positive behavior practices, including but not limited to respect agreements, Guidelines for Success, CHAMPS, and guidance lessons. All these items help create a positive learning environment for all students. The PBIS committee has met twice to review Guidelines for Success, Husky Pride, and Husky Bucks. We are continuing our monthly PBIS reward programs for students and staff. Most classroom walk-throughs and T-TESS observations reflect evidence of co-created respect agreements. We are continuing our monthly PBIS reward programs for students and staff. Husky Bucks are successfully being implemented school wide.</div></div> <div><div>Dec</div><div>December Evidence of Progress</div></div> |

| | |
|---|--|
| | <div data-bbox="1276 66 1381 167"> </div> <div data-bbox="1415 66 1673 159"> <p>Signal - On track Adjustments - None Support Needed - None</p> </div> <div data-bbox="1415 191 2032 649"> <p>Evidence of Progress: Madden staff and the PBIS Committee incorporated a multi-tiered system of supports for positive behavior practices, including but not limited to respect agreements, Guidelines for Success, CHAMPS, and guidance lessons. All these items help create a positive learning environment for all students. The PBIS committee has met three times to review Guidelines for Success, Husky Pride, and Husky Bucks. Our monthly PBIS reward program for students and staff is successful. The majority of classroom walk-throughs and T-TESS observations reflect evidence of co-created respect agreements. We are continuing our monthly PBIS reward programs for students and staff. Husky Bucks continue to be implemented school wide.</p> </div> <div data-bbox="1276 670 1381 805"> <div data-bbox="1304 670 1354 699">Feb</div> <div data-bbox="1276 708 1381 805"> </div> </div> <div data-bbox="1539 670 1896 699"> <p>February Evidence of Progress</p> </div> <div data-bbox="1415 708 1673 800"> <p>Signal - On track Adjustments - None Support Needed - None</p> </div> <div data-bbox="1415 833 2032 1291"> <p>Evidence of Progress: Madden staff and the PBIS Committee incorporated a multi-tiered system of supports for positive behavior practices, including but not limited to respect agreements, Guidelines for Success, CHAMPS, and guidance lessons. All these items help create a positive learning environment for all students. The PBIS committee has met three times to review Guidelines for Success, Husky Pride, and Husky Bucks. Our monthly PBIS reward program for students and staff is successful. The majority of classroom walk-throughs and T-TESS observations reflect evidence of co-created respect agreements. We are continuing our monthly PBIS reward programs for students and staff. Husky Bucks continue to be implemented school wide.</p> </div> <div data-bbox="1299 1312 1358 1341"> <p>June</p> </div> <div data-bbox="1566 1312 1871 1341"> <p>June Evidence of Progress</p> </div> |
| <p>Strategy 2 Details</p> | <p>Reviews</p> |
| <p>Strategy 2: Staff will participate in professional development on social emotional learning, learner dispositions, and behavior management.</p> | <div data-bbox="1276 1425 1381 1495"> <div data-bbox="1304 1425 1354 1455">Oct</div> <div data-bbox="1276 1458 1381 1495"> </div> </div> <div data-bbox="1545 1425 1890 1455"> <p>October Evidence of Progress</p> </div> <div data-bbox="1415 1463 1602 1492"> <p>Signal - On track</p> </div> |

Strategy's Expected Result/Impact: By December 2023, 95% of Madden teachers will participate in professional learning on Learner Dispositions as well as how to increase positive student emotional engagement with peer support.

By January 2024, 75% of Madden teachers will embed Learner Dispositions into a lesson at least once per week.

By May 2024, 90% of Madden teachers will embed Learner Dispositions into a lesson at least once per week.

Staff Responsible for Monitoring: Administration

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction



Adjustments - None
Support Needed - None

Evidence of Progress: Madden staff and the PBIS Committee incorporated a multi-tiered system of supports for positive behavior practices, including but not limited to respect agreements, Guidelines for Success, CHAMPS, and guidance lessons. All these items help create a positive learning environment for all students. The PBIS committee has met twice to review Guidelines for Success, Husky Pride, and Husky Bucks. Our monthly PBIS reward program for students and staff is successful. The majority of classroom walk-throughs and T-TESS observations reflect evidence of co-created respect agreements. We are continuing our monthly PBIS reward programs for students and staff. Husky Bucks continue to be implemented school wide.

Dec



December Evidence of Progress

Signal - On track
Adjustments - None
Support Needed - None

Evidence of Progress: Madden staff and the PBIS Committee incorporated a multi-tiered system of supports for positive behavior practices, including but not limited to respect agreements, Guidelines for Success, CHAMPS, and guidance lessons. All these items help create a positive learning environment for all students. The PBIS committee has met three times to review Guidelines for Success, Husky Pride, and Husky Bucks. Our monthly PBIS reward program for students and staff continues to be successful. The majority of classroom walk-throughs and T-TESS observations reflect evidence of co-created respect agreements. We are continuing our monthly PBIS reward programs for students and staff. Husky Bucks continue to be implemented school wide. Learner Dispositions continue to be reviewed and a system refined for implementing them into weekly lessons.

Feb










February Evidence of Progress

Signal - On track
Adjustments - None
Support Needed - None

Evidence of Progress: Madden staff and the PBIS Committee incorporated a multi-tiered system of supports for positive behavior practices, including but not limited to respect agreements, Guidelines for Success, CHAMPS, and guidance lessons. All these items help create a positive learning environment for all students. The PBIS committee has met five times to review Guidelines for Success, Husky Pride, and Husky Bucks. Our monthly PBIS reward program for students and staff continues to be successful. The majority of classroom walk-throughs and T-TESS observations reflect evidence of co-created respect agreements. We are continuing our monthly PBIS reward programs for students and staff. Husky Bucks continue to be implemented school wide. Learner Dispositions continue to be reviewed and a system refined for implementing them into weekly lessons.

June **June Evidence of Progress**

| Strategy 3 Details | Reviews |
|--|---|
| <p>Strategy 3: By May 2023, Madden Elementary will improve student discipline by focusing on the implementation of PBIS and Health and Wellness programs as evidenced through the indicators of success.</p> <p>Strategy's Expected Result/Impact: By September 2023, 10 extra curricular opportunities will be available for 4th and 5th grade students to participate in.</p> <p>By October 2023, walkthrough data will indicate that 90% of classrooms will provide brain breaks and mindfulness opportunities.</p> <p>By October 2023, parents will receive school communication on opportunities for volunteering throughout the school year, including volunteering in the guided reading and campus libraries, on field trips, and at school wide events.</p> <p>By May 2024, each grade level will participate in a minimum of six guidance lessons with the school counselor.</p> <p>Staff Responsible for Monitoring: Administration, School Nurse</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> | <div> <div>Oct</div> <div>  <div>50%</div> </div> <div> October Evidence of Progress Signal - On track Adjustments - None Support Needed - None Evidence of Progress - Madden has 15 after school extra-curricular clubs. Based on teacher feedback, over 90% of classrooms provide brain breaks and mindfulness opportunities. The steps for volunteering at Madden, as well as volunteering opportunities, have been sent to all Madden families. </div> </div> <div> <div>Dec</div> <div>  <div>65%</div> </div> <div> December Evidence of Progress Signal - On track Adjustments - None Support Needed - None Evidence of Progress - Madden has 15 after school extra-curricular clubs. Based on teacher feedback, over 90% of classrooms provide brain breaks and mindfulness opportunities. The steps for volunteering at Madden, as well as volunteering opportunities, have been sent to all Madden families. </div> </div> <div> <div>Feb</div> <div>  <div>75%</div> </div> <div> February Evidence of Progress Signal - On track Adjustments - None Support Needed - None Evidence of Progress - Madden has 15 after school extra-curricular clubs. Based on teacher feedback, over 90% of classrooms provide brain breaks and mindfulness opportunities. The steps for volunteering at Madden, as well as volunteering opportunities, have been sent to all Madden families. Mrs. Ellison, school counselor, has been teaching guidance lessons to all classes and is on track to complete 6 guidance lessons with each grade level. </div> </div> <div> <div>June</div> <div> June Evidence of Progress </div> </div> |
| <div>  <div>0% No Progress</div> </div> <div>  <div>100% Accomplished</div> </div> <div>  <div>Continue/Modify</div> </div> <div>  <div>Discontinue</div> </div> | |

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement