

Fort Bend Independent School District

Madden Elementary

2025-2026 Formative Reviews 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~

CVME nurtures a community of confident, respectful learners, leaders, and independent thinkers.

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

CVME fosters a safe, supportive learning environment that upholds high expectations, embraces differentiated instruction to address diverse learning styles, and empowers all students to take responsibility for their own learning.

Value Statement

Madden Elementary's Value Statement:

You Matter at Madden!

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Goals



Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By May 2026, Madden Elementary will improve instructional effectiveness in literacy, as demonstrated by at least a 4% increase in K-5 end-of-year NWEA MAP Growth Reading scores.

Evaluation Data Sources: NWEA Student Growth Summary Report
NWEA Student Progress Report
NWEA School Profile Report

Strategy 1 Details	Reviews
<p>Strategy 1: PLC meetings to review K-5th grade student performance and identify priorities for targeted literacy instruction will occur at least once every nine weeks, ensuring all students receive the necessary accelerated instruction, including both interventions and enrichment, to address their individual needs.</p> <p>Strategy's Expected Result/Impact: Teachers will enhance literacy instruction by focusing on priority TEKS, integrating activities aligned with the appropriate Depth of Knowledge (DOK) levels, and ensuring all students make progress in their targeted areas for intervention or enrichment.</p> <p>Staff Responsible for Monitoring: Administration Literacy Intervention Teacher</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 data-bbox="1283 115 2030 690"> <p>Oct October Evidence of Progress</p>  <p>Signal - On Track Adjustments - None Support Needed - None</p> <p>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 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 Kinder - 5th grades to ensure students receive the appropriate tiered intervention. Walkthrough and T-TESS data indicate that TLSGI is occurring in all ELAR classrooms. On August 7th, ELAR teachers participated in professional learning on strengthening rigor in literacy.</p> </div> <div data-bbox="1283 690 2030 1209"> <p>Dec December Evidence of Progress</p>  <p>Signal - On Track Adjustments - None Support Needed - None</p> <p>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 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 continuing to be incorporated in Kinder - 5th grades to ensure students receive the appropriate tiered intervention. Walkthrough and T-TESS data indicate that TLSGI is occurring in all ELAR classrooms.</p> </div> <div data-bbox="1283 1209 2030 1349"> <p>Feb February Evidence of Progress</p> <p>June June Evidence of Progress</p> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: 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 three times per year.</p> <p>Strategy's Expected Result/Impact: Through ongoing progress monitoring of individual student goals, teachers will gain a clear and comprehensive understanding of each student's growth and development.</p> <p>Staff Responsible for Monitoring: Administration Literacy Intervention Teacher</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 data-bbox="1283 118 2020 256"> <p>Oct October Evidence of Progress</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 student goal setting, occurred on August 6th and September 26th for teachers. Grade levels finalized their specific goal setting and progress monitoring forms so there is consistency across each grade level. Walkthrough and T-TESS data indicate that individualized goal setting is occurring in 70% of the classrooms with a progress monitoring component included.</p> </div> <div data-bbox="1283 605 2020 1105"> <p>Dec December Evidence of Progress</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 student goal setting, occurred on August 6th and September 26th for teachers, as well as at a faculty meeting on November 5th. Grade levels finalized their specific goal setting and progress monitoring forms so there is consistency across each grade level. Walkthrough and T-TESS data indicate that individualized goal setting is occurring in 70% of the classrooms with a progress monitoring component included.</p> </div> <div data-bbox="1283 1122 2020 1211"> <p>Feb February Evidence of Progress</p> <p>June June Evidence of Progress</p> </div>

Strategy 3 Details	Reviews
<p>Strategy 3: Professional learning on incorporating SIOP strategies will be held for all PreK - 5th teachers a minimum of once per semester.</p> <p>Strategy's Expected Result/Impact: Teachers will strengthen their knowledge and skills in effective SIOP strategies for Emergent Bilingual students, enabling them to deliver more targeted, language rich lessons.</p> <p>Staff Responsible for Monitoring: Administration Literacy Intervention Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	<div data-bbox="1283 118 2007 618"> <p>Oct October Evidence of Progress</p>  <p>Signal - On Track Adjustments - None Support Needed - None</p> <p>Evidence of Progress - Professional Learning on SIOP practices and tools occurred on August 7th. Staff learned about effective instructional strategies that support emergent bilingual students. Strategies centered around 4 areas: learning environment, visual supports, sentence stems/frames, and structured interactions. TELPAS data was also reviewed so teachers knew who there beginner, intermediate, advanced, and advanced high students in reading, writing, listening, and speaking were prior to school beginning.</p> </div> <div data-bbox="1283 638 2007 1073"> <p>Dec December Evidence of Progress</p>  <p>Signal - On Track Adjustments - None Support Needed - None</p> <p>Evidence of Progress - Professional Learning on SIOP practices and tools occurred on August 7th and January 6th. Staff learned about effective instructional strategies that support emergent bilingual students. Strategies centered around 4 areas for both sessions: learning environment, visual supports, sentence stems/frames, and structured interactions. TELPAS information regarding upcoming testing was also reviewed to ensure teachers understand testing and security expectations.</p> </div> <div data-bbox="1283 1092 2007 1179"> <p>Feb February Evidence of Progress</p> <p>June June Evidence of Progress</p> </div>
<div data-bbox="468 1268 516 1317"></div> No Progress <div data-bbox="766 1268 814 1317"></div> Accomplished <div data-bbox="1083 1268 1134 1317"></div> Continue/Modify <div data-bbox="1440 1268 1488 1317"></div> Discontinue	

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By May 2026, the percentage of 3rd - 5th grade students that score Meets grade level or above on the STAAR Math Assessments will increase from 77% to 80% by May 2026.



Evaluation Data Sources: STAAR 2025



STAAR Interim Spring 2026







STAAR 2026

3rd - 5th NWEA MAP Growth Math Student and School Reports

3rd - 5th Math Unit Summative Assessments

Strategy 1 Details	Reviews
<p>Strategy 1: PLC meetings to review K-5th grade student performance and identify priorities for targeted math instruction will occur at least once every nine weeks, ensuring all students receive the necessary accelerated instruction, including both interventions and enrichment, to address their individual needs.</p> <p>Strategy's Expected Result/Impact: Teachers will enhance math instruction by focusing on priority TEKS, integrating activities aligned with the appropriate Depth of Knowledge (DOK) levels, and ensuring all students make progress in their targeted areas for intervention or enrichment.</p> <p>Staff Responsible for Monitoring: Administration Math Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<div data-bbox="1283 115 2030 690"> <p>Oct October Evidence of Progress</p>  <p>Signal - On Track Adjustments - None Support Needed - None</p> <p>Evidence of Progress: K-5th teachers participated in a grade level PLC meeting during the first nine weeks to review student performance in 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. Each grade level has selected teachers trained in Hand to Mind and Number Worlds so identified students receive the appropriate tiered intervention. On August 7th, math teachers participated in professional learning on strengthening rigor in math.</p> </div> <div data-bbox="1283 690 2030 1209"> <p>Dec December Evidence of Progress</p>  <p>Signal - On Track Adjustments - None Support Needed - None</p> <p>Evidence of Progress: K-5th teachers participated in a grade level PLC meeting during the second nine weeks to review student performance in 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. Each grade level has selected teachers trained in Hand to Mind and Number Worlds so identified students receive the appropriate tiered intervention.</p> </div> <div data-bbox="1283 1209 2030 1349"> <p>Feb February Evidence of Progress</p> <p>June June Evidence of Progress</p> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: 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 at least once a semester.</p> <p>Strategy's Expected Result/Impact: Through ongoing progress monitoring of individual student goals, teachers will gain a clear and comprehensive understanding of each student's growth and development.</p> <p>Staff Responsible for Monitoring: Administration 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 data-bbox="1283 118 2020 256"> <p>Oct October Evidence of Progress</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 student goal setting, occurred on August 6th and September 26th for teachers. Grade levels finalized their specific goal setting and progress monitoring forms so there is consistency across each grade level. Walkthrough and T-TESS data indicate that individualized goal setting is occurring in 70% of the classrooms with a progress monitoring component included.</p> </div> <div data-bbox="1283 605 2020 1105"> <p>Dec December Evidence of Progress</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 student goal setting, occurred on August 6th and September 26th for teachers, as well as at a faculty meeting on November 5th. Grade levels finalized their specific goal setting and progress monitoring forms so there is consistency across each grade level. Walkthrough and T-TESS data indicate that individualized goal setting is occurring in 70% of the classrooms with a progress monitoring component included.</p> </div> <div data-bbox="1283 1122 2020 1211"> <p>Feb February Evidence of Progress</p> <p>June June Evidence of Progress</p> </div>

Strategy 3 Details	Reviews
<p>Strategy 3: ALL K - 5th 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: Gifted and talented students will have ongoing opportunities to deepen their understanding and enhance their knowledge of applicable TEKS through project based learning opportunities throughout the year.</p> <p>Staff Responsible for Monitoring: Administration Champion of Gifted Services (COG)</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>  <div> October Evidence of Progress Signal - On Track Adjustments - None Support Needed - None 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. Two GT Committee meetings have been conducted to review the GTLP goals as well as Innovation Hour expectations. </div> </div> </div> <div> <div>Dec</div> <div>  <div> December Evidence of Progress Signal - On Track Adjustments - None Support Needed - None 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. Three GT Committee meetings have been conducted to review the GTLP goals as well as Innovation Hour expectations. Madden's Spring GT Showcase has also been scheduled. </div> </div> </div> <div> <div>Feb</div> <div> February Evidence of Progress </div> </div> <div> <div>June</div> <div> June Evidence of Progress </div> </div>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 3: By May 2026, the percentage of 5th grade students passing the Science STAAR test will increase from 83% to 85%, as measured by the STAAR Science Assessment administered in Spring 2026.



Evaluation Data Sources: STAAR 2025

STAAR Interim Spring 2026



STAAR 2026

3rd - 5th NWEA MAP Growth Science Student and School Reports

5th Grade Unit Summative Assessments

Strategy 1 Details	Reviews
<p>Strategy 1: Strategy One Professional learning on K-5th science curriculum and tools will be conducted throughout the year.</p> <p>Strategy's Expected Result/Impact: Teacher will enhance their science instruction by emphasizing priority TEKS and incorporating activities aligned to the appropriate Depth of Knowledge (DOK) level aligned to the TEKS.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	<p>Oct</p> <p>October Evidence of Progress</p> <p> Signal - On Track Adjustments - None Support Needed - None</p> <p>Evidence of Progress: 3rd-5th teachers participated in a grade level PLC meetings during the first nine weeks to review student performance in science. Additional science tools and materials for hands-on lessons were purchased with campus funds, and the Madden PTO also purchased each team a \$250 Wal-Mart Gift Card to purchase additional materials for hands-on lessons. Walkthrough and T-TESS data indicate that the science story board and science instructional model is occurring in all K-5th science classrooms. On September 26th, K-5th science teachers participated in professional learning on writing a short constructed response in science. K - 5th science teachers also participated in required professional learning on October 20th that reviewed the upcoming science units for the 2nd nine weeks.</p> <p>Dec</p> <p>December Evidence of Progress</p> <p> Signal - On Track Adjustments - None Support Needed - None</p> <p>Evidence of Progress: 3rd-5th teachers participated in a grade level PLC meetings during the second nine weeks to review student performance in science. Additional</p>



Feb	February Evidence of Progress
June	June Evidence of Progress







Strategy 2 Details	Reviews
<p>Strategy 2: PLC meetings to review 3rd-5th student performance data and identified areas of targeted science instruction will be held at least once per nine weeks.</p> <p>Strategy's Expected Result/Impact: Students in grades 3-5 will demonstrate growth in science through ongoing monitoring and targeted support, with appropriate assessments used to measure both mastery and progress.</p> <p>Staff Responsible for Monitoring: Administration</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 data-bbox="1283 118 2022 462"> <p>Oct October Evidence of Progress</p>  <p>Signal - On Track Adjustments - None Support Needed - None</p> <p>Evidence of Progress: 3rd-5th teachers participated in a grade level PLC meeting during the first nine weeks to review student performance in science and identified targeted areas of instruction. They also collaboratively planned science instruction using the new science curriculum and resources.</p> </div> <div data-bbox="1283 479 2022 823"> <p>Dec December Evidence of Progress</p>  <p>Signal - On Track Adjustments - None Support Needed - None</p> <p>Evidence of Progress: 3rd-5th teachers participated in a grade level PLC meeting during the second nine weeks to review student performance in science and identified targeted areas of instruction. They also collaboratively planned science instruction using the new science curriculum and resources.</p> </div> <div data-bbox="1283 839 2022 876"> <p>Feb February Evidence of Progress</p> </div> <div data-bbox="1283 893 2022 930"> <p>June June Evidence of Progress</p> </div>
<div data-bbox="468 1019 516 1068"></div> No Progress <div data-bbox="766 1019 814 1068"></div> Accomplished <div data-bbox="1081 1019 1129 1068"></div> Continue/Modify <div data-bbox="1438 1019 1486 1068"></div> Discontinue	

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, we will increase overall staff satisfaction by 3% through a campus focus on the principles of professionalism, accountability, and communication as measured by the district's Culture-Climate and Student Engagement survey.

Evaluation Data Sources: FBISD's Culture-Climate and Student Engagement Survey Results




Strategy 1 Details	Reviews
<p>Strategy 1: Madden Elementary will maintain a professional culture that includes clear expectations for professionalism, fosters consistent two-way communication, and strengthens accountability through regular feedback and recognition to enhance overall staff satisfaction.</p> <p>Strategy's Expected Result/Impact: Madden Elementary will foster a positive and collaborative work environment, leading to higher staff morale, stronger professional relationships, and an increase in overall staff satisfaction.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<div data-bbox="1276 115 2030 714"> <p>Oct October Evidence of Progress</p>  <p>Signal - On track Adjustments - None Support Needed - None</p> <p>Madden Elementary upholds clear professional expectations through a variety of established practices and documentation. At the start of each year, staff review a campus handbook and professional expectations to ensure shared understanding. These expectations are reinforced through meeting agendas, professional development sessions, and daily interactions between faculty and staff. Staff consistently demonstrate adherence to norms such as punctuality, respectful communication, and appropriate conduct. Accountability and growth are supported by regular feedback cycles, peer observations, and coaching. Staff achievements are recognized through formal campus recognition programs and performance reviews.</p> </div> <div data-bbox="1276 714 2030 1315"> <p>Dec December Evidence of Progress</p>  <p>Signal - On track Adjustments - None Support Needed - None</p> <p>Madden Elementary upholds clear professional expectations through a variety of established practices and documentation. At the start of each year, staff review a campus handbook and professional expectations to ensure shared understanding. These expectations are reinforced through meeting agendas, professional development sessions, and daily interactions between faculty and staff. Staff consistently demonstrate adherence to norms such as punctuality, respectful communication, and appropriate conduct. Accountability and growth are supported by regular feedback cycles, peer observations, and coaching. Staff achievements are recognized through formal campus recognition programs and performance reviews.</p> </div> <div data-bbox="1276 1315 2030 1471"> <p>Feb February Evidence of Progress</p> <p>June June Evidence of Progress</p> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: Madden Elementary will hold family engagement events twice each semester to strengthen school-home partnerships and expand opportunities for parent involvement.</p> <p>Strategy's Expected Result/Impact: Stronger relationships between families and the school will be established, parent participation in campus activities will increase, and greater collaboration in supporting student learning and success will occur.</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</p>	<div> <div>Oct</div> <div>  <div> October Evidence of Progress Signal - On track Adjustments - None Support Needed - None Evidence of Progress - The steps for volunteering at Madden, as well as volunteering opportunities, have been sent to all Madden families. Parents have volunteered for the fall book fair, PTO staff spirit days, and our upcoming Veterans Day Program in November. All Madden families were invited to Meet the Teacher on August 7th as well as Open House on September 11th. Madden PTO's annual Greet and Treat for all families is on October 23rd. </div> </div> </div> <div> <div>Dec</div> <div>  <div> December Evidence of Progress Signal - On track Adjustments - None Support Needed - None Evidence of Progress - The steps for volunteering at Madden, as well as volunteering opportunities, have been sent to all Madden families. Parents have volunteered for the fall book fair, PTO staff spirit days, the Veterans Day Program in November, as well as at the Winter Parties in December. All Madden families were invited to Meet the Teacher on August 7th as well as Open House on September 11th. Madden PTO's annual Greet and Treat for all families was on October 23rd. </div> </div> </div> <div> <div>Feb</div> <div> February Evidence of Progress </div> </div> <div> <div>June</div> <div> June Evidence of Progress </div> </div>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 2: By May 2026, we will increase Madden's student engagement by 2% through a campus focus on the principles of professionalism, accountability, and communication as measured by FBISD's Culture-Climate and Student Engagement Survey.

Evaluation Data Sources: FBISD Culture-Climate and Student Engagement Survey Results

Strategy 1 Details	Reviews
<p>Strategy 1: Madden Elementary will implement systems that promote professionalism, accountability, and clear communication, including consistent classroom expectations, opportunities for student voice, and recognition programs to strengthen student engagement.</p> <p>Strategy's Expected Result/Impact: Madden Elementary students will feel more connected, valued, and motivated in their learning environment, leading to increased participation, stronger relationships with staff, and improved overall 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</p>	<div> <div>Oct</div> <div>  <div> October Evidence of Progress Signal - On track Adjustments - None Support Needed - None Evidence of Progress - Madden has 13 after school extra-curricular clubs. The Madden Wellness Committee has met 2 times this semester. They have helped organize and promote student activities for Turn It Gold Week, National Walk to School Day, and Red Ribbon Week. One student per class is recognized every month at the You Matter at Madden award ceremony. Madden's PTO also contracted with APEX fundraising company. The APEX team taught leadership lessons to all PreK - 5th Madden classes from October 1st - 9th. </div> </div> </div> <div> <div>Dec</div> <div>  <div> December Evidence of Progress Signal - On track Adjustments - None Support Needed - None Evidence of Progress - Madden has 13 after school extra-curricular clubs. The Madden Wellness Committee has met 3 times this semester. They have helped organize and promote student activities for Turn It Gold Week, National Walk to School Day, and Red Ribbon Week. One student per class is recognized every month at the You Matter at Madden award ceremony. Madden's PTO also contracted with APEX fundraising company. The APEX team taught leadership lessons to all PreK - 5th Madden classes from October 1st - 9th. </div> </div> </div> <div> <div>Feb</div> <div> February Evidence of Progress </div> </div> <div> <div>June</div> <div> June Evidence of Progress </div> </div>
Strategy 2 Details	Reviews
<p>Strategy 2: Madden Elementary staff will engage in professional learning focused on implementing consistent positive behavior interventions and supports, along with effective social-emotional learning and wellness practices.</p> <p>Strategy's Expected Result/Impact: Teachers will be equipped with consistent tools and strategies to</p>	<div> <div>Oct</div> <div>  <div> October Evidence of Progress Signal - On track Adjustments - None Support Needed - None </div> </div> </div>

manage behavior effectively, reduce classroom disruptions, and support students' social-emotional needs, allowing more time for high-quality instruction and positive teacher-student relationships.

Staff Responsible for Monitoring: Administration
Counselor

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Evidence of Progress: On August 7th all Madden staff participated in professional learning on PBIS to align student behavior with campus wide expectations. Madden staff and the PBIS Committee incorporate a multi-tiered system of supports for positive behavior practices, including but not limited to respect agreements, Guidelines for Success, and guidance lessons. All these items help create a positive learning environment for all students. The PBIS committee has met two times to review grade level discipline contracts, a behavior flow chart, incentives, and learner characteristic calendars. 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.

Dec



December Evidence of Progress

Signal - On track
Adjustments - None
Support Needed - None

Evidence of Progress: On August 7th all Madden staff participated in professional learning on PBIS to align student behavior with campus wide expectations. Madden staff and the PBIS Committee incorporate a multi-tiered system of supports for positive behavior practices, including but not limited to respect agreements, Guidelines for Success, and guidance lessons. All these items help create a positive learning environment for all students. The PBIS committee has met three times to review grade level discipline contracts, a behavior flow chart, incentives, and learner characteristic calendars. 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 and are successfully being implemented school wide.

Feb

February Evidence of Progress

June

June Evidence of Progress



No Progress



Accomplished



Continue/Modify









Discontinue

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By May 2026, Madden Elementary will demonstrate fiscal responsibility by ensuring 100% of all instructional resources purchased are within the campus budget allotment and aligned to campus priorities to improve student outcomes and meet instructional needs.



Evaluation Data Sources: Campus Budget
FBISD Curriculum
Monthly Budget Reports

Strategy 1 Details	Reviews
<p>Strategy 1: The principal will evaluate all instructional resource requests to verify they align with campus priorities, contribute to student success, and stay within the allotted budget.</p> <p>Strategy's Expected Result/Impact: This will ensure that all instructional resources are strategically selected, fiscally responsible, and directly support improved teaching effectiveness and student achievement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	<div> <div>Oct</div> <div>  <div> October Evidence of Progress Signal - On track Adjustments - None Support Needed - None </div> </div> </div> <div> <div>Dec</div> <div>  <div> December Evidence of Progress Signal - On track Adjustments - None Support Needed - None </div> </div> </div> <div> <div>Feb</div> <div> February Evidence of Progress </div> </div> <div> <div>June</div> <div> June Evidence of Progress </div> </div> <p>Each request is reviewed by the principal to verify its direct connection to instructional goals and student outcomes. Collaboration with the campus leadership team helps prioritize requests that provide the greatest benefit to students. All approved expenditures are monitored to ensure fiscal responsibility and adherence to the allotted budget, maintaining transparency and equity in resource allocation. The principal and executive assistant meet twice per month to review budget requests and accounts.</p> <p>Each request continues to be reviewed by the principal to verify its direct connection to instructional goals and student outcomes. Collaboration with the campus leadership team helps prioritize requests that provide the greatest benefit to students. All approved expenditures are monitored to ensure fiscal responsibility and adherence to the allotted budget, maintaining transparency and equity in resource allocation. The principal and executive assistant meet twice per month to review budget requests and accounts.</p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 2: By May 2026, Madden administration will ensure 100% efficient staffing in all teacher and instructional paraprofessional positions.

Evaluation Data Sources: FBISD Staffing Guidelines
FBISD Campus Projections
Monthly morale activities

Strategy 1 Details	Reviews
<p>Strategy 1: The administrative team will implement proactive strategies for recruitment and retention, incorporating ongoing staff support and morale-building activities, to promptly fill all teacher and instructional paraprofessional positions and maintain stable staffing year-round.</p> <p>Strategy's Expected Result/Impact: This will lead to consistent, high-quality instruction and support for students, reduced staff turnover, and a positive, stable learning environment throughout the year.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	<div data-bbox="1283 115 2030 690"> <p>Oct October Evidence of Progress</p>  <p>Signal - On track Adjustments - None Support Needed - None</p> <p>The administrative team implements proactive recruitment and retention strategies to ensure all teacher and instructional paraprofessional positions are filled promptly to help staffing remain stable throughout the year. To support retention, administration prioritizes continuous staff support, mentorship for new hires, and regular check-ins to address needs early. Morale-building activities, such as staff recognition, team-building events, and wellness initiatives, are integrated to foster a positive work environment. These combined strategies help create a supportive, engaged, and committed staff community that contributes to consistent student success.</p> </div> <div data-bbox="1283 690 2030 1258"> <p>Dec December Evidence of Progress</p>  <p>Signal - On track Adjustments - None Support Needed - None</p> <p>The administrative team implements proactive recruitment and retention strategies to ensure all teacher and instructional paraprofessional positions are filled promptly to help staffing remain stable throughout the year. To support retention, administration prioritizes continuous staff support, mentorship for new hires, and regular check-ins to address needs early. Morale-building activities, such as staff recognition, team-building events, and wellness initiatives, are integrated to foster a positive work environment. These combined strategies help create a supportive, engaged, and committed staff community that contributes to consistent student success.</p> </div> <div data-bbox="1283 1258 2030 1409"> <p>Feb February Evidence of Progress</p> <p>June June Evidence of Progress</p> </div>



No Progress



Accomplished



Continue/Modify



Discontinue