

Fort Bend Independent School District

Madden Elementary

2025-2026 Campus Improvement Plan



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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Madden Elementary has an extremely diverse student population with an enrollment of 925 students, comprised of a variety of learners. This diversity allows for students to learn and interact with students from other cultures and backgrounds. Overall, our students respect and value our diversity, and this is evident in our low discipline referrals and student engagement.

Madden's overall attendance rate for students 96.40%

The student population is diverse and in Spring 2025 was as follows:

Student Group	Count	Percent
African American	122	13.20%
Hispanic	78	8.44%
White	95	10.28%
American Indian	10	1.08%
Asian	587	63.53%
Pacific Islander	0	0.00%
Two or More Races	32	3.46%
Emergent Bilingual	299	32.36%
Special Education	126	13.64%
Economically Disadvantaged	214	23.16%
GT	106	11.47%
At Risk	361	39.07%

Madden Elementary's At-Risk data indicates that 39.07% of our students are at-risk while 23.16% of our students are Economically Disadvantaged. The Economically Disadvantaged rate doubled from 2019-2020 when it was 12.3% to the 2023 – 2024 school year when it was 24.61%. However, there was a 1.45% decrease over the past school year.

Enrollment of Emergent Bilingual is 32.36% of the student population at Madden Elementary, with 299 students identified speaking English as a Second Language. There are a total of 41 different languages spoken at Madden, with 32.36% of Madden's students hearing/learning a language other than English spoken in their home. Our TELPAS results indicated that 54% of our K-5th Emergent Bilingual students scored Advanced or Advanced High. A total of 59 students were reclassified during the 2024-2025 school year.

The list of home languages spoken at Madden include the following:

Akan	Amharic	Arabic
Bengali	<u>Bengla</u>	Cantonese
Akan	Amharic	Arabic
Cebuano	Chinese	Dutch
English	French	Gujarati
Haitian Creole	Hindi	Igbo/Ibo
Ilocano	Kannada	Konkani
Malayalam	Mandarin	Marathi
<u>Marwadi</u>	Nepali	Pilipino
Punjabi	Russian	Sindhi
Spanish	Tagalog	Tamil
Telugu	Thai	<u>Tigreni</u>
Tigrinya	Turkish	Turkmen
Urdu	Urdu	Vietnamese
<u>Woloff</u>	Yoruba	

Gifted and Talented

Madden serves 106 GT students. Opportunities for independent study are available to all 1st-5th grade GT students daily through Innovation Hour during Husky Huddle. GT students present their academic endeavors at the annual GT Showcase every spring. Also, additional enrichment opportunities are available to all students through Spelling Bee, National History Day, Science Fair, Destination Imagination, and various clubs.

SPED

Our special education population has almost tripled since 2019. In 2019, only 40 students were identified as special education while we now currently have 126 students receiving special education services. Of these 126 students, 61 students (48.41%) are identified as autistic. We have 4 specialized programs at Madden, including SAILS, CLaSS, and ECSE (Traditional and Inclusion). We had a total of 25 students in self-contained programs during the 2024-2025 school year. The increase in students identified in special education reflects an effective intervention, referral, and Child Find program.

Demographics Strengths

Madden Elementary has an extremely diverse student population comprised of a variety of learners. This diversity allows for students to learn and interact with students from other cultures and backgrounds. Our students are equipped to navigate working with students from various backgrounds who have different beliefs and views. Because of this, our students respect and value our diversity. This is evident in our low discipline referrals.

Being home to a diverse population of families, Madden Elementary takes pride in embracing inclusivity where cultural awareness is celebrated by learning from one another. This is evidenced through many school-wide activities, including the campus' annual Multicultural Day, where students and the surrounding community come together to share their unique cultures and participate in a school-wide parade.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Madden Elementary teachers need additional professional learning to enhance instructional practices and support systems to more intentionally address the unique academic, linguistic, and social-emotional needs of all learners.

Root Cause: Although Madden Elementary embraces and celebrates its growingly diverse student population, the rapid increase in Emergent Bilingual, Special Education, and Economically Disadvantaged students presents evolving academic and support needs that require more targeted, inclusive instructional and intervention strategies.

Student Learning

Student Learning Summary

Madden Elementary demonstrates a strong level of student achievement across all grade levels. In grades 3 through 5, 95% of students met the passing standard on the STAAR Reading Assessment, while 93% achieved passing scores on the STAAR Math Assessment. School-wide data from MAP Growth, MAP Fluency, CIRCLE, and District Learning Assessments show a high percentage of students performing at or above grade level.

End-of-year (EOY) CIRCLE data for Pre-K indicates that 90% of students exhibit strong phonological awareness skills, and 96% show strong foundational skills in math. MAP Fluency, administered to all students in grades K–2, revealed significant growth in Oral Reading Fluency. In 1st grade, the percentage of students demonstrating oral reading skills increased from 20% at the beginning of the year (BOY) to 73% by EOY. Similarly, 2nd grade students improved from 64% at BOY to 92% at EOY.

MAP Growth data for grades K–5 showed that, on average, 69% of students achieved high performance in Reading, while 70% did so in Math. Additionally, 52% of K–5 students demonstrated at least one year's academic growth in Reading, and 57% achieved the same in Math. In Science, 65% of students in grades 3–5 met or exceeded one year's growth.

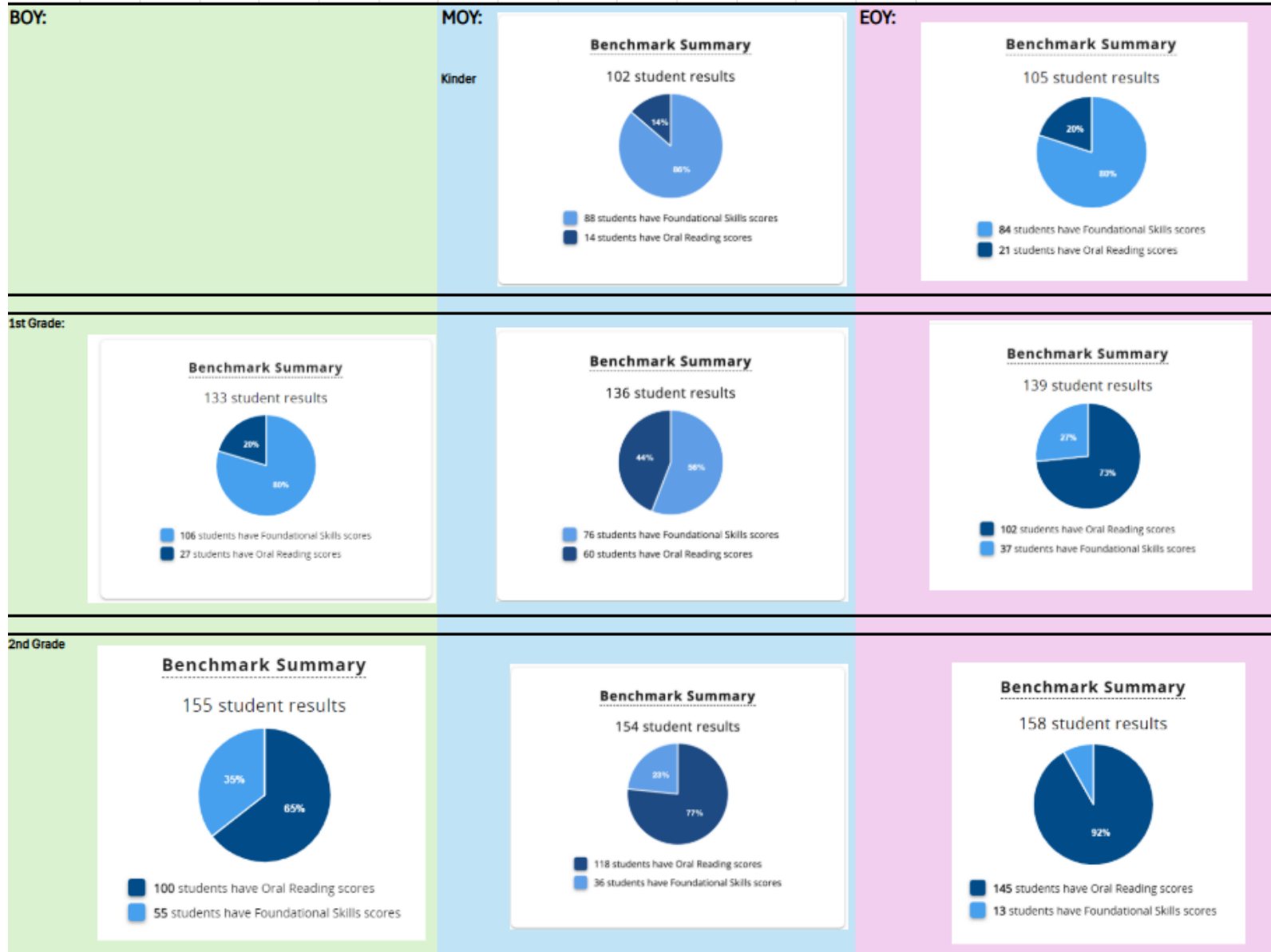
For our Emergent Bilingual population, TELPAS results indicated that 54% of students in grades K–5 scored at the Advanced or Advanced High proficiency levels. Notably, 59 students were reclassified during the 2024–2025 school year.

CIRCLE Data

Circle ELAR			
Grade: PK			
	Circle BOY	Circle MOY	Circle EOY
Rapid Vocabulary	53%	89%	81%
Syllabication	16%	70%	83%
Onset/Rime	25%	62%	83%
Alliteration	16%	58%	73%
Rhyming I	8%	72%	77%
Writing		89%	88%
Letter/Sound Corr.		91%	92%
Rhyming II		68%	77%
Overall Measure	67%	89%	90%

Circle Math			
Grade: PK			
	Circle BOY	Circle MOY	Circle EOY
Rote Counting	49%	91%	92%
Shape Naming	82%	92%	96%
# Discrimination	84%	96%	96%
# Naming	82%	92%	96%
Shape Discrimination	90%	96%	98%
Counting Sets	55%	91%	92%
Operations	31%	72%	90%
Overall Measure	96%	96%	96%

MAP Fluency Data



MAP Growth Data

Percentile Rank Achievement

Grade	Reading EOY				
	0-20%	21-40%	41-60%	61-80%	>80%
Kinder	13%	10%	11%	19%	47%
1st	4%	9%	14%	32%	41%
2nd	6%	8%	20%	31%	35%
3rd	7%	5%	18%	31%	39%
4th	1%	9%	16%	40%	34%
5th	5%	9%	26%	25%	35%
Average:	6%	8%	18%	30%	39%

Grade	Math EOY				
	0-20%	21-40%	41-60%	61-80%	>80%
Kinder	9%	10%	13%	19%	49%
1st	7%	8%	18%	24%	43%
2nd	7%	9%	18%	43%	23%
3rd	5%	5%	13%	38%	39%
4th	0%	3%	25%	29%	43%
5th	11%	4%	16%	36%	33%
Average:	7%	7%	17%	32%	38%

Conditonal Growth Percentile

Grade	Reading EOY				
	0-20%	21-40%	41-60%	61-80%	>80%
Kinder	30%	17%	9%	22%	22%
1st	12%	21%	27%	24%	16%
2nd	22%	23%	24%	21%	10%
3rd	13%	23%	31%	21%	12%
4th	16%	28%	32%	16%	8%
5th	24%	25%	28%	18%	5%
Average:	20%	23%	25%	20%	12%

Grade	Math EOY				
	0-20%	21-40%	41-60%	61-80%	>80%
Kinder	20%	19%	22%	19%	20%
1st	12%	21%	15%	26%	26%
2nd	22%	36%	17%	16%	9%
3rd	14%	13%	24%	25%	24%
4th	20%	23%	22%	21%	14%
5th	31%	29%	18%	11%	11%

Average:	20%	24%	20%	20%	17%
Grade	Science EOY				
	0-20%	21-40%	41-60%	61-80%	>80%
3rd	15%	24%	22%	23%	16%
4th	14%	11%	23%	27%	25%
5th	19%	22%	18%	21%	20%
Average:	16%	19%	21%	24%	20%

TELPAS Data

Grade Level	Beginner	Intermediate	Advanced	Advanced High					
Kinder	47%	49%	0%	0%					
1st	2%	44%	34%	20%					
2nd	0%	35%	57%	0%	0.02% Beginner	0.07% Advanced High			
3rd	0%	33%	55%	0%	0.03% Beginner	0.09% Advanced High			
4th	0%	19%	81%	0%					
5th	0%	23%	77%	0%					
Totals	8%	33%	50%	3%					
59 students reclassified via the 2024 TELPAS									

STAAR Data

STAAR Scores Over Time

Subject	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
3rd Reading	96%	94%	94%	96%	94%
3rd Math	92%	92%	92%	98%	92%
4th Reading	86%	91%	94%	95%	99%
4th Math	83%	93%	89%	88%	95%
5th Reading	91%	97%	96%	95%	91%
5th Math	79%	96%	98%	94%	92%
5th Science	75%	94%	93%	85%	83%

24-25 STAAR Approaches, Meets, and Masters Percentages

	Approaches	Meets	Masters
3rd Reading	94%	76%	49%
3rd Math	92%	81%	44%
4th Reading	99%	85%	51%
4th Math	95%	74%	49%
5th Reading	91%	79%	58%
5th Math	92%	77%	53%
5th Science	83%	52%	26%

Student Learning Strengths

Madden Elementary is committed to meeting the academic needs of all students through structured, data-driven intervention and enrichment practices. Each day, students participate in a 45-minute block called Husky Huddle. During this time, identified students receive individualized, targeted small group intervention, while other students participate in enrichment activities. Teachers regularly engage in the Student Support Team (SST) process to monitor the progress of struggling students, make informed academic decisions, and set goals to support each learner's success. When additional support is needed, staff initiate the Special Education referral process to develop tailored academic plans that ensure continued growth.

Both the Campus Support Team and Instructional Leadership Team play a vital role in sustaining student achievement by analyzing data trends and identifying areas requiring additional support. Intervention in both math and reading is implemented with fidelity across all grade levels. This year, 12 students in grades 3–5 received Tier 3 Number Worlds math intervention, with 92% demonstrating appropriate academic growth. Additionally, 30 students in kindergarten through 5th grade participated in Tier 3 Leveled Literacy Intervention (LLI), with 90% either showing expected growth or qualifying for special education services. In total, 103 students received Tier 2 or Tier 3 intervention support during the school year.

Madden also fosters the development of well-rounded students through a wide range of extracurricular opportunities. Over 300 students participate in after-school clubs, which provide avenues for students to explore their interests, express creativity, and build leadership and collaboration skills. The school offers 12 clubs and 2 student organizations.

The National Elementary Honor Society (NEHS) at Madden includes 82 fifth-grade students who exemplify academic excellence, community service, and strong character. The Student Council, consisting of 45 student members from grades 3–5 and five elected student officers, plays an integral role in promoting student voice and campus involvement. The council has earned several prestigious honors, including the 2022–2023 American Student Council Association of Excellence Award and the TEPSA Student Leadership Award, which it has received twice.

These efforts reflect Madden Elementary's holistic approach to education—supporting both academic growth and personal development to ensure all students thrive.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Although overall student achievement at Madden Elementary is high, data indicates an opportunity for staff to progress monitor academic learning in math and reading to ensure all students meet their expected targeted growth.

Root Cause: This is primarily due to inconsistent progress monitoring and enhanced differentiation during intervention time, limiting the ability to fully accelerate learning for all students, particularly those already performing at or near grade level.

School Processes & Programs

School Processes & Programs Summary

Instructional Programs and Curriculum Implementation

Madden Elementary fully implements all instructional programs required by the district and adheres to the district's curriculum, which is located in Schoology. Differentiated instruction is embedded in daily practice to address the diverse needs of all learners. Grade-level teams meet regularly to collaboratively plan instruction, design formative and summative assessments, and evaluate student progress. The campus is deeply committed to developing well-rounded learners through the integration of the FBISD Profile of a Graduate, emphasizing skills such as communication, collaboration, servant leadership, critical thinking, and responsible citizenship.

Professional Practices

Regular Professional Learning Community (PLC) meetings are held at both the grade level and outclass level to ensure fidelity in curriculum implementation and to analyze student data to determine next instructional steps and necessary interventions. Teachers apply research-based instructional models appropriate to each content area and use formative assessments to guide their decisions. Collaboration among teachers, specialists, and administrators during PLCs focuses on identifying areas for growth and celebrating instructional successes.

Campus administrators conduct frequent classroom walk-throughs, providing timely, targeted feedback through conferences, T-TESS evaluations, and PLC discussions. This feedback cycle supports continuous professional growth. The campus is supported by six district-mandated faculty committees and five campus-based committees, all led by staff members and administrators.

Organizational and Administrative Leadership

Madden Elementary's leadership team prioritizes the implementation of structured systems to support staff and ensure the delivery of high-quality instruction. Administrators regularly communicate expectations and important updates through PLCs, team leader meetings, faculty meetings, emails, and instructional observations. Instruction across the campus is aligned to the district curriculum, differentiated to meet student needs, and rooted in evidence-based practices.

The Student Support Team (SST) meets monthly to review progress-monitoring data for students receiving Tier 2 and Tier 3 interventions. These meetings inform decisions about next steps and ensure targeted supports are in place for individual students. The leadership structure includes one team leader per grade level (PreK–5), as well as representatives for SPED and Ancillary teams. The campus administrative team consists of one principal, two assistant principals, a Campus Compliance Coordinator, and the counselor.

Professional Learning and Staff Development

Madden Elementary is committed to recruiting, supporting, and retaining highly qualified educators. Staff recruitment occurs through FBISD job fairs, TALEO, and professional referrals. All first-year teachers are supported through the Teachers Advancing Professional Practice (TAPP) mentoring program, which provides a structured support system.

Ongoing professional learning is tailored to campus goals and staff needs, identified through walkthroughs, learning walks, and PLC conversations. Professional development sessions are collaboratively planned and delivered by campus staff, fostering a culture of shared leadership and peer modeling. Vertical planning opportunities allow staff to review instructional strategies and standards across grade levels, promoting student ownership of learning. Additional support is provided for first-year teachers and those new to the campus, focusing on classroom management, instructional models, district curriculum, and support for special populations.

Each grade-level team includes at least one member trained in Leveled Literacy Intervention (LLI) and Number Worlds, enabling those staff members to provide targeted interventions alongside specialists.

Student Safety and Well-Being

Madden Elementary prioritizes student safety and well-being through a robust Positive Behavioral Interventions and Supports (PBIS) framework. The Husky Pride initiative reinforces clear behavior expectations across the campus. Emergency drills are practiced routinely, and the campus Emergency Management Plan is regularly reviewed and updated.

A dedicated armed security officer conducts regular security checks and monitors building access. The Husky Buddy system ensures that students are never left unsupervised in the building. The school counselor delivers character education and guidance lessons and facilitates small groups and "lunch bunch" sessions to support students' social-emotional needs and equip them with problem-solving skills.

Gifted and Talented Program

Madden Elementary currently serves 98 identified Gifted and Talented (GT) students. GT students in grades 2–5 participate in independent learning projects during Innovation Hour, which takes place during the daily Husky Huddle block. These projects culminate in presentations at the annual GT Showcase. Additional enrichment opportunities for all students include participation in the Spelling Bee, Science Fair, National History Day, Destination Imagination, and after-school enrichment clubs.

Enrichment and Extracurricular Opportunities

Madden Elementary offers a wide range of extracurricular and academic opportunities designed to extend learning beyond the classroom and prepare students for future success. These programs foster critical thinking, creativity, and collaboration. Students participate in academic competitions and enrichment activities such as the Spelling Bee, Coding Competition, Science Fair, Innovation Hour Projects, National History Day, and Destination Imagination.

A team of students from Madden Elementary proudly represented the school at the 2024-2025 Destination Imagination Global Finals, earning an impressive 3rd place overall.

The campus hosts numerous before and after school clubs and organizations, including:

- Broadcast Team
- Choir
- National Elementary Honor Society (NEHS)
- Student Council
- Kids Fit Club
- Tech & Robotics Club
- Library Leaders
- Art & Photography Club
- Boys Running Club

- Lego Club, and more.

These experiences allow students to explore interests, develop leadership skills, and foster a sense of school pride and community involvement.

School Processes & Programs Strengths

Madden Elementary is committed to supporting Husky Huddle, a dedicated 45-minute daily block that provides students with opportunities for targeted intervention or enrichment. During this time, students with identified academic gaps receive individualized, skill-specific support, while other students engage in enrichment activities that foster independent and collaborative project-based learning. Throughout the day, staff and faculty consistently embed the attributes of the FBISD Profile of a Graduate and key Learner Dispositions into instruction and classroom culture.

The campus offers a wide array of after-school clubs for students in grades 3–5, with over 200 students participating and more than 20 staff members serving as club sponsors. These extracurricular opportunities support students' interests and help develop leadership, creativity, and teamwork.

Student ownership of learning is a core focus at Madden. Teachers and students work together to set individual goals, provide and receive ongoing feedback, and reflect on progress toward academic growth and mastery of grade-level content. This emphasis on ownership fosters strong student-teacher relationships, builds camaraderie among peers, and creates a classroom environment rooted in engagement, community, and belonging.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While Madden Elementary implements instructional programs and curriculum with fidelity, there is a need for more consistent monitoring and evaluation of intervention effectiveness during the Husky Huddle block to ensure all students receive appropriate support or enrichment.

Root Cause: This challenge stems from limited campus-wide opportunities to track and analyze the impact of interventions and enrichment activities on student growth during the designated intervention block.

Perceptions

Perceptions Summary

Campus Culture and Community Engagement

Carolyn and Vernon Madden Elementary opened its doors in the fall of 2015 and has proudly fostered a strong sense of community, affectionately known as “Husky Territory.” From its inception, Madden has prioritized maintaining a family-oriented atmosphere where collaboration between home and school is fundamental to student success. Open and consistent communication between teachers and parents is a cornerstone of this partnership, ensuring students are supported both academically and socially.

Parents play an active role in campus life, participating in numerous events, PTO meetings, and volunteer opportunities. With an open-door policy, campus administrators remain approachable and accessible to all stakeholders—teachers, parents, and community members alike—further reinforcing a welcoming and supportive school culture.

Madden Elementary serves as a vital part of the local community, with a unique, positive culture that unites staff, students, and families. Parents frequently visit campus, often joining their children for lunch, and demonstrate high levels of engagement. Student attendance has remained strong throughout the school year, consistently staying above 95%, supported by campus-wide attendance incentives. Discipline incidents remained minimal, contributing to a safe and respectful learning environment.

All campus committees include representatives from each team to ensure broad participation and shared decision-making. The Climate and Culture Committee plays a key role in maintaining staff morale by organizing school-wide events and promoting recognition and incentive programs throughout the year.

Instructional Effectiveness

Madden Elementary’s commitment to high-quality instruction is reflected in its Learning Walk data. Instruction was aligned to the rigor of the standards and the district’s scope and sequence 98% of the time. Students demonstrated a strong understanding of their learning goals, with 98% able to articulate what they were learning during classroom visits. Furthermore, 100% of classrooms had visible goal-setting systems and structures in place, and in 94% of classrooms, students had individual goals tied to success criteria and clearly identified areas for improvement.

Parent and Community Involvement

Madden offered over 20 parent and community engagement opportunities throughout the school year. A total of 265 parent volunteers helped oversee various activities, including:

- PTO Meetings
- Spirit Nights at local restaurants
- Award Celebrations
- Class Parties
- Meet the Teacher
- Open House
- Field Day
- Field Trips

One of the year's highlights was the highly successful PTO-sponsored movie night, which brought together families, staff, and community members for an evening filled with food, games, and a movie. Events like these continue to strengthen the home-school connection and foster a deep sense of community pride.

Perceptions Strengths

Madden Elementary's Climate and Culture Survey results reflect a highly positive staff outlook, with 94% of respondents indicating administrators foster a caring environment and embraces diversity. Additionally, 92% of staff indicated that administrators communicate well.

Student Engagement Survey:

The Student Engagement Survey revealed strong emotional and cognitive engagement among Madden students. The Overall Emotional Engagement Score was 3.30, placing it in the high category. Survey responses indicated that 93% of students believe their teachers are honest with them, and 93% feel that their teachers care about them as individuals, not just as students. Furthermore, 97% of students reported having friends at school, and 95% enjoy interacting with their peers. The Overall Cognitive Engagement Score was also 3.30, maintaining a high rating.

Attendance and Behavior Management:

To support consistent attendance, Madden Elementary provided attendance incentives to over 925 students, contributing to a sustained attendance rate above 95% for much of the year. A standardized Level One behavior form is utilized across PreK–5 to communicate behavior concerns with parents effectively.

According to the Schoolwide Assessment Survey (SAS), Madden achieved at least 90% implementation in all four core categories—schoolwide systems, classroom practices, Tier 2, and Tier 3 interventions—except for the following areas:

- My school has clear descriptions for behaviors that interfere with academic and/or social success and clear definitions between administrator-supported and staff-supported behaviors: 89%
- My school seeks input on core practices (e.g., teaching school-wide expectations, acknowledging expected behavior, responding to behavior errors) from students, families and members of the school community at least annually: 88%
- Our Tier 3 Team routinely shares with staff the proportions of students participating in Tier 3: 89%

Discipline and Safety:

Disciplinary incidents remained low, with only seven instances of in-school suspension (ISS) and one student receiving a single day of out-of-school suspension (OSS). Behavior Intervention Plans (BIPs) for Special Education students were reviewed and made accessible to relevant staff for implementation.

The Husky Buddy system, with representatives in each grade level, continues to promote safety by ensuring students do not wander the building unsupervised. Learning Walk data shows that 100% of classrooms display positively framed behavior expectations, and teachers consistently provide positive recognition to students.

PBIS Committee and Recognition Programs:

Madden's PBIS Committee meets monthly, with one representative from each team, to enhance school processes, behavior incentives, and attendance initiatives. The committee actively supports a positive school climate through programs such as "You Matter at Madden," which recognizes one student from each class monthly for demonstrating core values such as kindness, honesty, and integrity. Additionally, the "PAWSitive Referrals" program allows teachers to acknowledge students' achievements; an administrator then calls the student's parents with the student present to celebrate the accomplishment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some students at Madden Elementary struggle to consistently demonstrate socially appropriate interactions with peers, impacting peer relationships and classroom dynamics.

Root Cause: This challenge stems from limited explicit instruction and practice opportunities for social-emotional skills within daily routines and across all grade levels.

Priority Problem Statements

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			
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. 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. Staff Responsible for Monitoring: Administration Literacy Intervention Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Paper, Ink, DOK charts, Office Supplies, ELAR intervention and Enrichment Resources - 199 General Fund - \$2,000		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			

Strategy 2 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Administration Literacy Intervention Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Ink, Paper, Office Supplies - 199 General Fund - \$200	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Professional learning on incorporating SIOP strategies will be held for all PreK - 5th teachers a minimum of once per semester. 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. Staff Responsible for Monitoring: Administration Literacy Intervention Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Ink, Paper, Office Supplies - 199 English Language Learners - \$150	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  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			
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. 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. Staff Responsible for Monitoring: Administration 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 Funding Sources: Paper, Ink, DOK charts, Office Supplies, Math intervention and Enrichment Resources - 199 General Fund - \$2,000	Formative			Summative
	Oct	Dec	Feb	June
	Some Progress			

Strategy 2 Details		Reviews			
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. 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. Staff Responsible for Monitoring: Administration 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 Funding Sources: Ink, Paper, Office Supplies - 199 General Fund - \$200		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
Strategy 3 Details		Reviews			
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. 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. Staff Responsible for Monitoring: Administration Champion of Gifted Services (COG) TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Ink, Paper, Office Supplies - 199 General Fund - \$400		Formative			Summative
		Oct	Dec	Feb	June
		 Considerable			
 No Progress  Accomplished  Continue/Modify  Discontinue					

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			
Strategy 1: Strategy One Professional learning on K-5th science curriculum and tools will be conducted throughout the year. 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. Staff Responsible for Monitoring: Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Paper, Ink, DOK charts, Office Supplies, Science Instruction - 199 General Fund SCE - \$1,500	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Paper, Ink, DOK charts, Office Supplies - 199 General Fund - \$200	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			



No Progress



Accomplished



Continue/Modify



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			
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. 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. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Funding Sources: Paper, Ink, Office Supplies, Items for Morale Activities - 199 General Fund - \$1,000	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Madden Elementary will hold family engagement events twice each semester to strengthen school-home partnerships and expand opportunities for parent involvement. 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. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Paper, Ink, Office Supplies for Parent Meetings and Community Events - 199 General Fund - \$3,000	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			



No Progress



Accomplished



Continue/Modify



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 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			
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. 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. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Paper, Ink, Office Supplies, Award Certificates - 199 General Fund - \$1,000	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: Teachers will be equipped with consistent tools and strategies to 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 Funding Sources: Paper, Ink, Office Supplies, Tangible Incentives - 199 General Fund - \$1,000	Formative			Summative
	Oct	Dec	Feb	June
	 Some 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			
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. 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. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Ink., Paper, Office Supplies - 199 General Fund - \$100	Formative			Summative
	Oct	Dec	Feb	June
	 Some 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 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			
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. 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. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Funding Sources: Paper, Ink, Office Supplies, Incentive Items - 199 General Fund - \$1,000	Formative			Summative
	Oct	Dec	Feb	June
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

State Compensatory

Budget for Madden Elementary

Total SCE Funds: \$7,137.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

State Compensatory Education funds are used to provide additional programs and services beyond the regular education. At Madden, we will use our \$7137 SCE funds in the following ways: \$100 for literacy to support reading intervention and enrichment materials and activities to improve comprehension and fluency \$100 to support math intervention and enrichment materials and activities to improve targeted math skills development \$1500 for science to provide hands on materials and instructional tools to enhance science mastery \$2000 for teacher supplemental pay for before and after school tutorials \$500 for paraprofessional supplemental pay for before and after school tutorials \$2937 to purchase the computer program called Learning A to Z

Campus Funding Summary

199 General Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Paper, Ink, DOK charts, Office Supplies, ELAR intervention and Enrichment Resources		\$2,000.00
1	1	2	Ink, Paper, Office Supplies		\$200.00
1	2	1	Paper, Ink, DOK charts, Office Supplies, Math intervention and Enrichment Resources		\$2,000.00
1	2	2	Ink, Paper, Office Supplies		\$200.00
1	2	3	Ink, Paper, Office Supplies		\$400.00
1	3	2	Paper, Ink, DOK charts, Office Supplies		\$200.00
2	1	1	Paper, Ink, Office Supplies, Items for Morale Activities		\$1,000.00
2	1	2	Paper, Ink, Office Supplies for Parent Meetings and Community Events		\$3,000.00
2	2	1	Paper, Ink, Office Supplies, Award Certificates		\$1,000.00
2	2	2	Paper, Ink, Office Supplies, Tangible Incentives		\$1,000.00
3	1	1	Ink., Paper, Office Supplies		\$100.00
3	2	1	Paper, Ink, Office Supplies, Incentive Items		\$1,000.00
Sub-Total					\$12,100.00
199 General Fund SCE					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Paper, Ink, DOK charts, Office Supplies, Science Instruction		\$1,500.00
Sub-Total					\$1,500.00
199 English Language Learners					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Ink, Paper, Office Supplies		\$150.00
Sub-Total					\$150.00

Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CF	EMPL_STA	REPORTS_TO_DESCR
151 MADDEN	MADDEN EL	MADDEN EL	AIDE PRE-KINDERGARTEN	0.5	BHATIA	KIRAN	1 24		151	A	PRINCIPAL ELEM
151 MADDEN	MADDEN EL	MADDEN EL	SPECIALIST MATH ELEM	0.5	MILLER	KEEGAN	1 24		151	A	PRINCIPAL ELEM
151 MADDEN	MADDEN EL	MADDEN EL	SPECIALIST MATH ELEM	0.5	MILLER	KEEGAN	1 24		156	A	PRINCIPAL ELEM
151 MADDEN	MADDEN EL	MADDEN EL	TEACHER LIT INTRVN	1	SCHOENEBERG	HAILEY	1 24		151	A	PRINCIPAL ELEM
151 MADDEN	MADDEN EL	MADDEN EL	AIDE PRE-KINDERGARTEN	0.5	MILLER	REBECCA	1 24		151	A	PRINCIPAL ELEM
151 MADDEN	MADDEN EL	MADDEN EL	TEACHER GRADE PK	0.5	GRAHMANN	THERESA	1 24		151	A	PRINCIPAL ELEM
151 MADDEN	MADDEN EL	MADDEN EL	TEACHER GRADE PK	0.5	HAJDIK	STACIE	1 24		151	A	PRINCIPAL ELEM
151 MADDEN	MADDEN EL	MADDEN EL	TEACHER GRADE PK	0.5	PUNJANI	AMREEN	1 24		151	A	PRINCIPAL ELEM
151 MADDEN	MADDEN EL	MADDEN EL	AIDE PRE-KINDERGARTEN	0.5	NALLABANTU	SRUTHAKEERTHI	1 24		151	A	PRINCIPAL ELEM