



## **2025-2026 Action Plan**

**Forest Brook Middle School**

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# School Action Plan – Needs Assessment

District philosophy and guiding framework:

**Core Beliefs**

**Vision**

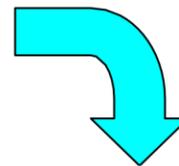
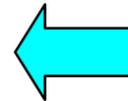
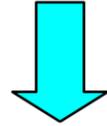
**Theory of Action**

Needs related to student achievement data

Needs related to improving the quality of instruction

System evaluation (philosophy, processes, implementation, capacity)

Key Actions



Parameters and metrics established by the District

# School Action Plan – Needs Assessment

District philosophy and guiding framework:

**Core Beliefs**

**Vision**

**Theory of Action**

## Needs related to student achievement data

- Maintain scholar average daily attendance at 94% or higher for the entire school year.
- Decrease the number of scholars in DAEP (alternative school) and OSS (out of school suspension) due to drug violations.
- Increase reading and math growth/achievement performance on NWEA MAP in all grade levels above the 50% percentile and into the High Growth/High Achievement Quintile.
- Continue to perform above the 50<sup>th</sup> percentile, in the High Growth/High Achievement Quintile, for Science NWEA MAP in all grade levels.
- Continue moving STAAR data to 30% Masters, 50% Meets, 80% Approaches, and 95% Growth in reading, math, and science, while moving Algebra I to 80% Masters, 100% Meets, and 100% Approaches.
- Continue to ensure daily high-quality instruction in all classrooms as evident by increased teacher weekly SPOT data and campus Independent Review Team (IRT) data consistently reaching Exemplary I performance levels.
- Maintain SPED compliance at 100% and increase SPED scholar growth/ achievement on NWEA MAP and STAAR.
- Continue to increase Emerging Bilingual/Newcomer language acquisition skills and academic achievement/growth on NWEA MAP, STAAR, and TELPAS.
- Continue to increase all scholars' Conventions of Standard English verbal and writing skills.
- Continue to increase the quality and number of Social Emotional Learning lessons scholars engage in weekly.

## Needs related to improving the quality of instruction

- Strengthen leadership density to ensure all leaders perform at the Highly Effective level, or higher, on both the Quality of Instruction Day to Day Coaching Rubric and the Leadership Professionalism Rubric.
- Strengthen leadership ability to consistently hold all accountable for reaching clearly defined instructional and achievement outcomes.
- Strengthen leadership ability to effectively plan and practice high quality instruction with teachers, as well as provide immediate feedback for lessons being created using the Forest Brook Middle School Lesson Internalization and Customization.
- Strengthen leadership ability to provide daily highly effective modeling and on-the-spot coaching to teachers that will lead to exemplary levels of high-quality instruction and scholars' mastery of objectives/standards.
- Ensure leaders and teachers execute consistent quantitative and qualitative data driven instructional systems and routines to drive high quality instruction in all classrooms daily utilizing the Forest Brook Middle School Data Analysis Presentation.
- Ensure all teachers and staff have mastered execution of engagement strategies to ensure 100% of scholars are 100% engaged 100% of the time.
- Execute weekly progress monitoring of all systems and actions related to improving high quality instruction and increasing scholar achievement; making adjustments as needed.

## System evaluation (philosophy, processes, implementation, capacity)

- Strengthen systems to build and monitor leadership density daily.
- Strengthen systems to track, monitor, intervene and celebrate scholar attendance to increase scholar average daily attendance rates.
- Strengthen systems to ensure staff and teachers are trained in Social Emotional Learning and are able to execute lessons and interventions, when needed, to decrease negative discipline interactions and consequences.
- Strengthen monitoring systems for transitions and areas where frequent negative behaviors occur to decrease negative discipline interactions and consequences.
- Strengthen systems for monitoring and engaging in daily planning using the Forest Brook Lesson Internalization and Customization Framework.
- Strengthen systems for daily calibrations, monthly peer observations, lesson practice, and peer feedback to consistently improve high-quality instruction.
- Strengthen systems for ELD interventionist lesson scheduling, on-the-spot coaching in classrooms, and providing high-quality instruction with a focus on English language acquisition.

# School Action Plan

<b>KEY ACTION ONE</b>	<b>Key Action</b> (Briefly state the specific goal or objective.)
	<p><u>High Quality Instruction:</u> Forest Brook Middle School will increase academic growth and achievement on NWEA MAP and STAAR through growing teacher and staff capacity to provide the highest quality instruction daily.</p>
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> <li>● By January 2026, 75% of teachers will score a 7 or higher in the Instruction domain on the SPOT observation conducted by the campus leadership team. The percentage of teachers will increase to 90% by May 2026.</li> <li>● By January 2026, Forest Brook Middle School will have an overall Independent Review Team (IRT) score of 11. This score will increase to 13 by May 2026.</li> <li>● By January 2026, the percentage of scholars in grades 6 through 8 that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP will increase from 32% to 42% in reading, from 29% to 39% in math and from 48% to 58% in science, as compared to January 2025 Fall to Winter data calculations. These numbers will increase by an additional 10% in May 2026 using Winter to Spring data calculations.</li> </ul>
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
<ul style="list-style-type: none"> <li>● Leaders will train new and returning teachers and staff on all the domains of the SPOT observation during pre-service to ensure teachers are able to execute each characteristic with mastery and provide daily high-quality instruction.</li> <li>● Leaders will ensure daily execution of high-quality instruction by providing on-the-spot coaching daily and bi-weekly written feedback using the SPOT observation form to guide continuous instructional practice improvements.</li> <li>● Leaders will conduct daily calibration walks with on-the-spot coaching and a follow-up visit to observe the impact of coaching, and ensure teachers are moving toward exemplary in their instructional practices and leading scholars to mastery of objectives/standards.</li> <li>● Leaders will provide professional development and practice of learning weekly through PLC's, instructional open labs, and DEMO days with a focus on the instructional components of TES, which includes all components of the SPOT.</li> <li>● Leaders will train Leaders In Training (LIT) team members on the SPOT observation form and conduct calibration walks of at least two classes a month to increase their leadership lens.</li> </ul>	

Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Teachers, Teacher Apprentice, and Learning Coaches will implement instructional best practices provided during professional development sessions, written feedback from spot observations, and on-the-spot coaching to ensure high quality instruction is executed daily.
- Teachers, Teacher Apprentice, and Learning Coaches will participate in monthly peer observations and provide each other with informal feedback using the SPOT observation form to collaboratively strengthen their instructional practices and provide high quality instruction daily.
- Leaders, Teachers, Teacher Apprentice, and Learning Coaches will meet as a content team daily. They will use the FBMS Lesson Internalization and Customization Framework to prepare Tier 1 and Tier 2/3: LSAE 2<sup>nd</sup> Teach lessons.
- Leaders, Teachers, Teacher Apprentice, and Learning Coaches will participate in PLC's, open labs, and DEMO days weekly to receive data driven professional development, practice upcoming lessons, give and receive peer feedback, reflect on practices, and improve the delivery of instruction to ensure scholars master concepts.

**Key Action One: Staff Development**

Who: Instructional Leaders

What: Provide professional development sessions: On-the-Spot Coaching, Daily Planning, PLC's, Open Labs, DEMO days.

When: Daily and Weekly

Where: Forest Brook Middle School and District Event Locations

**Key Action One: Budget**

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		

Other		
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Other		
		TOTAL
Funding sources:		

<b>KEY ACTION TWO</b>	<b>Key Action</b> (Briefly state the specific goal or objective.)
	<u>Special Education:</u> Improve SPED Instruction and Service Delivery: Forest Brook Middle School will increase SPED state and federal compliance. The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> <li>● By the end of the 2025-2026 school year, the principal will ensure that 100% of IEP’s include specific, clear, and measurable goals tailored to each scholar’s unique needs, as verified through random quarterly reviews.</li> <li>● Throughout the 2025-2026 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.</li> <li>● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.</li> <li>● By January 2026, the percentage of SPED scholars in grades 6 through 8 that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP will increase from 24% to 34% in reading, from 44% to 54% in math, and from 37% to 47% in science, as compared to January 2025 Fall to Winter data calculations. These numbers will increase an additional 10% by May 2026 using Winter to Spring data calculations.</li> </ul>
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
<ul style="list-style-type: none"> <li>● Leaders will ensure special education teachers participate in the Standards-Based IEP Process training through TEA Learns.</li> <li>● Leaders will ensure special education teachers utilize Goalbook to create measurable goals.</li> <li>● Leaders will work with Special Education Division Unit team to provide teachers training on how to document accommodations and modifications in PowerSchool.</li> <li>● Leaders will conduct random checks of accommodations and modifications in PowerSchool weekly.</li> <li>● Leaders and SPED Department Chair will perform campus based bi-monthly SPED folder audits, reviewing 20% of all SPED folders each time, with a focus on Quality of IEPs using the Office of Special Education Services Folder Audit Rubric.</li> <li>● Leaders will meet with SPED Department Chair and SPED Support weekly to review multiple layers of SPED compliance: ARDs, IEPs, Accommodations, Modifications, Progress Monitoring, 504, Dyslexia, and Documentation</li> <li>● Leaders and SPED Department Chair will train Co-Teachers, General Education Teachers, Teacher Apprentice and Learning Coaches on identifying an “instructionally proficient” IEP using the Office of Special Education Department Rubric.</li> <li>● Leaders and SPED Department Chair will train Co-Teachers, General Education Teachers, Teacher Apprentice and Learning Coaches on high-quality instruction/support, with a focus on differentiation and scaffolding to meet the needs of Tier 2/3 and SPED scholars.</li> </ul>	

Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Co-Teachers and Teachers will document all SPED scholar accommodations and/or modifications in PowerSchool weekly.
- Leaders, Co-Teachers, and Teachers will complete all required paperwork for ARD meetings and documentation of IEP implementation.
- Leaders, Co-Teachers, Teachers, and SPED Department Chair will attend all Pre-ARD meetings (to ensure all are prepared for the ARD) and ARD meetings as requested.
- Co-Teachers, Teachers, Teacher Apprentice and Learning Coaches will review each of their scholars' IEPs, utilizing the Office of Special Education Department Rubric; to get to know the strengths and needs of each SPED scholar and to ensure each IEP is at level 3.
- Co-Teachers, Teachers, Teacher Apprentice and Learning Coaches will implement instructional best practices provided during professional development sessions and on-the-spot coaching to ensure high-quality differentiated and scaffolded instruction is provided daily to all scholars.
- Leaders, Co-Teachers, Teachers, Teacher Apprentice, and Learning Coaches will meet as a content team daily. They will use the FBMS Lesson Internalization Framework to prepare Tier 1 and Tier 2/3: LSAE 2<sup>nd</sup> Teach lessons.
- Leaders, General-Ed Teachers, Teacher Apprentice, and Learning Coaches will attend Friday planning sessions, every three weeks, with the SPED Department Chair and Co-Teachers/Case Managers to provide evidence of IEP implementation and accommodations/modifications being executed daily in the general education instructional block.

**Key Action Two: Staff Development**

Who: Instructional Leaders and SPED Department Chair

What: Provide professional development sessions: On-the-Spot Coaching, Daily Planning, PLC's, Open Labs, DEMO days.

When: Daily and Weekly

Where: Forest Brook Middle School and District Event Locations

**Key Action Two: Budget**

Proposed item	Description	Amount
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Staff development		
Materials/resources		
Purchased services		
Other		
Other		
		TOTAL
Funding sources:		

<b>KEY ACTION THREE</b>	<b>Key Action</b> (Briefly state the specific goal or objective.)
	<p><u>Emerging Bilingual Scholars:</u>          Forest Brook Middle School has an increasing population of Emerging Bilingual Scholars, many of whom are Newcomers with limited English Language skills. We have many English speakers who have deficits in utilizing and applying the Conventions of Standard English. Forest Brook Middle School will improve English proficiency for Emerging Bilingual scholars’ and increase achievement and growth on NWEA MAP, TELPAS, and STAAR through the execution of consistent high-quality Tier 1 and Tier 2 differentiated instruction.</p>
	<b>Indicators of success</b> (Measurable results that describe success.)
	<ul style="list-style-type: none"> <li>● By January 2026, 75% of teachers will have evidence of providing differentiated and scaffolded instructional support for scholars during Tier 1 and Tier 2 instruction, as measured by the SPOT observation Instruction Domain and lesson material artifacts. This percentage will increase to 90% by May 2026.</li> <li>● By January 2026, scholars will have multiple opportunities to listen, read, write, and speak with peers utilizing engagement strategies in 75% of classrooms, as shown on the SPOT observation. This number will increase to 90% by May 2026.</li> <li>● By 2026 PEIMS snapshot, 100% of scholars identified as potential EB scholars defined by Home Language Survey indicators are tested and appropriately coded.</li> <li>● By May 2026, 100% of eligible EB scholars complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents or ineligible scholars testing or eligible scholars not testing to TEA.</li> <li>● By June 2026, 44% of Emerging Bilingual scholars will grow one level of proficiency, defined as SY2425 composite to SY25-26 composite on TELPAS.</li> <li>● By June 2026, 75% of Emerging Bilingual scholars will meet their individual growth target on NWEA MAP Reading.</li> </ul>
	<b>Specific actions – school leaders</b> (What specific action steps will the building leaders take to accomplish the objective?)
<ul style="list-style-type: none"> <li>● Establish strong and clearly defined systems for identification, enrollment, scheduling, and monitoring coding for all EB scholars, to ensure documentation, timelines and coding align with federal and state guidelines.</li> <li>● Pull current scholars’ composite ratings on TELPAS for 2024-2025 school year, percent of scholars who met reclassification criteria, and have interim target for English Language Proficiency standard internalized.</li> <li>● Leaders and ELD Interventionist will train teachers on using the EB SPOT form guidance document and the Forest Brook Middle School Lesson Internalization and Customization Framework with a focus on differentiating and scaffolding their lessons to meet the needs of Emerging Bilingual and Newcomer scholars during pre-service in August 2025.</li> <li>● Leaders and ELD Interventionist will provide job-embedded professional development/on-the-spot coaching daily, with written feedback weekly using the SPOT observation, with a focus on differentiation and scaffolding to support English Language Acquisition during Tier 1 and Tier 2/3 LSAE/2<sup>nd</sup> Teach instruction.</li> </ul>	

- Leaders and ELD Interventionists will train Teachers, Teacher Apprentice, and Learning Coaches on HISD specific engagement strategies/MRS that will provide multiple opportunities for scholars to increase their ability to listen, read, write, and speak in English.
- Leaders and ELD Interventionist will train Teachers, Teacher Apprentice, and Learning Coaches in writing across the curriculum, including a focus on the Conventions of Standard English, with short and extended constructed responses in reading/language arts, math, science, art of thinking, and social studies.

Specific actions – staff

(What specific action steps will the staff take to accomplish the objective?)

- Teachers, Teacher Apprentice and Learning Coaches will implement instructional best practices provided during professional development sessions on utilizing the FBMS Lesson Internalization Framework with a focus on differentiation and scaffolding to ensure correct English Language Acquisition for all scholars.
- Teachers, Teacher Apprentice and Learning Coaches will use feedback from on-the-spot coaching and SPOT observations to adjust their lessons and instructional delivery during Tier 1, and Tier 2/3 LSAE/2<sup>nd</sup> Teach instruction to increase scholars' academic achievement and growth.
- Teachers, Teacher Apprentice and Learning Coaches will execute HISD specific engagement strategies/MRS daily throughout their instructional block with fidelity to provide scholars multiple opportunities to listen, read, write, and speak in English.
- Teachers, Teacher Apprentice, and Learning Coaches in all contents, will ensure scholars write using a response card at least 3 times in each block, will have a daily SCR during Tier 1 instruction, provide SCR feedback weekly using the SCR rubric and ensure scholars complete an ECR once a month in all reading classrooms.
- Teachers, Teacher Apprentice, and Learning Coaches will participate in PLCs with a focus on MRS, SCR, and ECR across contents, will provide evidence of implementation, and provide peer feedback on how to improve scholars' writing.

**Key Action Three: Staff Development**

Who: Instructional Leaders and ELD Interventionist

What: Provide professional development sessions: On-the-Spot Coaching, Daily Planning, PLC's, DEMO days.

When: Daily and Weekly

Where: Forest Brook Middle School and District Event Locations

**Key Action Three: Budget**

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		
Funding sources:		