



2026 – 2027

Campus Action Plan

Campus Name

Forest Brook Middle School

Principal Name

Alicia Gobert Lewis

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Attendance Data 2025-2026 School Year:
Overall average attendance: 91.9% - 6th Grade 95% - 7th Grade 91% - 8th Grade 92%
Need: Continue implementing attendance improvement strategies to increase daily attendance toward the campus goal of 98%, with targeted interventions focused on seventh and eighth grade scholars.
Discipline Data 2025-2026 School Year:
OSS: 374 ISS 47 Other:12 DAEP Placement
Need: Continue to build relationships, provide counseling services, work together with families, and continue to ensure a high performance culture.
NWEA MAP Data 2025-2026 School Year (Fall to Spring Data):
Math: Overall Achievement 49th Percentile. Overall Growth 55th Percentile - 6th Grade in High Growth High Achievement Quintile, 7th and School in High Growth Low Achievement, and 8th in Low Growth Low Achievement Quintile
Need: Strengthen mathematics Tier I instruction, increase instructional rigor and conceptual understanding, and implement targeted interventions—particularly in grades seven and eight—to improve both student growth and overall achievement while increasing the percentage of scholars meeting or exceeding benchmark expectations.
Reading: Overall Achievement 53rd Percentile. Overall Growth 67th Percentile -6th, 7th, 8th Grade, and school are in High Growth High Achievement Quintile
Need: Continue strengthening literacy instruction while increasing academic rigor in writing, informational text, vocabulary development, and research so that student growth results in higher levels of proficiency and more scholars performing at the Meets and Masters levels.
Science: Overall Achievement 63rd Percentile. Overall Growth 77th Percentile -6th, 7th, 8th Grade, and school are in High Growth High Achievement Quintile
Need: Continue implementing inquiry-based, hands-on science instruction while increasing instructional rigor and targeted support in Physical Science to improve achievement and increase the percentage of scholars performing above benchmark.
STAAR Data 2025-2026 School Year?
Domain 1 (Scaled Score) - Increased 12 Points - 65 (D) to 77 (C)
Domain 2 (Scaled Score) - Increased 11 Points - 79 (C) to 90 (A)
Domain 3 (Scaled Score) - Increased 19 Points - 73 (C) to 92 (A)
Need: Implement consistent, high-quality Tier I instruction, targeted intervention, and ongoing progress monitoring to accelerate student achievement, close performance gaps among student groups, and increase the percentage of scholars meeting and exceeding grade-level standards across all assessed content areas.
TELPAS/EBs:
47% of scholars increased a performance level.
71% of EBs meet their growth target on Reading MAP. The goal was 75%.
Need: Continue implementing high-quality language acquisition strategies while strengthening academic vocabulary, reading comprehension, and writing instruction to increase achievement on MAP and STAAR for Emergent Bilingual scholars.

Needs related to improving the quality of instruction

IRT Data:
Overall Average: 13.43 - #1 = 12.18, #2 = 14.12, #3 = 13.625, #4 = 13.81
Overall Instructional Data:
Campus SPOT Average: 13.72 - Planning = 2.41/3, Instruction = 9.73/13, 1.80/2
TES Preliminary Teacher Ratings (Quality of Instruction is 45%) (out of 33 Teachers)
3 Exemplary = 9%, 7 Proficient II = 21%, 13 Proficient I = 39%, 6 Progressing II = 18%, and 4 Progressing I = 12%
LEAD Data:
Student Academic Outcomes (35%): 25.56/35
Quality of Instruction (30%): 24.59/30
Action Plan (15%): 12.45/15
Special Populations (10%): 6.08/10
Campus Leadership (10%): 8.33/10
Need:
Instructional quality has not yet resulted in consistent grade-level achievement across all content areas and scholar groups. Mathematics achievement, particularly in grades seven and eight, remains below desired levels, and writing and research continue to be the lowest-performing literacy domains. While scholars are growing academically, achievement data indicate that more students must transition from growth to proficiency by meeting or exceeding grade-level standards.
To accelerate scholar achievement, leaders must strengthen the consistency of Tier I instruction by ensuring rigorous, standards-aligned lessons are implemented in every classroom every day. Leaders and Teachers will continue to deepen lesson internalization, deliver high-quality instructional materials with fidelity, engage scholars in meaningful academic discourse, utilize frequent formative assessments to adjust instruction, and provide differentiated supports for Emergent Bilingual scholars, scholar receiving Special Education services, and other scholars requiring acceleration. Leadership will continue to build teacher capacity through instructional coaching, data-driven PLCs, daily classroom observations, and timely feedback to ensure instructional excellence is consistently translated into improved scholar outcomes.

System evaluation (philosophy, processes, implementation, capacity)

Forest Brook is a campus that has built strong structures for improvement and is now positioned to strengthen implementation, coherence, and accountability so that effective systems consistently produce higher levels of scholar achievement across all grades, content areas, and scholar groups.
Need:
Strengthen the coherence and alignment of instructional, intervention, and leadership systems around a common set of campus priorities.
Increase the effectiveness of PLCs by using scholar achievement, MAP, STAAR, and formative assessment data to drive instructional planning and intervention decisions.
Implement a systematic progress-monitoring process that includes frequent review of leading indicators and timely adjustments to instructional supports.
Increase the consistency and impact of instructional coaching, classroom observations, and feedback cycles to ensure high-quality Tier I instruction in every classroom.
Improve intervention monitoring to ensure that scholars receiving additional support demonstrate accelerated growth and increased proficiency.
Strengthen cross-department collaboration and accountability to ensure successful implementation of campus initiatives and sustained improvement in scholar achievement.
Establish regular implementation reviews to evaluate the effectiveness of campus systems, celebrate successful practices, and make data-informed adjustments throughout the school year.

Campus Action Plan Template

Key Action 1

Briefly state the specific goal or objective

Improve Tier I instruction in every classroom: Core Contents, Special Education, Seminars, Experiences, and Electives/Action Labs.

Indicators of Success

Measurable results that describe success

- By January 2027, 75% of teachers will score a 10 or higher in the Instruction domain of the SPOT, this will increase to 90% by May 2027.

By January 2027, all grades and contents will perform in the High Growth, High Achievement Quintiles on NWEA MAP MOY assessments. This performance will be maintained on NWEA MAP EOY May 2027.
- By January 2027, the percent of scholars projected to score Meets and/or Masters on STAAR based on MOY NWEA MAP data will increase by 10% from BOY NWEA MAP data. These percents will increase an additional 5% by May 2027 on EOY NWEA Map when compared to BOY NWEA MAP.
- By June 2027, all grades and contents will increase Meets performance by 5% and Masters performance by 10% on STAAR 2027.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Establish and communicate clear campus instructional non-negotiables aligned to the HISD instructional model and monitor implementation through daily walkthroughs.
- Conduct weekly classroom observations using the SPOT/Purposeful Instruction Look-Fors, providing actionable feedback within 24 hours focused on one high-leverage instructional action.
- Facilitate weekly PLCs centered on lesson internalization, DOL alignment, anticipated misconceptions, student work analysis, and differentiated planning.

Implement bi-weekly coaching cycles that include observation, reflective coaching conversations, modeling, co-planning, co-teaching, and follow-up observations to strengthen instructional practice. These coaching conversations should build trust, use emotional intelligence, and leverage influence to support professional growth and a high-performing team.
- Monitor implementation of the campus "Sweet 16" instructional expectations during walkthroughs and PLCs, ensuring consistent use across all classrooms.
- Analyze weekly walkthrough and formative data trends and use the findings to determine campus professional learning priorities.

Celebrate implementation fidelity and instructional excellence during faculty meetings and weekly staff communications.
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Specific Actions – Staff

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

- Internalize, customize, and practice every lesson through collaborative planning by unpacking the DOL, identifying success criteria, planning scaffolds, and anticipating misconceptions before instruction.
- Clearly communicate the purpose for learning and ensure scholars can articulate the lesson objective and success criteria throughout instruction.
- Implement the Forest Brook Sweet 16 instructional expectations daily, including teaching to the DOL, maintaining instructional pace, using Quick Response Cards, Pair-and-Share, and providing multiple opportunities for students to demonstrate understanding.
- Use daily formative assessments to adjust instruction in real time and provide immediate feedback to scholars.
- Participate fully in coaching cycles by implementing action steps, reflecting on practice, and demonstrating growth during follow-up observations.

Celebrate peers and scholars' growth mindset and academic success weekly.

Key Action One			
Staff Development	Who: District and Campus Instructional Leaders		
	What: Provide professional development sessions: On-the-Spot Coaching, Daily Planning, PLC's, DEMO days.		
	When: Daily and Weekly		
	Where: TEAMS, Campus and District Session Locations		
Budget	Proposed Item	Description	Amount
	Staff Development	Teachers will participate in targeted PD sessions that focus on improving high-quality instruction through PLCs, DEMO Days, Internalization/Planning sessions, and on-the-spot coaching.	0
	Materials/resources	District Curriculum, District PD Resources, Zearn, SPOT Form, and SPOT Calibration Form	0
	Purchased services	NA	0
	Other		0
	Other		0
	TOTAL		0
Funding Sources:			

Key Action 2

Briefly state the specific goal or objective

Strengthen Systems of Support for Emergent Bilingual and Special Education Scholars

Indicators of Success

Measurable results that describe success

- By January 2027, SPED scholars will increase overall growth performance in 6th through 8th grade on the MOY NWEA MAP Math and Reading by 5% to the 62nd percentile and Science to the 68th percentile. By June 2027 the overall growth will increase by an additional 5% in all contents.
- By January 2027, Emerging Bilingual scholars will increase overall growth performance on the MOY NWEA MAP Math and Reading by 5% to the 61st percentile and Science to the 77th percentile. By June 2027 the overall growth will increase by an additional 5% in all contents.
- By June 2027, 75% of Emerging Bilingual scholars will meet their individual growth target on NWEA MAP Reading.
- By January 2027, 100% of classrooms serving EB and SPED scholars will demonstrate evidence of required accommodations during observations, as notated through all points for Scaffolds and Teach to the DOL on the SPOT form.
- By January 2027 100% of IEP's will include specific, clear, and measurable goals tailored to each scholar's unique needs, as verified through random quarterly reviews. This percentage will remain constant at 100% through June 2027.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Facilitate bi-weekly MTSS meetings to review progress-monitoring data and adjust intervention plans for identified scholars.
- Conduct bi-weekly implementation checks to ensure accommodations and language supports are consistently provided in classrooms.
- Review MAP, STAAR, TELPAS, and classroom assessment data every three weeks to monitor subgroup progress and identify additional instructional supports.
- Provide targeted professional learning through, on-the-spot coaching, PLCs, DEMO Day and campus PD days focused on differentiation, language acquisition strategies, and inclusive instructional practices.
- Coordinate family conferences for scholars demonstrating limited academic progress and develop collaborative action plans.
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Specific Actions – Staff

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

- Implement all documented accommodations and language supports with fidelity during daily instruction and assessments.
- Provide targeted interventions based on formative assessment data during LSAE/2nd Teach.
- Monitor scholar progress daily, as well as every 3 weeks, using formative assessments and maintain intervention documentation.
- Collaborate with Forest Brook leadership, Special Education co-teachers, Literacy Success Teacher and ELD Interventionist during PLCs to adjust instructional supports.
- Maintain ongoing communication with families regarding scholar progress, attendance, and intervention goals at least once each month.

Key Action Two			
Staff Development	Who: Instructional Leaders, ELD, Literacy Success Teacher, Co-Teachers and ARD Facilitator		
	What: Provide professional development sessions: On-the-Spot Coaching, Daily Planning, PLC's, Open Labs, DEMO days.		
	When: Daily and Weekly		
	Where: TEAMS, Campus and District Session Locations		
Budget	Proposed Item	Description	Amount
	Staff Development	Teachers will participate in professional development focused on increasing instructional rigor while incorporating effective scaffolds to ensure special education scholars can access grade-level content, apply higher order thinking skills and consistently show mastery on the daily DOL.	0
	Materials/resources	District Curriculum, District SPED PD Resources (IEPs, ARDs, Differentiation), Digital Platforms - Zearn/Amplify, SPOT Form, Specialized SPOT Forms, and SPOT Calibration Form	0
	Purchased services	NA	0
	Other		0
	Other		0
	TOTAL		0
	Funding Sources:		

Key Action 3

Briefly state the specific goal or objective

Improve writing proficiency and literacy across every content area.

Indicators of Success

Measurable results that describe success

- By January 2027, 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 2027.
- By January 2027, 50% of scholars will score a 3/5 on their District ECR evaluation, this percentage will increase to 75% by May 2027.
- By January 2027, 75% of all classrooms will demonstrate on-grade-level writing, as evidenced by every scholar producing at least three written responses of 2–4 complete, standards-aligned sentences during each instructional block and scoring full points for writing on the SPOT. This will increase to 90% by May 2027.
- By May 2027, the average percent correct for the writing portion of Reading STAAR will increase 10% in each grade level.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Conduct weekly writing-focused walkthroughs to monitor daily writing aligned to the DOL, scholar use of academic vocabulary, and evidence-based written responses.
- Facilitate bi-weekly cross-content PLCs where teachers collaboratively design, internalize, and calibrate standards-aligned writing tasks and exemplars.
- Review student writing samples every three weeks to identify trends, monitor growth, and develop targeted instructional action plans.
- Conduct monthly calibration sessions using common writing rubrics to ensure consistent scoring and expectations across all content areas and grade levels.
- Monitor lesson plans weekly to ensure every lesson includes at least three purposeful writing opportunities aligned to the lesson objective.
- Provide individualized coaching and feedback following writing walkthroughs, with implementation monitored during follow-up observations.
- Celebrate exemplary scholar writing through campus displays, newsletters, and recognition events to promote a culture of literacy.

Specific Actions – Staff

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

- Implement at least three standards-aligned writing opportunities during every instructional block, requiring scholars to write 2–4 complete sentences aligned to the daily objective.
- Teach and consistently implement CER, RACE, and other content-specific constructed-response frameworks to develop evidence-based writing across all content areas.
- Explicitly teach and reinforce academic vocabulary, sentence stems, and discipline-specific language during daily instruction.
- Model high-quality writing using exemplars, think-alouds, and guided practice before independent writing.
- Assess scholar writing using common campus writing rubrics and provide specific written and verbal feedback within five instructional days.
- Engage scholars in revision, peer feedback, and self-assessment protocols to improve writing quality.
- Analyze scholar writing during weekly PLCs to identify misconceptions, plan reteach opportunities, and adjust instruction based on student work.

Key Action Three			
Staff Development	Who: Instructional Leaders, ELD Interventionist, Literacy Success Teacher, Teacher Leaders		
	What: Provide professional development sessions: On-the-Spot Coaching, Daily Planning, PLC's, Open Labs, DEMO days.		
	When: Daily and Weekly		
	Where: TEAMS, Campus and District Session Locations		
Budget	Proposed Item	Description	Amount
	Staff Development	Teachers will participate in targeted PD focused on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding lessons to meet the needs of Emerging Bilingual scholars.	0
	Materials/resources	District Curriculum, District EB PD Resources (Scaffolding, Differentiation, TELPAS, ELD), Digital Platforms - Zearn/Amplify/Summit K12, SPOT Form, Multilingual SPOT Forms, and SPOT Calibration Form	0
	Purchased services	NA	0
	Other		0
	Other		0
	TOTAL		0
Funding Sources:			

Key Action Four

Key Action 4

Briefly state the specific goal or objective

Indicators of Success

Measurable results that describe success

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Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

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Specific Actions – Staff

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

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Key Action Four			
Staff Devel.	Who:		
	What:		
	When:		
	Where:		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		