

Revere Middle School Action Plan 2025 – 2026



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School Action Plan – Revere Middle School

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

– Needs Assessment

Needs related to student achievement data:

Based on our 2024-2025 MOY MAP data, only 42% of students making expected growth in math and reading. This level is below the district and the state average. Particularly for reading, Paul Revere is about 10% below. This is more evident for special education students, EB students, and at-risk students.

Additionally, looking at historic TELPAS data, only 15% percent of students scored Advanced High in listening/speaking, while about 20% scored advanced high on reading/writing. Based on this data, we have decided to place and emphasis on improving our mainstreamed support of emergent bilingual population for the 25-26 school year.

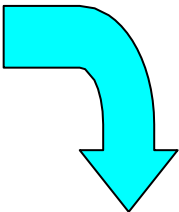
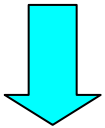
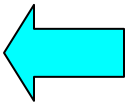
Needs related to improving the quality of instruction:

The greatest need on our campus in improving the quality of instruction is the urgency to increase teacher's capacity to engage students while becoming experts at adjusting instruction that helps students acquire and develop English as a second language in their academic skills. There are currently approximately 800 emergent bilinguals at Paul Revere middle school, of which 361 were rated beginner on the 2023 TELPAS test. About 76 of our recent arrivals are refugees or asylees with zero knowledge of the English language. Another important need is to continue to consistently implement high quality instruction that is targeted in the 25-26 school year.

System evaluation (philosophy, processes, implementation, capacity)

For the 24-25 school year, more than half of the campus staff was new to the school. In the 25-26 school year, we plan to retain 60% of our teachers and will strengthen our use of the NES model.

Parameters and metrics established by the District



School Action Plan – Revere Middle School

Key Action: *Improve staff capacity to provide high quality instruction in Math and ELA.*

Indicators of success *(Measurable results that describe success.)*

- 75% of the scores on spot observations conducted on IRT 2 will be proficient or higher; that percentage will increase to 80% by May 2026.
- 80% of the teachers will average 5 points or higher in the instructional domain of the spot form as indicated by MOY SPOT averages to be reviewed in January 2026; that point average will increase to 7 points by May 2026.
- IRT 1 and 2 scores will average at or above a 9 and will increase to a 10 by IRT 4 in May.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Train teachers on the “Sweet 16” during August PD and revisit and reinforce throughout the year during Campus PD days.
- Provide in-the-moment coaching regularly around best practices in the instructional domain.
- Facilitate effective planning systems during weekly PLC that include but not limited to lesson internalization, lesson customization, creation of exemplars, scripting high level questions, and intentional planning for engagement opportunities.
- Calibrate as an instructional leadership team weekly to ensure all leaders have an aligned vision of high-quality instruction and are prepared to provide effective and impactful high-leverage in the moment coaching and feedback.
- Monitor student data through writing samples, DOL, DSA, and authentic student work samples.

**KEY
ACTION
ONE**

	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>		
	- Teachers and teacher apprentices will attend and actively engage in preservice training opportunities. - Engage weekly in effective PLC focused on lesson internalization, implementation of the “Sweet 16”, effective creation of exemplar DOLS and annotated daily lessons and data to be attended by both teachers and teacher apprentices. - Teachers will attend weekly demo day sessions on Thursday and either facilitate a predetermined part lesson as determined by the appraiser or conduct a peer observation and provide feedback of a lesson being executed by a colleague. - Be open to receiving and implementing coaching both in the moment and/or during planning.		
Staff Devel.	Who: Principal, Lead Teachers, and Assistant Principals		
	What: PLCs weekly and follow our prepared calendar to backwards plan, internalize lessons, analyze data, and practice at-bat lessons, Model and facilitate lesson effective lesson internalizing, use of calendaring system of coaching times based on Tiered teachers to support needs.		
	When: Preservice, ongoing PLCs, Demo Day, daily coaching		
	Where: Varies		
Budget	Proposed item	Description	Amount
	Staff development	See above	0
	Materials/resources	District Curriculum	0
	Purchased services	None	0
	Other		
	Other		
	TOTAL		0
	Funding sources: General and Title I		

KEY ACTION TWO	Key Action: <i>Improve the quality of IEPs created for Special Education students.</i>
	Indicators of success <i>(Measurable results that describe success.)</i> ● By the end of the academic year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● Throughout the 2025-2026 school year, 100% of staff members will receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. ● 100% of quarterly audits of PowerSchool records will show consistent documentation of accommodations and modifications in PowerSchool.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> ● Special education chair and SPED administrator will conduct a comprehensive training on accessing, following, and implementing accommodations for student receiving special education services in both the self-contained and inclusion settings. ● Special education chair and SPED administrator will train special education teachers on how to create and edit IEPs to meet each student's unique needs. ● Conduct SPED self-contained, inclusion teacher and paraprofessionals professional development on high-quality instruction as outlined in HISD's instructional characteristics and on the SPOT observation form. ● The special education team will create an ARD calendar for the entire school year prior to the start of the 25-26 school year per HISD guidelines to meet deadlines. ● Establishing and maintaining non-negotiables for high quality instruction for special education students. ● Provide in the moment coaching and feedback for teachers around best practices for special education students. ● Monitor PLC's for effective planning and implementation of accommodations and modifications for special education students.

	Specific actions – staff (<i>What specific action steps will the staff take to accomplish the objective?</i>) - Teachers will analyze student work samples and assessment data to ensure consistent use of IEP's/accommodation/modifications – documenting in PowerSchool. - Teachers attend/participate in professional development on Special Education strategies/ interventions and implementations of accommodations/modifications. - Teachers will provide rigorous learning experiences to all students throughout the year to help show progress and mastery in accordance with TEA/NWEA/STAAR expectations. - Teachers will internalize, customize, and at-bat lessons to effectively plan to ensure high quality instruction is delivered to students. - Co-teachers will reinforce the use of supplemental aids during instructional time - General education and co-teachers will effectively execute a co-teach model.		
Staff Devel.	Who: Principal, SpEd Chair, SpEd Administrator		
	What: Execute and document leadership actions related to improving special education instruction and service delivery. Monitor, track, and spearhead implementation of staff actions, provide daily on the spot coaching and feedback, spearhead corrective action and support plans.		
	When: August 2025 – May 2026		
	Where: Sped Classrooms, Core content classrooms		
Budget	Proposed item	Description	Amount
	Staff development		0
	Materials/resources		0
	Purchased services		0
	Other		0
	Other		0
	TOTAL		
	Funding sources:		

KEY ACTION THREE	Key Action: <i>Increase embedded support during instruction for emergent bilingual students.</i>
	Indicators of success <i>(Measurable results that describe success.)</i> ● 40% of EB students will meet or exceed their NWEA MAP Reading growth targets by MOY; growth will increase to 50% by EOY. ● By the end of the academic year, 55% of students will grow at least one level of Proficiency on TELPAS ● Emergent Bilingual students in English Language Development and Acquisition classes will work at least 45 minutes a week on Summit K-12 to support closing gaps, comprehension support and vocabulary enrichment
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> ● Lead EB-Focused Data PLCs: After BOY, MOY, and EOY assessments, lead focused PLCs to analyze EB student performance on MAP and TELPAS-aligned tasks; support teacher planning for language objectives and supports. ● Monitor EB Language Supports in Instruction: During weekly walkthroughs, specifically look for and provide feedback on EB strategies tied to listening, speaking, reading, and writing within core instruction. ● TELPAS Progress Monitoring: Create campus-wide TELPAS readiness checks using student writing samples and speaking rubrics every 6 weeks, with feedback cycles for EB teachers. ● Celebrate EB Growth: Publicly recognize students who demonstrate growth in MAP or progress in TELPAS domains to build a culture of language achievement.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> ● Participate in ongoing and systematic monthly / biweekly professional development tiered sessions and implement strategies to support EB's in the development of their interpersonal and academic language with fidelity. ● Attend and actively engage in EB-Focused Data PLCs: After BOY, MOY, and EOY assessments, lead focused PLCs to analyze EB student performance on MAP and TELPAS-aligned tasks; support teacher planning for language objectives and supports. ● Implement actions, strategies and scaffolds designated on the language instructional proficiency rubric to support EB development in alignment with HISD instructional characteristics.

Staff Devel.	Who: Revere Leadership Team/Campus ELDs		
	What: Execute and document leadership actions related to improving special education and service delivery. Monitor, track, and spearhead implementation of staff actions, provided daily on the spot coaching and feedback, spearhead corrective action and support plans.		
	When: August 2024 – May 2025		
	Where: All Classrooms		
Budget	Proposed item	Description	Amount
	Staff development	PDs, On the spot coaching, PLCs	0
	Materials/resources	District Provided resources	0
	Purchased services	None	0
	Other		
	Other		
	TOTAL		0
	Funding sources:		

KEY ACTION FOUR	Key Action: <i>Strengthen the leadership density at Revere Middle School.</i>
	Indicators of success <i>(Measurable results that describe success.)</i> - By MOY Conferences, all Tier II leaders will achieve a score of 16/25 or higher on the LEAD Day-to Day Coaching Rubric and will be rated Effective (25+) on the LEAD Executive Leadership Rubric. This will increase to 19/25 by EOY. - Tier II leaders will facilitate lesson Internalization PLCS as tracked by their walkthrough and internalization tracker. As a result, 80% of their teachers will average 6 points in the instructional domain of the spot form as indicated by MOY SPOT averages to be reviewed in January 2026; that point average will increase to 7 points by May 2026. - IRT 1 and 2 scores will average at or above a 9 and will increase to a 10 by IRT 4 in May.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> - Principal will conduct weekly calibration walks either individually, by grade level as or as a leadership team utilizing the “See. Like. Change” instructional evaluation protocol. - Principal will review PLC agendas and provide written feedback to ensure preparation for PLC/Demo day execution. - Principal will attend and provide written feedback relate to PLC, coaching and feedback session effectiveness to tier 2 leaders. - The principal will monitor the weekly progress of tier II leaders and their work with tier 2 and 3 teachers to evaluate progress and effectiveness through weekly check-in meeting and calendar reviews.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> - Attend training for leadership. - Lead PLC’s and grade level meetings. - Create and facilitate staff learning opportunities during campus PD days to help foster leadership capabilities, instructional developments for high quality instruction, and building positive culture. - Continuous participation in Demo days to assist others with process and understanding roles to ensure high quality instruction is maintained throughout the year.

Staff Devel.	Who: Assistant Principals		
	What: Grow capacity		
	When: Pre August 2025 – June 2026		
	Where: Varies		
Budget	Proposed item	Description	Amount
	Staff development	See above	0
	Materials/resourc es	District Curriculum	0
	Purchased services	None	0
	Other		
	Other		
	TOTAL		0
	Funding sources:		