Those who have accrued knowledge through education must apply it unselfishly and constructively toward promoting peace and human development around the world -- expecting anything less would be tantamount to perpetuating social injustice -- Dr. L Garcia
REVERE COMMUNITY PROFILE

• **Location:** 5 miles from downtown Boston
• **Incorporated:** 1915; named after Paul Revere
• **Education:** 16.6% of residents hold a Bachelor’s Degree/Higher
• **Unemployment rate:** 5.04%; (State: 4.9%)
• **Median Household income:**
  City = $51,863; State = $66,866

Source: Census, 2010
REVERE COMMUNITY PROFILE

Source: Census, 2010
REVERE HIGH SCHOOL PROFILE

• **Public institution (grades 9-12):** 1709 students
• 4X4 block schedule; quarter, semester, year-long classes
• 32 learning opportunities over 4 years
• AP, Honors, CP, Dual Enroll., Virtual Learn, & Internships
• SAT offered to all students
• **Enrollment by gender:** female 51.4%; male 48.6%
• **Teachers:** 121; student/teacher ratio: 13:1
• **# of languages represented in the school district:** 57 (of which 27 are spoken daily at RHS)
• **Accreditation:** DESE; NEASC
• **Membership:** College Board; National Association for College Admission Counseling
SCHOOL STRUCTURE & LEADERSHIP

School Leadership
• Principal
• Assistant Principal
• Directors
• Vice-Principals

Student-Support Services
• Guidance Counselors
• Social Workers
• ET Leader
• 504 Coordinator
• At-Risk Team

Teacher Leadership
• PLG Facilitators
• Flipped Learning Coaches
• Literacy Team
• Digital Technology
• School Improvement Council
• Portfolio
• Advisory
• CBL
• ELO
• SIR Team
• RELB
• P/FLC
RHS STUDENT PROFILE

- **51%** Hispanic/Latino
- **36%** White
- **6%** African American
- **3%** Asian
- **0%** Native Hawaiian Pacific Islander
- **0%** Multi-Race non Hispanic
- **4%** Native American

Source: DESE
CHALLENGES: poverty, immigration, & funding

• Poverty level among children: 19.1%; State: 11.8%
• 80% of students on free and reduced lunch
• 10% English Language Learners
• Mobility rate: 7.8%; more prevalent among ELL, Hispanic/Latino, and African American students

State Aid/Chapter 70
• Net School Spending: $77,415,822
• Foundation Budget: $74,073,066
• Local Contribution: $3,342,752
• Expenditure Per Pupil: $13,933

Source: DESE; Census, 2010
KEY PERFORMANCE INDICATORS

- Level 1 & 2 School (DESE, 2013 & 2014)
- AP District Honor Roll for increasing student access to AP curriculum (20%); scoring $\geq 3$ (63%) on AP exams (6% increase) (College Board, 2012)
- Silver Medal (U.S. News & World Report, 2014)
- Award Winner of the 2014 National Excellence in Urban Education, Gold Medal (NCUST)
- Silver Medal (U.S. News & World Report, 2015)
- Other accountability indicators (refer to chart 3)
ACCOUNTABILITY INDICATORS

MCAS Performance 2011-1014

ELA | Math | Science

Source: DESE
KEY PERFORMANCE INDICATORS

Graduation Rate
Dropout Rate
Higher Ed Enrollment
AP Scores ≥ 3

2011 | 2012 | 2013 | 2014
3 Themes for Change

1. **Structural changes**: Block Scheduling, Advisory, Freshmen Academy, PLG, Newcomers Academy

2. **Culture of collaboration**: PLG, School Improvement Council, SRI Team, Literacy, Digital Tech Team, Flipped Learning Coaches

3. **Faculty-student connections**: student-centered PD, technology integration, learning commons, teacher autonomy
Theme 1: Structural Changes
<table>
<thead>
<tr>
<th>Period</th>
<th>Old Schedule</th>
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<td>80 minutes</td>
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</tr>
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</table>

New Block Schedule
“I like longer blocks because you get to take core classes early on, and then you can take more electives and do internships later in your career.”

Sabrina Bellemseih, Senior

“If fewer classes at any one time, it allows you to focus more. It also allows for more electives so that you can explore your interests and prepare for what you might want to do after you leave high school.”

Raela O’Donnell, Senior
building relationships, day by day and year by year...
providing a space for peer mentoring and adult guidance
focusing on academic achievement, good citizenship, and social skills,
and managing yearly portfolios of academic success.
Newcomers Academy
evening program

Mission
to develop English proficiency and to offer individualized academic language and content support for Students with Interrupted Formal Education and English Language Learners
Newcomers Academy

Enrollment: 32 students
Speakers of Spanish: 85%
Countries of Origin: El Salvador, Colombia, Honduras, Guatemala, Afghanistan, Guinea-Bissau
Grade levels: 9-12
Proficiency levels: 85%
WIDA Level 1 & 2
Grade Level Gap: 2-4 years
Student Leadership/JROTC

To motivate young people to become better citizens

Core Abilities in each lesson describe broad life-long skills that every cadet needs for success in career and life roles.

Goals:

- Promote citizenship
- Develop leadership
- Communicate effectively
- Improve physical fitness
- Provide incentive to live drug-free
- Strengthen positive self-motivation
- Provide a historical perspective of the military services
- Work as a team member
- Graduate from High School

Units of Instruction:

- Citizenship in Action
- Leadership Theory and Application
- Foundations for Success
- Wellness, Fitness, and First Aid
- Geography, Map Skills and...
- Environmental Awareness
- Citizenship in History and Government
- Cadet Safety and Civilian Marksmanship Program
Motivating Young People to Become Better Citizens

Memorial Day – placing flags at cemetery

Patriot Battalion

Veteran’s Day Parade

Military Ball

Service Learning Operation Snow Angel

Drill Competition

"Motivating Young People to Become Better Citizens"
Community Awareness & Support

Community School

Mission:
to empower parents and families through literacy and work development
• ESOL, Citizenship, & GED
• Enrollment: 180
• Countries: 30
• Languages: Spanish, Portuguese, Arabic

Public Awareness

Goals:
• to support our vision
• to help bridge the achievement gap
• to keep parents informed about innovative practices
• to strengthen school-community relations
Partnerships & Internships

Goal:
To improve curriculum and instruction
Share best practices
Expand opportunities
Explore interest/careers
Application of theory to practice/skills development
Educational innovations

Nellie Mae Foundation
5-District Partnership
Great Schools Partnership
UMass Boston
Bunker Hill Community College
Salem State university
Sister Schools in China
Working Group for Education Excellence
Local Businesses
Freshman Academy

“A SCHOOL WITHIN A SCHOOL”
2011-present
Freshman Academy Mission

Help freshmen **transition** to high school by:

- providing a close knit, nurturing environment
- enhancing self-esteem
- promoting responsible citizenship
- fostering desire for life-long learning
- developing skills necessary for future success
Flipped videos & shadowing opportunities for Middle Schoolers

“Schoology is like Facebook for school.”
WHO’S HERE AT HONORS NIGHT?

Ms. McDonald, Math

Mr. Bein, Biology

Ms. Chaves, ELA

Ms. Pirkey, ELA

Ms. Theriault, VP

Mr. Willis, History
Ms. Pettie-Simpkins, Guidance
Mr. Greenidge, Guidance

Ms. Theriault, VP

Ms. Pirkey, ELA

Ms. Chaves, ELA
At Risk Google Drive Folder
Tracking each At Risk student

<table>
<thead>
<tr>
<th>Inactive or Resolved</th>
<th>Shared</th>
<th>Jess Theriault</th>
<th>Apr 8</th>
<th>Latonia Pettie-Simpki</th>
<th>Mar 20</th>
<th>Jessica Theriault</th>
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<td>Shared</td>
<td>Jess Theriault</td>
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<td>Charles Willis</td>
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<td>Don Pinkerton</td>
<td>Apr 29</td>
<td>Don Pinkerton</td>
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</tr>
</tbody>
</table>
FA teachers collaborate . . .

during whole Freshman Academy PLGs to
● track and help struggling students. (At-Risk Google Drive)
● implement new initiatives (e.g. Flipped Learning, iPads)
● brainstorm areas of improvement (e.g. social initiatives)

during Content Specific PLGs to
● share best practices
● develop large common assessments
● analyze assessment data
● modify instruction based on data
Theme 2: Culture of Collaboration
PLG = Professional Learning Groups
MISSION: For colleagues to discuss curriculum and educational practice on a regular basis to ensure student achievement.

WHEN: Monday & Tuesday Mornings

WHAT: Teachers meet in small groups as “critical friends” to engage in peer/facilitator led discussions on diverse topics (e.g. use of technology, parent involvement, portfolios, rubrics, assessments).
Ongoing Job-Embedded PD
School Improvement Council

MISSION: Provide an open forum for administrators, teachers, students and parents to collaborate on ways RHS can better fulfill its mission.

“constructive ideas” & “workable solutions”
School Improvement Council

- Students
- Administrators
- Parents
- Teachers
- Community Partners

SCHOOL IMPROVEMENT
IMPROVEMENTS

- Enhance communication between school, students, parents and the community
- Revive the Freshman-Sophomore Social
- Design the Learning Commons
- Modify lunch choices
- Generate elective courses
- Improve advisory activities
- Determine venue for graduation
- Modify the dress code
- Increase college preparedness and financial literacy
  and more…
Re: School Improvement Council

“It’s a place kids can go if they have complaints or comments about the school; it gives you a voice. They teach you how to take action and make changes, rather than just complain”

– Lori Brizuela, Sophomore

“Joining this team, I have more involvement. I feel more connected to the teachers and the principal.”

– Antonio Cali, RHS Junior
Literacy Team

Mission: Improve student literacy by aligning the efforts of our many initiatives with the Common Core and our teachers’ best practices.
Literacy Team
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Literacy Team

Mission: Improve student literacy by aligning the efforts of our many initiatives with the Common Core and our teachers’ best practices.
Providing access to our materials . . .
Common Core Themes

Writing
Creative Problem Solving
Reading
Speaking and Listening
Civic and Social Responsibility
Speaking and listening are the foundations of literacy in the content areas. Explore the links at this site for cross-content communication and academic conversation strategies and the standards they address.

“The funny thing about human beings is that we tend to respect the intelligence of, or at least those we like, those who listen attentively to our ideas while they continue to disagree with us.”

S. I. Hayakawa

Subpages (14): Accountable Talk Audio Compositions Fishbowl Discussions Five Core Skills of Academic Conversations Gallery Walks Harkness Discussions Questioning Retellings Socratic Seminars Speaking and Listening Strategies Take a Stand Tellingboards Think, Pair, Share Written Conversations
### Performance Levels

#### Phase 2—Process

- **e.g. the Creative Problem Solving Rubric**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Phase 2—Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather additional information</td>
<td>Identify a problem and generate questions.</td>
</tr>
<tr>
<td>Gather information from peers, teacher, and other sources</td>
<td>Analyze all parts of the problem question and the accompanying information.</td>
</tr>
<tr>
<td>Organize and synthesize credible information in different formats</td>
<td>Activate prior knowledge to decode key vocabulary and symbols and to place the problem question in context.</td>
</tr>
<tr>
<td>e.g. the Creative Problem Solving Rubric</td>
<td>Formulate hypotheses, predictions, and/or claims.</td>
</tr>
<tr>
<td>Break down information into a sequence of steps, events, or processes</td>
<td>Analyze given constraints, assumptions, relationships, and goals.</td>
</tr>
<tr>
<td>Prioritize and organize relevant, and sufficient information and analyses presented in different media and formats</td>
<td>Design a solution pathway rather than a series of random solutions of the problem.</td>
</tr>
<tr>
<td>Evaluate evidence generate, construct, and share evidence and reasoning against currently accepted explanations.</td>
<td>Evaluate claims, evidence, and reasoning against currently accepted explanations.</td>
</tr>
<tr>
<td>Monitor progress by referring to resources (e.g. assignment, notes, peers and teacher)</td>
<td>Reflect on feedback.</td>
</tr>
<tr>
<td>Communicate and collaborate informally with others. Reflect on feedback.</td>
<td>Apply new approaches to overcome challenges. Perserves.</td>
</tr>
<tr>
<td>Communicate and collaborate informally with others. Reflect on feedback.</td>
<td>Report results, conclusions, or solutions.</td>
</tr>
<tr>
<td>Communicate and collaborate informally with others. Reflect on feedback.</td>
<td>Use results-conclusion solutions to support, refute, or qualify the hypotheses, predictions, and/or claims.</td>
</tr>
<tr>
<td>Communicate and collaborate informally with others. Reflect on feedback.</td>
<td>Strengthen results or solutions as needed by planning, revising, editing, or trying a new approach.</td>
</tr>
<tr>
<td>Communicate and collaborate informally with others. Reflect on feedback.</td>
<td>Communicate a variety of methods for problem solving and apply innovative approaches to overcome unanticipated challenges. Perserves.</td>
</tr>
</tbody>
</table>

#### Communication

<table>
<thead>
<tr>
<th>Present, Knowledge, Results, and Conclusions</th>
<th>Present work that demonstrates understanding:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite evidence to accurately explain and justify conclusions.</td>
<td>Address all parts of the problem or question.</td>
</tr>
<tr>
<td>Integrate information while avoiding plagiarism</td>
<td>Organize information, evidence, and reasoning.</td>
</tr>
<tr>
<td>Present work that demonstrates understanding:</td>
<td>Place results-conclusions/solutions in their larger context.</td>
</tr>
<tr>
<td>Cite evidence to accurately explain and justify conclusions.</td>
<td>Accurately explain and justify results and conclusions.</td>
</tr>
<tr>
<td>Integrate information while avoiding plagiarism</td>
<td>Recognize limitations that need to be improved.</td>
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<tr>
<td>Reflect on the nature and challenges of the problem/question</td>
<td>Reflect on the nature and challenges of the problem/question.</td>
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<tr>
<td>Strengths and weaknesses of your strategies</td>
<td>Strengths and weaknesses of your strategies.</td>
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<tr>
<td>Outcomes and their implications</td>
<td>Outcomes and their implications.</td>
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</table>
Coordinating faculty input using video

Problem Solving Rubric video for PLG
23 views 1 month ago

Writing Rubric Part II
27 views 2 months ago

RHS Guide to revising the Writing SG
42 views 5 months ago
APP OF THE MOMENT: STICK AROUND

By The Tech Committee

Biology teachers Marcie Day, Axel Larson and Don Pinkerton are piloting the use of an educational app called Stick Around (Learning in Hand). According to its site, the app allows teachers to “make puzzles for their students to practice content.” In addition, it gives students and parents the ability to design their own study aids and graphic organizers. Along with the 3 topics to the appropriate spaces in the organizer. Some of the stickers were designed in a way that they would play a recording of her voice, something Ms. Day found to be particularly useful with foreign language, English language, and sheltered learners.

---

PLAY, DESIGN, AND SHARE LABELING AND SORTING PUZZLES!
STICK AROUND COMES WITH AN ASSORTMENT OF PUZZLES, INCLUDING:
ORDERING DECIMALS AND CLASSIFYING ROCKS.
- Learning in Hand

---

For more information on Stick Around.

DIGITAL CITIZENSHIP CORNER

In today’s tech-driven world, all of us have multiple accounts that serve multiple purposes. But are we always as careful with our passwords as we should be? The Tech Committee has a few pointers for how you can make sure that they are (while still being memorable).

RULES:
1. No words from the dictionary!
2. Use... at least one lowercase letter
3. ... at least one uppercase letter
4. ... at least one number
5. ... at least one symbol
6. ... at least twelve characters.

EXAMPLES:
Unsecure
rhockey
**RHSN0ckly**
bookstore
RHSon123456++
Flipped Learning Coaches/Teachers provide 1:1 tech support:

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<th>Prep Period</th>
<th>Room Number</th>
<th>Email</th>
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<th>Twitter Name</th>
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<th>IOS</th>
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Teachers have ongoing conversations about technology:
Students as technology leaders . . .
Theme 3: Faculty-Student Connections
Student-Centered Learning
Student-Centered Discussion
voice, ownership, & leadership
Student-Centered Discussion
voice, ownership, & leadership
How should students access content?
Blended learning gives students:

- ownership of their learning
- motivation and engagement
- choice and flexibility
- opportunities to self-pace
International Educators Learn from our Flipped Learning Experience
What students can accomplish with iPADS
What students can accomplish with iPADS
What students can accomplish with iPADS
How Tech Changes the Teachers’ role
How technology impacts teaching

- Shifts focus from teacher to student
- Anytime, anywhere learning
- Student voice, ownership, & autonomy
- Provides different ways to differentiate
- Different ways to assess students
Two tools (of many!)
PD to help us Blend/Flip

- FLIPCON in Minnesota (June, 2013)
- Pearson Webinars (2013 - 2014)
- Prof. Dev. in Detroit, MI (December, 2013)
- Blended Learning Workshops - Ramsey Musallam, Ed.D (March, 2014)
- In-house Professional Development
The Learning Commons is . . .

an innovative learning environment that promotes active learning, critical thinking, collaborative learning, and knowledge building.
Lounge Area

*a comfortable and welcoming environment*
Smartboard Area

- Flexible Space
- Instruction/Meetings
- Special Events (i.e. History Fair, Science Fair, Myopoly, Italian Carnevale)
● Student Internship Program
● Tech Support for 1:1 iPad
Computer Center

- Main Open Computer Lab in the school
- Twenty-eight computers available for classes to schedule or individual student work
Break-Out Rooms

- Small Group Collaboration
- Staff Professional Development
- Community Meetings
- Private Reflection or Break-Out from Large Group Sessions
Reading Nook: for reading or quiet study
Video Production Room
Film Production/Arts Visual Performance

Full length movies produced in 2015 & 2014 shown at showcase cinemas:

2:20 -- http://youtu.be/IWMT1tL6P8E

PYG -- http://youtu.be/zLCNKDd8ftY
R.H.S. LEARNING COMMONS
RIDE THE INFORMATION WAVE....

@rhslearningcomm

Rachel Bouhanda M.ED, C.A.G.S.
Full Time Librarian/Media Specialist

catalog
Making the Faculty-Student Connection

- Teacher Evaluation & Teacher Autonomy
Communication Window

Great job today in period one, Mr. Ban. All students were engaged and working either in groups or with you to complete their self-paced classwork. They were all at different places and doing different things on their iPads. It was nice to see Leo, a student who struggled early on, working with you one on one to get extra help.

Hi Tary, I stopped by your first period class today with about a half hour to go in the period. Students were working either independently or in groups on a variety of tasks that were related to the iPad. Some were watching a video, others were working on a worksheet about theorems and postulates, and another student seemed to be making up missed work about coordinates of parallelograms. Only one girl was off task and looking at videos of friends. It was impressive to see the students adhering to the expectations that you set for everyone to be working productively while you conference with individual kids at your desk about their Q3 grades and the prospects for their Q2 grades.

Thank you for allowing Ms. Laughton and Ms. Bourque to observe your period two math class today. They had a specific focus on flipped learning and were impressed with what they saw. While I was there the students were in a comfortable, student-centered environment, working at their own pace and you were providing assistance and clarification as needed. You clearly demonstrated a professional culture today whereby you fostered professional collaboration. Nicely done!

Hi Tary, I stopped by your first period class with about 5 minutes to go. Students were working collaboratively on an engaging problem: “Mr. Ban wants to become a millionaire. So he decided to put $20,000 into an investment that pays 12% interest compounded quarterly. How long would he have to wait to become a millionaire?” Other groups were working on test corrections, and still others were working on Agile Mind if
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<td>2A - Instruction</td>
<td>3A - Engagement</td>
<td>4A - Reflection</td>
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<td>[ ] Survey questions.doc</td>
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Making the Faculty-Student Connection

- Teacher Evaluation & Teacher Autonomy
- Freshman Academy
- Flipped Learning & Digital Technology
- Advisory/Personalized Learning
- Student-Centered Learning
- Job-Embedded Professional Development
- Established Culture of Relationships
- Athletics & Extracurricular Activities
- Junior Reserve Officers’ Training Corps
THE CULMINATION OF YEARS OF PRACTICE AND HARD WORK
THE CULMINATION OF YEARS OF PRACTICE AND HARD WORK
THE WINNING TEAM
Thank you!