

RHS MISSION: Providing access to quality education and expanding learning opportunities for our increasingly diverse population is an attainable and sustainable mission. Taking ownership of this includes shifting educational paradigms in addition to exploring, improving, and refining innovative approaches focused on student-centered learning. RHS will offer and sustain high-leverage student-centered learning that results in college and career readiness as well as cultural competence, which will further develop responsible citizenship among all of its students.

FOR WHOM?	ASSUMPTIONS <u>We believe that:</u>	STUDENT-FOCUSED STRATEGIES <u>Through collaboration with their teachers, advisors, peers, and others, all RHS students will:</u>	OUTCOMES <u>For all RHS students:</u>	<u>2027 IMPACTS</u>
<p><b>All students at Revere High School</b></p>	<p><b>A1</b> In an increasingly “globalized” world, the capacity for people to operate successfully across diverse belief systems &amp; cultures is critically important.</p> <p><b>A2</b> The diverse nature of RHS’ student body is a strength that brings with it RHS’ responsibility to develop and implement personalized approaches that support all students.</p> <p><b>A3</b> Integrating innovative student-centered learning approaches with existing instructional approaches will engage and challenge students in valuable ways.</p> <p><b>A4</b> Implementing competency-based learning at RHS will ensure that students acquire the most essential knowledge and skills needed to succeed in school, higher education, the modern workplace, and adult life.</p> <p><b>A5</b> By regularly engaging students in relevant &amp; rigorous tasks in all learning environments, students will be prepared with the critical thinking, communication, and collaboration skills necessary for success in the 21<sup>st</sup> century workforce.</p> <p><b>A6</b> Students who utilize post-secondary education and training experiences will be better prepared to succeed.</p>	<p><b>S1</b> be able to practice cultural competence by:</p> <ul style="list-style-type: none"> <li>regularly collaborating and learning with diverse peers.</li> <li>participating in discussions that push them to think beyond their own belief systems.</li> <li>withholding judgment of peers and demonstrating an openness to diversity.</li> </ul> <p><b>S2</b> develop a Personal Learning Plan (PLP) that will become a roadmap for their educational experience. PLPs will be used to:</p> <ul style="list-style-type: none"> <li>determine goals, exploration of career aspirations, learning experiences, self-assessment and reflection.</li> <li>guide student-led conferences.</li> <li>help students &amp; teachers identify strategies for differentiation, intervention and support, and opportunities for enrichment.</li> <li>inform students’ development of authentic learning portfolios that document their knowledge and skills.</li> </ul> <p><b>S3</b> demonstrate agency by:</p> <ul style="list-style-type: none"> <li>developing effective <i>Habits of Work</i> (productivity, respect, collaboration, leadership, ownership).</li> <li>developing cultural competence &amp; peer and adult relationships.</li> <li>addressing deficiencies in skills and knowledge.</li> <li>enhancing their self-awareness and capacity for self-advocacy.</li> <li>preparing for postsecondary and career success.</li> </ul> <p><b>S4</b> be able to enhance their learning and growth to become critical thinkers and life-long learners by:</p> <ul style="list-style-type: none"> <li>regularly tackling complex tasks.</li> <li>engaging in higher-order tasks through student-centered learning.</li> <li>participating in curricular and extra-curricular activities including clubs, sports, arts and technological experiences.</li> <li>demonstrating proficiency in the RHS Core Competencies.</li> </ul> <p><b>S5</b> be able to demonstrate leadership by:</p> <ul style="list-style-type: none"> <li>participating in school improvement by joining in district governance [RELB, RHS School Redesign and Innovation Team, Student-Centered Learning committees, student-led groups, student-created groups, and/or the Student Senate].</li> <li>providing input on curricular and extra-curricular opportunities and efforts.</li> <li>participating in assessments of school improvement efforts.</li> <li>hosting and facilitating community gatherings to inform school improvement efforts and to share success.</li> </ul> <p><b>S6</b> be able to complete one or more External Learning Opportunities (ELO) experiences such as a dual enrollment course, early college certificate, internship, international exchange, service-learning project, or independent study.</p> <p><b>S7</b> be able to actively pursue jobs/careers and/or post-secondary education/training through activities and experiences such as career exploration, job searching, resume &amp; interview preparation, financial literacy training, technological literacy training, post-secondary visits, college exploration, application processes, and bridge programs.</p>	<p><u>All RHS students will:</u></p> <p><b>O1</b> be culturally proficient -- with the ability to understand, appreciate, and interact with people from other cultures.</p> <p><b>O2</b> read, write, listen, &amp; speak in a second language.</p> <p><b>O3</b> demonstrate ownership of their education through means such as self-advocacy, attendance, participation in school governance, and ongoing self-assessment.</p> <p><b>O4</b> experience expanded access and opportunity to participate in rigorous and meaningful learning experiences toward mastery of core academic content.</p> <p><b>O5</b> demonstrate the ability to be critical thinkers, problem-solvers, and producers--not only consumers--of knowledge in the 21st Century.</p> <p><b>O6</b> demonstrate curiosity &amp; passion in their learning, resilience in the face of challenges, &amp; commitment to their personal learning goals.</p> <p><b>O7</b> possess transferable skills for making sound decisions, exploring and choosing career pathways, and identifying and accessing resources for continuing success in their respective fields.</p> <p><b>O8</b> possess a personal portfolio of their work.</p> <p><u>Furthermore, RHS will have</u></p> <p><b>O9</b> decreased proficiency gaps among all students.</p> <p><b>O10</b> increased student utilization of post-secondary education and /training.</p> <p><b>O11</b> decreased the need for remedial education when students enter post-secondary education/training.</p>	<p>By 2027, all Revere High School students graduate as lifelong critical thinkers and learners who are well-prepared for access and success in 3 critical realms:</p> <ul style="list-style-type: none"> <li>- Post-secondary education/ training without remedial education courses.</li> <li>- Meaningful jobs that pay living wages, and are sustainable in today’s and tomorrow’s workforces.</li> <li>-Serving as culturally competent, contributing members of their communities.</li> </ul>