

OBRCHS Defining Elements

PBL and Standard/ Skill Based Rubrics	See OBRCHS PBL Document and Rubrics.
8 Week Modules	There are four 8 week modules each year and two summer sessions. Each module has two 4 week halves (A/B). Each half has a separate/related final product and grades.
Student Placement	Students are accepted on an ongoing basis. Students are placed at one of our three campuses based on proximity. Students are rostered based on credit needs/individual graduation plan. Student completion is rolling, with a winter and a summer graduation.
Orientation Process	Helps students make the adjustment to our program. Allows students to communicate and focus on their goals. Allows us to assess students' initial areas of strength and areas of need.
SWE School Wide Enrichment	OBR Seminar is a course completed by each student in their first module at OBRCHS to help transition to the OBR model and to explore areas of interest to begin college and career preparations. SWE This School Wide Enrichment course introduces and develops thinking, problem solving, and other essential life skills while building community. TABE Academies Students are enrolled in this course as a means of supplementing basic skill development as measured by the TABE test. Senior Seminar is a reflective multi-disciplinary project and presentation, that is a Pa mandatory requirement of a student, prior to graduation and earning a high school diploma.
3 Campuses	Each campus serves 9 th -12 th grade students. The Simpson and Fairhill Campuses serve <u>540</u> students. The Elmwood Campus serves <u>135</u> students. OBRCHS has a contractual agreement with the School District of Philadelphia to serve <u>675</u> in the Academic School Year 2017-2018.
Teacher Support & Professional Development	Teachers participate in observations, receive feedback, and 1:1 coaching, based on individual needs, as well as small and whole group Professional Development, to increase the quality and effectiveness of instruction and increase student achievement.
Climate and Culture	All relationships in the entire organization are established and maintained through Restorative Practices.
Next Steps to Consider	Maintaining Middle States Accreditation. Continuing school growth through steps outlined in our Action Plans and the work of our Action Plan Teams.

OBRCHS PBL

<p>4 Week Module Storyboards</p>	<p>Standards and Skills English: PA Common Core Standards Math: PA Common Core Standards Content Areas: (History, Humanities, Science, Language, and Electives) Subject Area Content Standards and PA Common Core ELA Standards Front Page: Standards – Provided to teachers; Driving Questions and Final Product developed by teachers with support and administration approval Weekly Pages: Daily Learning Objectives, Daily Activities, Differentiated Instruction, Final Product Checkpoints, and Assessments – Planned by teacher and approved by administration</p>
<p>Driving Question</p>	<p>Unpacked at beginning of the module so that students understand the question, their role, and the expectations of the task Open-ended question that inspires students to “need to know” and “want” to gain the knowledge and skills to answer/complete projects Answer evolves as question is revisited throughout the module and eventually a final answer/opinion and project is completed Other criteria: Purpose/Audience/Real-World Connection</p>
<p>Product</p>	<p>Real-life demonstration/application of skills learned through real world job/career simulation Answers/addresses the Driving Question, evolves throughout the module</p>
<p>Student Voice/Choice</p>	<p>Student choices about products (differentiation) Student choice about how they work and use their time (differentiation) Choice Strategies throughout the module (differentiation)</p>
<p>Inquiry and Innovation</p>	<p>Student generated questions that drive investigation Innovation of new ideas/solutions (rather than reporting of facts)</p>
<p>Feedback and Revision</p>	<p>Rubrics used by self, teacher, teams to create feedback/revision loop until final product due date</p>
<p>Real World Connection</p>	<p>Real connection to the world outside of the classroom: audience, trip, or guest (real/virtual), roles provide real world career exploration</p>
<p>Assessment</p>	<p>Standards/skills/content throughout and in final product Includes formative assessment throughout and checkpoints Includes self and peer assessments Standards based rubrics provided, teachers add additional categories as needed</p>
<p>Next Steps</p>	<p>21st Century Skills to be targeted, included in storyboard, taught, and assessed</p>

OBRCHS Reading and Writing Framework

Students must be able to listen and read to learn, and be able to communicate what they have learned through speaking and WRITING in all subject areas. The OBRCHS Writing and Reading framework bases each Module on specific PA Common Core Writing and (Reading) Standards. The PA Common Core Speaking and Listening, as well as selected Vocabulary and Writing Standards, have been selected as our “Always” standards that will be addressed regularly throughout the modules. Research Writing standards are also “Always” standards in combination with Informational Writing and Argument Writing, addressed regularly throughout the modules. The PA Academic Content Standards and/or Keystone Anchors/Eligible Content define module topics in the content areas and electives. Our Standards Pages provide further detail for each course.

	Module 1	Module 2	Module 3	Module 4	Summer
<u>English 1</u> History/ Social Science	Writing in Response to Reading (Lit)	Narrative Writing (Lit) Research Writing (Info)	Informational Writing (Info)	Argument Writing (Info)	Writing in Response to Reading (Lit/Info)
<u>English 2</u> Health/Electives	Argument Writing (Info)	Writing in Response to Reading (Lit)	Narrative Writing (Lit) Research Writing (Info)	Writing in Response to Reading (Lit/Info)	Informational Writing (Lit/Info)
<u>English 3</u> Art	Informational Writing (Info)	Writing in Response to Reading (Lit/Info)	Argument Writing (Info)	Narrative Writing (Lit)	Writing in Response to Reading (Lit)
<u>English 4</u> Science	Narrative Writing (Lit) Research Writing (Info)	Informational Writing (Lit/Info)	Writing in Response to Reading (Lit/Info)	Writing in Response to Reading (Lit)	Argument Writing (Info)

Real World Learning

Teachers use required standards to guide development of teacher created curriculum focusing on topics that are of interest to students. Project Based Learning is at the center of all of our curricular decisions. Our students have found limited success at other more traditional schools for a variety of reasons. To help students find more success we have adapted the project based learning model to give them a more real-life application of the skills that they are learning. This engages them more deeply and helps them see the value of the educational opportunity provided.

Module System and Credits Overview

In order to receive a Philadelphia High School diploma, students must obtain 23.5 credits. One Bright Ray's credit system has been designed for students to obtain up to 2.75 credits every module if the student carries a full roster of 6 academic classes (2.5 credits/.5 per class) and a School-Wide Enrichment (SWE) period (.25). Students can also earn 1.5-2.0 credits in each summer session. Every student takes a different path to completion based on the credits/courses that are transferred from the students' previous school/s. Students must earn a 65% in each class in order for credit to be assigned.

Students will earn the following credits prior to graduation:

4 English	4 Math	4 History	4 Science	2 World Language
1 Phys. Ed.	.5 Health	2 Electives	2 Arts/Humanities	

Designated administration will assist students with understanding their graduation plans through individual meetings and/or group meetings. Designated administration will assist parents and students in accessing PowerSchool themselves to track student progress toward graduation. The OBRCHS Administration and the Post-Secondary Counselor are the only designated employees at OBRCHS, who are to provide the students with specific graduation dates to avoid confusion and miscommunication about these important dates.

During the first module with OBRCHS, students will be assigned to a specialized SWE course: OBRCHS Seminar. The OBR Seminar class allows the students to transition to the OBRCHS model and to explore career options and opportunities. This specialized SWE course is assigned a grade and the .25 SWE period credit.

During the last module before graduation students will be assigned to another specialized SWE course: Senior Seminar. Senior Seminar allows students an opportunity to reflect on their learning experience at OBRCHS and complete further research into an area of interest. This course requires students to complete a multi-disciplinary project and presentation. This specialized SWE course is completed pass/fail, no credit assigned.