

OBRCHS Model Defining Elements

Curriculum	See OBR Curriculum and Instruction Documents 2021-2022 below.
14 Week Modules	<p>Three modules that are 14 weeks long and one credit-recovery summer session.</p> <p>Week 1: Student Professional Development with Advisor (2 days). Course Intro with teacher (1 Day).</p> <p>Week 14: Module Break.</p> <p>75-minute periods Daily and 40-minute periods on Wednesdays.</p>
Student Placement And Credits	<p>Students are accepted on an ongoing basis.</p> <p>Students are placed at one of our four campuses based on proximity and program fit.</p> <p>Students are rostered based on credit needs/individual graduation plan.</p> <p>Student completion is rolling, with one or two graduations per year.</p> <p>Students are rostered in up to 3 classes per module.</p> <p>Students can earn up to 3 credits per module.</p> <p>All courses earn 1 credit except for Health (.5) and Keystone Courses</p> <p>Keystone Courses are double periods for 1 credit: Algebra I, Biology, English 2</p>
Orientation Process	<p>Orientation helps students make the adjustment to our program and build community.</p> <p>Students communicate and focus on their goals.</p>
4 Campuses	<p>Each campus serves 9th-12th grade students. Mansion Campus also serves adults.</p> <p>The Simpson and Fairhill Campuses serve up to <u>540</u> students.</p> <p>The Elmwood Campus serves up to <u>135</u> students.</p> <p>The Mansion Campus Day serves up to <u>200</u> students, Night <u>150</u> adults</p> <p>OBRCHS has a contractual agreement with the School District of Philadelphia to serve up to <u>1025</u> in the Academic School Year 2021-2022.</p>
Senior Seminar	<p>Senior Seminar is a reflective multi-disciplinary project and presentation, that is a Pa. mandatory requirement prior to graduation for earning a high school diploma.</p> <p>Naviance is included as a tool to assist students in post-secondary planning.</p>
Advisory	<p>2-Day Student Professional Development during week 1 of each module.</p> <p>Week 2-13: Community Meetings - Community building activities, restorative practices activities, school information sessions.</p>
Climate and Culture	<p>All relationships in the entire organization are established and maintained through Restorative Practices and a Student Code of Conduct.</p>
Ongoing Growth	<p>Maintaining Middle States Accreditation, Preparing Self-Study for Reaccreditation, and continuing school growth through the work of campus-based School Improvement Teams and steps outlined in our three Middle States Action Plans: Academic Achievement, School Engagement, and Resources.</p>

Curriculum

<p>Overview</p>	<p>Curriculum decisions are driven by the OBR Mission and student needs.</p> <p>To meet the variety of needs that our students present we use a variety of materials and instructional best practices.</p>
<p>English</p>	<p>Pearson's myPerspectives fully meets expectations (EdReports).</p> <p>Texts in each grade are high quality, build knowledge, and are accompanied by tasks for students to practice building grade-level speaking, listening, writing, and reading skills.</p> <p>Plans are cohesive including vocabulary development and differentiation. There is a common lesson plan format from Pearson that is modified for three units each module utilizing teacher created materials and the myPerspectives student edition. Planned by teachers, supported and approved by administration.</p>
<p>Math</p>	<p>Pearson's Envision A/G/A fully meets expectations (EdReports).</p> <p>Materials drive college and career readiness, meeting the Standards' rigorous expectations with support included for differentiation, addressing common misconceptions and for connecting the Standards for Mathematical Content and the Standards for Mathematical Practice.</p> <p>Common lesson plan format from Pearson that is modified for three units each module utilizing teacher created materials supported by Envision A/G/A. Planned by teachers, supported and approved by administration.</p>
<p>History, Art, Spanish, Science</p>	<p>Teachers create Unit Plans and Weekly Lesson Plans that incorporate subject area Content Standards, PA Common Core ELA Standards, and PBL skills.</p> <p>Instruction prepares students for deeper real-world application of content, skills, and strategies through Mini-Projects.</p> <p>Lesson Plans: Daily Skill and Content Learning Objectives, Warm-Up, Vocab Study, I Do/We Do/They Do Lesson Structure, Differentiated Instruction, Closure, Tech. Integration</p> <p>Planned by teachers, supported and approved by administration.</p>
<p>Assessment</p>	<p>Learning is assessed through Daily Activities, Mini-Projects, and Teacher Created Assessments.</p> <p>STAR, Keystone, and PA Civics assessments are used to measure student mastery level and growth.</p> <p>In preparation for Keystone tested courses, additional seat hours are provided (Algebra 1, Biology 1, and English 2)</p>

Instruction

Goals	<p>Organizational Goals: Engage Students, Increase Attendance and Credit Attainment, Graduation</p> <p>Instructional Goals: Meaningful Learning Experiences, Reading and Writing Across the Curriculum, Consistently High Levels of Cognitive Engagement, Using Data to Drive Instruction</p>
Essential Questions	<p>Included in curriculum, incorporated in Unit Plans and Weekly Lesson Plans</p> <p>Unpacked at the beginning of the module so that students understand the question, the expectations, and scope of learning.</p> <p>Open-ended question that inspires students to “need to know” and “want” to gain the knowledge and skills to complete mini-projects.</p> <p>Answer evolves as question is revisited throughout the unit and eventually students formulate a final answer/opinion supported by evidence.</p>
Mini-Project	<p>Real-life demonstration/application of skills learned throughout the unit.</p> <p>Answers/addresses the Essential Questions.</p> <p>Keystone Courses complete one or more Keystone Style Assessments as noted in the curriculum. (Algebra 1, Biology 1, English 2)</p>
Engaging Instruction	<p>Cognitive engagement strategies from Project Zero, making thinking visible.</p> <p>Choice Strategies throughout the module and differentiation strategies</p> <p>Student generated questions that drive investigation</p> <p>Innovation of new ideas/solutions (rather than reporting of facts)</p> <p>Real connections to the world outside of the classroom</p>
Feedback and Revision	<p>Two days of Review and Revise built in as the last two days of each unit.</p> <p>Includes formative assessment and feedback on movement toward mastery of standards/skills/content throughout the unit</p> <p>Includes self-assessments</p> <p>Standards based rubrics provided, teachers add additional categories as needed</p> <p>Rubrics used by student, teacher, peer teams to create feedback/revision loop until Mini-Project due date</p>