

# OBRCHS Model Defining Elements

<b>Curriculum</b>	See OBR Curriculum and Instruction Documents 2022-2023
<b>13 Week Modules</b>	<p>Three modules that are 13 weeks long and one credit-recovery summer session.</p> <p>Weeks 1-4: Unit 1                      Weeks 5-8: Unit 2                      Weeks 9-12: Unit 3</p> <p>Week 13: Module Break</p> <p>65-minute periods Daily and 35-minute periods on Wednesdays.</p>
<b>Student Placement And Credits</b>	<p>Students are accepted on an ongoing basis.</p> <p>Students are placed at an OBR campus 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 5 classes per module earning up to 5 credits per module.</p> <p>All courses earn 1 credit except for Health (.5)</p> <p>Keystone Courses are double periods for 1 credit: Algebra I, Biology, English 2</p>
<b>Orientation Process</b>	<p>New Student Orientation introduces students to our program. Once enrolled, all new students take OBR Seminar which helps students make the adjustment to our program and build community.</p> <p>Students communicate and focus on their academic and personal goals while identifying careers of interest.</p>
<b>Six Campuses</b>	<p>Each campus serves 9<sup>th</sup>-12<sup>th</sup> grade students.</p> <p>The Simpson and Fairhill Campuses serve up to <u>270</u> students each.</p> <p>The Elmwood Campus serves up to <u>135</u> students.</p> <p>The Mansion Campus Day serves up to <u>150</u> students.</p> <p>Each Evening program (Mansion and Simpson) serves up to <u>150</u> adults each.</p> <p>OBRCHS has a contractual agreement with the School District of Philadelphia to serve up to <u>1125</u> in the Academic School Year 2022-2025.</p>
<b>Seminars</b>	<p>OBR students attend various seminars throughout their enrollment designed to prepare them for meeting the PA Graduation Pathways and college and career readiness. These seminars expose students to internships, service learning projects, industry recognized credentials, and other opportunities.</p> <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. Naviance is included as a tool to assist students in post-secondary planning.</p>
<b>Community Building</b>	<p>Mondays and Fridays, students are rostered to a community building class for 30 minutes which includes restorative practice activities, emotional and mental health development, and school information sessions.</p>
<b>Climate and Culture</b>	<p>All relationships in the entire organization are established and maintained through Restorative Practices and a Student Code of Conduct.</p>
<b>Ongoing Growth</b>	<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><b>Overview</b></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>Curriculum documents, planning templates, resources, and rubrics are provided in the Shared Drive entitled 2022-2023 Curriculum and Instruction.</p>
<p><b>English</b></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><b>Math</b></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>There is a 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><b>History, Art, Spanish, Science</b></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><b>Assessment</b></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, and English 2)</p>
<p><b>Graduation Requirements</b></p>	<p>Students must earn 23.5 credits according to the School District of Philadelphia requirements as well as successfully complete the multidisciplinary project in Senior Seminar. Students must also meet the Graduation Pathways set forth by the state of Pennsylvania. These graduation pathways include Keystone Proficiency Pathway, the Keystone Composite Pathway, the Alternative Assessment Pathway or the Evidence Based Pathway.</p>

# Instruction

<b>Goals</b>	<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>
<b>Essential Questions</b>	<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>
<b>Mini-Project</b>	<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, English 2)</p>
<b>Engaging Instruction</b>	<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>
<b>Feedback and Revision</b>	<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 for Mini-Projects</p>
<b>Professional Learning Communities</b>	<p>Teachers participate in weekly Professional Learning Communities designed to examine student work, deepen instructional practices, and provide feedback to colleagues. These meetings occur in content specific groups as well as campus specific teams.</p>
<b>MTSS</b>	<p>Each campus holds an Multi-tiered System of Supports meeting weekly to identify struggling students, develop strategies to assist with development, and monitor progress.</p>