

OPRF Strategic Planning Steering Committee
Key Characteristics of Holistic Community Education
Drafted 12/17/12

- More partnerships with colleges/universities in dual credit and/or certification programs that give students a head start on their post-secondary education and career paths.
- Students are well-informed about what post-secondary opportunities are available and have developed criteria for evaluating these opportunities.
- Students feel motivated and equipped to make positive contributions to the community
- Students have capstone opportunities that take them outside of the building.
- Students are motivated to pursue leadership opportunities in school governance, community governance, not-for-profit institutions, faith-based institutions, and/or philanthropic institutions.
- Students show the confidence and resilience in making positive contribution to the school, communities and the larger world and overcome the myriad obstacles in doing so.
- Students embrace a growth mindset toward their own learning versus a fixed mindset.
- We will model behavior by being actively involved in community activities outside the school environment.
- We will provide opportunities for students to be actively involved in community activities.
- All students will be involved in at least one extra-curricular activity: athletic clubs, service activities, the arts, etc. It is everyone's responsibility to help students see where they fit.
- We will expand our curriculum to serve students who are not college bound through broadening our partnership with Triton and trade schools.
- There will be consistent, enhanced communication between elementary schools, middle schools, private schools.
- Classrooms teachers will model critical thinking skills that lead to new kinds of problem solving.
- Students will be more involved in the decision making process to teach practical leadership skills.
- Offer a wider variety of opportunities for students and their families to link with school and the community. Meaningful content and discussion. Feeling they have a voice. Offer different times for interactive opportunities other than at night, breakfast, offer babysitting.
- Incorporate the connection between education and future success into the classroom. Create an environment where students describe success then introduce people from our community who have achieved their description of success. Can be done throughout the school – clubs, classrooms, athletic groups etc.
- Work with the community to provide internship/volunteer opportunities to help kids explore career paths.
- Provide opportunities in the building for kids to be mentors to other students through tutoring, book clubs, Freshman Mentoring Program, etc.
- Creating an environment that supports and encourages critical thinking skills.

- Creating a respectful relationship between adults and students, with adults as role models, to develop leadership, foster civic and social responsibility, and self-worth.
- Working with community partners to provide rich resources for all students and parents
- Educational continuity from K-12. Seamless transitions between elementary to middle school to high school to college
- Whole child – continuum from cradle to career. High school needs to be involved from the beginning of a student’s life, as it is too difficult to effect meaningful change in a four year slice of an 18 plus year continuum
- Whole child – once in the school, the student’s life goes beyond the 8am – 3pm school day. Under a “holistic” approach, the school will be working with families and other community resources, employers, service providers, extracurricular groups, etc. to ensure each student has access to resources and opportunity.
- Parents are more involved; parents feel valued and part of the school community. Meaningful role for parents in the academic environment as well as activity environment.
- Cross-department work within the school (coordinating major projects and homework a cross departments, across activities and academics, etc.) Collaboration, integration and coordinated planning.
- Intergovernmental cooperation and coordination, especially with regard to resources, including taxes and reserves
- Global and international language acquisition
- Equity within the world
- For instance, all white school district focus on equity as well because they know that the world is not all white. It is a very diverse world.
- Unified school district from K-12
- “Seamless education from cradle through college”
- The previous statement could help support early childhood education
- More vocational education opportunities for students
- Partnerships with local and national companies
- Certificated vocational programs at the high school level (culinary, childcare, auto, shop/woodworking)
- This could lead to going directly in to the profession or also going into college specializing in specific areas.
- This approach (going to college with these certificates) is value-added component for the student.
- A school that is more connective or relational so that the student can be better-rounded.
- Do a better job of scaffolding to build core content skills, creativity, and critical thinking such that students are better involved and able to identify opportunities for education in the community and in the greater world.
- Encourage students to take these skills to transform the world outside.
- Establish counseling resources and a clearing house where students can go to discover a wide range of options.

- Teachers are encouraged to identify individuals in their classrooms and marry students' characteristics and special traits to new opportunities.
- Establishing goal setting as an essential component of the curriculum. Focus on helping students envision their future so that they become passionate about their educational path for getting there. Do a better job of scaffolding to build core content skills, creativity, and critical thinking such that students are better involved and able to identify opportunities for education in the community and in the greater world.
- Encourage students to take these skills to transform the world outside.
- Establish counseling resources and a clearing house where students can go to discover a wide range of options.
- Teachers are encouraged to identify individuals in their classrooms and marry students' characteristics and special traits to new opportunities.
- Establishing goal setting as an essential component of the curriculum. Focus on helping students envision their future so that they become passionate about their educational path for getting there.
- The educational, social, emotional, and spiritual needs of students are addressed
- Education extends beyond the classroom to encompass family/community life
- Responsibility for educating students rests with every adult in the building and community
- The community feels invested in and included by the high school
- Seamless transitions from one educational institution to the next, from early childhood through high school
- Departments communicate with each other to assure equitable and humane levels of homework.
- School fosters a love of learning for learning's sake instead of learning for the sake of short-term rewards.
- Teachers believe in the "growth-mind set" and not a "fixed mind-set" and creates assessments accordingly.
- High school sees itself as part of a larger community whose mission is the well-being and success of the students.
- Invested community who sees OPRF as the center of the community.
- Community which is not only invested but involved and consulted in matters related to the high school.