



OGDEN PREPARATORY  
ACADEMY

## Portrait of an OPA Student

---

The Mission of the Ogden Preparatory Academy Charter School is to provide a challenging curriculum where

**Academic excellence,  
Character development, and  
Individual growth**

are nurtured in a safe and happy environment that involves the active participation of students, teachers, parents and community members.

## Table of Contents

<b>Academic Excellence</b>	<b>3</b>
Academic Mastery	3
Wellness	4
Civic, Financial, & Economic Literacy	5
Digital Literacy	6
<b>Individual Growth</b>	<b>7</b>
Communication	7
Critical Thinking & Problem Solving	8
Creativity & Innovation	9
Collaboration and Teamwork	10
<b>Character Growth</b>	<b>11</b>
Honesty, Integrity & Responsibility	11
Hard Work & Resilience	12
Lifelong Learning & Personal Growth	13
Service	14
Respect	15
<b>References</b>	<b>16</b>
Icons	17

# Academic Excellence

---



## Academic Mastery

Demonstrate a depth of knowledge in multiple subject areas to make informed decisions.

K-3	4-6	7-9
Students will be able to retrieve, comprehend, and analyze with support academic knowledge and skills. They will be able to make observations and use information to come to their own conclusions.	Students will be able to comprehend and infer to analyze academic data across multiple disciplines. They will be able to organize and select information to arrive at an evidence-based conclusion or solution.	Students will be able to analyze, adapt, and apply academic knowledge, skills, and dispositions across multiple disciplines in explicit contexts. They will be able to evaluate, organize, and differentiate information to arrive at an evidence-based conclusion or solution.
How does OPA do this? (Programs and systems of support.)		
Classroom instruction, assignments, and projects	Classroom instruction, assignments, and projects	Classroom instruction, assignments, and projects



## Wellness

Develop self-awareness, self-advocacy skills and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental and social-emotional well-being.

K-3	4-6	7-9
Students will be able to explore self-awareness as they participate in wellness experiences and develop self-advocacy skills to express emotional, physical, and social needs appropriately with trusted adults.	Students will be able to develop self-awareness as they grow in understanding and participate in wellness routines and practice self-advocacy skills by asking for help with mental, physical, social, and emotional needs from trusted relationships.	Students will be able to practice self-awareness and self-advocacy as they set goals and build routines towards a balance in mental, physical, social, and emotional wellness.
<b>How does OPA do this? (Programs and systems of support.)</b>		
Personal Education Plans Physical Education Recess Leader in Me School Lunch	Personal Education Plans Planners Physical Education Leader in Me	Personal Education Plans Planners Physical Education Health Athletics AVID



## Civic, Financial, & Economic Literacy

Understand various governmental and economic systems and develop practical financial skills.

K-3	4-6	7-9
Students will be able to identify the structure of and roles within a community. They will explain how their individual role contributes to the community. They will be able to identify and assign value to personal assets according to individual wants and needs.	Students will be able to develop societal awareness at the local, state, and national levels by expanding participation in civic activities. They will be able to justify wants and needs by evaluating the relationship between earning, saving, and spending.	Students will be able to understand and evaluate the role of government and economy as it relates to citizen rights and responsibilities. They will be able to prioritize wants and needs by allocating time, resources, and assets.
<b>How does OPA do this? (Programs and systems of support.)</b>		
Classroom instruction, assignments, and projects.	Classroom instruction, assignments, and projects.	Classroom instruction, assignments, and projects. Planners 8th and 9th graders will participate in Reality Town to gain real world economic experiences.



## Digital Literacy

Adapt, create, consume, and connect in productive, responsible ways to utilize technology in social, academic, and professional settings.

K-3	4-6	7-9
Students will be able to operate digital devices safely in social and academic settings and understand appropriate disclosure of personal information. They will be able to use digital tools to find information, develop creative ideas, and demonstrate technology skills to accomplish educational goals.	Students will be able to describe and model digital practices and respect the rights of others in social and academic settings. They will be able to utilize digital technology to organize and present information, create evidence of learning, communicate, and collaborate to meet the needs of their audience.	Students will be able to use technology safely, legally, and ethically, and to explain the rights, responsibilities, and opportunities of participating in the digital world. They will be able to critically analyze digital resources and use them to create and communicate with audience awareness and collaborate for education and other projects while using digital tools.
<b>How does OPA do this? (Programs and systems of support.)</b>		
Classroom sets of computers CANVAS Computer class. Computer Literacy Instruction	Classroom sets of computers CANVAS Computer class Computer Literacy Instruction	One-to One CANVAS Computer technology (CTE) classes Computer Literacy Instruction

# Individual Growth



## Communication

Communicate effectively through reading, writing, speaking and listening to understand information in a variety of contexts, media and languages.

K-3	4-6	7-9
Students will be able to impart information recognizing the way things are said or written affects others. They will be able to comprehend and analyze information from others' verbal and/or nonverbal communications, responding appropriately in most settings.	Students will be able to differentiate and share specific information appropriate to the environment and/or audience. They will be able to integrate meaning from other's verbal and/or nonverbal communication by responding purposefully within a given context.	Students will be able to organize and express purposeful information in a modality appropriate to the environment and audience. They will be able to interpret meaning from others' communications and respond effectively within different contexts.
<b>How does OPA do this? (Programs and systems of support.)</b>		
Responsibility Centered Discipline (RCD) Leader in Me Classroom instruction, assignments, and projects.	Responsibility Centered Discipline (RCD) Leader in Me Classroom instruction, assignments, and projects.	Responsibility Centered Discipline (RCD), Classroom instruction, assignments, and projects.

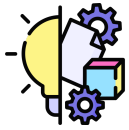


## Critical Thinking & Problem Solving

Access, evaluate and analyze information to make informed decisions, recognize bias and find solutions.

K-3	4-6	7-9
Students will be able to find key information, make inferences, and form generalizations. They will be able to explain reasons for making a decision based on new learning and personal experiences.	Students will be able to evaluate the relevance and importance of key ideas presented from a range of sources to justify solutions and claims. They will be able to consider multiple sides of an issue and alternative solutions to make decisions.	Students will be able to analyze and select information and data from a variety of reliable sources to construct solutions in situations across contexts. They will be able to critique issues, identify constraints and barriers, and evaluate multiple perspectives to make and defend judgements.
<b>How does OPA do this? (Programs and systems of support.)</b>		
Responsibility Centered Discipline (RCD) Classroom instruction, assignments, and projects.	Responsibility Centered Discipline (RCD) Classroom instruction, assignments, and projects.	Responsibility Centered Discipline (RCD) Classroom instruction, assignments, and projects.





## Creativity & Innovation

Imagine, visualize and demonstrate creative practices, innovative solutions and artistic expression.

K-3	4-6	7-9
Students will be able to use imagination, creatively explore new ideas, and make original creations.	Students will be able to identify a need and brainstorm ideas within a group, to design unique solutions and artistic expressions.	Students will be able to think abstractly in creative and artistic endeavors while recognizing one's own strengths and the divergent contributions of other group members.
<b>How does OPA do this? (Programs and systems of support.)</b>		
Specials Classes Clubs Recess	Specials Classes Clubs Recess	Elective Classes Collaborative project experiences



## Collaboration and Teamwork

Contribute ideas, perspectives and experiences to cultivate a community of shared accountability and leadership.

K-3	4-6	7-9
Students will be able to follow group norms while playing, working, and completing tasks/projects with peers. They will be able to promote individual and shared outcomes while engaging in mutual feedback.	Students will be able to contribute to the development of group norms, build on the ideas of others, and encourage equitable participation when working in a collaborative group. They will be able to take on a given role, encourage others to complete necessary goals, and apply problem-solving practices for high-level outcomes.	Students will be able to create group norms, engage by preparing in advance for group collaboration, and take ownership of their individual responsibilities for a given role. They will be able to negotiate problem-solving practices through the solicitation of team members' perspectives and lead when appropriate to accomplish shared group goals
<b>How does OPA do this? (Programs and systems of support.)</b>		
Physical Education Recess Clubs Classroom collaboration projects Eagle Team	Leader in Me Physical Education Classroom collaboration projects Eagle Team	Classroom collaboration projects Sport teams AVID Latinos in Action Student Council National Junior Honors Society

# Character Growth



## Honesty, Integrity & Responsibility

Are trustworthy, ethical, reliable and are accountable for the results they produce.

K-3	4-6	7-9
Students will be able to make sense of a situation by recalling what did and did not happen and express their emotions appropriately. They will be able to take ownership for their actions and complete tasks.	Students will be able to assess a situation, apply empathy, and comprehend how their choices have positive and negative outcomes. They will be able to identify the action steps needed	Students will be able to recognize their core beliefs and acknowledge that their choices have intended and unintended outcomes now and in the future. They will be able to be proactive, organized, and accountable in order to complete responsibilities, in addition to making contributions that positively impact their peers.
<b>How does OPA do this? (Programs and systems of support.)</b>		
Responsibility Centered Discipline (RCD) Leader in Me Counseling programs	Responsibility Centered Discipline (RCD) Leader in Me Counseling programs	Responsibility Centered Discipline (RCD) Leader in Me Counseling programs



## Hard Work & Resilience

Set personal goals, apply best efforts to achieve them and persevere when faced with challenges and setbacks. Have a well-grounded sense of confidence, optimism and self-efficacy.

K-3	4-6	7-9
Students will be able to set short-term personal and educational goals with support. They will be able to have age-appropriate, consistent educational interests while beginning to develop awareness and control of themselves and their social environments.	Students will be able to set and achieve short and long-term educational and personal goals with prompting. They will be able to understand that the learning process is increasingly challenging, requiring consistent interest and persistent effort through developing self-control and intrinsic motivation.	Students will be able to design and implement educational and personal goals as well as begin to monitor and adjust with minimal prompting while beginning to explore occupational goals. They will be able to engage in “productive struggle” while continuing to understand and apply consistent interest, persistent effort, and self-efficacy through exploring their own boundaries, motivation, behaviors, and social environments.
<b>How does OPA do this? (Programs and systems of support.)</b>		
Personal Education Plans Responsibility Centered Discipline (RCD) Classroom instruction, assignments, and projects	Personal Education Plans Responsibility Centered Discipline (RCD) Classroom instruction, assignments, and projects	Personal Education Plans Responsibility Centered Discipline (RCD) Classroom instruction, assignments, and projects



## Lifelong Learning & Personal Growth

Continue to seek knowledge and develop skills in all settings.

K-3	4-6	7-9
Students will be able to understand goals and decisions to gain knowledge, build skills, and develop values across contexts.	Students will be able to experience goal-setting and self-direction to apply knowledge, skills, and values to inform ideas and actions across contexts.	Students will be able to practice goal-setting and self-direction to utilize knowledge, skills, and values to influence ideas and actions across contexts.
<b>How does OPA do this? (Programs and systems of support.)</b>		
Personal Education Plans Responsibility Centered Discipline (RCD)	Personal Education Plans Responsibility Centered Discipline (RCD)	Personal Education Plans Responsibility Centered Discipline (RCD)



## Service

Seek opportunities to help when assistance is needed and act without expecting compensation or recognition.

K-3	4-6	7-9
Students will be able to proactively show kindness through their words and actions as they help and serve in their school and local community.	Students will be able to participate in their communities by addressing identified needs and serving without the expectation of compensation or recognition.	Students will be able to play a role in their communities by addressing selected needs and serving without the expectation of compensation or formal recognition.
<b>How does OPA do this? (Programs and systems of support.)</b>		
Community Service Projects The Leader in Me Eagle Team	Community Service Projects The Leader in Me Eagle Team	Community Service Project Student Council Hope Squad Latinos in Action



## Respect

Acknowledge differences by looking for the good in everyone, including oneself, and show due regard for feelings, rights, cultures and traditions.

K-3	4-6	7-9
Students will be able to show self-respect through practicing self-regulation and distinguishing appropriate communication of their needs to promote self-advocacy. They will demonstrate the ability to show respect through distinguishing the feelings and ideas of their community members by applying interpersonal skills.	Students will be able to show self-respect by understanding and communicating their cultures and traditions to their community members. They will be able to demonstrate the ability to show respect through collaborating with community members to understand and recognize cultures, traditions, and various life experiences.	Students will be able to model self-respect by understanding and appropriately expressing the rights associated with their own cultural, political, and interpersonal groups to promote personal well-being and self-advocacy. They will be able to model respect by utilizing supported adaptive strategies and interpersonal skills to recognize and understand the rights associated with all community members.
<b>How does OPA do this? (Programs and systems of support.)</b>		
Responsibility Centered Discipline (RCD) Leader in Me Classroom collaboration activities	Responsibility Centered Discipline (RCD) Leader in Me Classroom collaboration activities Spanish	Responsibility Centered Discipline (RCD) Leader in Me Classroom collaboration activities Latinos in Action

# References

“Assessment and Accountability.” *Utah State Board of Education: Assessment and Accountability* , 2020, [schools.utah.gov/assessment](https://schools.utah.gov/assessment).

AVID® / Closing the Opportunity Gap in Education, AVID Center, 2020, [www.avid.org/](http://www.avid.org/).

*I-Ready Central Resources: Family Center – Home*. [i-readycentral.com/familycenter/](http://i-readycentral.com/familycenter/).

Thompson, Larry. “What Is RCD?” *Responsibility-Centered Discipline*, Give Em Five, 13 June 2019, [www.givemfive.com/what-is-rcd/](http://www.givemfive.com/what-is-rcd/).

“Preparing Students for College, Career, and Life Readiness.” *Leader In Me*, Franklin Covey Co. , 21 Oct. 2020, [www.leaderinme.org/](http://www.leaderinme.org/).

Covey, Sean. *The 7 Habits Of Highly Effective Teens: The Ultimate Teenage Succ*. Fireside, 1998.

Covey, Stephen R. *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Simon & Schuster, 2014.

Covey, Stephen R. *The Leader in Me: How Schools and Parents around the World Are Inspiring Greatness, One Child at a Time*. Free Press, 2009.

University of Oregon Center on Teaching and Learning. (n.d.). UO DIBELS® Data System. Retrieved October 26, 2020, from <https://dibels.uoregon.edu/>

Utah State Board of Education. (2020). Utah Portrait of Graduate Competencies. Retrieved from: <https://schools.utah.gov/file/4b9d1341-ddaa-47bc-8052-f029e794d513>

Utah State Board of Education. (2020). Utah Core Standards. Retrieved from <https://www.schools.utah.gov/curr/utahcorestandards>

Thompson, Larry. *Roadmap to Responsibility: the Power of Give 'Em Five to Transform Schools*. S & P Publishing, LLC, 2015.

“We are Familia.” *Latinos In Action*, 2020, [latinosinaction.org/](http://latinosinaction.org/).



## Icons

*Flaticon, the Largest Database of Free Vector Icons.* 2020,  
[www.flaticon.com/home](http://www.flaticon.com/home).

Apple

Icon made by [Smash Icons](#) from [www.flaticon.com](http://www.flaticon.com)

Finance

Icon made by [Dinosoft Labs](#) from [www.flaticon.com](http://www.flaticon.com)

Graduation Cap, Chat-box, Collaboration, Computer,  
Collaboration Hands, Creativity, Hands with Heart, Hard Work,  
Creativity, Dove, Ethics, Give love, Respect, Seedling  
Icons made by [Freepik](#) from [www.flaticon.com](http://www.flaticon.com)

Helping Hand

Icon made by [photo3idea-studio](#) from [www.flaticon.com](http://www.flaticon.com)

Light Bulb

Icon made by [Vectors Market](#) from  
[www.flaticon.com](http://www.flaticon.com)

Problem Solving

Icon mad by [DailyPm Studio](#) from [www.flaticon.com](http://www.flaticon.com)

Puzzle Piece, Light Bulb

Icon made by [Pixel Perfect](#) from [www.flaticon.com](http://www.flaticon.com)

Research

Icon made by [Ultimatearm](#) from  
[www.flaticon.com](http://www.flaticon.com)

Success

Icon made by [Becris](#) from [www.flaticon.com](http://www.flaticon.com)