

## Gateway Preparatory Academy Exhibit A

*No portions of Exhibit "A" may be changed unless amended pursuant to Charter Agreement Section 5.3*

1. Name: The name of the Charter School shall be Gateway Preparatory Academy.
2. Applicant: A Charter Agreement is granted to Gateway Preparatory Academy, which applied on March 27, 2007.
3. Location: The charter school shall be established in Enoch, Utah, located within the Iron County School District, which is material to its authorization.
4. Mission statement: The Charter School mission statement, as set forth in the application is: "Our mission is to provide children with a competency based classical education with an emphasis on the tools of learning and using practical applications for learning opportunities; also, to provide individual attention and second language acquisition in a safe, respectful, disciplined, and supportive environment."
  - a. The current operating mission statement is: "Our mission is to provide children an individualized education emphasizing practical life skills and demonstrations of student learning in a safe, respectful, and supportive environment."
5. Purpose(s) of the charter school: The Charter School purposes consistent with U.C.A. §53G-5-104 include:
  - a. Continue to improve student learning through competency-based instruction methods and an emphasize on personal responsibility, an interdisciplinary curriculum, and performance-based demonstrations of skill mastery by students.
  - b. Encourage the use of different and innovative teaching methods through implementation of competency-based education, personal attention, and practical assessments for student evaluation.
  - c. Create new professional opportunities for educators through quarterly collaborative in-service, additional scheduled pedagogical training, shared knowledge program, and a planned ongoing curriculum reform process.
  - d. Increase choice of learning opportunities for students by alleviating the lack of pre-existing private or charter choices in the Iron County area.
  - e. Provide opportunities for greater parental involvement in management decisions at the school level through majority parental membership on the Board and increased opportunities for parents to have meaningful involvement at the school.

6. Key elements of the charter school: The key elements of the Charter School, as set forth in the application, are programs and processes that make this school unique. They will be included in the State Charter School Board annual review as assurances and included in the School Accountability Framework Comprehensive reviews.

Gateway Preparatory Academy:

- a. Provides children an individualized education emphasizing practical life skills and demonstrations of students learning in a safe, respectful, and supportive environment.
- b. Separates classes into levels, as follows: lower elementary includes kindergarten and first grade, middle elementary includes second and third grade, upper elementary includes the fourth and fifth grades, and middle school includes grades six through eight.
- c. Assigns staff mentors to each student to ensure that each individual student has one staff member specifically assigned to ensuring the student is making adequate academic progress, is properly scheduled for events necessary for their progress through competencies using computerized students and teacher schedules, has their individual academic needs met, and has someone available to tutor and assist with that student's specific questions about how to learn skills and knowledge for the competencies they are working on.
- d. Students from Kindergarten to 5th grade primarily use a Montessori curriculum with integrated technology and supplemental curriculum focused on the individual child's development and learning style.
- e. Students in Kindergarten through 5th grade receive weekly instruction in technology and fine arts. Students in middle school have opportunities to take advanced courses in technology and fine arts.
- f. Provides performance-based demonstrations of mastery by students at end-of-semester festivals for demonstrating student achievement to parents, the public and peers.
- g. Students create an ongoing record and portfolio of their work products over time.
- h. Students learning records show skills in curricular sequence related to Utah standards and include dates of presentation and mastery.
- i. Assesses student growth and performance through the teacher's tracking and observation of student work, a benchmark assessment for students exiting 3rd, 5th, and 8th grades, and state-mandated test scores. Students not making adequate growth are assessed by a team of teachers, with parent input, to determine a course of action, including remediation through title programs, additional time on task, and other school-developed remediation programs.



- j. Allows students to demonstrate skills and knowledge in different ways, based on student choice, strengths, weaknesses, and interests.
  - k. Communicates with parents and staff the academic status of the Academy. Based on these findings, adjustments are made to the curriculum and pedagogy to remove weaknesses and create new strengths.
  - l. Maintains a large enough student population to offer all programmatic elements listed in the approved charter application.
  - m. Provides the opportunity for hybrid and/or distance education to students. This personalized, individual approach takes students and moves them firmly into the highly technological climate students exist in today. As with the Montessori approach, the hybrid/distance program allows students to receive a variety of curriculum that addresses their individual needs in an environment that benefits their learning and prepares them for higher education. This is accomplished through:
    - i. All distance curriculum is mapped to Utah state standards;
    - ii. All distance students work with Gateway Preparatory Academy employees who are appropriately licensed;
    - iii. All distance students follow Gateway Preparatory Academy policies, procedures and standards;
    - iv. The distance program is highly customizable, individually paced, and monitored following the philosophy of Maria Montessori;
    - v. Hybrid/Distance students will have access to the same programs available to students on-site;
    - vi. Students share their learning both virtually and physically with a greater community;
    - vii. Hybrid/Distance students learn practical skills that benefit them as they work towards higher education and employment.
    - viii. All students that participate in hybrid/distance learning will be encouraged to attend school for a portion of the school week or for organized activities.
7. Opening School Year: 2008-2009
8. Student Population: The grade levels served and the maximum authorized enrollment for each school year is:
- a. Grades Served: K up to grade 8
  - b. Maximum Authorized Enrollment: 675

9. Enrollment preferences permitted by board policy and UCA §53G-6-502:
- a child or grandchild of an individual who has actively participated in the development of the charter school;
  - a child or grandchild of a member of the charter school governing board;
  - a sibling of an individual who is presently enrolled in the charter school;
  - a child of an employee of the charter school;
10. Structure of governing board:
- Number of board members: 7
  - Appointment of board members: Elected by current board members.
  - Board members' terms of office: 3 years
  - Meetings: Regular, not less than nine times per year.
11. Administrative rules waived (if applicable): None.
12. Additional school specific standards used to assess School Achievement in the Charter School Accountability Framework:

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Mission Specific	Students will prepare academic work, present it publicly to the community, and reflect on their learning	90% of students prepare, present, and reflect on work at least twice annually	80% of students prepare, present, and reflect on work annually	<80% of students prepare, present, and reflect on work annually	The majority of students fail to prepare, present, and reflect on work annually
Relative Academic Performance	5 <sup>th</sup> grade students will demonstrate proficiency on standardized assessments at or above the state average	5 <sup>th</sup> grade proficiency above state average	5 <sup>th</sup> grade proficiency within 3% of state average	5 <sup>th</sup> grade proficiency more than 3% below state average	5 <sup>th</sup> grade proficiency more than 10% below state average
Student Academic Gain	K-3 Students will demonstrate "typical growth" in Acadience Reading benchmarks	70% of students make typical growth	65% of students make typical growth	<65% of students make typical growth	<50% of students make below typical growth

13. State Accountability: As defined by statute and implemented by the Utah State Board of Education by rule or Federal plan.

14. Student Engagement, Financial, and Governance Measures: Defined by the SCSB, as required by rule and statute. School will be held to the approved Charter School Accountability Framework (subject to update and revision).