

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 Dixie Montessori Academy.
2. Applicant: A Charter Agreement is granted to Dixie Montessori Academy, Inc. which applied on December 31, 2012.
3. Location: The charter school shall be established in Utah, and located within the Washington County School District, which is material to its authorization.
4. Mission statement: The Charter School mission statement, as set forth in the application is: “The mission of Dixie Montessori Academy (DMA) is to provide a child-centered, individualized education founded upon the philosophy of Dr. Maria Montessori. DMA will foster a structured environment of freedom and discovery in which each child can reach his or her full academic, social, and personal potential. Graduates of DMA will demonstrate creative thinking, self-discipline, respect, and cooperation, and will build a solid foundation for future success.”
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.
 - b. Encourage the use of different and innovative teaching methods.
 - c. Create new professional opportunities for educators.
 - d. Increase choice of learning opportunities for students.
 - e. Provide opportunities for greater parental involvement in management decisions at the school level.
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.

The philosophies of Dr. Maria Montessori are evident throughout the schools, in aspects such as:

- a. **Individualized & Differentiated Learning:** DMA is built upon the tenet that all students are individuals in style, pace, interests and that all children can learn. Providing students with differentiated instruction has been demonstrated to increase success and satisfaction in school.
- b. **Mixed-age Groupings in the Lower Grades:** DMA’s offers mixed age groupings to children in Kindergarten and 1st grade, and again in Second and Third grades to allow students to progress academically, socially, and personally without narrow boundaries of instruction. Children in the older grades (4-7) are in grade level classes to allow teachers to map the curriculum to the Utah State Core standards.

- c. **Integrated Teaching & Learning:** DMA's Curriculum emphasizes interdisciplinary teaching to encourage students to make connections across the curriculum and to their own personal lives. When students understand these connections in their learning activities, they become more motivated learners.
- d. **Prepared Environment** DMA's prepared environment and the use of specialized didactic materials enables students to progress from concrete, hands-on exploration to concept development and abstract understanding.
- e. **Role of Teachers to Observe, Guide & Assess:** DMA's teachers are trained as scientific observers of their students and the learning environment. These observations will guide teachers in their lesson presentations and in their evaluation of each student's progress.
- f. **Classroom Environment of Respect & Character Education:** Personal and social education are integrated into DMA's learning program. Classroom life emphasizes the values of grace, courtesy, respect and responsibility. Teachers model these values and expect them from students throughout the school.

Maintains a large enough student population to offer all programmatic elements listed in the approved charter application.

Does not offer distance or online education, as it is defined by the Utah State Board of Education.

- 7. Opening School Year: 2014-2015
- 8. Student Population: The grade levels served, and the maximum authorized enrollment is:
 - a. Grades Served: Kindergarten up to grade 7
 - b. Maximum Authorized Enrollment: 410
- 9. Enrollment preferences permitted by board policy and UCA §53G-6-502:
 - a. a child or grandchild of an individual who has actively participated in the development of the charter school;
 - b. a child or grandchild of a member of the charter school governing board;
 - c. a sibling of an individual who was previously or is presently enrolled in the charter school;
 - d. a child of an employee of the charter school.

10. Structure of governing board:

- a. Number of board members: 4 to 9
- b. Appointment of board members: Appointed by majority vote of current directors.
Removed by majority vote of current directors.
- c. Board members' terms of office: 3 year
- d. Meetings: Regular, not less than once per quarter

11. Administrative rules waived: 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	Percentage of parents attending both Parent-Student-Teacher Conferences	>=90%	>=85%	<85%	<65%
Mission Specific	Percentage of teachers Montessori certified for the grade-level span they are assigned to teach or have actively worked towards that certification during the past year	100%	>=90%	<90%	<80%

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Relative Academic Performance	After three FAY, using Norms percentile on a nationally normed criterion referenced evaluation	70% of student performance is at grade-level proficiency as compared to other national data	69-50% of student performance is at grade-level proficiency as compared to other national data	49-30% of student performance is at grade-level proficiency as compared to other national data	29% or below of student performance is at grade-level proficiency as compared to other national data
Student Academic Gain	After one FAY, student growth percentile on a nationally normed criterion referenced evaluation tool	70% of students made expected growth as compared to other national data	69-50% of students made expected growth as compared to other national data	49-30% of students made expected growth as compared to other national data	29% of students made expected growth as compared to other national data.

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).