

## Charter Agreement

### Charter Goals

Bridge Elementary has made commitments to the Utah State Charter School Board and the Utah State Board of Education regarding several specific school-wide goals that all staff members must strive to achieve. It is the expectation that ALL individuals employed by Bridge will work collectively to reach and exceed the following goals.

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Mission Specific: Students will achieve beginning of year PL Plan goals by the end of the school year.	% of students who can articulate their PL Plan goals and progress.	100%	80-99%	60-79%	<60%
Mission Specific: Students will achieve beginning of year PL Plan goals by the end of the school year.	% of students achieving PL Plan Goals.	80%	70-79%	60-69%	<60%
Relative Academic Performance: Students 4-6 showing growth on state-mandated assessments (i.e. RISE)	Growth in language arts and math will be higher than the surrounding district schools in 3- mile radius	Average MGP for language arts and math will be at least 10 points higher	Average MGP for language arts and math will be 6 – 9.9 points higher	Average MGP for language arts and math will be 1 – 5.9 points higher than MGP	Average MGP for language arts and math will be less than 1 point higher than MGP

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Student Academic Gain: Growth on end of year (EOY) reading assessment using composite score (i.e. Acadience)	% of K-3 students at benchmark on EOY state reading assessment	20% increase between % at benchmark BOY and % at benchmark EOY or at least 90% at benchmark	15% - 19.9% increase between % at benchmark BOY and % at benchmark EOY or 80%-89% at benchmark	10% - 14.9% increase between % at benchmark BOY and % at benchmark EOY or 60%-79% at benchmark	Less than 10% increase between % at benchmark BOY and % at benchmark EOY or less than 60% at benchmark

### Key Elements

In addition to the charter goals shown above, the Utah State Charter Board expects the following key elements will be implemented at Bridge Elementary.

- A. Instruction at Bridge Elementary is based on a Personalized Learning Model and provides differentiated learning environments to ensure that each student is provided instruction at his or her academic level aligned with the Utah Core Standards.
- B. Each student at Bridge Elementary has a PL Plan that will be developed by the student and an advisor based on the student's needs in the areas of language arts and math.
- C. Each student can articulate, either independently or with scaffolding based on the child's grade level, his or her current level of performance, the goals and expectations of the PL Plan, and self-report on his or her progress.
- D. The PL Plan is digitally accessible to parents.
- E. Rotations, focused specifically on students' PL Plan goals, are provided at least two times each week and are comprised of the following:
  - a. Adaptive computer-aided instruction;
  - b. Center-based learning and collaborative activities;
  - c. Independent work; and
  - d. Small group instruction.
- F. Student advisors meet once every two weeks with students to review their PL Plan, review students' progress toward their PL Plan goals, and guide students in creating short-term tasks to help them achieve their goals.
- G. Advisors and students meet quarterly with parents during which time students articulate their PL Plan goals and progress.
- H. The best practices identified by Hattie et al. and Anders Ericsson will be integrated into Bridge Elementary's PL Model as outlined in the charter application
- I. Full-time teachers are provided a minimum of 15 hours weekly to design each student's instruction based on data from ongoing formative assessments, observations from previous learning sessions, and data from computer-aided assessments and instruction;

to collaborate with peers; and to attend needs-based professional learning opportunities.

- J. Adaptive computer-aided instruction is used to provide language arts and math assessment and support at the student's developmental level. Teachers use the data from these programs to create learning experiences aligned with the student's needs and PL Plan.
- K. A Professional Learning Specialist is employed to specifically oversee teachers' instructional practices and professional development needs. The Professional Learning Specialist ensures that teachers and staff are provided with quality needs based professional learning opportunities.
- L. A Curriculum and Instruction Specialist is employed to assist teachers with data analysis; development of lessons and activities; and implementation of educational best practices. The Curriculum and Instruction Specialists collaborates with the Professional Learning Specialist to identify staff needs and provide staff with the support needed to ensure optimum student achievement.
- M. Students receive options for "choice" in their daily education. The opportunities for choice evolve throughout time based on student needs and the effectiveness of choice activities.
- N. Maintains a large enough student population to offer all programmatic elements listed in the approved charter application.