



## NORTH CAROLINA CHARTER SCHOOL APPLICATION

# Infinite Hope Preparatory

**Public charter schools opening the fall of 2018**

**Due 5:00 pm EST, September 19, 2016**

North Carolina Department of Public Instruction  
NCDPI/Office of Charter Schools  
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Raleigh NC 27601-2825  
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## CHARTER SCHOOL

### 2016 Application Process

To open a charter school in the 2018-2019 school year

#### APPLICATION DUE DATE/TIME

**September 19, 2016** A complete **online** application package, in the Office of Charter Schools **by 5:00 pm EST.**

**\*Non-Refundable \$1000 Application fee due to the Office of Charter Schools\***

*Application Fee Payment Details can be found on the Office of Charter Schools Website*

#### APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 19, 2016 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting.
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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## I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Infinite Hope Preparatory

Has the organization applied for 501(c)(3) non-profit status: Yes No

Name of non-profit organization under which charter will be organized or operated: *Infinite Hope Preparatory Inc.*

Provide the name of the person who will serve as the primary contact for this Application. The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: *Nicole Logan*

Title/Relationship to nonprofit: *Founder/Director*

Mailing address: 4219 Yanceyville Road, Apt D  
Browns Summit NC 27214

Primary telephone: 336-312-8029 Alternative telephone: 336-988-8450

E-Mail address: *mslogangirl@gmail.com*

Name of county and local education agency (LEA) in which charter school will reside:

County: GUILFORD

LEA: 410-Guilford County Schools

Was this application prepared with the assistance of a third party person or group?

No:

Yes:

Is this application a Conversion from a traditional public school or private school?

No:

Yes:

Is this application being submitted as a replication of a current charter school model?

No:

Yes:

Acceleration

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? *Infinite Hope Preparatory Inc.*

Is this application for Virtual charter school: Yes: No:

### **Grade Levels Served and Total Student Enrollment:**

Projected School Opening: Year 2018 Month August

Will this school operate on a year round schedule?

No:

Yes:

*Proposed Grade Levels Served and Total Student Enrollment (5 Years)*

| <b>Academic School Year</b> | <b>Grade Levels</b> | <b>Total Projected Student Enrollment</b> |
|-----------------------------|---------------------|---|
| First Year                  | K,01,02,03          | 180                                       |
| Second Year                 | K,01,02,03,04       | 220                                       |
| Third Year                  | K,01,02,03,04,05    | 280                                       |
| Fourth Year                 | K,01,02,03,04,05    | 320                                       |
| Fifth Year                  | K,01,02,03,04,05    | 400                                       |

*The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school governance, operations, finances and student performance.*

*I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization. Additionally, the board is aware that if this application is approved by the State Board of Education, the approval is contingent upon successful completion of such planning year.*

mslogangirl  
Signature

Founder/Director  
Title

mslogangirl  
Printed Name

09/19/2016  
Date

## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

*State the Mission of the proposed charter school in **thirty-five words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

*The mission statement of the proposed charter school is as follows:*

The mission of our school is to develop resilient students with exceptional character while building strong community and family partnerships.

*Clearly describe the mission of the proposed charter school:*

We believe that proficient reading is a key to future success in life. Our mission supports this by promoting resiliency among our students. Students will learn to face problems head-on including early reading problems. We will provide strategies to our families to become "Home Reading Coaches" to keep students engaged and encouraged as they continue through the process of becoming better readers and thinkers. Good reading skills provide students with better opportunities in the future.

### **Educational need and Targeted Student Population of the Proposed Charter School:**

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

The city of High Point has a racial makeup of 54.56% White, 34.77% African American, and 6.89% Hispanic. The rest of the city's racial makeup is Asian, Native American, Pacific Islander, and multiracial (Wikipedia). Guilford County Schools, which includes the city of High Point, has a racial makeup of 41% African American, 35% White, and 12% Hispanic, with the rest of the student population makeup including Asian, Native American, and Pacific Islander, and multiracial (GCS, Yes! Annual Report, 2015). Because of this we are anticipating a racial and ethnically diverse student population.

Because one of our primary building blocks focuses on explicit instruction and students with severe reading difficulties, we will focus on areas of High Point, NC with schools with reading proficiency rates below 65%. Of the six schools chosen, four of them are magnet schools and still report proficiency rates at 50% or lower. Some of these schools do attest to higher percentages in math and science but data does not show crossover to reading (Appendix A, A-1). The magnet schools in this group still have a population of children who live in the neighborhood attending the schools.

Reading and language difficulties know no color or race so we will promote Infinite Hope Preparatory as a place of engagement and innovation in strategies to improve reading skills. IHP will fight the stigma and racial

disparity between African American and Latino students being identified as having a learning disability by providing systematic, explicit, and measurable reading instruction to students. Shifrer, Muller, and Callahan (2011) found that African American and Latina students are at least 1.4 times more like to be identified as having a learning disability than White students. This was accounted for by lower socioeconomic status and social differences assumed by school personnel. IHP will work with a streamlined process that focuses on classroom environment, teacher pedagogy and experiences, and student achievement data.

- 2. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

IHP will enroll 180 students the first year, 220 students the second year, and up to 280 students in its third year. We are anticipating a total projected maximum enrollment of 460 students in the future. We are aiming to keep our class size ration at 1:20 or below. The LEA has a total of 71,908 students enrolled. 32,688 of those students are in grades K-5 which allows IHP to serve approximately 0.01% percent of the LEAs student population in elementary school. (GCS, Yes! Annual Report, 2015)

- 3. Explain how the charter school's education plan will compare to or differ from that of the local LEA(s).*

The mission of IHP is to develop resilient students with exceptional character while building strong community and family partnerships. The mission of Guilford County Schools is "Guilford county students will graduate as responsible citizens prepared to succeed in higher education, or in the career of their choice" (GCS Strategic Plan, 2016).

While Guilford County Schools continues to focus on high school graduation and preparing students for higher education and careers, IHP will focus on strategic instruction, intervention, and enrichment in the early years so that when students reach high school, they are prepared with proficient literacy skills and have the problem solving skills to propel them forward in their education or career path.

- 4. In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

**Purposes of the Proposed Charter School:** *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.*

*The Six Legislative Purposes of a Charter School are:*

- 1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
- 2. Hold schools accountable for meeting measurable student achievement results.*

3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

All teachers at IHP will participate in professional development about early literacy and severe reading difficulties. Every teacher will complete the NC Reading Foundations course provided through the NC School Improvement Program (if applicable) and teachers who would like to continue through the course to become certified trainers will be allowed to do so.

2. Hold schools accountable for meeting measurable student achievement results.

All teachers will participate in weekly professional learning communities to participate in problem solving data teams to improve instruction. IHP will participate in the NC Accountability model and participate in all assessment windows as directed by the state. Students will complete initial screening assessments at the beginning of the year and take quarterly benchmarks to gauge achievement throughout the year.

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

Our mission is to develop resilient students with exceptional character while building strong community and family partnerships. Healthy Families is one of the building blocks of IHP and we believe that parents play an integral part in a child's education. Our parents will understand that Healthy Minds is also a building block of IHP. Our parents will gain a better understanding of the strategic and explicit instruction that is occurring at IHP and become trained as Home Coaches to continue the work at home. We will work with our parents to build a parent-teacher organization that serves as a support system for the programs at IHP.

We will also aim to offer either a Chinese or Spanish language immersion program for students entering Kindergarten. Guilford County Schools currently has two Spanish immersion programs for elementary students. One of these programs, Kirkman Park Elementary, is located in the targeted area. The school did not have proficiency scores in reading or math above 50% in 2014 or 2015. Dual language students have been shown to perform as well as or better than non-immersion students. We intend to prepare our students by enabling them to "communicate with a much wider range of people from many different linguistic and cultural backgrounds. Knowledge of other languages enriches travel experiences and allows people to experience other societies and cultures more meaningfully. Besides access to foreign media, literature, and the arts, bi- and multilingual people can simply connect and converse more freely. Becoming bilingual leads to new ways of conceptualizing

yourself and others. It expands your worldview, so that you not only know more, you know differently (Asia Society, 2012).

#### 4. Improving student learning.

Our building blocks are Healthy Minds and Healthy Families. We believe that healthy family and community relationships help focus students on the importance of becoming proficient readers, writers, mathematicians, and scientists. All of our instruction will be standard and data driven. Our below grade level students will be encouraged and challenged to meet grade level expectations while our academically gifted students will be challenged to exceed them.

To keep students engaged in instruction, we will employ a problem based learning model in math and science. Our reading instruction will be multisensory, explicit, and systematic. Movement, repetition and systems of learning will aid in retention of information. The National Early Literacy Panel (2008) suggested "Early childhood educators interested in monitoring childrens progress or in identifying those children who need targeted intervention to promote early literacy skills should use assessments that provide reliable and valid measurement of these skills. The findings also suggest that instruction focused on the skills may provide valuable literacy preparation, particularly for children at risk for developing reading difficulties".

#### 5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.

All of our students will receive core instruction, intervention, and enrichment time across the curriculum. Our schedule will focus on providing the maximum amount of time for students who have severe reading difficulties and are two or more years behind in reading. Through the use of assessment programs like Reading 3D, AIMSweb, and Easy CBM, we will document areas of proficiency and progress monitor areas of weakness.

After the initial assessment period, students will be provided opportunities to make decisions about their own learning as they complete self-directed activities in online platforms like Achieve 3000 and Studyladder. During their content instruction students will also be allowed to complete science experiments of their choices as well as research projects of their choice in social studies. Both of these activities will provide additional time to integrate literacy into the content areas.

Our EC and ESL teachers will be trained in Tier 2 and Tier 3 early literacy intervention programs like Wilson Language, Wilson Fluency, and Language!

#### 6. Encourage the use of different and innovative teaching methods.

IHP calendar includes four early release days. These days will be used for professional development for the school staff. We plan to grow our own leaders at this school and teachers will be able to become certified facilitators in programs like Wilson Reading and NC Reading Foundations. We would like teachers to become certified mentors to beginning teachers as well as supporting teachers for undergraduate interns and student teachers. "Teachers who become leaders experience personal and professional satisfaction, a reduction in isolations, a sense of instrumentality, and new learnings all of which spill over into their teaching" (Barth, as cited in Van Brummelen, 2002). It is important that our teachers own their own learning and take an active part in creating professional development

opportunities for themselves and learning opportunities for the students.

**Goals for the Proposed Charter School:**

1. *Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

Goal 1: Student Academics

NC EOG Reading

Grades 3-5

2018-2019-60%

2019-2020-65%

2020-2021-70%

NC EOG Math

2018-2019-65%

2019-2020-68%

2020-2021-70%

Students in grades K-3 achieving adequate progress (or higher) in all measures on mClass reading 3D based on quintiles progress planning charts.

2018-2019-63-67%

2019-2020-69-73%

2020-2021-77-80%

IHP will meet or exceed growth expectations as measured by the North Carolina READY Accountability model.

Goal 2: Positive School and Classroom Culture

To build a positive school and classroom culture strategies from programs like Positive Behavior and Support (PBIS) will be used to create and culture of respect, responsibility, care, and concern among our staff, students, and families. Have You Filled A Bucket Today? by Carol McCloud will be used as the foundation of our character education program. We will focus on restorative practices instead of punitive practices.

We will create and maintain a safe schools plan which includes procedures for fire drills, lockdowns, and forced entry. We will form partnerships with local places of worship or community centers to provide an alternative location in times of emergency.

Goal 3: Finance

IHP will use sound budgetary practices to effectively implement IHP mission and vision.

This will be accomplished through clean yearly audits of financial documents. We will submit an annual school budget with specific budget targets set for each year. A primary target will be to establish a balance for operating expenses for several months.

Communicating to the Board of Directors and Stakeholders:

IHP leadership along with the Board of Directors will create a strategic plan to provide important information and updates on school progress. Yearly annual reports will be created to provide updates on goals and objectives.

2. *How will the governing board know that the proposed public charter school is working toward attaining their mission statement?*

IHP governing board will know that we are working toward attaining our mission statement by:

Healthy Minds-Increasing Student Achievement:

Students will achieve at least a 60% proficiency rate on the NC EOG in Reading, Math, or Science. This proficiency rate will improve to 75-80% by year 5.

67% of students in grades K-3 achieving adequate progress (or higher) in all measures on mClass reading 3D based on quintiles progress planning charts. This will increase to 80% or higher by year 5.

IHP will meet or exceed growth expectations as measured by the North Carolina READY Accountability model.

Healthy Minds-School and Classroom Culture:

Staff and students will participate in a positive climate that promotes exceptional character and resiliency in everyone.

All teachers will provide a classroom discipline plan that is built on strong character education. IHP will receive feedback from all stakeholders on ways to improve the school climate and staff morale.

Healthy Families-Community and Family Partnerships:

IHP will work to form and expand community and family partnerships prior to the start of each school year and continue throughout the academic year. We will establish a goal of 15 volunteer hours per family per year. As we build trusting relationships with our community, we will seek up to 200 volunteer hours per community group to provide additional tutoring, lunch buddies, and classroom assistance as needed.

We will provide updates to the Board of Directors at their monthly meeting and if requested more frequently. A status update on all goals and objectives will be provided in the annual report.

### III. EDUCATION PLAN

(No more than ten total pages in this section)

**NOTE:** *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation will deem the application incomplete.*

#### **Instructional Program:**

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

IHP is built on two building blocks: Healthy Minds and Healthy Families. We believe that when students are highly engaged in learning and parents are engaged in the school community, students are able to reach higher levels of achievement.

The Healthy Minds building block is built on explicit instruction that is engaging and student-centered. A major focus of IHP will be students who are one to three grade levels behind in reading including students who have been identified special education students. The Healthy Minds building block is founded on the big 5 components of reading as identified in the report of the National Early Literacy Panel in 2008. They are vocabulary, comprehension, the alphabetic principle, phonological awareness, and fluency. To assist with teaching the areas of the five major components in reading the school will use a balanced literacy model which includes instruction in teacher directed reading (whole group reading), guided reading, phonics, and writing.

Whole group instruction in all content areas will be taught through a project-based learning model. The Universal by Design unit design method will be used to create and design curricular units for grades K-5. Units from Expeditionary Learning, Engage NY and Achieve the Core will be used as models to guide the creation of units. Teachers will decompose Common Core State Standards in reading and math and NC Essential Standards in Science and Social Studies to understand what students need to know. The gradual release model will be used to facilitate whole group lessons. Teachers will design instruction that correlate to Revised Blooms Taxonomy or Depth of Knowledge levels to increase the level of rigor and higher order thinking.

Math, Science and Social Studies will be integrated into the English Language Arts curriculum. Students will learn the importance that reading plays in understanding other content. Math and Science units will embrace hands-on learning that includes problem-solving strategies, use of manipulatives, and engaging science experiments with an emphasis on academic language and content vocabulary. Teachers will implement a guided math structure for all students to assist with reaching grade level competency of math standards.

Culturally responsive pedagogy will be used in the teaching of all content areas. High expectations will be held for all by all, instruction will be

aligned to standards, and raising the level of rigor will lead to higher student achievement.

Our curriculum will emphasize the importance of service learning and community service. We want literacy to be the primary link between all subject areas and plan to use service learning to develop students with exceptional character as our mission states.

When building the staff for IHP, we will seek counselors and social workers who are familiar with social-emotional learning to work with students who may have experienced trauma and serve as a support system for them. We want to help strengthen their resiliency and build their identity as readers, writers, and critical thinkers.

The US Census Bureau reports that 54.9% of the population in the city is at or above 200% of the poverty level (American Fact Finder, 2014). There is a history of failing, traditional public schools in the city of High Point. We believe that IHP will be able to meet the needs of the students and their families better than their traditional school setting.

The Healthy Families building block is built on strong parent and family engagement. At IHP, we believe that high parent engagement improves student achievement. The schools parent engagement model will be based on the book *Beyond the Bake Sale* by Dr. Karen Mapp from Harvard University. We will use Joyce Epstein's keys of engagement to improve the wrap-around services needed to support students and families with essential needs. We hope to offer GED programs and extended child care hours after school or early morning.

### **Curriculum and Instructional Design:**

*Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

IHP will seek ways to provide a language immersion program (Chinese or Spanish) for students entering Kindergarten each year. These classes will be slightly smaller than suggested class sizes for the rest of the school. All electives (Art, Music, Physical Education, Foreign Language, and Technology) will be taught weekly and will also be integrated into other subjects.

IHPs climate and culture will include a positive discipline method. Strategies from programs such as Positive Behavior and Support (PBIS) will be used to create and culture of respect, responsibility, care, and concern among our staff, students, and families. We want to focus our students on restorative instead of punitive practices. *Have You Filled A Bucket Today?* by Carol McCloud will be used as the foundation of our character education program.

A variety of instructional methods will be used in IHP. Students will be grouped in traditional classroom settings based on requirements from the North Carolina Department of Public Instruction. IHP will endeavor to keep class size small with a teacher-student ratio that is no larger than 1:15 in grades K-3 and 1:20 in grades 4-5. We believe that high student engagement

keeps discipline problems at a lower rate. In order to maximize student engagement, all students will complete an interest survey to help school staff determine how to reach all students. We will focus on culturally responsive pedagogy, learning styles, work preference, and Gardners Multiple Intelligences as foundational instructional strategies for instruction.

Instructional units based on the Universal by Design model will be used to support core instruction in all content areas. These units will use a backwards design process to determine what students need to understand and be able to do at the completion of the unit. We will utilize data to determine students needs which allow us to be intentional with instruction in small and large group settings.

Data analysis will be a priority at IHP. All teachers and staff will understand that all data collected will be used to inform and instruction and improve best practices in the classroom. Teachers will use a data analysis protocol to maintain current documentation of students' abilities and to adjust instruction as needed. Instructional assistants and additional support staff will be used to support core instruction and provide additional instruction in small group and one-on-one settings for students who are at least one grade level below or above in reading based on the model shared in Annual Growth, Catch-up Growth by Fielding, Rosier, and Kerr. Students who are behind in reading will receive additional instructional daily in a small group setting to provide time for them to acquire the skills needed to achieve grade level success.

Special education students (Exceptional Children and Academically Gifted) will be taught through various instructional methods including inclusion, small group instruction, and one-on-one instruction. We will seek to serve these students in the least restrictive environment possible.

Health Families also includes promoting healthy bodies and healthy relationships. Our physical education program will integrate information from Lets Move, The Presidents Challenge, and My Plate to encourage healthier eating and being physically active.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

Many of the students in the targeted student population will be 1 to 2 grade level behind in reading and/or math so a primary goal of IHP is to get these students on grade level by the end of third grade. The NC Read to Achieve Law states that "The goal of the State is to ensure that every student read at or above grade level by the end of third grade and continue to progress

in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success".

In reading, students in grade K-3 will be assessed using DIBELS and TRC. Students in grades 4-5 will be assessed using DIBELS and Fountas and Pinnells Benchmark Assessment System to measure phonics understanding and gather instructional and independent reading levels. Students who need additional assessing will complete tests such as the Core Phonics Survey and the Core Phonological Segmentation Test to determine areas of weakness in decoding and phonological awareness. Close reading strategies and text dependent questions with a focus on comprehension will also provide scaffolded instruction for all students.

In mathematics, guided math strategies will be used to provide students additional access to skills they are lacking based on pre-assessments. Teachers will use benchmark and progress monitoring materials from systems like Easy CBM or AIMSweb to determine areas of strength and weakness for all students.

- 4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

Teachers will use text sets during teacher directed reading to teach the standards using close reading strategies and interactive read alouds in the daily classroom routine. The units will include pre and post assessments to determine students level of understanding.

Teachers will be trained in Jan Richardsons The Next Steps in Guided Reading for guided reading instruction and grouping of students. mClass Reading 3D or Fountas and Pinnells Benchmark Assessment System will be used to assess student independent and instructional reading levels three times a year to inform instruction. Teachers will access level readers to provide instruction at the appropriate levels

The school will use Wilson Language programs for instruction in phonics and fluency. Foundations will be used for students in K-1 during the first year. During the second year, students in K-2 will use Foundations. For fluency practice students will use Wilson fluency kits.

The school administrative staff will use a walkthrough form similar to the tool designed by REL Southeast. This walkthrough form " is intended to help school leaders enhance literacy instruction knowledge, communicate with teachers their expectations about literacy instruction, and establish consistent language regarding literacy content and instructional strategies. Further, the use of this tool can be the basis of productive communication and collaboration among school leaders and teachers and inform professional learning needs to improve student achievement in literacy" (REL Southeast).

Learn Zillion will be accessed for additional assistance to teachers for teaching Math and ELA Common Core State Standards. Discovery Education will be used to provide additional activities for students in Science and Social Studies. The U.S. Department of Education Office for Civil Rights (2014) reports that there is a significant lack of access to high level courses for African American and Latino students. Our students will be exposed to STEM strategies throughout their math and science instruction to assist with them becoming college and career ready.

IHP will endeavor to integrate the use of technology in all aspects of

learning. We will seek out grant opportunities and other funding sources to provide one-to-one access to technology for students.

5. *Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.*

The focus of IHP will be to use strategic, systematic, and multisensory instruction to move students to grade level proficiency in reading. We will endeavor to move students to Levels 4 and 5 on the NC EOG to determine that they are college and career ready.

Using assessments that help IHP pinpoint the specific areas of strength and weakness in students will assist us meeting the needs of all of our students, including special populations of students such as English language learners, special education students, and academically gifted students.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The school will run on a 200-day extended year, extended day calendar. The additional 20 days of the extended school year will assist with removing the barrier of summer learning loss for all students. The extended school day will allow students additional intervention and enrichment time as well as provide time for extracurricular activities like clubs and art, music, or dance classes.

The school calendar also includes early release days and teacher workdays to allow time for professional development opportunities for the staff.

### **Special Programs and "At-Risk" Students**

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*

IHP will have a strong understanding of all laws associated with special education instruction. Special education (exceptional children and academically gifted) students will receive instruction in a variety of methods. Cooperative learning and total participation techniques will be used to make sure that all of our students are college and career ready. All of our teachers will be trained in and be expected to use cultural responsive pedagogy to engage students during the balanced literacy block and all content areas.

We will implement MTSS (Multi-Tiered Systems of Support) for all students at IHP to ensure that all students are on a path to achieve grade level or higher proficiency. The Student Support Team (SST) will train and assist all school staff in the procedures and methods of MTSS as they work together to move students to grade level proficiency.

Tier 1-All students will be assessed using a CBM to determine areas of strength and weakness. Teachers will provide differentiated core instruction for all students to assist with weaknesses.

Tier 2-If students need additional support beyond differentiation in the core, school staff will provide at least 30 minutes of supplemental support services 2- 3 times a week. For example, if four students are below grade level in fluency, the teacher will work with those four students during an identified intervention time to bridge the fluency gap for them. The teacher will monitor student progress using Reading 3D or another monitoring system to determine if the intervention is working.

Tier 3-While continuing to monitor progress, some students may need more intensive support. At this tier, students could receive up to 2-3 hours of additional support during the school week.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*

- a) *Methods for identifying ELL students.*
- b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

Methods for identifying- NC State Board of Education policy (GCS-K-000) requires that a home language survey be sent home and kept in the students record. All parents at IHP will complete the home language survey at the time of registration to determine the primary home language spoken. Using this information, students will be assessed using an assessment similar to the WIDA Language Development Assessment, ACCESS for ELLs 2.0, or DIBELS IDEL Assessment for Spanish speaking students. Both of these assessments can be used to determine language needs as well as assess basic early literacy skills of students. Other methods of identification include teacher observations, achievement tests, and criterion-referenced tests.

Specific instructional programs and practices-The school will hire at least one full time ESL teacher to provide services for students. The school schedule will be structured to allow students to have access to their core instruction as well as a separate time for working on specific language needs. The ESL teacher will be certified and knowledgeable of the Sheltered Instruction Observation Protocol (SIOP) model that has been used to address the needs of English learners.

Plans for monitoring and evaluating progress-After initial assessments are complete, all ELL students will be incorporated into the MTSS model. Based on the data, students will be placed in one of the three tiers to determine the type and frequency of support needed. The primary goal of the ELL program will be to move students toward grade level proficiency and exiting them from the program.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*

- a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
- b) *Plans for monitoring and evaluating the progress and success of intellectually gifted*

*students.*

Initial screening will be the basis for determining the needs of all students at IHP, including intellectually gifted students. Students in 3rd grade will take the CogAt at the beginning of the year to determine which students qualify for services based on the test scores. Students who enroll in 4th and 5th grade will use their 3rd grade scores to determine service level. Additional criteria will be considered for students who may receive consultative services. The U.S. Department of Education Office for Civil Rights (2014) reports that "Latino and black students represent 26% of the students enrolled in gifted and talented programs, compared to 40% of Latino and black student enrollment in schools offering gifted and talented programs". IHP will implement strategies to identify giftedness that will help eliminate the opportunity gap. We want to provide multiple pathways to be identified as gifted for all students.

Students will use Discover Education, Ceasars English, Vocabulary Their Way and other resources to build content vocabulary and improve morphology. They will access Study Ladder and ReadWorks to provide above grade level materials through self-guided activities.

### **Exceptional Children**

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

### **Identification and Records**

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
  - a) *Requesting Records from previous schools*
  - b) *Record Confidentiality (on site)*
  - c) *Record Compliance (on site)*

IHP will follow all state and federal requirements including but not limited to: Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. Students who have been identified and qualify for special education services will follow all state and federal policies of implementation. Our goal will focus on provided services to students in their least restrictive environment with all available services including speech therapy, occupational therapy, visual assistance, and physical therapy. Special education teacher(s) will be hired and our focus will be to find fully licensed special education personnel or seek outside contractors

to provide requested services to students.

During initial hiring, teachers will participate in professional development on inclusion and co-teaching to assist with providing students with the least restrictive environment as much as possible. Teachers will meet regularly with special education teachers to examine data and student progress to make continuous educational decisions for special education students. Special education students who qualify for and Individualized Education Plan (IEP) or 504 Plan based on test results will have them created by the IEP team. Every IEP team will include (at minimum) the parent, special education teacher, school administrator, and classroom teacher. Based on Article 9 115C of the North Carolina General Statutes, parents will be notified and involved in decision making throughout the IEP process. Student records, IEP and 504 documents, and associated paperwork will be kept confidential. All requests for reviewing records must be submitted in writing. All special education programs and materials will be evaluated annually to determine the effectiveness. The school administrator will be the primary individual responsible for compliance checks.

### **Exceptional Children's Education Programming**

1. *Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.*
2. *Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).*
3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.*
4. *Describe the proposed plan for providing related services.*

IHP will focus on providing strategic and systematic instruction to all students to develop resilient students with exceptional character. We will provide research based instructional strategies to all students and research based interventions as needed for students with disabilities. Much of our literacy work will follow suggestions from the National Early Literacy Panel.

Parents will be kept abreast of student progress through bi-weekly progress reports from the classroom teacher and quarterly progress reports from the EC teacher prior to the quarterly report card being sent home.. IEP meetings will be held annually to reevaluate progress of goals. Parents and members of the IEP team will meet as a team to discuss new goals. The school leader will conduct fidelity checks throughout the school year to determine if the IEP is being followed correctly with the appropriate instructional accommodations.

Other services such as physical therapy, speech therapy, and occupational therapy will be provided as the need arises for students.

### **Student Performance Standards**

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be*

*communicated to parents and students.*

- 4. Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

Many of the students, who will attend IHP, currently attend schools with student proficiency levels below 60% in reading and math. Only one school in the targeted area has scores in science above 69%. Because of this, we will begin with a 60% proficiency goal in reading and math and 69% in science for grades 3-5 the first year.

2018-2019: IHP will focus on improving literacy acquisition skills for all students K-5. We will aim for a goal of 60% of students achieving adequate yearly progress on mClass Reading 3D assessments (DIBELS and TRC). We will also aim to have 60% of students in grade 3-5 proficient or higher on the NC EOG in Reading.

Math:

60% of K-2 students will score proficient or higher on NC Mathematics Assessments provided by NCDPI

60% of students in grade 3-5 proficient or higher on the NC EOG in Math.

Science:

69% of K-2 students will score proficient or higher on Curriculum Based Measurement (CBM) assessments

69% of students in grade 3-5 proficient or higher on the NC EOG in Science.

2019-2020: We will continue our focus on literacy acquisition skills and improving reading outcomes for students. 70% of all students will achieve adequate yearly progress on mClass Reading 3D assessments (DIBELS and TRC). We will also aim to have 70% of students in grade 3-5 proficient or higher on the NC EOG in Reading.

Math:

70% of K-2 students will score proficient or higher on NC Mathematics Assessments provided by NCDPI

70% of students in grade 3-5 proficient or higher on the NC EOG in Math.

Science:

73% of K-2 students will score proficient or higher on Curriculum Based Measurement (CBM) assessments

73% of students in grade 3-5 proficient or higher on the NC EOG in Science.

2020-2021: We will continue our focus on strengthening early literacy skills and improving reading proficiency for students. 75% of all students will achieve adequate yearly progress on mClass Reading 3D assessments (DIBELS and TRC). We will also aim to have 75% of students in grade 3-5 proficient or higher on the NC EOG in Reading.

Math:

75% of K-2 students will score proficient or higher on NC Mathematics Assessments provided by NCDPI

75% of students in grade 3-5 proficient or higher on the NC EOG in Math.

Science:

76% of K-2 students will score proficient or higher on Curriculum Based Measurement (CBM) assessments

76% of students in grade 3-5 proficient or higher on the NC EOG in Science.

2021-2022: Performance goals:

Literacy/Reading:

80% of students in grades K-3 will achieve adequate yearly progress on mClass Reading 3D assessments (DIBELS and TRC).

80% of students in grade 3-5 proficient or higher on the NC EOG in Reading.

Math:

80% of K-2 students will score proficient or higher on NC Mathematics Assessments provided by NCDPI

80% of students in grade 3-5 proficient or higher on the NC EOG in Math.

Science:

80% of K-2 students will score proficient or higher on Curriculum Based Measurement (CBM) assessments

80% of students in grade 3-5 proficient or higher on the NC EOG in Science.

IHP will use a mClass Reading 3D data protocol to examine trends in literacy acquisition and to structure appropriate groups for guided reading and intervention groups. Using this data protocol we will determine if students need additional interventions, the appropriate progress monitoring measures, and goals. Our primary focus will be on identifying the child's instructional level for all mClass reading 3D measures.

We will integrate all academic content into our Healthy Minds building block. We will focus on the students social-emotional health by integrating character education techniques throughout the instructional day.

All K-2 students will take a summative assessment such as the NWEA, Comprehensive Test of Basic Skills, or the CAT/5 along with mClass Reading 3D assessments. K-2 promotion will be based on:

\* An assessment similar to the WIDA Access for ELLs 2.0. This assessment monitors limited English proficient students language acquisition progress.

\* Retention in a year prior; students will not be retained more than once

\* Progress of IEP goals for students with disabilities

All 3-5 students will take standardized assessments given by NCDPI in reading, science, and math. In accordance to House Bill 950: Read to Achieve Law 2012, (NC 115C-83.1): The goal of the State is to ensure that every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success. Grades 3-5 promotion will be based on:

\* An assessment similar to the WIDA Access for ELLs 2.0. This assessment monitors LEP students language acquisition progress.

According to the NC Read to Achieve Law, students in grades 3-5 have

alternate paths to promotion:

- \* passing the BOG (Beginning-of-Grade 3Test)
- \* passing the EOG (End-of-Grade Test)
- \* passing an EOG retest
- \* passing the state Read to Achieve alternative test
- \* achieving a Level P in the mClass: Reading 3D TRC assessments
- \* Students with disabilities, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two school year delay in educational performance, or (iii) receipt of intensive reading interventions for at least two school years.
- \* Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade students. Student reading portfolio and review processes used by local school administrative units shall be approved by the State Board of Education.
- \* Students who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second, or third grades.
- \* Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment approved by the State Board of Education.

### **Student Conduct:**

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.*

*Be sure to include:*

1. *Practices the school will use to promote effective discipline.*
2. *A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
3. *An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
4. *Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

IHP will build a culture that encourages all stakeholders to be involved in the education of students. Teachers will be trained to build a classroom culture that hold high expectations for all by all, standards aligned instruction, high levels of rigor and student engagement. All stakeholders will be involved in creating a strong school-home connection. Our schoolwide behavior plan will promote restorative practices instead of punitive consequences.

IHP will implement a program that includes strategies from PBIS and restorative Justice. This program will promote better relationships between teachers and students and reduce office referrals by promoting consistent rules and expectations.

The behaviors and offenses that may result in suspension or expulsion from IHP (including but not limited to):

- \* Fighting or similar behavior
- \* Bullying or threatening behavior or encouraging such behavior
- \* Possession of a weapon or firearm
- \* Possession of or being under the influence of controlled substances or

intoxicants (unlawfully)

\* Attempting to sell or purchase controlled substances or intoxicants

\* Possession of pornography, performing sexual acts or engaging in obscene behavior

Students with Disabilities

According to G.S. 115C-107.7, certain parameters must be in place for students with disabilities that might result in disruptive behaviors. Students with disabilities will only be suspended or expelled as a last resort. IHP will run a behavior management system that aligns with our mission of creating resilient students with exceptional character. Students who need additional assistance with behavior management will be afforded that opportunity through Check In/Our systems and self-regulating checklists throughout the school day.

All due process steps will be taken for students with disabilities when a suspension of more than ten days is required. While the school administrator and the Board of Directors make the final decision about suspensions and expulsions, all students may appeal the decision. The appeal must be made within a school week of the suspension.

**IV. GOVERNANCE and CAPACITY**

(No more than ten total pages in this section)

**NOTE:** Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

**Governance:**

**Private Nonprofit Corporation:**

\*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

*Name of Private Nonprofit:* Infinite Hope Preparatory Inc.

*Mailing Address:* 4219 Yanceyville Road, Apt D

*City/State/Zip:* Browns Summit NC

*Street Address:* 27214

*Phone:* 336-312-8029

*Fax:*

*Name of registered agent and address:*

Nicole Logan  
4219 Yanceyville Road, Apt D  
Browns Summit, NC 27214

**FEDERAL TAX ID:**

**Tax-Exempt Status 501 (c)(3)**

The private nonprofit listed as the responsible organization for the proposed charter school has received 501 (c)(3) status:

Yes (copy of letter from federal government attached: Appendix D)

X No

**NOTE:** If the non-profit organization has yet to obtain the 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

**Governance and Organizational Structure of Private Non-Profit Organization:**

The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Please complete the table provided depicting the initial members of the nonprofit organization.

| Board | Board | County/State | Current | Past or Present | Has any disciplinary |
|-------|-------|--------------|---------|-----------------|----------------------|
|-------|-------|--------------|---------|-----------------|----------------------|

| Member Name        | Title                   | of Residence | Occupation                                       | Professional Licenses(s) Held                       | action been taken against any of these professional licenses? |
|--------------------|-------------------------|--------------|--|---|---|
| Letricia Best      | Finance Officer         | GUILFORD     | Senior Project Manager                           | Not applicable                                      | N   |
| Kathy Sims         | Parent /Student Liaison | GUILFORD     | Elementary School Educator                       | North Carolina Teaching Certificate with Elementary | N   |
| Effie G. McMillian | President               | GUILFORD     | Supervisor Early Literacy Project                | NCSIP Foundations of Reading Trainer                | N   |
| Rachelle Barnes    | Secretary               | GUILFORD     | Winston-Salem State University : Assistant Prof. | Certified Rehabilitation Counselor (CRC), April 20  | N   |
| Turkesshia Moore   | Vice President          | GUILFORD     | K-5 ELA Literacy Curriculum Coordinator          | Licensed School Administrator, K-12                 | N   |
| Nicole Logan       | Director                | GUILFORD     | Senior Customer Service Advocate                 | Not applicable                                      | N   |

**Please provide the following in this location of the APPLICATION:**

1. *A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.*

Infinite Hope Preparatory (IHP) is here to serve the public. The role of the governing board is to ensure that the schools primary focus will be on serving the public well. The Board will be responsible for performing the duties in Article 5, Section 9, the Duties of the Board of Directors. The board will take on the following roles: hiring of staff (except the School Director), budgeting, curriculum, operating procedures, compensation, evaluations and fund raising.

The three most important roles of the board in providing governance will consist of Academics, Operations and Financial Stability. The board must make sure that these three are in line with the purpose and charter of the school. These three must be solid and effective in order to serve the public. This is a short list or examples of the governance that the board will provide:

- Evaluating the Head of the School,
- Evaluating Program Effectiveness,
- Evaluating Student Outcomes,

Evaluating Current Goals and Objectives, and Fundraising.

Officers of the Board will include the Director, President, Vice President, Secretary, Marketing/Fundraising Specialist, Finance Officer and Parent/Student Liaison.

The Director will serve as a non-voting member of the Board. The Director will work closely with the President and the Principal of IHP.

The President will preside over all the meetings of the Governing Board. They will serve as liaison between the school and the Board members. The President will supervise management of the school in accordance with the Bylaws and inform the Board of overall progress of the school.

Vice President. The Vice President will preside over all the meetings in the absence of the President and exercise the powers of that office. The other duties of the Vice President will be discussed and designated by the School Director and President. The Vice President will serve as a non-voting member of the board.

Secretary The Secretary will keep accurate records of the meetings of the Board and providing information to every Board member as required by law and by the bylaws. They will have charge of the schools books and records and ensure that all correspondence going out is affixed with the corporate seal. The Secretary will also perform other duties as assigned by the President.

Marketing/Fundraising Specialist will be responsible for coordinating fundraising activities. They will also be responsible for taking the lead in the marketing strategy plans for the school. They will also perform other duties as assigned by the President.

Parent/Student Liaison The Parent Liaison will be the direct link to our parents, students and community. They will head the training sessions for parents and coordinate all community events. They will take the lead in facilitating surveys, evaluations, and monthly check-ins with teachers. The Parent Liaison will be responsible for updating parents with student and school progress.

The Board will not be responsible for hiring or termination of the School Director. The Director is also the Founder of Infinite Hope Preparatory. The School Director will be responsible for the overall operation of the school, including hiring staff, compliance with the charter of the State of North Carolina. The Board will make the final decision on all the hiring of the remaining staff, to include the Principal, instructional and non-instructional.

- 2. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

The initial Governing Board consists of six (7) members: Nicole Logan (Director), Turkesshia Moore (Vice President), Rachelle Barnes (Secretary), Effie G. McMillian (President), Kathy Sims (Parent/Student Liaison), and Michelle McLean (Finance Officer), and Domieka Cantey (Marketing/Fundraising Specialist).

The Board will never have fewer than six members (including the Vice President), who shall serve as a non-voting member of the Board) and no more than 8 members when put to a vote by current Board members.

Infinite Hope Preparatory governing board occupational background includes educators, curriculum specialists, finance and leadership. The expertise of the Board will provide innovation, and diverse ideas that will help bring forth the vision, mission and objectives of the school. The Board is committed to putting the needs of our youth at the forefront and ensuring that parents and the community are in unity. The Board is ready to ensure that the students have every tool needed to be successful. The board includes 25 years of teaching experience, curriculum development, author, publicist, counseling services, business owners, early childhood educators, and certified trainers.

Nicole Logan, Director

A current Advocate for the healthcare industry who is pursuing her Master of Elementary Education and is currently completing a teacher fellowship with second grade students.

Turkesshia Moore, Vice President

A K-5 ELA Literacy Curriculum Coordinator with a record of success in improving Reading and Science EOG scores. She developed balanced literacy professional development for teachers in the school district/region. Ms. Moore also organized and supervised extracurricular events, including PTA activities, community days, and assemblies.

Rachelle Barnes, Secretary

An Assistant Professor at Winston-Salem State University. Dr. Barnes has been instrumental in helping students develop in a higher learning environment by conducting scholarly research and mentor student researchers. She also worked with the Office of Disability Services that supports students with documented cognitive, medical and psychological disabilities to enhance their college experience.

Effie G. McMillian, President

A Supervisor of Early Literacy Project that assists schools and teachers with strategies and teaching methods to increase the academic achievement of students, specifically culturally responsive strategies. She also provides development and coaching for those schools that are highly impacted by low literacy scores.

Kathy Sims, Parent/Student Liaison

A Kindergarten educator that promotes physical, mental and social development in small group settings by implementing classroom games and outdoor recreational activities. She has assisted with implementing school policies and rules and has served on the PTA committee for the school.

Michelle McLean, Finance Officer

Domieka Cantey

The board members will attend all board meetings regularly to stay informed about the matters that are presented to the board. The board will operate objectively to make the best decisions in the best interest of the charter school. The board will put the interest of the charter school above all personal interest while avoiding conflict during the decisions process. The board will remain true to the purpose and goals of the charter school by abiding by the bylaws and the terms set forth by the State of North Carolina.

- 3. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to*

*the board?*

The Founder of the charter school, Nicole Logan, along with co-owner Turkesshia Moore, selected each board member through an interview process of candidates. The Board members selected are the best fit for the school and the needs of our students. In the event that a Board member position becomes vacant before the initial meeting of the Board, the Board will call a special meeting to replace the vacancy.

The current Board members will present nominations for the vacancy. Each person nominated will be interviewed and every member of the Board will vote on the person of their choice with the majority vote being the person to be elected to sit on the Board. The new board member will fulfill the duties of the former member. The vacancy will be filled within 30 days of the date of vacancy.

*4. Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.*

The Board will meet monthly.

The Board will also have designated training sessions that will be completed twice a year for a week long session. Additionally, Board members will be participate in required training webinars offered by the NCDPI Office of Charter Schools as deemed necessary.

*5. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.*

Orientation or Training for Board Members

The main resource for training and orientation will be through the use of digital sources. The board members will have access to documents and training sources online. The resources will include interactive training on relevant topics and professional development. All governing documents, the Board Policy Manual, and topics in building the foundation for an effective charter school governing board. The members will have timeframes set to complete the lessons by the next meeting. The timetable for professional development for the board members would be an ongoing commitment.

Here is a list of topics:

Governing Board structure,  
Education about the school and the mission,  
Relationship between community and the school  
Relationship between the Board and the Head of the School,  
Financial oversights,  
Policy development,  
Resources, and  
Fundraising.

Board members will also participate in required training webinars offered by NCDPI Office of Charter Schools as deemed necessary to be aware and knowledgeable on new policies and/or tools and other sources.

Training Timeline:

Two months prior to the beginning of the school year, the following will be created:

- \* A Board member manual will be created as a collective effort.
- \* Trained on charter school governance, financial oversight, operations, and legal responsibility.

The Board will develop a variety of topics to develop skills and knowledge to include but not limited to:

- \* Education training
- \* Seminars on special interest topics
- \* Conferences

On a quarterly basis, ongoing training will be provided for the Board in topics most pertinent to the success of the school.

New board members will go through the same process and training. In the instance that a board member has to be replaced during the school year, the new members will have to go through all of the training sessions that were currently given to all members.

The Board will create the following:

- Board Member Manual
- New Members Welcome and Orientation Package
- Develop training and special topic sessions

6. *Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.*

Any interested person would have the opportunity to present the information to the Board. The Board would vote on the arrangement involving the possible conflict of interest.

The Board would have the right to research whether the school can obtain a transaction from another person or entity that would not give the possibility of a conflict of interest concern.

There are no existing relationships that could pose actual or perceived conflicts if the application is approved.

7. *Explain the decision-making processes the board will use to develop school policies.*

The school policies will be in compliance with North Carolina law, and the charter contract. The policies will also be created to align with the charter school mission. In accordance with the bylaws, all matters before the Board shall be approved by a majority vote. Votes presented by the President will be accepted in person or via electronic vote that will be accepted and counted. All policy decisions will be vetted with the governing Board and approved in accordance with the charter school Bylaws. The Board will seek legal counsel and the expertise from a CPA to ensure that the policies are in compliance with North Carolina law. This will ensure that the charter school is always in compliance as a governing body.

8. *Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.*

Infinite Hope Preparatory will develop a Parent-Teacher Association (PTA) to engage parental involvement to develop lasting community partnerships, volunteering opportunities, and fundraising.

9. *Discuss the school's grievance process for parents and staff members.*

The charter school grievance policy for staff will be to meet with the Principal in a good faith effort to resolve the issue. Parents will meet with the child's teacher or Principal. If a grievance still remains for the staff member, they may make a request in writing to appear before the board. The board will respond to the request within 30 days to schedule the

meeting. A final decision will be made by the board and accepted by all parties involved.

**Governance and Organizational Structure of Private Non-Profit Organization (continued)**

**Include in the Appendices:**

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

**Proposed Management Organization (Educational Management Organization or Charter Management Organization)**

*If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

**X Not Applicable**

**Private School Conversions:** *complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

**X Not Applicable**

**Charter School Replication:** *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

**X Not Applicable**

**Projected Staff:**

Outline below, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.

Administration:

Director

Principal

Instructional staff:

Teachers

Part-time teachers/specialist

Instructional specialist

Non-Instructional staff:

Custodial staff

Finance Officer

Administrative staff

Food services

### **Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

1. *Explain the board's strategy for recruiting and retaining high-performing teachers.*

Teachers and staff will be hired through the use of many marketing efforts:

Social media,

Professional associations,

Partnerships with daycare centers and Pre-K programs,

Internet advertisements, and

Community events

High-performing teachers will be retained by providing opportunities to attend seminars, training classes, and certification. The school will also develop partnerships with colleges and universities to offer their aspiring teachers the opportunity to complete their teaching fellowships at Infinite Hope Preparatory. To allow students this opportunity would give the school potentially high-quality candidates who may become a member of our teaching community.

2. *Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.*

The Director of the charter school will report directly to the Board of Directors. The Director and the Board will be responsible for the hiring of the teachers and non-instructional staff. The Principal will have the authority to recommend the dismissal of teachers. The teachers will have the authority to request meetings with the Board of Directors if good faith measures between the Principal and the Director does not resolve the issue or grievance. The Board will handle all employee grievance and employee appeals. The Board has the right to accept or reject any request for a grievance hearing.

The Board will have the right to perform visits of the school as long as the visits do not disturb the day-to-day operations of the school.

4. *Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.*

The charter school website will post descriptions of available jobs that will include the description of the job and the qualifications. The Director along with the Board will review all viable candidates and a candidate pool will be created for the interview process. The interview will include questions that will help determine if the candidates meet the charters schools values and that they are knowledgeable and skilled effectively to educate our students. A majority vote will determine which candidates will be hired.

The Board will be responsible for setting the salaries for the candidates along with recommendations from the Director. The charter school will

conduct criminal background checks from the State Bureau of Investigation or other qualified agency. New hires will be asked to provide proof of citizenship/authorization for employment. The Board and the Director will adhere to all North Carolina statues regarding hiring practices and will not hire or dismiss a candidate due to their race, religion, sex, or handicap.

*5. Outline the school's proposed salary range and employment benefits for all levels of employment.*

The charter school will recruit high-quality teachers and support staff and therefore will offer salaries that are 2% higher than Guilford County Schools. The charter school will also join the North Carolina state health insurance plan and the North Carolina state retirement plan.

Prospective salary ranges:

Administration:

Director \$65,000 \$70,000  
Principal \$60,000 \$65,000

Instructional staff:

Teachers \$43,000 \$47,000  
Instructional specialist \$44,000 - \$48,000

Non-Instructional staff:

Custodial staff \$22,000 \$26,000  
Finance Officer \$43,000 \$47,000  
Administrative staff \$32,000 - \$36,000  
Food services \$25,000 - \$28,000

*6. Provide the procedures for employee grievance and/or termination.*

The Charter school reserve the right to terminate any employee for reasons, including, but not limited to poor performance, neglect of duty, misconduct, or repeated violations of the procedures and policies set forth in the employee handbook. The charter may eliminate school positions or add school positions when it is deemed necessary by the board and the Director. Employees who wish to resign must give at least two week notice of their resignation.

The school Director and Principal will make all recommendations for termination to the Board.

The grievance process for all employees is as follows:

1. Employees must first state that they have a grievance verbally or in writing to the Principal. A meeting will be set up by the Principal for all parties involved. A good-faith effort will be made by the Principal and all parties to resolve the grievance.

2. If resolution is not made, the employee may request, in writing, a hearing with the Board. The Board will have 30 days from the time of receipt of the grievance to schedule the meeting and hold the meeting. Following the hearing, the decision will be provided to all parties in writing within 30 days. This will be the final step and the Boards decision is final.

The School Director and Principal may recommend termination of all staff members. The Board will review the recommendations and make the final decision to terminate the staff member or retain the staff member.

*7. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.*

The charter school will seek the following professionals as a part-time or

consultative position according to the student population (funding based on number of hours of the week spent with children):

- \* Speech pathologist
- \* Occupational therapists
- \* School counselor/Social worker
- \* ESL teachers
- \* Exceptional Childrens teacher (dual responsibility for the gifted population)
- \* Wellness provider

8. *Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.*

The charter school will provide exceptional and qualified educators to meet the needs of our Exceptional Children (EC), English Language Learner (ELL), and Academically and Intellectually Gifted (AIG) student population. The number of hours that educator will spend with the students will be adjusted according to the student population. The charter school will be actively seeking those teachers who hold certifications that can educate this population of students.

9. *Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).*

The School Director:

- \* Hold a Masters Degree
- \* Serve as the spokesperson for the Charter School
- \* Support the Principal in daily operations, faculty-related concerns, and developing a relationship with parents and the community
- \* Recommendations to the Board for hiring and dismissal teachers and the Principal to the Board
- \* Ensuring the charter school is in compliance with all NC DPI testing regulations
- \* Developing and supporting a strategic plan to build awareness in the community, enrollment growth, and building relationships with external partners
- \* Attending all board meetings, and events
- \* Developing strategic plans for future school years that support the mission of the school.

The Principal:

- \* Hold a Masters Degree and a North Carolina Administrative License.
  - \* Directly supervise all teachers and non-instructional staff
  - \* Overseeing the daily operations, faculty-related concerns, and implementing the curriculum
  - \* Implementing and planning professional development for the staff, and providing instructional programs that will promote professional growth
  - \* Recruiting qualified staff for instructional positions, and assisting with defining the responsibilities of the instructional positions, and performing evaluations with the instructional staff.
  - \* Recommending the hiring and dismissal of instructional staff to the Board.
- \* Ensuring the charter school is in compliance with North Carolina teaching regulations and ensuring that instructional objectives developed meet the needs of the charter school.
- \* Ensuring that the progress of the students is tracked and data collected

to make informed decisions with regards to the educational curriculum.

The Teachers:

- \* Hold a Bachelors Degree
- \* Fully licensed or certified by the state of NC (preference for those who hold certifications)
- \* Will possess a strong background in teaching the grade level or subject matter
- \* Responsible for developing creative curriculum that will incorporate reading in every subject, health and wellness and hands-on activities to support the lessons
- \* Managing a very productive classroom environment that promotes self-directing, interactive pods/stations to support the lesson for the day

Reading Specialists:

- \* Hold a Masters Degree
- \* Fully licensed or certified by the state of NC (preference for those who hold certifications)
- \* Instrumental in developing the curriculum to promote and instruct the teachers on how to educate our students to be strong readers
- \* Create and facilitate training sessions for teachers and teacher assistants to with regards to the reading curriculum
- \* Responsible for creating assessments to manage and collect the data from students in reading and contact for the teachers
- \* Serve as a resource for other teachers that are educators in other schools to improve student reading performance

Foreign Language Specialist

- \* Hold a Bachelors Degree in the study of Chinese Language
- \* Preference for those who secondary language is English
- \* Specialize in Chinese language, literature, linguistics and culture teaching at the primary and secondary schools
- \* Develop a curriculum with the School Director and Principal that will meet the requirements of the North Carolina teaching regulations

Wellness provider

- \* Hold a Bachelors Degree or Certification in the Health and Wellness industry
- \* Implement programs that will promote fitness to include but not limited to exercise, food selection, and food preparation.
- \* Develop a relationship with external partners and relationship with the community and parents
- \* Provide training and instructions to the staff regarding health and wellness

Finance Officer:

- \* Hold a Bachelors degree in Accounting (prefer CPA)
- \* Have experience in regulatory reporting
- \* Responsible for the charter school compliance with all accounting and reporting requirements, to include data entry, Uniform Education Reporting System (UERS), and NC Employment Security Commission (ESC)

Administrative staff:

- \* Hold an high school diploma or an Associates Degree
- \* Possess strong interpersonal communication skills and clerical experience

- \* Work directly with the Principal and the School Director
- \* Responsible for keeping all school records filed, accurate and up-to-date for the staff and the students

Food Service:

- \* Hold a high school diploma or an Associates Degree
- \* Have at least 5 years of experience in a school setting
- \* Prefer professional culinary training, training program, or culinary institute
- \* The Manager of the Food Program will work closely with the Wellness provider to prepare healthy menus and promote healthy habits for our students and staff

Custodian:

- \* Hold a high school diploma
- \* Preference for those who have several years of experience in this field in a school environment

**Staff Evaluation and Professional Development**

1. *Identify the positions responsible for maintaining teacher licensure requirements and professional development.*

The Principal of Infinite Hope Preparatory will be responsible for maintaining all teacher licensure requirements and professional development.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

The Principal of IHP will work with all teachers and develop goals and a plan specific to the needs of the teacher that will include strengths, areas of weakness and interests. The plan will include professional development that IHP will assist in providing. IHP will rely on the strengths of the teachers to act as mentors, and take on the role of instructional staff to provide assistance to those teachers who need help in developing their skill sets.

IHP will partner with local colleges and university to provide teaching fellowship and training opportunities to their students to obtain their degree and also to allow for any research opportunities for their students.

3. *Describe the core components of professional development plan and how these components will support effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*

Infinite Hope Preparatory will have one day dedicated during the week that is mandatory for the instructional staff every Thursday from 3:00pm - 5:30pm that will provide training and development to support our educational program.

IHP is built on two building blocks, Healthy Minds and Healthy Families. The Healthy Minds building block is built on explicit instruction that is engaging and student centered. The session will include topics on whole group instruction, guided reading, phonics and writing. The sessions will be lead by current staff who are experts in helping our students in developing in these areas. They will train the staff by providing teaching strategies that will help build our students. The staff will participate in break away

sessions to model the different strategies and techniques. The teachers will implement these strategies in the classroom and will be observed for effectiveness in the classroom.

The Healthy Families building block is built on strong parent and family engagement in the school community. During these sessions we will use the following text, "Beyond the Bake Sale", to assist with strategies on engaging our parents. We will also discuss the wellness and fitness piece and learn to incorporate quick movements and wellness topics in our daily classrooms.

Additionally, each grade level will have an opportunity to meet once a week during the end of the school day while students are participating in an elective, to discuss lesson plan development as a team.

- 4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

Prior to the school opening, Infinite Hope Preparatory, will have mandatory Staff Orientation beginning July 2018 with one session each day.

Staff Orientation will include the following:

Mission, Vision, and Policy

Review of the mission, vision and brief overview of the policies and procedures as provided in the Handbook.

The staff will get the opportunity to meet and greet.

A Day of Review

During this session the instructional staff will be given the Education Plan. The topics will include the two building blocks, Healthy Minds and Healthy Families. The sessions will include the topics of our balanced literacy model, whole group instruction, service learning, parent and family engagement, and health and wellness. The staff will be provided the necessary tools to start the process of building their classrooms and their lesson plans.

Reading Literacy Training

During this session each instructional staff will receive training on how to be a reading specialist. IHP believes that reading is a huge part of every subject. The training will be on our balanced literacy model which includes instruction in teacher directed reading (whole group reading), guided reading, phonics, and writing. Topics will also include problem-solving strategies, use of manipulatives, and engaging science experiments with an emphasis on academic language and content vocabulary.

Data Usage Training

This session will be dedicated to developing effective ways to collect and use the data to drive Targeted Academics.

Meet and Greet the Community

This session will be granted to all community leaders, community agencies, church organizations, and other as deemed appropriate along with staff and families to come together to have conversation and create dialogue and build

relationships.

5. *Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.*

The school has developed 19 days (to include full days and some half days) to the professional development of our teachers. Prior to the start of the school year there are 4 days dedicated for the teacher to provide time for development, review any updates, and recap the previous school year moving forward. The remaining days are designed to help the teachers with their goals outlined with the Principal and in addition to that there will be weekly Professional development sessions every Thursday afternoon for 2.5 hours.

### **Enrollment and Marketing:**

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.218.45(a-i) carefully.

### **Marketing Plan**

*Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflects the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).*

The charter school marketing plan will consist of three major goals: attracting future students; partnering with our targeted community and fundraising opportunities.

Attracting future students

Once the location has been established, the charter school will canvas all surrounding neighborhoods to make families, churches, community partners within a 30 mile radius of the school. The school will host outdoor meet and greet opportunities as the weather permits. The charter school will look for opportunities to attend church services, neighborhood meetings, festivals and community events to engage the public.

The charter school will utilize social media and create a website that will allow the public to learn more about our organization.

The charter school will build relationships with surrounding churches to ask if the school can be published on the bulletin board of the church and participate in any community events that the church maybe hosting.

The charter school will constantly raise funds with the cooperation or the Board, teachers, students and parents. During the school year, the charter school will hold a Read-a-thon. The concept is they will receive donations for the amount of pages the student reads. The parents will create their own

social page to request donations online with their network and personal connections, online auctions and actively seeking grants.

### **Parent and Community Involvement**

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

The charter school believes heavily in partnering with our parent and community members. We will fully engage the community by providing a Newsletter that will introduce the school, the mission and vision.

The charter school will hold an interest meeting at the local community centers in the neighboring and our targeted school population to introduce the community to Infinite Hope Preparatory and also have a dialogue about what the parents and community leaders feel is working and well, what is lacking in the community and what is lacking in the schools.

We enlist the help of the District representatives in the surrounding community and throughout the city of High Point to assist with spreading the word and partnering with the charter school to bring recognition and resolution to the students of the community.

The school will engage and establish a relationship with the local media and news outlets to be able to post articles and create newsletters with the local publications in the city of High Point.

The school will seek to partner with early childhood programs, daycare centers (to include home daycare centers), and the Regional Childcare Resource and Referral Agency to make them aware of the charter school to recruit Kindergarten students.

The charter school will have an organization that will provide a support program for our parents. The parents will receive training on how to assist their students with their homework and reading assignments. We will give the tools to support them in the process of supporting their students. We will also offer GED programs, seminars on resume writing, health and wellness topics and finance education services.

Create a parent advocacy group that will be committed to spreading the word about the schools program and the positive effect that the school has on the lives of their children and our students. The parents will have the freedom to host small events in their neighborhoods in order to engage others and at the school quarterly.

IHP will also have a Parent Teacher Association (PTA) that will address issues that are important to parents and public school administrators.

The parents will receive a Newsletter monthly that will talk about what will be happening for the month, any special events, field trips, school activities and opportunities to volunteer. The charter school will keep an open door policy and welcome any ideas that the parents would like the Board

to review.

## **Admissions Policy**

Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. \*Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

The charter school will never discriminate against any student on the basis of ethnicity, national origin, gender, or ability. The school will not limit admission to students on the basis of intellectual ability, physical ability, measures of achievement or aptitude, athletic performance, race, creed, gender, national origin, religion, or ancestry. Due to the diverse racial and socioeconomic demographic of our targeted neighborhoods, the school will take the steps necessary to create a school population that reflects the community in which it serves.

The charter school will begin open enrollment in March 1, 2018. The enrollment applications will be posted on the schools website and Open house viewing sessions will begin. All applications will be processed through a standard lottery drawing (excluding our Exceptional Children). If a parent has more than one child that they would like to enroll each child will be on one application.

The Board will conduct the lottery process along with one member of the Parent Advocacy Group. The application will be assigned a number as they are received by the school. A board member will draw the number, another member will record the number and the Parent Advocate will announce the name of the person on the application. If any errors are made, the Board will immediately correct the error to ensure fairness.

If after the lottery, there are no more available spaces, those who were not accepted will be placed on a waiting list. If a student withdraws or transfers, the school will contact the next student on the waiting list. The waiting list will be created according to the number that the application received and will remain in that order.

If a student decides to re-enroll after transferring or withdrawing they will have to present a new application, will be assigned a number and placed on the waiting list. There will only be pre-admission for those students selected to be enrolled in our Chinese Emersion or Spanish Emersion program.

## **Weighted Lottery**

*Does your school plan to use a weighted lottery?*

Yes:

No:

*The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:*

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones.*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

*If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:*

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

**PROJECTED ENROLLMENT 2018-19 through 2022-2023**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Guilford County Schools  
 LEA #2  
 LEA #3

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

|              | 2018-2019 |         |         | 2019-2020 |         |         | 2020-2021 |         |         | 2021-2022 |         |         | 2022-2023 |         |         |
|--------------|-----------|---------|---------|-----------|---------|---------|-----------|---------|---------|-----------|---------|---------|-----------|---------|---------|
|              | LEA 410   | LEA 000 | LEA 000 | LEA 410   | LEA 000 | LEA 000 | LEA 410   | LEA 000 | LEA 000 | LEA 410   | LEA 000 | LEA 000 | LEA 410   | LEA 000 | LEA 000 |
| Kindergarten | 40        | 0       | 0       | 40        | 0       | 0       | 40        | 0       | 0       | 40        | 0       | 0       | 60        | 0       | 0       |
| Grade 01     | 40        | 0       | 0       | 40        | 0       | 0       | 40        | 0       | 0       | 40        | 0       | 0       | 60        | 0       | 0       |
| Grade 02     | 40        | 0       | 0       | 40        | 0       | 0       | 40        | 0       | 0       | 40        | 0       | 0       | 60        | 0       | 0       |
| Grade 03     | 40        | 0       | 0       | 40        | 0       | 0       | 40        | 0       | 0       | 40        | 0       | 0       | 60        | 0       | 0       |
| Grade 04     | 0         | 0       | 0       | 40        | 0       | 0       | 40        | 0       | 0       | 40        | 0       | 0       | 60        | 0       | 0       |
| Grade 05     | 0         | 0       | 0       | 0         | 0       | 0       | 40        | 0       | 0       | 40        | 0       | 0       | 60        | 0       | 0       |
|              | 160       |         |         | 200       |         |         | 240       |         |         | 240       |         |         | 360       |         |         |
|              |           |         |         |           |         |         |           |         |         |           |         |         |           |         |         |

## V. OPERATIONS

### **Transportation Plan:**

*Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.*

The students who live within 1 mile of the school will be considered a "student walker". These students will have crosswalk operators along the walking route to ensure the safety of the students arrival to school.

Those students who live beyond the one mile walking radius will be car riders. The parent advocacy group will develop a carpool group for those parents who agree to carpool and agree to pick up other students to bring them to the school and return them safely home. The website will include a link for parents to sign up for carpooling services and those who are willing to be safe drivers for others.

We do not plan to provide bus transportation at this time, but IHP will ensure that no child is denied access due to the lack of transportation. The charter school will explore options of providing bus transportation service for those students within a 20 mile radius of the school through a contract with Guildford County Schools if the need arise.

### **School Lunch Plan:**

*Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.*

Infinite Hope Preparatory believes in promoting healthy minds. We believe that a healthy, balanced meal helps to build healthy bodies and minds for our students. There will be a garden on the property that the students and staff will be responsible for planting, maintaining and meals will be prepared from items in the garden. The school will actively seek out community involvement and partnerships with University to assist with the planting of the garden.

We will have a staff that will be dedicated to building menus that will include fresh fruits and vegetables. The school will participate in the USDA Free and Reduced Lunch program. Those students who do not qualify for the Free and Reduced Lunch program will be charged a fee for lunch that is consist with the current cost for students in the surrounding public schools. The school will encourage the parents of those students who bring lunch to create meal options that are healthy and include fruit and veggies with the meal.

The lunch program will be held to the federal guidelines as established by

the Food and Nutrition Service of the United States Department of Agriculture.

**Civil Liability and Insurance (GS 115C-218.20):**

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

| Area of proposed coverage                   | Proposed amount of coverage |           | Cost (Quote) |
|---|-----------------------------|-----------|--------------|
| Comprehensive General Liability             | \$1,000,000                 |           | \$1,336.00   |
| Officers and Directors/Errors and Omissions | \$1,000,000                 |           | \$4,380.00   |
| Property Insurance                          | \$150,000                   |           | \$1,450.00   |
| Motor Vehicle Liability                     | \$1,000,000                 |           | \$2,300.00   |
| Bonding Minimum/Maximum Amount              | \$250,000                   | \$250,000 | \$332.00     |
| Other                                       | \$1,000,000                 |           | \$6,754.00   |
| Total Cost                                  |                             |           | \$16,552.00  |

\*The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

**Health and Safety Requirements:**

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C218.75.

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

mslogangirl                      09/19/2016

(Board Chair Signature)

(Date)

**Facility:**

*Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.*

What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

Infinite Hope Preparatory will work closely with a realtor, in particular Oglesby Real Estate, Greensboro, NC to search for property to lease. The figures provided in the budget was for the purpose of leasing a building. We will start the search by contacting private schools, churches, pre-schools, and community centers serving the targeted area to identify available and suitable facilities.

Upon securing a building, IHP will pursue a contractor to ensure that the building is up to code and meets all health and safety requirements of the state and local building codes and make renovations as needed.

IHP will obtain improvement financing from local financial institutions to undertake necessary renovations.

IHP will pass all inspections and ensure there no outstanding building code violations for educational occupancy.

Obtain Certificate of Occupancy for Educational Use and submit to the Office of Charter Schools prior to the first day operation.

Obtain Certificate of Occupancy for Educational Use and submit to the Office of Charter Schools prior to beginning the first day of school.

*What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.*

The cost per square foot is \$24.90. The space proposed would be at minimum 12,000 square feet to allow for growth into the additional classrooms that will be needed each year for IHP.

**Facility Contingency Plan:** *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.*

IHP contingency plan will be to lease a building and make the necessary renovations that will allow the building to operate in the capacity of a school.

IHP would again work with a realtor to identify commercial properties in the target communities.

IHP would work with contractors to make sure the building meets all health and safety requirements of the state and local building codes.

IHP will pass all inspections and ensure there are no outstanding building code violations for educational occupancy.

IHP will also explore the options of have mobile classrooms and work with

realtor to locate large parcels of vacant land within the targeted communities.

IHP has talked with a local church that has a campus that has the space to accommodate over 400 students, that is already set up for a school, that does include a gym as well.

Obtain Certificate of Occupancy for Educational Use and submit to the Office of Charter Schools prior to the first day operation.

## VI. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

### **Budget: Revenue Projections from each LEA 2018-19**

**SHOW  
CALCULATIONS  
FOR FIGURING  
STATE  
AND LOCAL  
DOLLARS  
FOR THE  
PROPOSED  
CHARTER  
SCHOOL**

*Refer to the  
Resource Manual  
Finance Section  
for guidance on  
estimated funding  
amounts*

**State Funds:** Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1<sup>st</sup> month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

**Local Funds:** Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

**Federal Funds:** Charter schools must qualify and apply for the individual federal grants based on their population of students.

**REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS**

LEA #1 410 - Guilford County Schools

| Revenue          | 2016-2017 Per Pupil Funding | Projected LEA ADM | Approximate funding for 2018-2019 |
|------------------|-----------------------------|-------------------|-----------------------------------|
| State Funds      | \$4,993.71                  | 160               | \$798,993.60                      |
| Local Funds      | \$1,710.00                  | 160               | \$273,600.00                      |
| Federal EC Funds | \$3,395.78                  | 20                | \$67,915.60                       |
| <b>Totals</b>    |                             |                   | \$1,140,509.20                    |

**Total Budget: Revenue Projections 2018-19 through 2022-2023**

| <b>INCOME:<br/>REVENUE<br/>PROJECTIONS</b>         | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|--|------------------|------------------|------------------|------------------|------------------|
| <b>-State ADM Funds</b>                            | \$798,994        | \$1,119,558      | \$1,374,003      | \$1,577,559      | \$2,290,005      |
| <b>-Local Per Pupil Funds</b>                      | \$273,600        | \$376,200        | \$461,700        | \$530,100        | \$769,500        |
| <b>-Exceptional<br/>Children<br/>Federal Funds</b> | \$67,916         | \$26,216         | \$39,325         | \$39,325         | \$39,325         |
| <b>-Other Funds*</b>                               | \$673,826        | \$823,566        | \$1,010,739      | \$1,160,478      | \$1,684,566      |
| <b>-Working Capital*</b>                           | \$0              | \$0              | \$0              | \$0              | \$0              |
| <b>Z - TOTAL REVENUE</b>                           | \$1,814,335      | \$2,345,540      | \$2,885,767      | \$3,307,462      | \$4,783,396      |

**\*If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

**Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix J.**

**Personnel Budget: Expenditure Projections 2018-19 through 2022-2023**

*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.*

| BUDGET EXPENDITURE PROJECTIONS Personnel | 2018-2019 |            |              | 2019-2020 |            |              | 2020-2021 |            |              | 2021-2022 |            |              | 2022-2023 |            |              |
|--|-----------|------------|--------------|-----------|------------|--------------|-----------|------------|--------------|-----------|------------|--------------|-----------|------------|--------------|
|  | Num Staff | Avg Salary | Total salary | FTE       | Avg Salary | Total salary |
| Administrative & Support Personnel:      |           |            |              |           |            |              |           |            |              |           |            |              |           |            |              |
| Finance Officer                          | 1         | \$43,000   | \$43,000     | 1         | \$43,000   | \$43,000     | 1         | \$44,500   | \$44,500     | 1         | \$46,500   | \$46,500     | 1         | \$47,500   | \$47,500     |
| Clerical                                 | 1         | \$35,000   | \$35,000     | 1         | \$35,000   | \$35,000     | 1         | \$36,500   | \$36,500     | 2         | \$37,500   | \$75,000     | 2         | \$38,500   | \$77,000     |
| Food Service Staff                       | 1         | \$25,000   | \$25,000     | 1         | \$25,000   | \$25,000     | 1         | \$26,500   | \$26,500     | 1         | \$27,200   | \$27,200     | 1         | \$28,000   | \$28,000     |
| Custodians                               | 1         | \$22,000   | \$22,000     | 1         | \$22,000   | \$22,000     | 1         | \$23,500   | \$23,500     | 1         | \$24,500   | \$24,500     | 1         | \$26,500   | \$26,500     |
| Transportation Staff                     | 0         | \$0        | \$0          | 0         | \$0        | \$0          | 0         | \$0        | \$0          | 0         | \$0        | \$0          | 0         | \$0        | \$0          |
| Director                                 | 1         | \$65,000   | \$65,000     | 1         | \$65,000   | \$65,000     | 1         | \$67,000   | \$67,000     | 1         | \$68,500   | \$68,500     | 1         | \$70,000   | \$70,000     |
| Principal                                | 1         | \$60,000   | \$60,000     | 1         | \$60,000   | \$60,000     | 1         | \$62,000   | \$62,000     | 1         | \$63,500   | \$63,500     | 1         | \$65,000   | \$65,000     |
| Hr Specialist                            | 0         | \$0        | \$0          | 0         | \$0        | \$0          | 0         | \$0        | \$0          | 0         | \$0        | \$0          | 0         | \$0        | \$0          |
| A - Total Admin and Support:             | 6         |            | \$250,000    | 6         |            | \$250,000    | 6         |            | \$260,000    | 7         |            | \$305,200    | 7         |            | \$314,000    |
| Instructional Personnel:                 |           |            |              |           |            |              |           |            |              |           |            |              |           |            |              |
| Core Content Teacher(s)                  | 8         | \$43,000   | \$344,000    | 10        | \$43,000   | \$430,000    | 12        | \$44,500   | \$534,000    | 14        | \$45,500   | \$637,000    | 14        | \$47,000   | \$658,000    |
| Electives/Specialty Teacher(s)           | 3         | \$28,000   | \$84,000     | 3         | \$28,000   | \$84,000     | 3         | \$30,000   | \$90,000     | 3         | \$31,500   | \$94,500     | 3         | \$32,500   | \$97,500     |
| Exceptional Children Teacher(s)          | 1         | \$44,000   | \$44,000     | 1         | \$44,000   | \$44,000     | 1         | \$45,500   | \$45,500     | 2         | \$47,000   | \$94,000     | 2         | \$48,500   | \$97,000     |
| Instructional Support                    | 1         | \$52,000   | \$52,000     | 1         | \$52,000   | \$52,000     | 1         | \$53,500   | \$53,500     | 1         | \$54,500   | \$54,500     | 1         | \$56,000   | \$56,000     |
| Teacher Assistants                       | 0         | \$0        | \$0          | 0         | \$0        | \$0          | 0         | \$0        | \$0          | 2         | \$28,000   | \$56,000     | 2         | \$29,500   | \$59,000     |
| B - Total Instructional                  | 13        |            | \$524,000    | 15        |            | \$610,000    | 17        |            | \$723,000    | 22        |            | \$936,000    | 22        |            | \$967,500    |

Infinite Hope Preparatory

|   |    |         |           |    |         |           |    |         |           |     |         |             |     |         |             |
|---|----|---------|-----------|----|---------|-----------|----|---------|-----------|-----|---------|-------------|-----|---------|-------------|
| Personnel:  |    |         |           |    |         |           |    |         |           |     |         |             |     |         |             |
| A+B = C - Total Admin, Support and Instructional Personnel:     | 19 |         | \$774,000 | 21 |         | \$860,000 | 23 |         | \$983,000 | 29  |         | \$1,241,200 | 29  |         | \$1,281,500 |
| Administrative & Support Benefits                               |    |         |           |    |         |           |    |         |           |     |         |             |     |         |             |
| Health Insurance  | 6  | \$5,471 | \$32,826  | 6  | \$5,471 | \$32,826  | 6  | \$5,471 | \$32,826  | 7   | \$5,471 | \$38,297    | 7   | \$5,471 | \$38,297    |
| Retirement Plan--NC State                                       | 6  | \$6,566 | \$39,396  | 6  | \$6,604 | \$39,624  | 6  | \$6,889 | \$41,334  | 7   | \$6,899 | \$48,293    | 7   | \$7,123 | \$49,861    |
| Retirement Plan--Other  | 0  | \$0     | \$0       | 0  | \$0     | \$0       | 0  | \$0     | \$0       | 0   | \$0     | \$0         | 0   | \$0     | \$0         |
| Life Insurance  | 0  | \$0     | \$0       | 0  | \$0     | \$0       | 0  | \$0     | \$0       | 0   | \$0     | \$0         | 0   | \$0     | \$0         |
| Disability  | 0  | \$0     | \$0       | 0  | \$0     | \$0       | 0  | \$0     | \$0       | 0   | \$0     | \$0         | 0   | \$0     | \$0         |
| Medicare  | 6  | \$325   | \$1,950   | 6  | \$361   | \$2,166   | 6  | \$413   | \$2,478   | 7   | \$522   | \$3,654     | 7   | \$539   | \$3,773     |
| Social Security   | 6  | \$3,116 | \$18,696  | 6  | \$3,132 | \$18,792  | 6  | \$3,269 | \$19,614  | 7   | \$3,274 | \$22,918    | 7   | \$3,380 | \$23,660    |
| D - Total Admin and Support Benefits:                           | 24 |         | \$92,868  | 24 |         | \$93,408  | 24 |         | \$96,252  | 28  |         | \$113,162   | 28  |         | \$115,591   |
| Instructional Personnel Benefits:                               |    |         |           |    |         |           |    |         |           |     |         |             |     |         |             |
| Health Insurance  | 13 | \$5,471 | \$71,123  | 15 | \$5,471 | \$82,065  | 17 | \$5,471 | \$93,007  | 22  | \$5,471 | \$120,362   | 22  | \$5,471 | \$120,362   |
| Retirement Plan--NC State                                       | 13 | \$6,716 | \$87,308  | 15 | \$6,716 | \$100,740 | 17 | \$6,889 | \$117,113 | 22  | \$6,899 | \$151,778   | 22  | \$7,123 | \$156,706   |
| Retirement Plan--Other  | 0  | \$0     | \$0       | 0  | \$0     | \$0       | 0  | \$0     | \$0       | 0   | \$0     | \$0         | 0   | \$0     | \$0         |
| Social Security   | 13 | \$3,116 | \$40,508  | 15 | \$3,132 | \$46,980  | 17 | \$3,269 | \$55,573  | 22  | \$3,274 | \$72,028    | 22  | \$3,380 | \$74,360    |
| Disability  | 0  | \$0     | \$0       | 0  | \$0     | \$0       | 0  | \$0     | \$0       | 0   | \$0     | \$0         | 0   | \$0     | \$0         |
| Medicare  | 13 | \$325   | \$4,225   | 15 | \$361   | \$5,415   | 17 | \$413   | \$7,021   | 22  | \$522   | \$11,484    | 22  | \$539   | \$11,858    |
| Life Insurance  | 0  | \$0     | \$0       | 0  | \$0     | \$0       | 0  | \$0     | \$0       | 0   | \$0     | \$0         | 0   | \$0     | \$0         |
| E - Total Instructional Personnel Benefits:                     | 52 |         | \$203,164 | 60 |         | \$235,200 | 68 |         | \$272,714 | 88  |         | \$355,652   | 88  |         | \$363,286   |
| D+E = F - Total Personnel Benefits                              | 76 |         | \$296,032 | 84 |         | \$328,608 | 92 |         | \$368,966 | 116 |         | \$468,814   | 116 |         | \$478,877   |
| A+D = G - Total Admin and Support Personnel (Salary & Benefits) | 30 |         | \$342,868 | 30 |         | \$343,408 | 30 |         | \$356,252 | 35  |         | \$418,362   | 35  |         | \$429,591   |

Infinite Hope Preparatory

|   |    |  |             |     |  |             |     |  |             |     |  |             |     |  |             |
|---|----|--|-------------|-----|--|-------------|-----|--|-------------|-----|--|-------------|-----|--|-------------|
| B+E = H - Total Instructional Personnel (Salary & Benefits) | 65 |  | \$727,164   | 75  |  | \$845,200   | 85  |  | \$995,714   | 110 |  | \$1,291,652 | 110 |  | \$1,330,786 |
| G+H = J - TOTAL PERSONNEL                                   | 95 |  | \$1,070,032 | 105 |  | \$1,188,608 | 115 |  | \$1,351,966 | 145 |  | \$1,710,014 | 145 |  | \$1,760,377 |

**Operations Budget: Expenditure Projections 2018-19 through 2022-2023**

| <b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b> |                           | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|--|---------------------------|------------------|------------------|------------------|------------------|------------------|
|  | Disability                | \$0              | \$0              | \$0              | \$0              | \$0              |
|  | Health Insurance          | \$5,471          | \$5,471          | \$5,471          | \$5,471          | \$38,297         |
|  | Health Insurance          | \$5,471          | \$5,471          | \$5,471          | \$5,471          | \$120,362        |
|  | Life Insurance            | \$0              | \$0              | \$0              | \$0              | \$0              |
|  | Medicare                  | \$325            | \$361            | \$413            | \$522            | \$3,773          |
|  | Medicare                  | \$325            | \$361            | \$413            | \$522            | \$11,858         |
|  | Retirement Plan--NC State | \$6,566          | \$6,604          | \$6,889          | \$6,899          | \$49,861         |
|  | Retirement Plan--NC State | \$6,716          | \$6,716          | \$6,889          | \$6,899          | \$156,706        |
|  | Retirement Plan--Other    | \$0              | \$0              | \$0              | \$0              | \$0              |
|  | Social Security           | \$3,116          | \$3,132          | \$3,269          | \$3,274          | \$23,660         |
|  | Social Security           | \$3,116          | \$3,132          | \$3,269          | \$3,274          | \$74,360         |
|  | Total Benefits            | \$31,106         | \$31,248         | \$32,084         | \$32,332         | \$478,877        |



*enrollment projection.*

*Provide the break-even point of student enrollment.*

Infinite Hope Preparatory is projecting 180 K-3 students at the beginning of year one, 220 K-4 in year two, 270 K-5 in year three, 310 K-6 year four, and 450 K-6 year 5 and beyond. IHP believes in small classroom environments with no more than 20 children in each class and believe that this benefits the students, teachers and the community. We believe that it raises the students achievement, allows for more interaction with students to promote healthy minds, and helps the school operate more cost effectively.

The United States Census Bureau reports that 54.9% of the population of High Point, NC is at or above 200 percent of the poverty level (American Fact Finder, 2014). There is a history of failing traditional public school settings in the city of High Point. Our target community are those students who are performing at or below grade level.

IHP conducted a survey and the results show the following:(Appendix A)

42.8% were highly interested in the proposed charter school and/or would like additional information

80% would support a charter school that provided the ability for extra challenge per their child's needs

80% were highly interested in a Charter school based on providing strategic reading instruction

33.3% needs more support to develop core skills in reading, writing, math

*Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.*

Infinite Hope Preparatory will work with the Boards Finance Officer to make sure that there is a detailed financial budget that will be monitoring to ensure that IHP is operating in the best interest of the school to maintain financial health.

The Finance Officer will secure a line of credit from a local banking institution that will hold at least 3 months of operating expenses in an account to meet the daily operational needs of the school in the event that there is a gap in funding.

IHP will apply for all state, federal and private grants that the school would qualify for.

IHP will be participating in fundraising activities to supplement the educational programs and operating expenses. Our goal will be to raise no less than 100,000 each year, which will include the funds raised by the PTA and members of the Board. These amounts are NOT included in the budget assumptions for this application.

*Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.)? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices*

*No, the budget does not rely on other sources of funds.*

*Infinite Hope Preparatory assumes that the school will meet all federal, state, and local per student allocations that have been set. We assume that IHP will have 20 students that will meet the*

*Exceptional Children qualifications. IHP assumes that we will not meet the minimum to qualify for Limited English Proficiency funding given the demographics of the targeted communities.*

*Provide the student to teacher ratio that the budget is built on.*

20:1 student to teacher for K - 6

- 2. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

Infinite Hope Preparatory will contract for auditing services. The estimate was included in the expenditures budget. The Director will solicit at least three bids that must include references, accreditation, and cost for services. The bids will be submitted to and approved by the Board of Directors.

- 3. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.*

The budget aligns with the school's mission and curricular offerings by providing an Instructional Support specialist who will specialize in creating curriculum's that will align with our schools two building blocks with a targeted focus on reading literacy. The Food Service staff member will provide more fresh vegetables and fruit in the meals available for our students through the use of the on-site garden and searching for local produce vendors that provide fresh fruit and vegetable options.

IHP knows that our teachers are vital in the key to success of our school and the budget allows for a salary structure that will allow for teachers with advanced degrees. The budget also allows for training opportunities to increase the knowledge of our staff.

IHP will develop a program for parents and staff to carpool and provide transportation services. At this time transportation expenses are not included in the proposed budget.

- 4. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.*

IHP general fund balance goal is to have three month's of operating expenses by our third year. IHP's goal is to contribute revenues annually at the rate of at least 3% to build the general fund over time. At year five the goal is to contribute at least 5% annually and each year thereafter.

IHP will also seek a line of credit from a local financial institution to cover any delays in funding gaps.

- 5. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases.*

IHP preference is to lease a pre-existing school building. The contingency plan would be to lease a building with adequate space and land and renovate the building to operate as a school. IHP would also look to purchase land and use mobile housing for the school within the community and or build a new school building.

The financing for the renovations would be obtained from a local financial institution through a loan.

6. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.*

IHP will not have assets from other sources.

**Financial Compliance:** (No more than a half of a page)

*How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?*

Infinite Hope Preparatory Board of Directors will establish policies and procedures to ensure compliance with the following measures the financial audits, the procedures, and the audit requirements as stated by the State Board of Education for charter schools.

The budget for IHP includes the costs for an external auditor to conduct an annual audit as outlined by the Comptroller General of the United States.

The Finance Officer of the Board will work closely with the Finance Officer of the charter school to prepare a detailed annual budget to ensure financial stability and future success of IHP.

*Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)*

IHP does not anticipate or have any known knowledge of any possible related party transactions.

*Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.*

IHP have researched the following firms:

LBA Haynes Strand  
3701 N. Elm Street  
Greensboro, NC 27455  
Phone: (336) 286-3204  
Fax: (336)286-3223

Sharrard, McGee & Co, PA  
1321 Long Street  
High Point, NC 27262  
Phone:(336) 884-0410  
Fax:(336) 884-1580

