



Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

Subcommittee Members:

Eric Sanchez
Nicole Charles
Cheryl Turner
Glenn Allen
Alan Hawkes
Kristen Parker
Hilda Parlér
Douglas Price
Greg Schermbeck
Shaunda Cooper
Joe Maimone
Robert McQuat
Deanna Townsend-Smith

Date of Review:

09/30/2016



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Infinite Hope Preparatory

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

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

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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 should 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:

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Acceleration

Yes:

No:

To be considered for acceleration applicants must meet four specific criteria. Provide supporting evidences of the following:

**Demonstrate a clear and compelling need for the accelerated planning year*

Partner with a two of four year institution of higher education in North Carolina

*Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership
Verify the absence of a charter school in the proposed county of location*

Yes:

No:

Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.

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)

Academic School Year	Grade Levels	Total Projected Student Enrollment
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 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.

mslogangirl
Signature

Founder/Director
Title

mslogangirl
Printed Name

09/19/2016
Date

Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>adequate</u>	<u>Joe Maimone</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Eric Sanchez</u>	<u>Pass</u>
<u>Nicole Charles</u>	<u>Pass</u>
<u>Cheryl Turner</u>	<u>Pass</u>
<u>Glenn Allen</u>	
<u>Alan Hawkes</u>	
<u>Kristen Parker</u>	<u>Pass</u>
<u>Hilda Parlér</u>	<u>Pass</u>
<u>Douglas Price</u>	<u>Pass</u>
<u>Greg Schermbeck</u>	<u>Pass</u>
<u>Shaunda Cooper</u>	<u>Pass</u>
<u>Joe Maimone</u>	<u>Pass</u>
<u>Robert McQuat</u>	
<u>Deanna Townsend-Smith</u>	

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

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

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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 likely 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 in 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 ratio 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-238.29A, 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 a 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

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

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.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
inadequate	Joe Maimone	Mission Stat
Explain to what your students will be "resilient". There is no mention of academic achievement.	Hilda Parlér	Mission Stat
The applicant should provide additional details to clarify the mission statement and organization's purpose. The applicant should define and explain how they will determine resiliency for each student in the school.	Greg Schermbeck	Mission Stat
How specifically will reading be used to foster resilience? Why does the school exist? Does GCS do a poor job with students who struggle to read or does it do a poor job teaching kids to read in the first place? Where is the empirical data?	Nicole Charles	Mission Stat
Applicant needs to clarify: How will the mission of the school support student learning in other academic areas in addition to reading? Applicant needs to clarify: How will the idea of resiliency promote student growth and students reading at a proficient level?	Kristen Parker	Mission Stat
Applicant needs to clarify: What specifically will IHP be doing differently in comparison to the local LEA? Applicant needs to clarify: What research has been done in the area to determine lower elementary reading needs? What is phonics/phonemic awareness proficiency in lower elementary?	Kristen Parker	Educational
inadequate	Joe Maimone	Educational
Wikipedia is not a credible source of information and thus data from that source should not be considered. The applicant provides Appendix A however it is unclear of the number of survey respondents and the demographic of the respondents. The applicant compared mission statements of their school to the local LEA but did not fully compare each.	Greg Schermbeck	Educational
Survey does not appear to support to low reader population. If students are doing well, how can the need for the school be supported by data? Is the data included in support of a better overall option or in support of low-readers? What will be done differently than at GCS? Can the calculation for ADM be explained? Is there data to support that GCS does not also focus on elementary schools? The GCS website includes several goals for K-8 education as well.	Nicole Charles	Educational
Clarify in more detail the rationale with supporting data for selecting the locale and the targeted student population.	Hilda Parlér	Educational
Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map .	Deanna Townsend-Smith	Educational
How are the proposed purposes different than those provided by the local LEA? How exactly is providing PD an avenue to engage teachers in the learning program? Although the purposes are clearly described, how will they improve student outcomes?	Nicole Charles	Purposes of
Applicant needs to clarify: How will teachers have opportunities to be	Kristen Parker	Purposes of

responsible for the learning program at the school? Applicant needs to clarify: How will the purposes outlined improve student learning? Strategies and a narrative are listed, but how will each improve on student learning?		
Would the applicant be willing to provide more specificity in answering #1? The PD mentioned here seems not much different than PD offered to traditional schools. How will this be innovative PD?	Douglas Price	Purposes of
The applicant should explain how each of these purposes will lead to improved students outcomes and why their approaches will garner better results than the local LEA.	Greg Schermbeck	Purposes of
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	Joe Maimone	Purposes of
clarify mission; clarify goals	Joe Maimone	Goals for th
Major part of mission has to do with culture, but plan for board to monitor is extremely vague.	Cheryl Turner	Goals for th
The applicant does not set rigorous achievement goals for the students. The applicant should explain how they will assess School and Classroom culture. The applicant should provide more information regarding forming partnerships with local community members and the intended outcomes of these partnerships.	Greg Schermbeck	Goals for th
As a reviewer, I am concerned that the academic goals are what I would consider low reaching.	Shaunda Cooper	Goals for th
Applicant needs to clarify: The mission of the school states building strong community and family partnerships- how will this be measured? Applicant needs to clarify: With a heavy emphasis on improving student reading, is the only goal set for Reading based on EOG scores? How will reading growth be monitored and measured closely throughout the year? Applicant needs to clarify: What is the process for the board monitoring performance goals each year?	Kristen Parker	Goals for th
The performance goals are clear, specific and measurable, they are not particularly rigorous. How can IHP aim to me more innovative and provide alternative options for families	Nicole Charles	Goals for th

Reviewer	Score
Hilda Parlér	Fail
Nicole Charles	Pass
Glenn Allen	
Kristen Parker	Fail
Douglas Price	Pass
Shaunda Cooper	Pass
Eric Sanchez	Fail
Alan Hawkes	
Greg Schermbeck	Fail

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

Cheryl Turner	Pass
Joe Maimone	Pass
Deanna Townsend-Smith	
Robert McOuat	

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

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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

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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.

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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

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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,

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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

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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:

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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 student's 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 student's 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 student's 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 3 Test)

- * 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

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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.*

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

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 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

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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.

Section III: Education Plan Concerns and Additional Questions		
<p>How will families where parents are unable to be very engaged fare at IHP?</p> <p>Is there data or empirical support for the components and principles mentioned?</p> <p>How specifically will students one to three grades behind or special education be taught and how does this method differ from GCS? Is such an instructional model designed to catch students up and by when?</p> <p>The applicant states that instruction will be aligned to standards. What are those standards</p>	Nicole Charles	Instructiona
<p>Could the applicant provided more documented evidence to support the proposed approach?</p>	Douglas Price	Instructiona
<p>The applicant should provide information regarding how it will assess Healthy Minds and Healthy Families.</p> <p>The applicant should provide clear assessment strategies and ensure they align with the instructional program.</p>	Greg Schermbeck	Instructiona
<p>Can you provide a more detailed outline of your instructional program?</p> <p>How will literacy be used to support service learning in real terms for students?</p>	Shaunda Cooper	Instructiona
<p>any documentation of Healthy Minds success?</p> <p>how does language immersion fit with literacy focus?</p>	Joe Maimone	Instructiona
<p>Applicant needs to clarify: What programs/structures will be put in place to serve student who are 1-3 grade levels behind in reading?</p> <p>Applicant needs to clarify: What assessments will be used to monitor student progress throughout the year?</p> <p>Applicant needs to clarify: How does the balanced literacy model differ from that of what the Local LEA has taught literacy?</p>	Kristen Parker	Instructiona
<p>How will the immersion program work?</p> <p>Are there too many instructional methods? How will teachers know which work best for which students? Can the listed program and methods be explained and how they fit together?</p> <p>Will the additional days be considered in the budget? Is there enough PD built in given the many methods including Spanish or Chinese immersion, addressing needs of students far behind and special education students?</p> <p>The applicant aims high but is not detailed enough in describing how these goals can be met. Where are the detailed methods?</p>	Nicole Charles	Curriculum a
<p>Could the applicant provide strong evidence to suggest the 200-day calendar proposal? In addition, can they provide support for 200-days with no extra breaks built in, outside of the traditional given breaks.</p>	Douglas Price	Curriculum a
<p>The applicant should explain how it will increase reading proficiency for students while also teaching them Chinese and Spanish.</p> <p>The applicant should explain how all of the instructional and behavioral frameworks were chosen and if/how the all align. Models such as PBIS, Have You Filled A Bucket Today, Catch-up Growth, Let's Move, and others are included but it remains unclear how all of these programs will coexist in the same school.</p> <p>Appendix B is attached but it is unclear what CKLA stands for and who created the actual document.</p> <p>Appendix C lacks great detail.</p>	Greg Schermbeck	Curriculum a
<p>Applicant needs to clarify: What is the purpose of the language immersion program? What research is there to prove this will support strong literacy growth among students?</p>	Kristen Parker	Curriculum a

Applicant needs to clarify: With the anticipated student population being below grade level in reading, will one teacher in a classroom be able to provide enough intensive reading support as may be needed?		
Applicant needs to clarify: A lot of assessments and programs are listed- how will they all work together to ensure that students are receiving high quality instruction? Have the approaches behind each program/assessment been researched to ensure that they support one another?		
200 day calendar a plus for instruction	Joe Maimone	Curriculum a
The applicant should provide more information regarding the school's capacity to meet state and federal requirements for ELL students.	Greg Schermbeck	Special Prog
How are students identified? What does the applicant mean by initial screening?	Nicole Charles	Special Prog
Where on the calendar is the proposed professional development reflected?		
How will gifted students be stretched by using standard curricula?		
Is "registration" enrollment or completion of application? Will students complete home language surveys are being accepted?		
Applicant needs to clarify: How will struggling student be identified?	Kristen Parker	Special Prog
Applicant needs to clarify: What specific strategies will be implemented to support language acquisition for ELL students?		
Applicant needs to clarify: Once gifted students are identified, how will progress be monitored?		
What else could this school offer in the way of innovation for student support, that also relates to their mission and calendar outline?	Douglas Price	Special Prog
How will the three tiers be aligned with NC content standards? How will students in tiers still be prepared for NC diploma?	Robert McOuat	Special Prog
It is unclear from the narrative whether the applicant can adhere to state and federal standards. Although there is reference to staying in compliance, there is nothing supporting full understanding of 504 plans.	Nicole Charles	Exceptional
What is the record keeping process?		
How will students be identified?		
Applicant needs to clarify: What will the protocol be for maintaining compliance with EC records? How will you ensure that the school stays in compliance?	Kristen Parker	Exceptional
How will the community be aware of the schools Child Find obligations?	Robert McOuat	Exceptional
The applicant should provide additional information regarding the record keeping and 504 plans / accommodations.	Greg Schermbeck	Exceptional
Can the applicant please expand on answering the commitment to students for FAPE?	Douglas Price	Exceptional
Who will provide specialized instruction? How will school provide full continuum of special education services delivery?	Robert McOuat	Exceptional
Given the focus on exceptional students for the school, why is this section not more detailed?	Nicole Charles	Exceptional
What is the record keeping process?		
How will "other services" (physical therapy, speech therapy etc.) be provided? Given the mission of the school and the anticipated increased size of EC students, will contracting these services work? Is the need reflected in the budget?		
The applicant should provide more details regarding FAPE and related educational programming within the school. This section is limited.	Greg Schermbeck	Exceptional
Applicant needs to clarify: Strategies are outlined, but how will students be served? Will there be an inclusion model, pull out model?	Kristen Parker	Exceptional
Applicant needs to clarify: How will you ensure that IEPs are being implemented? Who will be overseeing this?		
Applicant needs to clarify: How will student progress be measured throughout the	Kristen Parker	Student Perf

school year? Applicant needs to clarify: By only focusing on EOG proficiency levels, how does this support the mission of the school and the focus on intensive reading support? Applicant needs to clarify: What are retention and promotion decisions based on?		
Can the applicant make more clear the policy and process of how promotion occurs?	Douglas Price	Student Perf
How will proficiency goals be impacted by students with disabilities? Will you consider student growth? The application indicates that one factor for consideration in K-2 promotion will be "Progress of IEP goals for students with disabilities" - How will administrator consider the IEP in decisions about promotion and grading? What about other grades besides K-2?	Robert McQuat	Student Perf
The applicant provides measurable student goals however they are not set at a high standard. The applicant should provide additional information regarding the promotion policy for the school.	Greg Schermbeck	Student Perf
Goals are better explained here. Should growth be a focus too?	Joe Maimone	Student Perf
The applicant makes much mention of innovation and diversified instructional methods. How are these supported if EOG (standard measures) are the primary assessment tools? Using the ambitious EOG targets may jeopardize the mission and goals of the school. How will EOG assessments inform practice for kids one to three levels behind? How are the unique circumstances of the proposed target population considered in the promotion and retention protocols? Is the more information on how students will be promoted or retained?	Nicole Charles	Student Perf
The contents of the application to this point have reflected some grammatical errors. This is just a note in the case that edits are allowed.	Shaunda Cooper	Student Cond
The applicant frequently mentions school culture and climate throughout the application. Given the importance of culture, this section is exceptionally limited. Is there a more detailed approach to discipline? Are the vaguely shared processes implement across all grades?	Nicole Charles	Student Cond
adequate	Joe Maimone	Student Cond
The application indicates "certain parameters" for Students with disabilities - How will protections under IDEA be considered as part of discipline procedures?	Robert McQuat	Student Cond
The student conduct and discipline is incredibly limited and does not provide adequate information to ensure fidelity throughout a school.	Greg Schermbeck	Student Cond
Description of how culture will be built and governed is weak since mission focuses on resilience and character to ensure academic success. If this is the driver,, culture section should be better developed.	Cheryl Turner	Student Cond
Could the applicant provide a more detailed outline of how restorative justice is utilized in the behavior model?	Douglas Price	Student Cond
Applicant needs to clarify: The mission statement speaks to developing resilient students with exceptional character- how will the student conduct policies support this? Applicant needs to clarify: What specific vision and structures will be put in place to ensure that students are learning in a safe and orderly environment?	Kristen Parker	Student Cond

Reviewer	Score
Deanna Townsend-Smith	
Joe Maimone	Pass
Cheryl Turner	Fail
Greg Schermbeck	Fail
Alan Hawkes	
Eric Sanchez	Fail

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Robert McQuat	
Shaunda Cooper	Pass
Douglas Price	Pass
Kristen Parker	Fail
Glenn Allen	
Nicole Charles	Fail
Hilda Parlér	Fail

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)
 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 Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?

Letricia Best	Finance Office	GUILFORD	Senior Project Manager		
Kathy Sims	Parent /Student Liaison	GUILFORD	Elementary School Educator		
Effie G. McMillan	President	GUILFORD	Supervisor Early Literacy Project		
Rachelle Barnes	Secretary	GUILFORD	Winston-Salem State University : Assistant Prof.		
Turkesshia Moore	Vice President	GUILFORD	K-5 ELA Literacy Curriculum Coordinator		
Nicole Logan	Director	GUILFORD	Senior Customer Service Advocate		

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,

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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

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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

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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

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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:

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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

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:

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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.

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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),

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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

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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

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* 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.

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- 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 reflect 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 of 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

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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*

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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		

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
n/a	Nicole Charles	Tax-Exempt S
This school has not yet applied for the 501 (c)(3)	Shaunda Cooper	Tax-Exempt S
Could the applicant please describe the process of removal for board members in a little more detail?	Douglas Price	Governance a
Good educator experience on board	Joe Maimone	Governance a
<p>Can the applicant clarify the differences between and the responsibilities of the Director versus the Principal? Who hires and/or has the ability to terminate? What is the relationship to the board?</p> <p>Given the lack of governance experience on the board, can the applicant be more specific about how and who will train the board in areas critical to governance (fiduciary responsibilities, avoiding conflicts of interests etc.)?</p> <p>The org charts is unique and should be explained further.</p> <p>Why are there some inconsistencies between the narrative and the by-laws (number of members, terms etc)? Which is accurate?</p> <p>Concerns about overall quality of the application but this section in particular.</p>	Nicole Charles	Governance a
<p>The attached organizational chart is very limited and lacks detail. Appendix F is attached however there are a number of typos and grammatical errors within the board members responses. The applicant should provide more specific policies regarding removal procedures for board members.</p>	Greg Schermbeck	Governance a
<p>Applicant needs to clarify: If the board is not responsible for hiring and firing the school director, who will be responsible that role?</p> <p>Applicant needs to clarify: How will the board ensure that all board members are receiving the training they need to be effective members of the board?</p> <p>Applicant needs to clarify: How will the board, the school director and the Principal work together? Throughout the narrative, all roles are described, but it is not clear as to what specific role each person plays.</p>	Kristen Parker	Governance a
n/a	Nicole Charles	Proposed Man
Not applicable here.	Douglas Price	Proposed Man
Not using EMO or CMO services.	Shaunda Cooper	Proposed Man
N/A	Greg Schermbeck	Proposed Man
<p>Applicant needs to clarify: How will you recruit teachers who have experience with intensive reading support?</p> <p>Applicant needs to clarify: What role will the Principal play in hiring teachers? According to the Org chart, the Principal is overseeing the Instructional Staff, but they do not play a role in hiring teachers?</p> <p>Applicant needs to clarify: The org chart in another section showed that the Principal would be in charge of the Instructional Staff. It is stated in this narrative that the Principal would supervise all instructional and non-instructional staff. Please provide further information regarding this.</p>	Kristen Parker	Staffing Pla
clarify Director, principal and board roles. Who hires and evaluates Director?	Joe Maimone	Staffing Pla
<p>Are both leadership positions necessary? The cost for both appears high.</p> <p>How are teachers hired and trained? How can recruitment strategy attract the quality of teachers needed to implement the mission and goals with fidelity for the target population? Are PD opportunities enough to retain teachers? Is the applicant targeting younger or inexperienced teachers who still need to complete certifications? How will this impact student achievement?</p>	Nicole Charles	Staffing Pla

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Why is the principal not involved in hiring teachers if s/he is responsible for supervision? Who evaluates the teachers?		
Can the relationship between employees (specifically principal and director) and the board be clarified?		
Can the applicant please provide a more innovative approach to retaining their professionals, other than simply offering baseline standards? In addition, how would their retention of teachers connect to the restorative justice piece of this school, as well as specific mission of the school?	Douglas Price	Staffing Pla
Would the applicant please be more specific regarding the dismissal process of employees? Who(m) is in charge of this endeavor and who(m) makes the final call?		
The difference between the Director and Principal should be fully explained and understood. It is not clear if the school needs two senior level leaders as it opens. The applicant does not provide a clear plan regarding how it will attract and retain high-quality teachers. Much greater information is required.	Greg Schermbeck	Staffing Pla
How can you make these goals measurable?	Shaunda Cooper	Staff Evalua
The professional development plan is incredibly limited and needs much greater detail. It is also unclear how professional development will shift or adapt to academic needs, based on data throughout the year.	Greg Schermbeck	Staff Evalua
adequate	Joe Maimone	Staff Evalua
As mentioned in the previous section, how will staff be evaluated? Who is evaluating teachers?	Nicole Charles	Staff Evalua
The PD prior to school opening does not cover the key tenets covered in the application. How will teachers be prepared to meet the mission and goals?		
The salaries, staff requirements, and budget appear misaligned? Is there a plan to ensure these proposed staff members can be recruited, trained and retained within the budget proposed especially given the extended school year?		
Applicant needs to clarify: How will staff members be evaluated each year?	Kristen Parker	Staff Evalua
Applicant needs to clarify: How and when will teachers be trained in intensive reading support? This is stated as a specific part of your mission but does not seem to be a priority area for teacher development.		
How will the PD offered align with the applicant's vision of restorative justice?	Douglas Price	Staff Evalua
Once the text reading of "Beyond the Bake Sale" is completed, how will the school continue to provide PD that emphasizes the Healthy Families component of the school's mission?		
Since it is unclear the daily start and end times of school, and if teachers are allowed to leave when kids leave, what is the justification of holding staff an additional two hours on a Thursday? Is there a justification for why these meetings cannot be conducted on the Wednesday early release times?		
The applicant should provide much more information regarding student marketing and recruitment. The current plan does not provide enough information to meet the target goals.	Greg Schermbeck	Marketing Pl
The marketing plan aligns with the budget but is not exhaustive enough to guarantee the proposed enrollment numbers with the target population. What market research exists to ensure students are willing and able to attend IHP?	Nicole Charles	Marketing Pl
What are some other methods the school could consider in their marketing strategy? How can they intentionally market in relation to their goal of restorative justice?	Douglas Price	Marketing Pl
adequate	Joe Maimone	Marketing Pl
Applicant needs to clarify: Strategies are listed about involving parents, but HOW will the strategies be implemented? It is stated that building strong community and family partnerships is part of the school's mission- how will this play out every day?	Kristen Parker	Parent and C
Again, how can the school utilize the concept of restorative justice as a means to obtain parent and community involvement?	Douglas Price	Parent and C
Enlisting the help of district representatives in the surrounding community and	Shaunda Cooper	Parent and C

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throughout the city of High Point sounds like a great idea to support enrollment. How will you complete this task?		
The parent and community involvement plan is limited and requires much greater detail to be successful.	Greg Schermbeck	Parent and C
How will parents be engaged in their children's educational success. The plan outlines recruitment and general info sharing but how will families be engaged in the mission and participate fully in the academic components?	Nicole Charles	Parent and C
What does pre-admission mean? For students selecting the immersion program, will there be a separate lottery if there are more applicants than slots?	Nicole Charles	Admissions P
The table here does not match enrollment numbers in the grade level chart on page 6 in the application. Why?	Hilda Parlér	Projected St
In consideration for upcoming discussions, will the space that the school has purchased (or plans to purchase) allow for the increase of 20 students per grade level in 2022-2023?	Douglas Price	Projected St
The table is complete and displays realistic growth. That said, why does it not match the chart shared in the grade level served and total student enrollment section?	Nicole Charles	Projected St
N/A	Greg Schermbeck	Weighted Lot
Not using weighted lottery.	Shaunda Cooper	Weighted Lot
Not applicable here since they are not participating in the weighted lottery	Douglas Price	Weighted Lot
n/a	Nicole Charles	Weighted Lot

Reviewer	Score
Robert McOuat	
Joe Maimone	Pass
Eric Sanchez	Fail
Shaunda Cooper	Pass
Glenn Allen	
Deanna Townsend-Smith	
Alan Hawkes	
Cheryl Turner	Pass
Hilda Parlér	Fail
Greg Schermbeck	Fail
Nicole Charles	Fail
Douglas Price	Pass
Kristen Parker	Fail

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 the steps that the board will take to acquire a facility

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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.

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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.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Given the target population, the transportation is not realistic and will likely be a barrier to entry. The transportation plan options should be clarified.	Nicole Charles	Transportati
Update the results of exploring contracting with Guilford County schools to provide transportation for students who live within a 20 mile radius of the school.	Hilda Parlér	Transportati
does this match target population?	Joe Maimone	Transportati
The applicant should provide a detailed transportation plan. The current plan is not thorough nor does it ensure that every child will have access to transportation.	Greg Schermbeck	Transportati
If IHP does not have a bus plan at this time, then what is the detailed strategy for providing access to ALL students that attend IHP?	Douglas Price	Transportati
Since the main targeted group consists of families from low socio-economic status, how will the school ensure that carpooling sign up is provided BESIDES being available online (since we cannot assume all families have access to internet)?		
Applicant needs to clarify: Has the school surveyed parent interest of the school to determine how many people are interested that live and can potentially drive their child to school?	Kristen Parker	Transportati
Applicant needs to clarify: When will you determine the need for bus transportation?		
Plan states that no child will be denied and that Guilford County Schools is the contact should a need arise. Can you provide more details as to how transportation will be handled for students needing services?	Shaunda Cooper	Transportati
Since there is a plan to use the school garden, are there any specific laws or policies that must be adhered to or upheld in order for students to consume these items?	Douglas Price	School Lunch
Federal Lunch Program Regulations	Shaunda Cooper	School Lunch
Applicant needs to clarify: What research/evidence is there to ensure that serving school lunch from the garden will be sustainable for a school with over 200 students?	Kristen Parker	School Lunch
Applicant needs to clarify: What structure is in place for growing, cooking and serving the food?		
Has the applicant budgeted for the school garden? Are they Health / Food Prep regulations that need to be followed for the students to safely eat from the garden?	Greg Schermbeck	School Lunch
Although a garden is admirable, is the applicant suggesting using what is grown for student meals or for educational purposes? How is this budgeted and what are the codes for using the food? Will there be enough for 400 students? How will it align with USDA regs?	Nicole Charles	School Lunch
adequate	Joe Maimone	Civil Liabil
Can more detail be provided regarding the contingency of locating the temporary building? Location? Type of building? Etc.	Douglas Price	Facility and
Can more details be provided about securing an official building? Will there be intentions to find a building to match the school's mission?		
The contingency plan and the plan to obtain a building are the same and not realistic in terms of budget.	Nicole Charles	Facility and
What is the timeline for acquiring the building?		
The applicant should provide much greater detail for the facility and facility contingency plan.	Greg Schermbeck	Facility and

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Any detail on facility location?	Joe Maimone	Facility and
Applicant needs to clarify: What is the timeline for securing a building?	Kristen Parker	Facility and
Applicant needs to clarify: Is there a targeting neighborhood that the board is looking to lease a building? Will this impact transportation?		

Reviewer	Score
Eric Sanchez	Fail
Alan Hawkes	
Greg Schermbeck	Fail
Cheryl Turner	Pass
Joe Maimone	Pass
Deanna Townsend-Smith	
Hilda Parlér	Fail
Nicole Charles	Fail
Glenn Allen	
Kristen Parker	Fail
Douglas Price	Fail
Shaunda Cooper	Pass
Robert McOuat	

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 1st 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 #1410 - 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
Totals			\$1,140,509.20

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

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$798,994	\$1,119,558	\$1,374,003	\$1,577,559	\$2,290,005
-Local Per Pupil Funds	\$273,600	\$376,200	\$461,700	\$530,100	\$769,500
-Exceptional Children & Federal Funds	\$67,916	\$26,216	\$39,325	\$39,325	\$39,325
-Other Funds*	\$673,826	\$823,566	\$1,010,739	\$1,160,478	\$1,684,566
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$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	FTE	Avg Salary	Total salary	FTE	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

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B - Total Instructional Personnel:	13		\$524,000	15		\$610,000	17		\$723,000	22		\$936,000	22		\$967,500
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	30		\$342,868	30		\$343,408	30		\$356,252	35		\$418,362	35		\$429,591

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(Salary & Benefits)														
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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	\$2,500	\$2,500	\$3,000	\$3,000	\$3,000
	Computers & Software	\$3,500	\$1,500	\$1,500	\$1,500	\$1,500
	Communications & Telephone	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Copier leases	\$600	\$600	\$600	\$600	\$600
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$0	\$0	\$0	\$0	\$0
	Other Professional	\$0	\$0	\$0	\$0	\$0
Facilities	Facility Lease/Mortgage	\$60,000	\$60,000	\$100,000	\$100,000	\$100,000
	Maintenance	\$15,000	\$15,000	\$20,000	\$20,000	\$20,000
	Custodial Supplies	\$5,000	\$5,000	\$7,000	\$7,000	\$7,000
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$16,552	\$16,552	\$16,552	\$16,552	\$16,552
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$30,000	\$30,000	\$40,000	\$40,000	\$40,000
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$8,000	\$8,000	\$10,000	\$10,000	\$10,000
	Trash	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Transportation	Buses	\$0	\$0	\$0	\$0	\$0
	Gas	\$0	\$0	\$0	\$0	\$0
	Oil/Tires & Maintenance	\$0	\$0	\$0	\$0	\$0
Other	Marketing	\$6,000	\$3,000	\$3,000	\$3,000	\$3,000
	Child nutrition	\$0	\$0	\$0	\$0	\$0
	Travel	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
Professional Contract	Audit Services	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
	K - TOTAL Administrative & Support Operations	\$164,152	\$159,152	\$218,652	\$218,652	\$218,652
	Instructional:					
Classroom Technology	Software	\$15,000	\$10,000	\$10,000	\$10,000	\$10,000
Instructional Contract	Staff Development	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000

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Books and Supplies	Instructional Materials	\$0	\$0	\$0	\$0	\$0
	Curriculum/Texts	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Copy Paper	\$0	\$0	\$0	\$0	\$0
	Testing Supplies	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
	L - TOTAL Instructional Operations	\$29,000	\$24,000	\$24,000	\$24,000	\$24,000
	K+L = M - TOTAL OPERATIONS	\$193,152	\$183,152	\$242,652	\$242,652	\$242,652

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$1,070,032	\$1,188,608	\$1,351,966	\$1,710,014	\$1,760,377
M - TOTAL OPERATIONS	\$193,152	\$183,152	\$242,652	\$242,652	\$242,652
J+ M =N TOTAL EXPENDITURES	\$1,263,184	\$1,371,760	\$1,594,618	\$1,952,666	\$2,003,029
Z - TOTAL REVENUE	\$1,814,335	\$2,345,540	\$2,885,767	\$3,307,462	\$4,783,396
Z - N = SURPLUS / (DEFICIT)	\$551,151	\$973,780	\$1,291,149	\$1,354,796	\$2,780,367

Budget Narrative: (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. *How was the student enrollment number projected?*

Provide an explanation as to why you believe there is a demand for the school that will meet this 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.

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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?*

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

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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.

7. 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.

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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

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
other funds questions? Federal dollars?	Joe Maimone	Budget Reven
Inadequate	Joe Maimone	Total Budget
The applicant indicated "other funds" which per Appendix M appear to be federal dollars. Where are these funds derived and are these including the federal per pupil dollars? This needs to be clarified.	Nicole Charles	Total Budget
Applicant needs to clarify: Appendix M and the information in the chart to not match, why is this?	Kristen Parker	Total Budget
Appendix M Revenue Assurances and/or Working Capital Report was not available for review.	Shaunda Cooper	Total Budget
Appendix M is attached but does not support the Other Funds line item. As a result, it is difficult to analyze the budget revenue projections.	Greg Schermbeck	Total Budget
\$43,000 is a rather low salary for a school leader. The applicant should explain how they will recruit and retain an high-performing leader at this salary level.	Greg Schermbeck	Personnel Bu
Applicant needs to clarify: In the transportation section a crossing guard was noted- where is this within the personnel budget? Applicant needs to clarify: For the garden, is it realistic to say that one food service person will be able to prep and serve the food for the entire school?	Kristen Parker	Personnel Bu
How does the line item concerning teacher pay reflect the school's requirement that: a.) teacher's in this school must work well into the summer months? b.) must stay an additional 2+ hours after school each week on Thursday's for PD?	Douglas Price	Personnel Bu
The personnel budget is ambitious given the enrollment projections. Where will cost savings be concentrated should fewer students enroll? Aforementioned concerns about recruitment and retention of high quality teachers remain.	Nicole Charles	Personnel Bu
115C-218.100.Dissolution of a charter school. (a)Funds Reserved for Closure Proceedings Is the board aware of the requirement associated with 115c-218? Will this fee be reflected in the budget?	Shaunda Cooper	Personnel Bu
Are there any costs associated with the garden and where are these reflected if not nutrition? The entire administrative and support budget is a bit ambitious and lack any contingency (no transportation cost, no nutrition cost, no instructional material cost, no copy paper, no testing supplies etc.). How does this budget support what has been outlined in terms of quality of education provided?	Nicole Charles	Operations B
lease low for area?	Joe Maimone	Operations B
There are a number of concerns within this budget. The transportation budget appears different than in other sections. \$0 is budgeted for child nutrition. \$0 is budgeted for copy paper. \$0 is budgeted for instructional materials.	Greg Schermbeck	Operations B
Applicant needs to clarify: \$0 is budgeted for instructional materials- where will all the instructional materials come from? Applicant needs to clarify: \$0 is budgeted for child nutrition, how will the garden be funded?	Kristen Parker	Operations B
Based on the previous comments, this is difficult to assess.	Nicole Charles	Total Expend

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Expenses will lead to deficit with removal of other funds.	Joe Maimone	Total Expend
It is difficult to assess this section given that Appendix M does not provide suitable information.	Greg Schermbeck	Total Expend
Enrollment numbers are inconsistent with remaining application. As mentioned, how does the budget align with the mission and goals, especially the desire to maintain small classrooms and considering the target population? Where are the "other funds" derived? Is a student to teacher ratio of 20:1 considered small or are low ratios reserved for certain grades. What is the contingency plan for under-enrollment?	Nicole Charles	Budget Narra
Applicant needs to provide further detail about how the budget aligns to the mission, curricular offerings, misunderstanding of other funds for federal dollars?	Kristen Parker	Budget Narra
If the applicant firmly believes and can justify "small classrooms" for "healthier minds," then how does this school justify classroom sizes of 20 students (which is approximately the average in traditional schools)?	Douglas Price	Budget Narra
The applicant should provide actual data to support the projected student enrollment. The applicant should provide much more detail regarding the financial projections and related contingency plans.	Greg Schermbeck	Budget Narra

Reviewer	Score
Douglas Price	Pass
Cheryl Turner	Fail
Hilda Parlér	Fail
Kristen Parker	Fail
Joe Maimone	Fail
Greg Schermbeck	Fail
Eric Sanchez	Fail
Shaunda Cooper	Pass
Glenn Allen	
Alan Hawkes	
Robert McQuat	
Nicole Charles	Fail
Deanna Townsend-Smith	

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 19, 2016 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

Payments should be made payable to North Carolina Department of Public Instruction

*North Carolina Department of Public Instruction
Office Of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303*

I understand the requirements pursuant to G.S. 115C-218.1(c).

mslogangirl

Date: 09/19/2016

Applicant Signature:

The foregoing application is submitted on behalf of Infinite Hope Preparatory (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy TCS-U-013 All new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: mslogangirl

Board Position: Founder/Director

Signature: _____

Date: 09/19/2016

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public

Official Seal

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

My commission expires: _____, 20_____.

OVERALL ASSESSMENT

Would you, as an external evaluator, recommend an interview for this application? Remember that an external evaluator has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for subcommittee and Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total External Evaluator Votes</u>	
No	Yes

Would you, as a subcommittee, recommend an interview for this application? Remember that a subcommittee is not a quorum of the whole Advisory Board and has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total Subcommittee Votes</u>	
No	Yes

Would you, as an Advisory Board, recommend this nonprofit group to the SBE to start the Planning year? The State Board of Education gives the final approval to start the Planning Year.

<u>CSAB Votes</u>	
No	Yes

Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.

<u>Initial Screening</u>

Mission, Purposes, and Goals	Is goal 1 proficiency or growth? Lacking in detail and clarity. - esanchez
Education Plan	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. - esanchez
Governance and Capacity	(1) Applicant has 24 months after approval to obtain tax exempt status (2) The criminal background components included does not indicate a national criminal background check was conducted. - esanchez
Operations	- esanchez
Financial Plan	Applicant has indicated additional funds over 5 years; however, the Appendix M attached does not support the source of these funds Budget presumes Title I funds which are not available to schools in year 1. It could take 2 years to get school wide designation. The budget is negative in year 1 without these funds. - esanchez
OVERALL	Met - dtsmith840 - joseph_maimone - joseph_maimone

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> The applicant should provide additional details to clarify the mission statement and organization's purpose. The applicant should define and explain how they will determine resiliency for each student in the school. - gschermbek</p> <p><u>Mission Statement</u> Applicant needs to clarify: How will the mission of the school support student learning in other academic areas in addition to reading? Applicant needs to clarify: How will the idea of resiliency promote student growth and students reading at a proficient level? - kzparker718</p> <p><u>Mission Statement</u> How specifically will reading be used to foster resilience?</p> <p>Why does the school exist? Does GCS do a poor job with students who struggle to read or does it do a poor job teaching kids to read in the first place? Where is the empirical data? -</p>
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nacharles
<u>Mission Statement</u> inadequate - joseph_maimone
<u>Mission Statement</u> Explain to what your students will be "resilient". There is no mention of academic achievement. - haparler
<u>Educational Need and Targeted Student Population</u> Wikipedia is not a credible source of information and thus data from that source should not be considered. The applicant provides Appendix A however it is unclear of the number of survey respondents and the demographic of the respondents. The applicant compared mission statements of their school to the local LEA but did not fully compare each. - gschermebeck
<u>Educational Need and Targeted Student Population</u> Applicant needs to clarify: What specifically will IHP be doing differently in comparison to the local LEA? Applicant needs to clarify: What research has been done in the area to determine lower elementary reading needs? What is phonics/phonemic awareness proficiency in lower elementary? - kzparker718
<u>Educational Need and Targeted Student Population</u> Survey does not appear to support to low reader population. If students are doing well, how can the need for the school be supported by data? Is the data included in support of a better overall option or in support of low-readers? What will be done differently than at GCS? Can the calculation for ADM be explained? Is there data to support that GCS does not also focus on elementary schools? The GCS website includes several goals for K-8 education as well. - nacharles
<u>Educational Need and Targeted Student Population</u> Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map . - dtsmith840
<u>Educational Need and Targeted Student Population</u> inadequate - joseph_maimone
<u>Educational Need and Targeted Student Population</u> Clarify in more detail the rationale with supporting data for selecting the locale and the targeted student population. - haparler
<u>Purposes of Proposed Charter School</u> The applicant should explain how each of these purposes will lead to improved students outcomes and why their approaches will garner better results than the local LEA. - gschermebeck

<p><u>Purposes of Proposed Charter School</u> Applicant needs to clarify: How will teachers have opportunities to be responsible for the learning program at the school?</p> <p>Applicant needs to clarify: How will the purposes outlined improve student learning? Strategies and a narrative are listed, but how will each improve on student learning? - kzparker718</p> <p><u>Purposes of Proposed Charter School</u> Would the applicant be willing to provide more specificity in answering #1? The PD mentioned here seems not much different than PD offered to traditional schools. How will this be innovative PD? - mycah068</p> <p><u>Purposes of Proposed Charter School</u> How are the proposed purposes different than those provided by the local LEA? How exactly is providing PD an avenue to engage teachers in the learning program?</p> <p>Although the purposes are clearly described, how will they improve student outcomes? - nacharles</p> <p><u>Purposes of Proposed Charter School</u> 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 - joseph_maimone</p> <p><u>Goals for the Proposed Charter School</u> The applicant does not set rigorous achievement goals for the students. The applicant should explain how they will assess School and Classroom culture. The applicant should provide more information regarding forming partnerships with local community members and the intended outcomes of these partnerships. - gschermbek</p> <p><u>Goals for the Proposed Charter School</u> Applicant needs to clarify: The mission of the school states building strong community and family partnerships- how will this be measured?</p> <p>Applicant needs to clarify: With a heavy emphasis on improving student reading, is the only goal set for Reading based on EOG scores? How will reading growth be monitored and measured closely throughout the year?</p> <p>Applicant needs to clarify: What is the process for the board monitoring performance goals each year? - kzparker718</p> <p><u>Goals for the Proposed Charter School</u></p>

	<p>As a reviewer, I am concerned that the academic goals are what I would consider low reaching. - scoopergrad</p> <p><u>Goals for the Proposed Charter School</u> The performance goals are clear, specific and measurable, they are not particularly rigorous. How can IHP aim to be more innovative and provide alternative options for families - nacharles</p> <p><u>Goals for the Proposed Charter School</u> clarify mission; clarify goals - joseph_maimone</p> <p><u>Goals for the Proposed Charter School</u> Major part of mission has to do with culture, but plan for board to monitor is extremely vague. - cheryl_turner</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> The applicant should provide information regarding how it will assess Healthy Minds and Healthy Families. The applicant should provide clear assessment strategies and ensure they align with the instructional program. - gscherbeck</p> <p><u>Instructional Program</u> Applicant needs to clarify: What programs/structures will be put in place to serve student who are 1-3 grade levels behind in reading?</p> <p>Applicant needs to clarify: What assessments will be used to monitor student progress throughout the year?</p> <p>Applicant needs to clarify: How does the balanced literacy model differ from that of what the Local LEA has taught literacy? - kzparker718</p> <p><u>Instructional Program</u> Could the applicant provided more documented evidence to support the proposed approach? - mycah068</p> <p><u>Instructional Program</u> Can you provide a more detailed outline of your instructional program? How will literacy be used to support service learning in real terms for students? - scoopergrad</p> <p><u>Instructional Program</u> How will families where parents are unable to be very engaged fare at IHP?</p> <p>Is there data or empirical support for the components and principles mentioned?</p> <p>How specifically will students one to three grades behind or special education be taught and how does this method differ from GCS? Is such an instructional model designed to catch students up and by when?</p> <p>The applicant states that instruction will be aligned to standards. What are those standards - nacharles</p> <p><u>Instructional Program</u></p>

	<p>any documentation of Healthy Minds success? how does language immersion fit with literacy focus? - joseph_maimone</p> <p><u>Curriculum and Instructional Design</u> The applicant should explain how it will increase reading proficiency for students while also teaching them Chinese and Spanish. The applicant should explain how all of the instructional and behavioral frameworks were chosen and if/how the all align. Models such as PBIS, Have You Filled A Bucket Today, Catch-up Growth, Let's Move, and others are included but it remains unclear how all of these programs will coexist in the same school.</p> <p>Appendix B is attached but it is unclear what CKLA stands for and who created the actual document. Appendix C lacks great detail. - gschermebeck</p> <p><u>Curriculum and Instructional Design</u> Applicant needs to clarify: What is the purpose of the language immersion program? What research is there to prove this will support strong literacy growth among students?</p> <p>Applicant needs to clarify: With the anticipated student population being below grade level in reading, will one teacher in a classroom be able to provide enough intensive reading support as may be needed?</p> <p>Applicant needs to clarify: A lot of assessments and programs are listed- how will they all work together to ensure that students are receiving high quality instruction? Have the approaches behind each program/assessment been researched to ensure that they support one another? - kzparker718</p> <p><u>Curriculum and Instructional Design</u> Could the applicant provide strong evidence to suggest the 200-day calendar proposal? In addition, can they provide support for 200-days with no extra breaks built in, outside of the traditional given breaks. - mycah068</p> <p><u>Curriculum and Instructional Design</u> How will the immersion program work?</p> <p>Are there too many instructional methods? How will teachers know which work best for which students? Can the listed program and methods be explained and how they fit together?</p> <p>Will the additional days be considered in the budget? Is there enough PD built in given the many methods including Spanish or Chinese immersion, addressing needs of students far behind and special education students?</p> <p>The applicant aims high but is not detailed enough in describing how these goals can be met. Where are the detailed methods? - nacharles</p> <p><u>Curriculum and Instructional Design</u> 200 day calendar a plus for instruction - joseph_maimone</p> <p><u>Special Programs and "At-Risk" Students</u> The applicant should provide more information regarding the school's capacity to meet</p>
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<p>state and federal requirements for ELL students. - gscherbeck</p> <p><u>Special Programs and "At-Risk" Students</u> Applicant needs to clarify: How will struggling student be identified?</p> <p>Applicant needs to clarify: What specific strategies will be implemented to support language acquisition for ELL students?</p> <p>Applicant needs to clarify: Once gifted students are identified, how will progress be monitored? - kzparker718</p> <p><u>Special Programs and "At-Risk" Students</u> What else could this school offer in the way of innovation for student support, that also relates to their mission and calendar outline? - mycah068</p> <p><u>Special Programs and "At-Risk" Students</u> How will the three tiers be aligned with NC content standards? How will students in tiers still be prepared for NC diploma? - robert_mcouat1</p> <p><u>Special Programs and "At-Risk" Students</u> How are students identified? What does the applicant mean by initial screening?</p> <p>Where on the calendar is the proposed professional development reflected?</p> <p>How will gifted students be stretched by using standard curricula?</p> <p>Is "registration" enrollment or completion of application? Will students complete home language surveys are being accepted? - nacharles</p> <p><u>Exceptional Children – Identification and Records</u> The applicant should provide additional information regarding the record keeping and 504 plans / accommodations. - gscherbeck</p> <p><u>Exceptional Children – Identification and Records</u> Applicant needs to clarify: What will the protocol be for maintaining compliance with EC records? How will you ensure that the school stays in compliance? - kzparker718</p> <p><u>Exceptional Children – Identification and Records</u> How will the community be aware of the schools Child Find obligations? - robert_mcouat1</p> <p><u>Exceptional Children – Identification and Records</u> It is unclear from the narrative whether the applicant can adhere to state and federal standards. Although there is reference to staying in compliance, there is nothing supporting full understanding of 504 plans.</p> <p>What is the record keeping process?</p> <p>How will students be identified? - nacharles</p> <p><u>Exceptional Children – Education Programming</u> The applicant should provide more details regarding FAPE and related educational programming within the school. This section is limited. - gscherbeck</p>
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<p><u>Exceptional Children – Education Programming</u> Applicant needs to clarify: Strategies are outlined, but how will students be served? Will there be an inclusion model, pull out model?</p> <p>Applicant needs to clarify: How will you ensure that IEPs are being implemented? Who will be overseeing this? - kzparker718</p> <p><u>Exceptional Children – Education Programming</u> Can the applicant please expand on answering the commitment to students for FAPE? - mycah068</p> <p><u>Exceptional Children – Education Programming</u> Who will provide specialized instruction? How will school provide full continuum of special education services delivery? - robert_mcouat1</p> <p><u>Exceptional Children – Education Programming</u> Given the focus on exceptional students for the school, why is this section not more detailed?</p> <p>What is the record keeping process?</p> <p>How will "other services" (physical therapy, speech therapy etc.) be provided? Given the mission of the school and the anticipated increased size of EC students, will contracting these services work? Is the need reflected in the budget? - nacharles</p> <p><u>Student Performance Standards</u> The applicant provides measurable student goals however they are not set at a high standard. The applicant should provide additional information regarding the promotion policy for the school. - gschermbeck</p> <p><u>Student Performance Standards</u> Applicant needs to clarify: How will student progress be measured throughout the school year?</p> <p>Applicant needs to clarify: By only focusing on EOG proficiency levels, how does this support the mission of the school and the focus on intensive reading support?</p> <p>Applicant needs to clarify: What are retention and promotion decisions based on? - kzparker718</p> <p><u>Student Performance Standards</u> Can the applicant make more clear the policy and process of how promotion occurs? - mycah068</p> <p><u>Student Performance Standards</u> How will proficiency goals be impacted by students with disabilities? Will you consider student growth?</p> <p>The application indicates that one factor for consideration in K-2 promotion will be "Progress of IEP goals for students with disabilities" - How will administrator consider the IEP in decisions about promotion and grading? What about other grades besides K-2? - robert_mcouat1</p>
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	<p><u>Student Performance Standards</u> The applicant makes much mention of innovation and diversified instructional methods. How are these supported if EOG (standard measures) are the primary assessment tools? Using the ambitious EOG targets may jeopardize the mission and goals of the school.</p> <p>How will EOG assessments inform practice for kids one to three levels behind?</p> <p>How are the unique circumstances of the proposed target population considered in the promotion and retention protocols? Is the more information on how students will be promoted or retained? - nacharles</p> <p><u>Student Performance Standards</u> Goals are better explained here. Should growth be a focus too? - joseph_maimone</p> <p><u>Student Conduct and Discipline</u> The student conduct and discipline is incredibly limited and does not provide adequate information to ensure fidelity throughout a school. - gscherbeck</p> <p><u>Student Conduct and Discipline</u> Applicant needs to clarify: The mission statement speaks to developing resilient students with exceptional character- how will the student conduct policies support this?</p> <p>Applicant needs to clarify: What specific vision and structures will be put in place to ensure that students are learning in a safe and orderly environment? - kzparker718</p> <p><u>Student Conduct and Discipline</u> Could the applicant provide a more detailed outline of how restorative justice is utilized in the behavior model? - mycah068</p> <p><u>Student Conduct and Discipline</u> The contents of the application to this point have reflected some grammatical errors. This is just a note in the case that edits are allowed. - scoopergrad</p> <p><u>Student Conduct and Discipline</u> The application indicates "certain parameters" for Students with disabilities - How will protections under IDEA be considered as part of discipline procedures? - robert_mcouat1</p> <p><u>Student Conduct and Discipline</u> The applicant frequently mentions school culture and climate throughout the application. Given the importance of culture, this section is exceptionally limited. Is there a more detailed approach to discipline?</p> <p>Are the vaguely shared processes implement across all grades? - nacharles</p> <p><u>Student Conduct and Discipline</u> adequate - joseph_maimone</p> <p><u>Student Conduct and Discipline</u> Description of how culture will be built and governed is weak since mission focuses on resilience and character to ensure academic success. If this is the driver,, culture section should be better developed. - cheryl_turner</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> This school has not yet applied for the 501 (c)(3) - scoopergrad</p>

<p><u>Tax-Exempt Status 501 (c)(3)</u> n/a - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The attached organizational chart is very limited and lacks detail. Appendix F is attached however there are a number of typos and grammatical errors within the board members responses. The applicant should provide more specific policies regarding removal procedures for board members. - gschermebeck</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Applicant needs to clarify: If the board is not responsible for hiring and firing the school director, who will be responsible that role?</p> <p>Applicant needs to clarify: How will the board ensure that all board members are receiving the training they need to be effective members of the board?</p> <p>Applicant needs to clarify: How will the board, the school director and the Principal work together? Throughout the narrative, all roles are described, but it is not clear as to what specific role each person plays. - kzparker718</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Could the applicant please describe the process of removal for board members in a little more detail? - mycah068</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Can the applicant clarify the differences between and the responsibilities of the Director versus the Principal? Who hires and/or has the ability to terminate? What is the relationship to the board?</p> <p>Given the lack of governance experience on the board, can the applicant be more specific about how and who will train the board in areas critical to governance (fiduciary responsibilities, avoiding conflicts of interests etc.)?</p> <p>The org charts is unique and should be explained further.</p> <p>Why are there some inconsistencies between the narrative and the by-laws (number of members, terms etc)? Which is accurate?</p> <p>Concerns about overall quality of the application but this section in particular. - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Good educator experience on board - joseph_maimone</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - gschermebeck</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Not applicable here. - mycah068</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Not using EMO or CMO services. - scoopergrad</p> <p><u>Proposed Management Organization (EMO/CMO)</u></p>
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	<p>n/a - nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u> The difference between the Director and Principal should be fully explained and understood. It is not clear if the school needs two senior level leaders as it opens. The applicant does not provide a clear plan regarding how it will attract and retain high-quality teachers. Much greater information is required. - gscherbeck</p> <p><u>Staffing Plans, Hiring, and Management</u> Applicant needs to clarify: How will you recruit teachers who have experience with intensive reading support?</p> <p>Applicant needs to clarify: What role will the Principal play in hiring teachers? According to the Org chart, the Principal is overseeing the Instructional Staff, but they do not play a role in hiring teachers?</p> <p>Applicant needs to clarify: The org chart in another section showed that the Principal would be in charge of the Instructional Staff. It is stated in this narrative that the Principal would supervise all instructional and non-instructional staff. Please provide further information regarding this. - kzparker718</p> <p><u>Staffing Plans, Hiring, and Management</u> Can the applicant please provide a more innovative approach to retaining their professionals, other than simply offering baseline standards? In addition, how would their retention of teachers connect to the restorative justice piece of this school, as well as specific mission of the school?</p> <p>Would the applicant please be more specific regarding the dismissal process of employees? Who(m) is in charge of this endeavor and who(m) makes the final call? - mycah068</p> <p><u>Staffing Plans, Hiring, and Management</u> Are both leadership positions necessary? The cost for both appears high.</p> <p>How are teachers hired and trained? How can recruitment strategy attract the quality of teachers needed to implement the mission and goals with fidelity for the target population? Are PD opportunities enough to retain teachers? Is the applicant targeting younger or inexperienced teachers who still need to complete certifications? How will this impact student achievement?</p> <p>Why is the principal not involved in hiring teachers if s/he is responsible for supervision? Who evaluates the teachers?</p> <p>Can the relationship between employees (specifically principal and director)and the board be clarified? - nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u> clarify Director, principal and board roles. Who hires and evaluates Director? - joseph_maimone</p> <p><u>Staff Evaluation and Professional Development</u> The professional development plan is incredibly limited and needs much greater detail. It is also unclear how professional development will shift or adapt to academic needs,</p>
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<p>based on data throughout the year. - gscherbeck</p> <p><u>Staff Evaluation and Professional Development</u> Applicant needs to clarify: How will staff members be evaluated each year?</p> <p>Applicant needs to clarify: How and when will teachers be trained in intensive reading support? This is stated as a specific part of your mission but does not seem to be a priority area for teacher development. - kzparker718</p> <p><u>Staff Evaluation and Professional Development</u> How will the PD offered align with the applicant's vision of restorative justice?</p> <p>Once the text reading of "Beyond the Bake Sale" is completed, how will the school continue to provide PD that emphasizes the Healthy Families component of the school's mission?</p> <p>Since it is unclear the daily start and end times of school, and if teachers are allowed to leave when kids leave, what is the justification of holding staff an additional two hours on a Thursday? Is there a justification for why these meetings cannot be conducted on the Wednesday early release times? - mycah068</p> <p><u>Staff Evaluation and Professional Development</u> How can you make these goals measurable? - scoopergrad</p> <p><u>Staff Evaluation and Professional Development</u> As mentioned in the previous section, how will staff be evaluated? Who is evaluating teachers?</p> <p>The PD prior to school opening does not cover the key tenets covered in the application. How will teachers be prepared to meet the mission and goals?</p> <p>The salaries, staff requirements, and budget appear misaligned? Is there a plan to ensure these proposed staff members can be recruited, trained and retained within the budget proposed especially given the extended school year? - nacharles</p> <p><u>Staff Evaluation and Professional Development</u> adequate - joseph_maimone</p> <p><u>Marketing Plan</u> The applicant should provide much more information regarding student marketing and recruitment. The current plan does not provide enough information to meet the target goals. - gscherbeck</p> <p><u>Marketing Plan</u> What are some other methods the school could consider in their marketing strategy? How can they intentionally market in relation to their goal of restorative justice? - mycah068</p> <p><u>Marketing Plan</u> The marketing plan aligns with the budget but is not exhaustive enough to guarantee the proposed enrollment numbers with the target population. What market research exists to ensure students are willing and able to attend IHP? - nacharles</p> <p><u>Marketing Plan</u> adequate - joseph_maimone</p>

	<p><u>Parent and Community Involvement</u> The parent and community involvement plan is limited and requires much greater detail to be successful. - gscherbeck</p> <p><u>Parent and Community Involvement</u> Applicant needs to clarify: Strategies are listed about involving parents, but HOW will the strategies be implemented? It is stated that building strong community and family partnerships is part of the school's mission- how will this play out every day? - kzparker718</p> <p><u>Parent and Community Involvement</u> Again, how can the school utilize the concept of restorative justice as a means to obtain parent and community involvement? - mycah068</p> <p><u>Parent and Community Involvement</u> Enlisting the help of district representatives in the surrounding community and throughout the city of High Point sounds like a great idea to support enrollment. How will you complete this task? - scoopergrad</p> <p><u>Parent and Community Involvement</u> How will parents be engaged in their children's educational success. The plan outlines recruitment and general info sharing but how will families be engaged in the mission and participate fully in the academic components? - nacharles</p> <p><u>Admissions Policy</u> What does pre-admission mean? For students selecting the immersion program, will there be a separate lottery if there are more applicants than slots? - nacharles</p> <p><u>Projected Student Enrollment (Table)</u> In consideration for upcoming discussions, will the space that the school has purchased (or plans to purchase) allow for the increase of 20 students per grade level in 2022-2023? - mycah068</p> <p><u>Projected Student Enrollment (Table)</u> The table is complete and displays realistic growth. That said, why does it not match the chart shared in the grade level served and total student enrollment section? - nacharles</p> <p><u>Projected Student Enrollment (Table)</u> The table here does not match enrollment numbers in the grade level chart on page 6 in the application. Why? - haparler</p> <p><u>Weighted Lottery</u> N/A - gscherbeck</p> <p><u>Weighted Lottery</u> Not applicable here since they are not participating in the weighted lottery - mycah068</p> <p><u>Weighted Lottery</u> Not using weighted lottery. - scoopergrad</p> <p><u>Weighted Lottery</u> n/a - nacharles</p>
<p>Operations</p>	<p><u>Transportation Plan</u> The applicant should provide a detailed transportation plan. The current plan is not</p>

<p>thorough nor does it ensure that every child will have access to transportation. - gschermbeck</p> <p><u>Transportation Plan</u> Applicant needs to clarify: Has the school surveyed parent interest of the school to determine how many people are interested that live and can potentially drive their child to school?</p> <p>Applicant needs to clarify: When will you determine the need for bus transportation? - kzparker718</p> <p><u>Transportation Plan</u> If IHP does not have a bus plan at this time, then what is the detailed strategy for providing access to ALL students that attend IHP?</p> <p>Since the main targeted group consists of families from low socio-economic status, how will the school ensure that carpooling sign up is provided BESIDES being available online (since we cannot assume all families have access to internet)? - mycah068</p> <p><u>Transportation Plan</u> Plan states that no child will be denied and that Guilford County Schools is the contact should a need arise. Can you provide more details as to how transportation will be handled for students needing services? - scoopergrad</p> <p><u>Transportation Plan</u> Given the target population, the transportation is not realistic and will likely be a barrier to entry. The transportation plan options should be clarified. - nacharles</p> <p><u>Transportation Plan</u> does this match target population? - joseph_maimone</p> <p><u>Transportation Plan</u> Update the results of exploring contracting with Guildford County schools to provide transportation for students who live within a 20 mile radius of the school. - haparler</p> <p><u>School Lunch Plan</u> Has the applicant budgeted for the school garden? Are they Health / Food Prep regulations that need to be followed for the students to safely eat from the garden? - gschermbeck</p> <p><u>School Lunch Plan</u> Applicant needs to clarify: What research/evidence is there to ensure that serving school lunch from the garden will be sustainable for a school with over 200 students?</p> <p>Applicant needs to clarify: What structure is in place for growing, cooking and serving the food? - kzparker718</p> <p><u>School Lunch Plan</u> Since there is a plan to use the school garden, are there any specific laws or policies that must be adhered to or upheld in order for students to consume these items?</p> <p>- mycah068</p> <p><u>School Lunch Plan</u></p>
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	<p>Federal Lunch Program Regulations - scoopergrad</p> <p><u>School Lunch Plan</u> Although a garden is admirable, is the applicant suggesting using what is grown for student meals or for educational purposes? How is this budgeted and what are the codes for using the food? Will there be enough for 400 students? How will it align with USDA regs? - nacharles</p> <p><u>Civil Liability and Insurance</u> adequate - joseph_maimone</p> <p><u>Facility and Facility Contingency Plan</u> The applicant should provide much greater detail for the facility and facility contingency plan. - gscherbeck</p> <p><u>Facility and Facility Contingency Plan</u> Applicant needs to clarify: What is the timeline for securing a building?</p> <p>Applicant needs to clarify: Is there a targeting neighborhood that the board is looking to lease a building? Will this impact transportation? - kzparker718</p> <p><u>Facility and Facility Contingency Plan</u> Can more detail be provided regarding the contingency of locating the temporary building? Location? Type of building? Etc.</p> <p>Can more details be provided about securing an official building? Will there be intentions to find a building to match the school's mission? - mycah068</p> <p><u>Facility and Facility Contingency Plan</u> The contingency plan and the plan to obtain a building are the same and not realistic in terms of budget.</p> <p>What is the timeline for acquiring the building? - nacharles</p> <p><u>Facility and Facility Contingency Plan</u> Any detail on facility location? - joseph_maimone</p>
<p>Financial Plan</p>	<p><u>Budget Revenue Projections from Each LEA (Table)</u> other funds questions? Federal dollars? - joseph_maimone</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Appendix M is attached but does not support the Other Funds line item. As a result, it is difficult to analyze the budget revenue projections. - gscherbeck</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Applicant needs to clarify: Appendix M and the information in the chart to not match, why is this? - kzparker718</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Appendix M Revenue Assurances and/or Working Capital Report was not available for review. - scoopergrad</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> The applicant indicated "other funds" which per Appendix M appear to be federal dollars. Where are these funds derived and are these including the federal per pupil dollars? This</p>

<p>needs to be clarified. - nacharles</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Inadequate - joseph_maimone</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> \$43,000 is a rather low salary for a school leader. The applicant should explain how they will recruit and retain an high-performing leader at this salary level. - gscherbeck</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Applicant needs to clarify: In the transportation section a crossing guard was noted- where is this within the personnel budget?</p> <p>Applicant needs to clarify: For the garden, is it realistic to say that one food service person will be able to prep and serve the food for the entire school?</p> <p>- kzparker718</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> How does the line item concerning teacher pay reflect the school's requirement that: a.) teacher's in this school must work well into the summer months? b.) must stay an additional 2+ hours after school each week on Thursday's for PD? - mycah068</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> 115C-218.100.Dissolution of a charter school. (a)Funds Reserved for Closure Proceedings</p> <p>Is the board aware of the requirement associated with 115c-218? Will this fee be reflected in the budget? - scoopergrad</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> The personnel budget is ambitious given the enrollment projections. Where will cost savings be concentrated should fewer students enroll?</p> <p>Aforementioned concerns about recruitment and retention of high quality teachers remain. - nacharles</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> There are a number of concerns within this budget. The transportation budget appears different than in other sections. \$0 is budgeted for child nutrition. \$0 is budgeted for copy paper. \$0 is budgeted for instructional materials.</p> <p>- gscherbeck</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Applicant needs to clarify: \$0 is budgeted for instructional materials- where will all the instructional materials come from?</p> <p>Applicant needs to clarify: \$0 is budgeted for child nutrition, how will the garden be funded? - kzparker718</p>

	<p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Are there any costs associated with the garden and where are these reflected if not nutrition?</p> <p>The entire administrative and support budget is a bit ambitious and lack any contingency (no transportation cost, no nutrition cost, no instructional material cost, no copy paper, no testing supplies etc.). How does this budget support what has been outlined in terms of quality of education provided? - nacharles</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> lease low for area? - joseph_maimone</p> <p><u>Total Expenditure Projections (Table)</u> It is difficult to assess this section given that Appendix M does not provide suitable information. - gschermbek</p> <p><u>Total Expenditure Projections (Table)</u> Based on the previous comments, this is difficult to assess. - nacharles</p> <p><u>Total Expenditure Projections (Table)</u> Expenses will lead to deficit with removal of other funds. - joseph_maimone</p> <p><u>Budget Narrative</u> The applicant should provide actual data to support the projected student enrollment. The applicant should provide much more detail regarding the financial projections and related contingency plans. - gschermbek</p> <p><u>Budget Narrative</u> Applicant needs to provide further detail about how the budget aligns to the mission, curricular offerings. - kzparker718</p> <p><u>Budget Narrative</u> If the applicant firmly believes and can justify "small classrooms" for "healthier minds," then how does this school justify classroom sizes of 20 students (which is approximately the average in traditional schools)? - mycah068</p> <p><u>Budget Narrative</u> Enrollment numbers are inconsistent with remaining application.</p> <p>As mentioned, how does the budget align with the mission and goals, especially the desire to maintain small classrooms and considering the target population?</p> <p>Where are the "other funds" derived?</p> <p>Is a student to teacher ratio of 20:1 considered small or are low ratios reserved for certain grades.</p> <p>What is the contingency plan for under-enrollment? - nacharles</p> <p><u>Budget Narrative</u> misunderstanding of other funds for federal dollars? - joseph_maimone</p>
OVERALL	<u>Grade Levels Served and Total Student Enrollment:</u>

	adequate - joseph_maimone
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Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

Overall Summary	
<p>Initial Screening</p> <p>09/30/2016</p>	<p>The Office of Charter Schools deemed this application incomplete on September 30, 2016. The following is need for the application evaluation:</p> <p>(1) The criminal background components included does not indicate a national criminal background check was conducted</p> <p>(2) Applicant has indicated additional funds over 5 years; however, the Appendix M attached does not support the source of these funds</p> <p>Applicant responded to the incomplete submission request on October 6, 2016.</p>
<p>Application Review</p>	<p>OCS provided a brief overview of the proposed application including the enrollment over five (5) years, proposed county, and mission of the proposed school. 3 board members were present for the clarification opportunity. 3 board members were not present. There were 7 members outlined in the application and information was submitted to withdraw one board member.</p> <p>Mr. Maimone led the Performance Committee discussion. Ms. Parlr wanted clarification on the mission statement and had concerns about the discrepancy in the enrollment outlined in the application. Ms. Turner had questions regarding how the school would measure resiliency.</p> <p>Within the proposed Education Plan, Mr. Maimone drilled if the group had given consideration to a weighted lottery and the proposed boards understanding of its targeted student population, if it only proposed one Exceptional Children (EC) teacher. Ms. Turner</p>

	<p>outlined the educational plan was not fully developed. Mr. Hawkes outlined his concerns with the EC teacher within future years.</p> <p>The Performance Committee questioned the governance structure and wanted to know how many of the board members would eventually become employees of the schools. Ms. Parlr wanted to understand the co-owner relationship outlined in the application. Mr. Hawkes expressed his concerns of the proposed organizational structure based on the committee structure in the organizational chart.</p> <p>The Performance Committee outlined its concerns in the operations component of the plan. Ms. Parlr wanted to know if the plan was realistic. Ms. Turner outlined the inconsistency of the student/teacher ratio outlined in the application. Mr. Sanchez had concerns that the group had not appropriately budgeted for school lunch. Mr. Maimone outlined the discrepancies with the proposed budget.</p> <p>A proposed board member outlined its proposed student population and what they meant by resiliency faced different challenges and adversities and have the skills to overcome their challenges and adversities as outlined in the clarification submitted via the portal. They would measure resiliency by looking at achievement and surveys. Mr. Maimone drilled the proficiency/growth as outlined by the academic goals in the application. The proposed group communicated they believed in a balance between the two, but the 60% is proficiency and students must achieve between 1 2 years of growth. Mr. Maimone also drilled the discrepancy in the enrollment numbers outlined in the application. The proposed board outlined it submitted information the morning of the application review and changed its enrollment projections to 160 students. The proposed applicant group confirmed the budget was based on 160 and not 180, as that was an error.</p> <p>Mr. Maimone asked direct questions on the Chinese language immersion concept and if targeting struggling readers was an appropriate model. The proposed board member outlined the immersion program would start in Kindergarten and they would not have a struggling readers in second grade. Mr. Maimone explained the legalities of not being able to give enrollment/lottery preference for Chinese immersion. The proposed board outlined it clarified that information that morning in the online application system and a random lottery would be submitted. Also, the proposed applicant group communicated it would have two lotteries (one for Chinese immersion and one for the regular program).</p> <p>Mr. Maimone asked direct questions on the relationship of the board/staff and how it would hire/fire the director. The proposed board member outlined that was a typo which was adjusted. Also, the proposed board outlined they did not conduct surveys for the targeted population and were willing to adjust the budget based on the needs of its potential students. One board member outlined that the director would be employed in the school and sit as a non-voting member.</p>
<p>Application Interview</p>	
<p>OVERALL</p>	<p>The proposed board member outlined they added items to the budget and would provide all funds and lunches for the children. Additionally, the proposed board communicated they had spoken with vendors to provide the food services.</p> <p>Mr. Maimone outlined that he had concerns as we must hold the proposed applicants to the written product it had submitted. At the moment he does not see the application as</p>

	<p>viable. Ms. Turner outlined the application needed more due diligence. Ms. Turner made a committee motion not to move Infinite Hope Preparatory forward to interview. Mr. Sanchez seconded. The motion passed 5 1 with Mr. Hawkes dissenting.</p> <p>Mr. Maimone made a motion to the full CSAB to deny an interview for Infinite Hope Preparatory. Mr. Sanchez seconded. Mr. Hawkes outlined the school would be needed in Guilford and he would like to see the applicant clean up the application and hopes the board does not get discouraged. Mr. Maimone reiterated that the CSABs responsibility was to recommend the current application to the SBE. He wanted the group to come back and outlined a potential future process. Mr. Sanchez outlined there were resources available to applicant groups such as previously approved applicants/applications and other external evaluators across the state. He outlined the current application was not close to meeting expectations and needed real repair. Mr. Maimone concluded the proposed applicant could have a much stronger program if get due diligence was completed correctly. The motion passed unanimously.</p>
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