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I. Competitive Priority 1 – Supporting High-Need Students by Increasing Access to High-Quality Educational Choice

Henderson Collegiate would like to be considered for Competitive Priority 1 in the CSP federal grant program, as the project will target high-need students, including rural students, English learners (ELs), and children with disabilities, to enroll in a high-quality charter school.

Rural Students

Henderson Collegiate chose its home in Vance County due to the urgent need in this rural community to empower its citizens with strong public education options. In the county, the majority of students are at risk of academic failure. Poverty is the norm: more than 73% of all students qualify for free or reduced lunch; only 12% of North Carolina's 115 school districts serve student populations with more than 70% eligibility for free or reduced lunch. It's been over 30 years since the vast majority of the manufacturing and agricultural jobs that were once a staple in this rural county disappeared. The resulting multi-generational poverty has created a climate that puts students at risk of not only academic failure, but also even worse outcomes:

- The overall crime index in Vance County is 67% higher than the State average, with the largest disparities in economic-related crime (robbery, burglary, larceny).
- Violent crime in Vance County Schools has risen by 144% since 1997 with the primary areas of increase in drug and weapons possession.
- Vance County ranks fourth in the State for teenage pregnancy with a rate about 20% higher than the State average.
- Sixty percent of Vance County's 12-18-year-olds are overweight or at risk of becoming overweight.

While the statewide graduation rate is 85.6%, Vance County Schools only has a graduation rate

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of 77.5%. Further, the school district's Black male students have a graduation rate of only 70.2% compared to 76.7% statewide and Latino males only graduate at a rate of 63.2% compared to 76.1% statewide.

There are about 44,500 residents in the county, which is classified by the NC Department of Commerce as a Tier 1 Economically Depressed Community.¹ Vance County has a median household income of \$34,075, 27% living in poverty, and 8.2% unemployment rate. Only 77.5% of the county, aged 25 or older, holds a high school or equivalent degree and only 12.7% hold a bachelor's degree. For FY2018, Vance County schools, the school district that surrounds Henderson Collegiate, was listed as eligible for the Rural Low-Income Schools (RLIS) grant.

English Learners

Henderson Collegiate's current student population is about 2% English Learners (ELs). Based on demographic trends in the overall Vance County population, Henderson Collegiate expects this percentage to rise to 5-10% of enrolled students in the newly expanded K-3 grades. To recruit, enroll, and retain ELs necessitates that the school provides these students with effective research-based education programs and practices for increased linguistic and academic achievement. All courses at the school utilize instructional techniques that have proven to be successful at providing ELs access to rigorous content and instruction while simultaneously building English language proficiency. In addition, the school places significant emphasis on

¹ Each year the N.C. Department of Commerce ranks the state's 100 counties based on economic well-being and assigns each a Tier designation based on four factors: average unemployment rate, median household income, percentage growth in population, and adjusted property tax base per capita. Tier 1 classification applies to the forty most distressed counties.

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bridging the school-home gap with families whose first language is not English. For a complete discussion of Henderson Collegiate's plan for serving ELs please see pages 35-37.

Children with Disabilities

Henderson Collegiate's current student population served is 4.1% students with special needs. The surrounding school district of Vance County Schools is 12.7% students with special needs. For complete discussion of the charter school's plan for serving children with disabilities see sections below "Plan for Children with Disabilities" and "Individuals with Disabilities Education Act Compliance" on pages 39-44.

II. Competitive Priority 2 – Dual or Concurrent Enrollment Programs and Early College High Schools

Henderson Collegiate would like to be considered for Competitive Priority 2 in the CSP federal grant program, as the project will offer a dual enrollment program. Henderson Collegiate currently offers dual enrollment for eleventh grade students with Vance-Granville Community College (VGCC), and as of the 2017-18 academic year, has 22 students enrolled. In the 2018-19 academic year, with the addition of the school's first twelfth grade class, dual enrollment at VGCC will be available to both eleventh and twelfth grade students. Students must meet set academic criteria and earn acceptance into VGCC to pursue dual enrollment courses. In many traditional program settings, upperclassmen are often not as invested in the courses that they take because they do not see the connection this coursework will have to their post-secondary lives.²

² Bailey, Thomas, R.; Hughes, Katherine L.; Karp, Melinda Mechur. (2002). What Role Can Dual Enrollment Programs Play in Easing the Transition between High School and Postsecondary Education? Office of Vocational and Adult Education (ED), Washington, DC.

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Henderson Collegiate provides guidance around dual enrollment courses so that students understand the value these courses add through earning college credits and providing them with skills that will be directly applicable to the college setting. Currently, 100% of dual enrollment courses are completed online by Henderson Collegiate students.

In addition to dual enrollment with VGCC, Henderson Collegiate offers all students the opportunity to take Advanced Placement (AP) courses. This enables our students, upon entering college, to skip introductory classes, enter higher-level classes, and/or fulfill general education requirements. The chart below shows the AP courses offered this academic year and the courses that will be added next school year.

AP Courses Currently Available	AP Courses to Be Added in 2018-2019
<ul style="list-style-type: none">▪ AP Calculus▪ AP English Language & Composition▪ AP US History▪ AP World History	<ul style="list-style-type: none">▪ AP Biology▪ AP Calculus AB▪ AP Calculus BC▪ AP Chemistry▪ AP English Literature▪ AP Government▪ AP Spanish

III. Competitive Priority 3 – Single School Operators

Henderson Collegiate would like to be considered for Competitive Priority 3 in the CSP federal grant program, since Henderson Collegiate currently operates a single charter school and is seeking to expand that charter school to serve additional grades and students. Henderson Collegiate is authorized by the North Carolina State Board of Education (SBE). Please see pages 20-21 for additional discussion of relationship with authorizer. In addition, Appendix E includes

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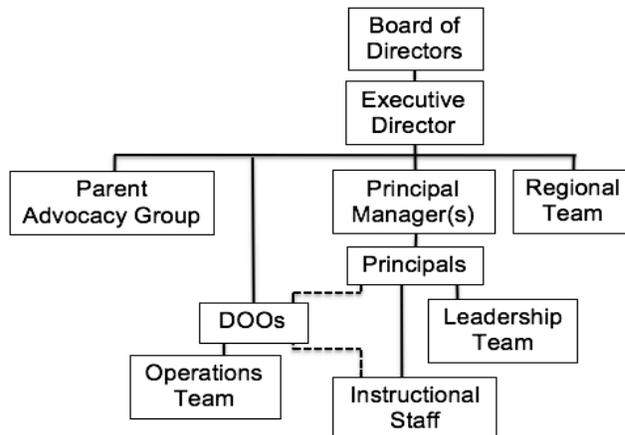
Henderson Collegiate’s charter approval letter, dated March 8, 2010, and its letter approving enrollment growth, dated February 15, 2016.

Henderson Collegiate opened in 2010 serving 100 students in fourth grade with a charter enrollment plan to add a higher grade level each year to serve grades 4-8 by the 2014-15 academic year. In 2015-16, Henderson Collegiate expanded beyond that initial enrollment plan to add a high school program with its first class of ninth graders. In 2016-17, the school expanded to start its primary program with an initial class of 100 kindergartners. By the year 2019-20, the high school expansion will serve about 370 students and the primary expansion will serve 400 students in grades K-3. This expansion represents an additional 6 grade levels and 770 students who will be served by the school. Of this expansion, 3 grade levels of 300 students will be added during the performance period for the CSP federal grant program.

IV. Management Structure of Henderson Collegiate

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

The following organizational chart depicts the corporation’s structure. The top box represents the Board of Directors, and the school structure is represented by all other boxes.



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The Board has formed authorized Committees to assist in the various areas necessary to establish, manage, and operate the school. Committees will involve a broader cross-section of the school community and provide additional expertise and support to the Board to accomplish its purposes. Their Committees include:

- Executive Committee, for day-to-day management;
- Budget and Finance, to ensure accurate accounting and adequate funding;
- Facilities, to develop and oversee school facilities;
- Grievance or Complaint, to handle any personnel or student/parent complaints;
- Health and Wellness, to support students' emotional, mental and physical health; and
- Development, to handle sourcing and raising philanthropic support for the school.

Board Oversight of Charter School

The Henderson Collegiate, Inc. Board of Directors manages and operates the charter school. The Board has governing and policy-making authority for the school. The Board fulfills its duties in accordance with the Henderson Collegiate, Inc. Bylaws, including the Conflict of Interest Policy, and applicable North Carolina open meetings and public records laws. The Board, with its officers and committees, is empowered to:

- Define and refine the school's mission and vision;
- Set policies and the annual budget for the school;
- Oversee the formulation of and review of the evaluative criteria for the school;
- Oversee the academic and financial management and accountability of the school;
- Ensure the school adheres to its charter, state and federal guidelines, and school policies;
- Coordinate the various people and entities involved with operating the school;
- Employ and evaluate the Executive Director of the school;

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- Employ and contract with teachers and other personnel to performs school services;
- Hold the school employees accountable for academic and fiscal responsibility;
- Discharge certificated and non-certificated employees;
- Act as a court of appeal for students, parents, and staff when conflicts are unresolved;
- Decide upon student expulsions;
- Provide support for fundraising, marketing, and other services for the school; and
- Advocate on behalf of the school by working to establish partnerships with other organizations, such as community organizations, institutes of higher learning, nonprofit foundations, and corporate entities supporting education in noncommercial relationships.

Executive Director

The Board of Directors will employ a qualified, experienced Executive Director (ED). The ED will ensure that the mission, goals, and objectives of the school are being fulfilled. The Board expects to delegate significant operational authority and many day-to-day operational decisions to the ED, within the guidelines and policies set by the Board for the school's operation and within the confines of the annual budget.

The ED will be responsible for most operational details, such as managing principals, designating instructional coaches, collaborating with instructional staff to select high-quality curriculum, coordinating with financial support staff, implementing annual performance reviews, arranging student testing, and meeting with the parents association (known as the Parents of the Pride). The ED's responsibilities include, but are not limited to:

- Managing and evaluating instructional and non-instructional staff;
- Maintaining school budget records;
- Signing or co-signing checks;

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- Facilitating parent, family, and community engagement with the school; and
- Serving as a leader for cultivating community partnerships.

The ED will be given authority within the guidelines and policies set by the Board so that the ED's ability to manage the school is not impeded, and so that he or she may act upon matters in a timely manner. For example, the ED will be authorized to temporarily suspend staff or students if a problem arises. The Board will work closely with the ED and meet regularly with him or her to guide the implementation of the school according to its charter. The Board has also appointed the ED as a non-voting member of the Board, according to provisions of the corporation's Bylaws, to facilitate a close working relationship.

School Staff

All personnel are required to be in compliance with the Drug Free Public Work Force Act of 1990. Personnel also complete confidentiality agreements, as well as signing offer letters that outline their overall responsibilities as teachers at Henderson Collegiate.

Parents Association

The ED and staff will be expected to communicate and work closely with parents. Please see pages 29-31 for additional discussion of how Henderson Collegiate effectively engages parents in the school community.

V. Henderson Collegiate's Educational Program

Grade Levels – Currently Served and Expansion

Henderson Collegiate currently serves 1,000 students in grades K – 1 and 4 – 11. The charter school plans to expand to serve additional grades using the following growth plan by academic year:

2018 – 19: Add grades 2 and 12

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2019 – 20: Add grade 3

By the 2019-20 school year, Henderson Collegiate will serve students in all grades K-12. Each added grade level will have additional start-up costs, as described in detail on pages 22-27.

Curriculum and Instructional Practices

The educational practices at Henderson Collegiate begin with an understanding that all children can learn. The school's curriculum framework has the explicit purpose of helping all students reach grade-level proficiency as measured by the North Carolina End-of-Grade Exams by the end of eighth grade, and End-of-Course Exams in applicable high school grade levels. The school model pulls together curricula and instructional practices proven most effective with predominately low-income students and students of color who are struggling academically. All teaching and learning will be directed toward student mastery of the North Carolina State Standards, as well as key study skills, learning strategies, and work habits crucial for long-term academic and career success.

The educational program at Henderson Collegiate will be a demanding, college-prep curriculum for grades K-12 that empowers students with the skills necessary to be prepared for eventual college success. Research shows that students who are assigned to higher-level, challenging curricula in elementary and middle school are more successful in high school, and students who complete classes beyond Algebra 2 during high school are more than twice as likely to earn a post-secondary degree. Ninth graders placed in higher-level courses have a lower failure rate than students with similar characteristics who are placed in lower-level courses.³

³ Cooney, S., Bottoms, G. (2005) Middle Grades to High School: Mending a Weak Link.

Southern Education Board.

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Teachers work with the school principals and Executive Director to supplement the school's curriculum with their own innovations, research, and expertise to best match student needs. Incoming student needs and performance levels will determine the weight that teachers place on different elements of curriculum. The school's expectation in grades K-8 is to accelerate student learning to ensure that mastery of state standards is achieved at a faster pace, preparing students for the rigorous high school curriculum, including numerous Advanced Placement course opportunities, and eventual college success.

Educational Program/Philosophy

Research in education suggests that one way to maintain the upward trend of student performance and thereby close the achievement gap is to implement Lezotte's *Correlates of Effective Schools*.⁴ Lezotte, through his research on effective schools, found that successful schools have unique characteristics and processes that evolve over time. The presence of these characteristics correlated with high student achievement, hence the term *Correlates of Effective Schools*. The seven correlates are: 1) Clear and Focused Mission; 2) High Expectations for Success; 3) Instructional Leadership; 4) Opportunity to Learn and Time on Task; 5) Safe and Orderly Environment; 6) Positive Home-School Relations; and 7) Frequent Monitoring of Student Progress. The following table gives examples of how Henderson Collegiate incorporates Lezotte's findings into its design:

Best Practices	Rationale	Henderson Collegiate
Clear and Focused Mission	In the effective school there is a clearly articulated school mission through which the staff	The school environment clearly reinforces our mission to prepare all students for college success. Banners of colleges, famous quotes,

⁴ Lezotte, Lawrence W. (1991). *Correlates of Effective Schools: The First and Second Generation*. Effective Schools Products, Ltd., Okemos, MI.

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	<p>shares an understanding of and commitment to instructional goals, practices, priorities, assessment procedures, and accountability. Staff accepts responsibility for students’ learning of the school’s essential curricular goals.</p>	<p>and photos of accomplished people adorn the walls of classrooms and hallways.</p> <p>Each grade level is referred to as the year they will matriculate to college. For example, our first class of high school graduates has been known as the “Pride of 2019” since they started as fourth graders, because that is the year they will advance to college after high school completion.</p> <p>Students in grades K – 12 take trips each year to visit college campuses.</p> <p>No blame or excuses are made for student failure. Instead, there is analysis. Staff professional development and planning focus on student needs and are solution-oriented.</p>
<p>High Expectations for Success</p>	<p>In the effective school, there is a climate of expectation in which the staff believe and demonstrate that all students can attain mastery of the essential school skills, and the staff also believes that they have the capability to help all students achieve that mastery.</p>	<p>The academic needs of all students, particularly English Learners (ELs), low-performing learners, and students with disabilities are met. These students are served in the regular classroom setting through differentiated instruction. They are held to the same high standards as all students. To help them achieve these standards, the school provides remediation and enrichment.</p>
<p>Instructional Leadership</p>	<p>In the effective school, the school leader acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.</p>	<p>The role of Executive Director (ED) is not a leader of followers, but a leader of leaders. The ED is responsible for creating a community of shared values.</p> <p>A primary goal of the ED will be to train and empower Principals and Instructional Coaches, to run effective grade-level teams and curricular departments.</p> <p>The ED and Principals provide professional development to staff members from 2:00 – 5:30 pm every Friday. This time is also used to analyze data and make instructional decisions to meet the needs of students.</p>

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<p>Opportunity to Learn and Time On Task</p>	<p>In the effective school, teachers allocate a significant amount of time to instruction in the essential skills. For a high percentage of this time, students are engaged in whole class or large-group, teacher-directed, planned learning activities.</p>	<p>Two weeks prior to the start of the school year, all students attend a Summer Session that prepares them for a successful school year and builds positive student culture. Staff deliver lessons on school routines and expectations.</p> <p>Students attend school from 7:30 am – 4:00 pm daily. With an established school culture that promotes teamwork and work ethic, time is not wasted on management issues, but instead focused on learning.</p> <p>Teachers deliver lessons to reach all learning modalities and to engage <u>all</u> students. (E.g. Students learn basic multiplication and division through rhyming chants.)</p> <p>From 4 – 5:00 pm, students receive individual guided practice and homework assistance from their regular teachers in tutoring sessions. Tutoring sessions are designed to respond to student data to target their biggest areas for growth.</p>
<p>Safe and Orderly Environment</p>	<p>In the effective school, there is an orderly, purposeful, businesslike atmosphere, which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.</p>	<p>Students wear uniforms to eliminate distractions and to create a professional environment.</p> <p>Students take ownership of the school by giving tours to visitors, maintaining the cleanliness of the facility, and tutoring younger teammates.</p>
<p>Frequent Monitoring of Student Progress</p>	<p>In the effective school, students’ academic progress is measured frequently through a variety of assessment procedures. The data produced through these assessments is used to drive instruction and curricular modifications.</p>	<p>Teachers disaggregate and use student data to drive their classroom instruction, and to provide students with remediation and enrichment.</p> <p>Various assessment techniques and instruments are used daily, including verbal questioning, teacher observations, evaluations of homework, informal and formal assessments, and benchmarks. End-of-Grade and End-of-Course testing are also important measures of student achievement.</p>

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College-Preparatory Curriculum

In the lower elementary grades, Henderson Collegiate students begin a college-preparatory track in which they are able to write complete sentences, read complex children's books, and count by multiples, add and subtract within the first two years of school. Students achieve their goals through a guided reading curriculum and cognitively guided math instruction.

In the fourth, fifth, and sixth grades, Henderson Collegiate students move through college-preparatory English-Language Arts (Reading and Writing), Math, Nonfiction Studies (Social Studies), and Science. In seventh grade, students engage in rigorous curricula for English-Language Arts, Math, History, Science, and Research and Technology. The eighth-grade curriculum includes English-Language Arts, Math I (Algebra), History, Science, and Technology. Eighth graders also are also exposed to project-based and hands-on assignments.

The extended daily and yearly schedule allows for additional academic programming and culture-building, personalized support systems, and activities to help students develop the personal skills and resilience they will need for college success. The table below helps illustrate the curriculum by grade:

Grade Level	College-Prep Curriculum in the Academic Subjects
K	Literacy, Math, Science, Social Studies and Writing
1	Literacy, Math, Science, Social Studies and Writing
2	Literacy, Math, Science, Social Studies and Writing
3	Literacy, Math, Science, Social Studies and Writing
4	Reading, Writing, Math, Nonfiction Studies, and Science
5	Reading, Writing, Math, Nonfiction Studies, and Science
6	Reading, Writing, Math, Nonfiction Studies, and Science
7	English, Math, History, Science and Research and Technology
8	English-Language Arts, Math I (Algebra), History, Science, and Technology
9	English I, Honors Math I, II or III, Spanish I or II, Honors Bio, Microsoft Word and Powerpoint, Health and Physical Education, Honors World History I
10	English II, Honors Pre-Calculus, Honors Chemistry, AP World History, Honors Spanish II or III, Physical Education

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11	AP English III, Honors Calculus, Honors Chemistry or Physics, AP World History II, Honors Spanish III or IV, College Readiness
12	AP English Language and Composition, AP Calculus AB, Honors Physics, AP US History, Honors Spanish IV, College Readiness

Meeting State Academic Achievement Standards

At Henderson Collegiate, students reach academic success as a result of the school's dual delivery: 1) an academically rigorous college-prep curriculum directed at mastering North Carolina grade-level standards, and 2) intensive intervention courses, additional remediation programs, and the summer session before school begins.

The interdisciplinary core courses are taken by all students and are heterogeneously grouped. Students are supported in their achievement in these rigorous courses through the use of differentiated instructional strategies that provide all students with appropriate levels of challenge and support, with a primary focus on innovative teaching of the North Carolina Standard Course of Study (NCSCOS) and an emphasis on critical thinking.

Teachers use differentiated strategies to meet the students' varying instructional levels. Within heterogeneously grouped core classes, teachers provide extensive opportunities for modeling and guided practice and extensive independent practice time so that students are given the support they need to master grade level content and skills.

In addition, students who are performing below grade-level in reading and mathematics participate in intervention coursework designed to bring them up to grade-level proficiency. Reading and math intervention courses are homogeneously grouped by ability. Students remain enrolled in reading and math intervention until they reach grade-level proficiency. In reading, grade level proficiency is determined by Reading Benchmarks in grades 4-8, and Reading Interim Assessments (IAs) in grades K-3 and 9-12. In math, grade level proficiency is

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determined by Math Benchmarks or Math IAs based on grade level. All Benchmarks and Interim Assessments are vertically aligned to the NCSCOS.

Extended Learning Time

More time on task is central to the success of the students at Henderson Collegiate, who over the past 3 academic years have earned the A^{+NG} school performance grade from the SBE. Henderson Collegiate's educational program requires that students attend school from 7:40 am to 4:00 pm daily during the regular school year, and 7:40am to 2pm over two weeks of summer session. All of these hours are focused on addressing the academic, intellectual, and character skills of our students. This requires school leadership and teachers to maximize the time they have with students daily. Regardless of whether students are in the classroom or hallways, the goal is to constantly take advantage of every "teachable minute" in a given school day.

Students who enter the school with below-grade-level skills often find the school's curriculum and pace of learning challenging. To ensure that all students can meet the school's academic goals, the school has a broad array of support programs and structures to enable students to access curricula and instruction that is designed to meet their individual needs.

The school's target student, who has significant gaps in his or her learning, needs extra time in order to become fully ready for grade-appropriate and college-preparatory curricula. To ensure that all students have ample opportunity for guided and independent practice and additional instruction, the school day, week, and year are significantly extended to allow for the implementation of several programs targeted at the needs of educationally disadvantaged students. This takes shape in the following ways:

- **Summer Session**, a set of programs that teach the cultural/academic expectations of the school. Before the school year begins, students learn the routines, procedures, and high

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expectations of the school to set them up for success. Students participate in activities designed to refine their basic skills to prepare for the start of the year.

- **No Excuses Tutorial Program**, teachers offer after-school tutoring across all grade levels and course from 4:00 to 5:00 pm daily, where students receive individual guided practice and homework assistance from teachers and tutors.
- **Reading/Math Intervention**, a program that provides small group, differentiated instruction to students who are identified as below grade level.
- **Year-Round Schedule**, the Board of Directors, having solicited feedback through open meetings and surveys with parents, adopted a year-round calendar for the 2017-18 school year to better serve students and minimize summer learning loss, the negative effects of which are more pronounced for at-risk and rural student populations.

Intervention Programs

It is estimated that the average child from a low-income family enters kindergarten with a listening vocabulary of 3,000 words, while a child from a middle-income family enters with a listening vocabulary of 20,000 words.⁵ For low-income students to avoid playing catch-up their entire educational career, they need the opportunity to build solid foundational language skills.

The Henderson Collegiate curriculum for the new primary grades will be developed to enable students who are academically low-achieving to accelerate to grade-level proficiency by the time they reach middle school. The elementary curriculum is literacy-centered with 200 minutes a day dedicated to the reading curriculum. STEP is utilized to assess students' reading

⁵ Hart, B. & Risely, T. (1997). Meaningful Differences in the Everyday Experience for Young American Children. *Journal of Applied Behavioral Analysis*, 30 (3), 599-600.

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performance and pinpoint areas for growth, manage data, and guide professional development.

The elementary school math curriculum uses both Cognitively Guided Instruction and Investigations to encourage critical thinking, problem solving, and student-driven discussion.

For low-achieving students who enroll at Henderson Collegiate as middle school students, the curriculum is designed to accelerate those students to grade-level proficiency by high school.

Every school day includes a Reading Intervention block and a Math Intervention block for students needing remediation. Upon enrolling at Henderson Collegiate, all students are given Reading and Math diagnostics to precisely gauge their achievement level. Any students not reading or computing at grade level are enrolled in intervention courses, using diagnostic performance to determine their particular starting point. Formative and summative assessments are conducted regularly during intervention blocks to chart progress toward grade-level proficiency and to give teachers and tutors the data needed to build and refine class curricula as well as the after-school tutoring throughout the school year.

Plan for Reading Intervention

African American, Hispanic, limited-English speaking students, and those from low-income homes tend to fall behind significantly and stay behind in far greater proportion than their white, middle-class peers. The rate of reading failure in these groups is 60 to 70 percent according to the National Assessment of Educational Progress. This figure explains much about the poor academic achievement of minority students and why they are under-represented in professions requiring higher education.⁶

⁶ Moats, L. (1999). *Teaching Reading is Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do.*

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Students who lack the prerequisite awareness of sounds, symbols, and word meanings can overcome their initial disadvantage if teachers incorporate critical skills into lessons directly and systematically. The school's Reading Intervention uses research conducted by the National Reading Panel Report to support its curriculum, starting in Kindergarten.⁷ Several decades of scientific research clearly show that effective reading instruction addresses five critical areas that will be used during this block: Phonemic awareness, Phonics, Fluency, Vocabulary, and Comprehension.

The staff at Henderson Collegiate understands that fluency facilitates comprehension. The curriculum uses research-based strategies to help students build fluency. Vocabulary instruction explores the relationships among word structures, origin, and meaning. Teachers know that comprehension is the ultimate goal of reading instruction and help students learn to apply appropriate comprehension strategies as they read.

Students are grouped by reading levels determined by benchmark assessments and STEP Literacy Assessments. Students participate in guided reading groups, where they engage with leveled texts based on their literacy level. Ongoing assessments take place in the form of content mastery and fluency tasks and summative assessments. Benchmark assessments track students' comprehension, fluency, reading rates, and word recognition skills. Benchmarks help staff determine student growth, and they provide a baseline for exit of remediation programs.

Plan for Math Intervention

⁷ National Reading Panel (2000). Teaching Children to Read: An Evidence Based Assessment of the Scientific Literature on Reading and Its Implications for Reading Instruction.

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Math Intervention is based on the North Carolina Standard Course of Study Resources: Week by Week Essentials and Classroom Strategies in the middle grades, and on differentiating the Cognitively Guided Instructional model in the elementary. Interventions focus on:

- A balance of numeracy skills, conceptual understandings, and problem-solving techniques;
- Clear identification of the most important concepts and skills to be taught to ensure effective use of time;
- Extensive diagnostic and assessment tools to identify student needs and track student growth; and
- Tasks that support students in developing mathematical reasoning and problem-solving strategies, including the incorporation of project-based learning.

Another instructional method used for math intervention while students are engaged in independent practice is that of aggressive monitoring. Teachers circulate continuously as students practice and are able to collect real-time data, to which they are then able to respond immediately, both one-on-one and whole-group based on the data they are collecting.

Students are grouped by skills and the combination of aggressive monitoring and Benchmark Assessment data helps teachers determine student growth and the threshold to exit remedial math programs. Differentiated instruction is used in the design of all classes across grade levels to ensure that all students receive appropriate instruction to support them in the mastery of grade-level standards.

VI. Quality Controls with Chartering Agency

The authorized public chartering agency is the North Carolina State Board of Education (SBE). The SBE granted Henderson Collegiate planning-year approval in July 2009 and final

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approval of a 10-year charter in March 2010, which became effective July 2010 and will be up for renewal in 2020. The SBE provides technical assistance and workshops for charter school directors, and authorizes schools before equipment, facilities, and personnel are secured, but does not allocate any state funds until schools obtain space in a building safe for educational occupancy. The SBE may terminate a charter before completion of the ten-year period for good cause but has often worked with schools to remedy problems instead. To date, Henderson Collegiate has not had any significant compliance issues and anticipates charter renewal in 2020.

In North Carolina, a charter school is operated by the board of directors of the nonprofit corporation, in accordance with N.C.G.S. 115C-238.29A et seq. and other applicable laws. Other than making required reports to the SBE, following state laws such as attendance and discipline, and administering state End-of-Grade and End-of-Course tests, the school is given complete autonomy to implement the mission of its charter.

The charter school employs its own staff, including teachers and administrators. The school is required to do background checks and cannot employ any individual whose license has been suspended or revoked by the SBE or any other licensing agency.

Charter school reporting to the SBE includes the total number of teachers, the number who hold valid professional teaching licenses, the identifying data of all students enrolled, and the number of children with special needs. The school also reports its number of students from each county to that county's local board of education. The charter school is sent funds from the SBE and the LEA based on the student headcount of Average Daily Membership (ADM).

VII. Parent and Community Input

Henderson Collegiate has a great deal of community support, including: the Board of Directors, who are all active in the community, many of the community's educators, government

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employees and elected officials, and especially the parents and families of our current 1,000 students. Before Henderson Collegiate opened, parents of 28 African American, 3 Hispanic, and 11 economically disadvantaged students from Henderson, North Carolina raised \$10,000 through car washes, bake sales, garage sales, and a 5k run to purchase a bus so their children could ride that bus every day from the town of Henderson to a KIPP charter school 50 miles away in another county. These parents and students spoke on behalf of Henderson Collegiate during its applicant interview with the State Board of Education for its charter application about their desperate desire for their children to have an opportunity to succeed and the importance of opening a high-quality charter school with a mission of serving low-income students in Henderson. The desire of students, parents, and community members to have the opportunity for students to complete their high school education with Henderson Collegiate led to the plan to expand to serve grades 9-12. It was also the input of parents and the community that drove the plan to expand to serve grades K-3.⁸ For additional discussion of methods and rationales employed by Henderson Collegiate to implement effective parent, family, and community engagement please see pages 29-31. Please also see the attached six Letters of Support in Appendix C.

VIII. Use of Federal Grant Funds

A. How the CSP Project Grant Funds Will Be Used

The 3-year Henderson Collegiate CSP Project of expanding its current grades to include fully scaled primary (grades K-3) and high school programs (grades 9-12), including their

⁸ See Bates, Miles. 'It's been a dream': Henderson Collegiate's first kindergarten class begins school. The Daily Dispatch. August 22, 2016.

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planning, development, program design, implementation, and refinement of methods for measuring progress, as described below, will use the CSP grant funds during the initial years of these expanded grade's operations, when start-up expenses for expansion will be the highest.

Henderson Collegiate will take steps to ensure equitable access to, and participation in, the charter school program by students, families, and employees as regards such possible barriers as gender, race, national origin, disability, or age.

All Henderson Collegiate material estimates are averages from two or more vendors, standard industry costs, and/or informed by actual expenses incurred by the school for similar items during its operations. Contractual costs are based on market rates. In addition, it is necessary to understand that the school will be adding one to two grade levels for the first two years of the project. The CSP Project Year 1 will start October 1, 2018 and end September 30, 2019; Project Year 2 with start on October 1, 2019 and end September 30, 2020; Project Year 3 will start on October 1, 2020 and end September 30, 2021.

Following is more detailed information for each expense category.

Expense Category: Travel

Total Cost: \$26,840.00

Purpose of Grant Funds: *Professional development of teachers and other staff working for the expanded grades of the charter school.*

Instructional Staff Development:

As the teaching staff grows to accommodate the expansion of the final primary grades, the Administrative staff will need to add additional Instructional Coaches and a Dean of Curriculum and Instruction to accommodate the needs to coach new teachers. While Henderson Collegiate will hire an administrative staff for the expanded elementary and high school

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programs with the experience and credentials needed to perform proficiently, the charter school's unique format, culture, and objectives require specific training. These founding instructional leaders, as well as the founding Principal and Dean of Students, will receive training in all duties pertaining to the Individuals with Disabilities Education Act (IDEA) policy and procedures, curricular programs used by the school, and accountability procedures as they pertain to assessments and diagnostics.

Although Henderson Collegiate's expanded grades will follow the North Carolina Standard Course of Study, we understand that effective teaching is about "rapport and repertoire," which must be constantly expanded to effectively match instructional methods with the needs of each individual student.

To continue to expand our teachers' instructional repertoire and deepen their insight of how to create culture consistent with our vision for incoming students, we will provide opportunities for our instructional staff to visit schools that exemplify our desired outcomes, such as those within the Success Academies, Edward Brooke, and Uncommon Schools charter networks. We have specifically selected these networks because they similarly serve high proportions of educationally disadvantaged students, and each have several years of achievement data that proves the efficacy of their methods and programs. Our teachers will benefit from these excellent school visits through observing and studying high quality instruction.

Additionally, it will be essential to train staff on the diagnostic and assessment material the school purchases for the newly added grades.

Each year, new instructional staff hired for the new grade level(s) will need to be trained.

Expense Category: Equipment

Total Cost: \$228,833.00

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Purposes for Grant Funds: *(1) Acquiring necessary equipment and educational materials and supplies and (2) Acquiring or developing curriculum and materials*

Office Equipment:

Henderson Collegiate's mission and objectives are facilitated through the organization of the school. We believe that a well-trained and well-quipped office staff pays huge dividends in the cultivation of student achievement. Purchasing additional office equipment during Project Years 1 and 2 will enable us to equip the required additional office staff with the tools they need to successfully support the added grade levels.

Instructional Equipment:

Henderson Collegiate's learning environment will be designed to be safe, orderly, and full of educational resources for students. We plan to equip the teachers with all necessary tools, and to purchase instructional technology for every classroom in each new grade added. We will supply new classrooms not only with desks, chairs, whiteboards, and bulletin boards, but also with computer centers, bookshelves for texts, and LCD projectors and document cameras to save paper and to meet the needs of visual learners. Storage cabinets, cubbies, and file cabinets will help keep classrooms and hallways orderly.

Expense Category: Supplies

Total Cost: \$90,585.50

Purposes for Grant Funds: *(1) Acquiring necessary equipment and educational materials and supplies, (2) Acquiring or developing curriculum and materials, and (3) Refinement of the desired educational results and of the methods for measuring progress toward achieving those results*

Office Supplies:

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With the addition of new classes, the school will need to ensure that it scales up on office supplies such as first aid kits and an additional printer to accommodate the needs of additional administrative staff.

Instructional Supplies:

It is important for Henderson Collegiate to supply teachers with the materials and supplies necessary to educate students. Teachers will need access to a large variety of instructional materials to provide for differentiated instructional experiences that will reach children of all learning modalities.

As described in our Education Plan, Henderson Collegiate will provide structured remediation for “academically low-achieving” students who are below grade-level proficiency in Reading or Math as indicated by assessment data, English Learners, students with disabilities, and any other students who are struggling in reading and math. It will be essential to have the appropriate assessment materials, texts, instructional software, technology, and other content-related materials for teachers to assist every child individually.

Expense Category: Contractual

Total Cost: \$30,000.00

Purposes for Grant Funds: *(1) Refinement of the desired educational results and of the methods for measuring progress toward achieving those results, (2) Informing the community about the school and its expansion to serve additional grades, and (3) Other initial operational costs for each grade added that cannot be met from State or local sources.*

The primary program used in literacy instruction in the primary (K-3) and lower middle school grades (4-6) to facilitate meaningful guided reading groups is the STEP assessment and literacy system. As the school adds new grade levels, staff will require training on how to

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differentiate the use of this curricular system for new grade levels. This will be especially important in the 3rd year of the grant, when students will feed from grade 3 in the primary program to Henderson Collegiate's existing 4th grade, so that current 4th grade teachers will need to revamp existing curricula for student groups coming in with fewer skills deficits.

Other Federal Programs

Henderson Collegiate will continue to apply for and use funds from other Federal programs administered by the Secretary and available to charter schools in North Carolina. These Federal programs are those in which states sub-allocate funds to local education agencies and other eligible applicants. The Federal Programs for which Henderson Collegiate expects to qualify to receive funds include: ESEA Title I, II, and IV and IDEA Part B. These Federal program funds will be used to assist disadvantaged students to achieve state academic standards in a safe school environment. These other Federal funds will not be allowable or available, nor budgeted and used, for any of the same purposes or expenses of planning, development, education program design, and initial implementation as the CSP grant funds.

IX. Financial Sustainability Following Grant Performance Period

The authorized public chartering agency, the North Carolina State Board of Education (SBE), reviews and evaluates the charter school at least once every five years to ensure that the school is meeting expected academic, financial, and governance standards. The SBE may renew the charter for periods of up to ten years each per N.C.G.S. 115C-218.6. The SBE provides technical assistance and workshops to charter schools and special assistance to schools that request it or that the SBE has determined may need it, in order to support the continued operation of the school. Henderson Collegiate was awarded its initial 10-year charter in 2010 and expects that the educational performance of students during and after the performance period for this

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CSP grant will result in a continued renewal of the charter. Henderson Collegiate has earned an A^{+NG} school performance grade for the past three academic years, placing the school in the top 3.5% of all North Carolina public schools and top 0.5% of all Title I schools in the state. Further, the charter school has not had a significant academic, financial, or governance compliance issues with the SBE.

Each academic year since 2010-11, Henderson Collegiate has reported to the SBE the identifying data of all students enrolled, including the number of children with special needs. The school also reports the data of students from each county to that county's local education agency (LEA). Henderson Collegiate is sent funds from the SBE and the LEA based on the student headcount of Average Daily Membership (ADM).

The school opened in 2010 serving 100 students in fourth grade with a charter enrollment plan that provided for adding a higher grade level each year to serve grades 4-8 by year 2014-15. In 2015-16, Henderson Collegiate expanded beyond that initial enrollment plan to add a high school program with its first class of ninth graders. In 2016-17, the school expanded to start its primary program with an initial class of 100 kindergartners. By the year 2019-20, the high school expansion will serve about 370 students and the primary expansion will serve 400 students in grades K-3.

As Henderson Collegiate continues to add grade levels to its high school program and its elementary school program, the charter school will continue to have start-up costs for each new grade level, including curriculum, equipment, supplies, and professional development for more teachers and staff. The most significant start-up costs for both the high school and the elementary program are the new facilities for both programs. Henderson Collegiate anticipates, based on our experience opening our middle school program in 2010, that after several years as enrollment

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ramps up to full capacity with each added grade at the elementary and high school programs that the expenses associated with the expansion grades, including the additional facilities costs, will become sustainable on public per pupil revenue and some philanthropy.

X. Effective Parent, Family, and Community Engagement

Henderson Collegiate operates on the premise that teachers, parents, families, students, and community members must work together in partnership to provide a quality education at the school. Parents, families, and community members are a vital part of this partnership.

Board of Directors and Committees

Parents and community volunteers are encouraged to participate as members of the Henderson Collegiate, Inc. Board of Directors and its various Committees. They have been and will continue to be actively involved in the planning, design, and implementation of the school.

Parents Association – “Parents of the Pride”

Parents have formed an association, the “Parents of the Pride,” that consists of several parents from each grade level, for the purposes of promoting and supporting the school’s mission, being involved in developing positive school culture, and promoting quality school communication with all families. The Executive Director meets quarterly with the Parents of the Pride to discuss the needs of the school and its families from a parental perspective.

Other Parent, Family, and Community Engagement

Supporting greater school involvement for all parents and the community is an important strategy for helping to close the achievement gap for at-risk students, ELs, and students with special needs. Ongoing opportunities are provided for parents, family, and community members to support the school’s educational mission and to be involved in the success of the students, such as ensuring that homework is completed, assisting children in contacting their teachers

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regarding assignments, Family Literacy Events, field trips, Parent Pride Nights, and Parent/Student College workshops. Community members are encouraged to participate in appropriate ongoing volunteer roles, such as tutoring and participating in annual Career Fair for students in grades 7-12.

Best Practice	Rationale	Henderson Collegiate
Encourage positive Home-School relationships	In the effective school, parents understand and support the school’s basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.	<p>Family meetings before Summer Session begins enable staff to meet with families and incoming students. In the meetings, staff discuss the school’s values and policies, and through interaction with families, learn about students’ past academic experiences, strengths, needs, and interests.</p> <p>A weekly newsletter, the “Pride Post,” is sent home to inform families about resources, program updates, and important dates and events.</p> <p>Staff hold quarterly meetings with families and other workshops, where teachers share best practices and strategies with families to increase student learning.</p> <p>Parent Pride Night is an event where the school community shows their gratitude to parents by having grade-level performances in which every single child participates.</p>
Provide parent outreach programs	Parents are a crucial component in the academic achievement of their children. The more they know about the expectations, challenges, and opportunities facing children, the more able they are empowered to be effective partners in their children’s success in school.	<p>Regular community exhibitions of student work are conducted with school staff, families and community members using school-developed rubrics to assess student work.</p> <p>Informational meetings are held for the whole family to encourage families and students to commit to the multi-step process of preparing for college success together.</p> <p>The discipline process includes school-family meetings and student behavior contracts.</p>

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		<p>Regular teacher communication will be sent to families (via letters and phone calls) to keep them abreast of student successes and concerns.</p> <p>All tests, quizzes, Homework Planners, and weekly and monthly progress reports are sent home and require a parent signature to consistently update families about their child's performance.</p>
Communicate with families in native language	By eliminating the language barrier, parents are more able to participate in their children's education.	All written communication is made available in Spanish and English. The school seeks out bilingual faculty and staff to facilitate communication between families and the school whenever needed.
Encourage native language use in the home	Being bilingual is an asset for students, promoting healthy family and community relationships and is a source of cultural identity and pride.	Henderson Collegiate encourages and celebrates native language use both at home and in school during special school events like the Hispanic Heritage Month program.
Accommodate parents' schedules	Scheduling and transportation may be a barrier for participating in the life of the school for some parents.	Henderson Collegiate will vary times or offer events at multiple times, and assist in coordinating transportation, so that parents may participate in school activities to the greatest extent possible.

A copy of the Henderson Collegiate 2017-18 Student and Parent Handbook is included in Appendix G.

XI. Transportation Plan

Henderson Collegiate was founded with a vision of serving low-income families in rural Eastern North Carolina. To ensure that transportation is never a barrier to students enrolling, Henderson Collegiate has provided transportation to our students since the school opened in 2010. The school currently provides students with transportation to school from fourteen community bus stops across Vance County. In addition, the school provides transportation for

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students participating in athletic team events, as well as for all grade levels to annually attend college visits and field trips.

Henderson Collegiate's Director of Resources manages the bus schedules for daily transportation of students to and from school, athletic events, and field trips. He also oversees the hiring and management of bus drivers and oversees the maintenance of buses by contracting services from a locally owned mechanic/repair business. Henderson Collegiate provides students and families with access to English and Spanish language version of the daily bus schedule.

XII. Measures to Promote Retention & Reduce Use of Out-of-Classroom Discipline

Practices

Students at Henderson Collegiate experience a number of teaching strategies and interventions before ever being removed from the classroom setting. Summer professional development for teachers includes annual training in utilizing these techniques, and teachers are provided with ongoing support and training throughout the school year. Interventions can be small and are usually very effective so that only in the rarest cases does a student get removed from the classroom for disciplinary reasons. These strategies are known as "least-invasive interventions" and include: Proximity, Positive narration, Whole group resets/corrections, Lightning Quick Corrections, and 1-on-1 conversations (in class or the hallway).

If a student is still struggling to do the right thing after a teacher has used the above interventions, a teacher may "sideline" a student, which means that the student will remain in class, but will sit along the wall without a desk and continue to participate. When a student is on the sideline, they are not permitted to communicate or interact with other students in the classroom. This gives them an opportunity to reflect and focus on improvement. Any time a teacher sidelines a student, they also tell that student the criterion for them to earn off the

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sideline. The criterion is in direct response to the behavior that caused the student to earn the sideline in the first place. For example, if a student is constantly distracting other students and trying to get attention, their criterion will be focusing on themselves and showing strong self-control. If a student is lethargic and refusing to participate, their criterion would be participating and showing urgency.

Very rarely does a student require an additional intervention beyond sideline. When they do, they are sent to the Dean of Students who will have them reflect individually before holding a meeting with both the student and the teacher. Together, the three of them will have a "close-the-loop" conversation to get everyone back on the same page and to set the student up to successfully return to class. Henderson Collegiate has elementary, middle, and high school Deans of Students, who utilize developmentally appropriate strategies to facilitate these conversations with students, teachers, and if the need arises, parents as well.

XIII. Budget, Operations, and Personnel Autonomy

In North Carolina, a charter school is operated by the board of directors of the nonprofit corporation, in accordance with N.C.G.S. 115C-238.29A et seq. and other applicable laws. Other than making required reports to the SBE, following state laws such as attendance and discipline, and administering state End-of-Grade and End-of-Course tests, the school is given complete autonomy to implement the mission of its charter including budgeting, operations, and personnel decisions. For further detail regarding this topic, please see sections on Management Structure of Henderson Collegiate and Quality Controls with Chartering Agency on pages 6-9 and 20-21.

XIV. Recruiting, Enrolling, and Retaining Educationally Disadvantaged Students

Admission to the charter school is open to any child who lives within the state.

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Henderson Collegiate recruits and admits students without regard to prior academic or behavioral performance, or any disability. Marketing materials for the school are available in both English and Spanish.

The educational practices at Henderson Collegiate begin with the understanding that all children can learn. The educational program is a demanding college-prep curriculum for grades K-12 that empowers students with the skills necessary to be prepared to be accepted and graduate from the college of their choice. Students are supported in their achievement in these rigorous courses through the use of differentiated instructional strategies that provide all students with appropriate levels of challenge and support, with a primary focus on innovative teaching of the North Carolina Standard Course of Study (NCSCOS) and an emphasis on critical thinking and integrated learning.

The academic needs of all students, particularly educationally disadvantaged students, is being met. These students are held to the same high standards as other students. To help them achieve the standards, the school provides remediation and enrichment.

Plan for Economically Disadvantaged Students

Henderson Collegiate's mission targets economically disadvantaged students who have not been achieving up to state academic standards. The students of Vance County are over 90% free/reduced lunch. Henderson Collegiate's student population is over 86% eligible for free/reduced lunch. The charter school is a "Community Eligibility Provision" (CEP) school through the United States Department of Agriculture's Food and Nutrition Service. CEP is a non-pricing meal option for high-poverty schools in low-income areas. As a CEP school, Henderson Collegiate is able to provide all of our students with free breakfast, lunch, and snack daily without collecting household income applications. The school participates in three federally

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funded nutrition programs: National School Breakfast Program (NSBP), National School Lunch Program (NSLP), and After School Snack Program (ASSP). The table below shows the racial/ethnic composition of Henderson Collegiate compared to Vance County Schools (the surrounding school district).

Racial/Ethnic Composition at Henderson Collegiate and Vance County Schools		
	Henderson Collegiate	Vance County Schools
African American	69.5%	62.6%
Caucasian	6.1%	20.5%
Hispanic/Latino	20.2%	13.4%
American Indian and Alaska Native	0.7%	0.1%
Asian	0.5%	0.8%
Two or More Races	2.2%	2.5%

Students who enter the school with below grade-level skills find the school's curriculum and pacing challenging. To ensure that all students can meet the school's academic goals, the school has a broad array of programs to enable students to access curriculum and instruction designed to meet their particular needs during the charter school day, which includes extended learning time. Students who are performing below grade-level in reading and mathematics participate in intervention coursework designed to bring them up to grade-level proficiency.

Plan for English Learners

Henderson Collegiate's current student population is about 2% English Learners (ELs). Based on demographic trends in the overall Vance County population, Henderson Collegiate expects this percentage to rise to 5 – 10% of enrolled students in the newly expanded K-3 grades. To recruit, enroll, and retain ELs necessitates that the school provides these students with effective research-based education programs and practices for increased linguistic and academic achievement. All courses at the school utilize instructional techniques that have proven to be successful at providing ELs access to rigorous content and instruction while simultaneously

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building English language proficiency. In addition, the school will place significant emphasis on bridging the school-home gap with families whose first language is not English.

Students whose first language is not English, and whose former educational records cannot be located are both formally and informally assessed so that the school can develop a profile for them. Henderson Collegiate uses both norm-referenced and criterion-referenced instruments to assess these students in the following areas:

- English language skills
- Mathematics skills and reasoning ability
- Native language level, both oral and written when appropriate
- General knowledge in other subject areas
- Socialization skills

To ensure that the needs of ELs are met, English Language Proficiency Standard Course of Study (ELP SCOS) standards will be integrated into each course and teachers will employ instructional strategies in their classrooms that have proven successful at enabling learning for ELs. Students who exhibit the need for additional support will be placed in the Reading or Math Intervention Blocks, along with supplementary instruction provided by the Language Arts teachers and intensive one-on-one tutoring provided by teachers and trained volunteers during the school's after-school tutorial program.

The overall model for ELs at Henderson Collegiate will be the inclusion model of EL. ELs will participate in a regular course of study along with all other students. ELs will be held to the same high expectations as all students, while being provided with accommodations that assist them in reaching the expected standards and competencies. All courses are taught in English. The English Language Proficiency Standard Course of Study will be integrated into the

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curriculum for each course. Second language acquisition, strategies for providing effective instruction for ELs, the ELP standards, and the integration of those standards into each course curricula will be a major emphasis of the school's professional development program.

Plan for Children with Disabilities

Henderson Collegiate's current student population served is 4.1% students with special needs. For complete discussion of the charter school's plan for serving student with disabilities see section below "Individuals with Disabilities Education Act Compliance" on pages 39-44.

Marketing Plan

In order to reach a diverse and representative target student population, Henderson Collegiate maintains consistent messaging to potential parents and students while employing multiple communication vehicles in multiple communities. Marketing will provide equal access to all students.

Transparency

Henderson Collegiate's marketing message includes the school's mission and North Carolina's six legislated purposes of a charter school. With a school name explicitly tied to eventual college success, the school intends to support all marketing claims with measurable data. Each academic year's marketing message focuses on the historical academic performance results achieved by Henderson Collegiate students, staff, and the Board. The marketing message also transparently shares data results from student assessments and parent surveys.

Competition

Henderson Collegiate aims to cultivate a collaborative, mutually-beneficial relationship with local education agencies. The charter school does not seek to replace public or private schools. Rather, Henderson Collegiate seeks to be a committed partner in creating solutions to

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better serve all students. Our marketing messages will always support this intention and never disparage students, families, educators, or staff of any other educational institutions.

Recruitment Methods

There is no more powerful communication method than word-of-mouth, especially in a rural community like Vance County, North Carolina. To reach Henderson Collegiate's target student population, we enroll supporters to:

- Leverage partnerships with community-based organizations, especially those with a particular focus on serving families and youth;
- Bring a diverse staff on all recruiting visits, including relevant foreign language-speaking teachers;
- Development easy-to-read marketing materials in multiple languages;
- Conduct open information sessions in public places, such as libraries;
- Promote the school at neighborhood gatherings and festivals;
- Speak at civic organization meetings;
- Place advertisements in local publications;
- Speak on popular local radio stations; and
- Invite local television and print media to report on the school.

Henderson Collegiate also maintains a website (www.hendersoncollegiate.org) that contains the marketing message and other important information about the charter school, such as admission application deadlines, lottery procedures, student/parent handbook, academic accountability data, etc. The website is designed to allow for easy communication with the school by community members, parents, and members of the media. In addition to the website,

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Henderson Collegiate maintains an active social media presence to communicate with students, families, community members, and media (<https://www.facebook.com/HCollegiate/>).

XV. Individuals with Disabilities Education Act Compliance

North Carolina charter schools are treated similarly to local education agencies (LEAs) by the North Carolina State Board of Education (SBE) for purposes of granting sub-allocations of Individuals with Disabilities Education Act (IDEA) federal funds based on the number of children with disabilities enrolled in the school and requiring the school's compliance with IDEA and state laws in providing special education and related services to enrolled children.

Henderson Collegiate accepts children with disabilities in accordance with IDEA and with state laws N.C.G.S. 115C Article 9 and 115C-238.29F(g)(5). Identification, evaluation, and placement of all students with disabilities will be conducted in accordance with applicable federal and state laws. The school will comply with policies of the North Carolina State Board of Education (SBE) for charter schools relating to the education of children with disabilities.

Recruitment

Admission to the charter school is open to any child who lives within the state. Henderson Collegiate recruits and admits students without regard to prior academic or behavioral performance. Marketing materials clearly explain the high academic and behavioral expectations of the charter school, and the school's capacity and plan to serve students with special needs. Marketing materials are available in English and Spanish.

Identification

Henderson Collegiate has established an identification and evaluation process that brings together the parent/guardian, student, and school personnel to determine the needs of every new student. The Exceptional Children's Coordinator for the organization conducts a scan of

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incoming new students' birthdates at the beginning of each school year to identify any existing Individualized Education Programs. Additionally, administrators at each of the three schools request that parents bring all relevant documentation for students' special education needs to the school during the enrollment process. During Henderson Collegiate's summer session, before classes begin, all students are tested to determine if referral for assessment is needed.

If a parent, teacher, other faculty member, or outside agency has concerns based on student's records, observation of the student, or test results, then School-Based Problem Solving will be initiated. In discussion with the student, parent, and Special Education Coordinator, the faculty may implement an intervention strategy, such as individual tutoring or classroom modifications, to enable the student to be successful in the school. If such strategies are not sufficient to help the student be successful, the student will be referred for individual assessment. The following individuals may make a referral: school personnel, local community service agencies, parents, or any person having care/custody of the child.

Individual Assessment

The school's Special Education Coordinator will be responsible for gathering information to determine the student's disability, eligibility for services, and the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, unless an interpreter is provided. The types of assessments that may be used include: individual testing; observations; interviews; and review of school records, reports, and work samples.

Henderson Collegiate uses the following IDEA-compliant assessment guidelines:

- Parents or guardians of any student referred for assessment must give their consent for the school to administer the assessment;
- The student must be evaluated in all areas related to his/her suspected disability;

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- Multiple assessments will be delivered by a qualified professional to measure the student's strengths and needs;
- Assessments will be delivered without cultural, racial, or gender bias;
- Assessments will be delivered in the student's primary language, unless a qualified interpreter is provided;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

The Special Education Coordinator will be responsible for processing and presenting the assessment data for the Individualized Education Program (IEP) meeting.

Development of the IEP

Every child who is assessed by the school will have an IEP meeting that discusses the assessment results and determines eligibility for special education services. An IEP team will oversee the implementation and progress of the student's IEP. At Henderson Collegiate, the IEP team will consist of:

- The parent or guardian of the student for whom the IEP was developed;
- The Special Education Coordinator;
- The Principal or another member of that school's leadership team;
- At least one teacher who is familiar with the student's academic performance; and
- A District representative, as appropriate.

Henderson Collegiate views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules so that they will be able to participate

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effectively on the IEP team. The school will provide an interpreter if necessary. If a parent cannot attend, the school will ensure his/her participating in the IEP meeting using other methods, such as conferencing by telephone or meeting at the parent's home. Parents will be informed of their rights and given the Procedural Safeguards handbook.

Upon the parent/guardian's consent, Henderson Collegiate will implement the IEP. A copy of the IEP will be given to the parent. The IEP will consist of:

- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress will be measured and monitored; and
- Transition goals for work-related skills.

If the student is eligible for services, the school will provide those services according to the student's IEP. Students at Henderson Collegiate who have IEP's will continue to attend the school, unless the IEP recommends otherwise and states why.

If the IEP concludes that Henderson Collegiate is unable to offer the most appropriate placement in the least restrictive environment within the school, it will be recommended that the student be considered for a change in placement to a program that will best fit his/her needs. The student's parent must be in agreement with any change of placement.

Least Restrictive Environment

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All students with disabilities attending Henderson Collegiate will be given a free and appropriate public education. To the maximum extent appropriate within each student's IEP, and in accordance with the applicable laws including the IDEA, Henderson Collegiate will educate students with disabilities in the least restrictive environment with the non-disabled peers. Students with disabilities will be fully integrated into the programs of Henderson Collegiate with the necessary materials, mandated services, and equipment to support their learning. The school will have elements that support educating students with disabilities within the regular program. For example, the nine-hour school day provides ample time for special education services such as one-on-one instruction or in-class supervision. Teachers will use unique and innovative instruction to meet the needs of all learners.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting the student's needs. Parents will be informed four times a year (which is the same frequency as formal progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. A completed IEP report will be an attachment to the general progress report. The IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review at any time.

Staffing, Case Management, and Reporting

Henderson Collegiate expects that the overall number of special education students enrolled at the charter school will not warrant full-time providers for some specialized services.

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Instead, the charter school contracts with independent providers to provide speech therapy, counseling, occupational therapy, and any other related special services that the students' IEPs may require. The school collects and maintains data/information on disabled students as required by IDEA. The school employs a qualified Special Education Coordinator who is responsible for individual case management of enrolled students with disabilities, for arranging provision of services required by their IEPs, and for accurate/timely reporting of information as required by IDEA and by the SBE.

XVI. Selection Criteria (CFDA 84.282E)

(1) Contribution in Assisting Educationally Disadvantaged Students (15 points)

Henderson Collegiate is committed to serving educationally disadvantaged students with a college-prep curriculum, including targeted curricular materials and intensive instructional practices such as extended hours to help educationally disadvantaged students. The charter school uses a variety of specific strategies to best serve economically disadvantaged students, English learners, and students with disabilities. Please see pages 33-39 for detailed discussion.

(2) Quality of the Project Design (up to 30 points)

A. The extent to which the goals, objectives, and outcomes achieved by the proposed project are clearly specified and measurable (up to 15 points).; and

B. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs (up to 15 points); Please see pages 2-6, 9-20, and 33-44 for a complete discussion of the proposed project, its goals, objectives, and outcomes achieved, and also how it specifically addresses the needs of low-performing students, economically disadvantaged students, English learners, and students with disabilities.

(3) Quality of Project Personnel (up to 10 points)

(1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 1 point); The Board of Directors ensures that employment policies, admissions policies, discipline policies, and other policies of the charter school provide equitable access to, and participation, in the charter school program by students, families, and employees as regards such possible barriers as gender, race, national origin, color, disability, or age. The board is comprised of 4 females, 4 males, 3 African Americans, 1 Latino, 4 Caucasians, and a wide range of ages. The Executive Director is Latino, the current teaching staff is 40% African American and Latino, and our senior leadership staff are 40% African American and Latino.

A. The qualifications, including relevant training and experience of key project personnel (up to 9 points). Henderson Collegiate's Co-Founders, Eric Sanchez, who serves as Executive Director, and Carice Sanchez, who serves as Chief Academic Officer both began their careers as educators, in 2002, as Teach For America corps members teaching in Vance County Schools. Despite the academic growth and desire to learn that they saw in both of their classrooms, they also saw the potential to make an even greater impact in their students' lives. There was an opportunity gap between what they knew students could achieve and the outcomes in Vance County. After several years of teaching, Eric and Carice left Vance County Schools to teach and professionally develop as educators at KIPP Gaston College Prep in Gaston, North

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Carolina because the school was focused on closing the achievement gap with targeted instruction and supports for at-risk students. By 2009, the Sanchez's decided they were ready to return to Vance County to found and lead a school focused on closing the achievement gap for low-income students in Henderson. Eric has since completed the Relay Graduate School of Education's National Principals Academy Fellowship (NPAF) and the Leverage Leadership Institute. In addition to Relay's NPAF program, Carice has also earned her Master's in Curriculum and Instruction from NC State University and her National Board Certification in grades K-6.

The school has also recruited and developed strong instructional leadership at the elementary, middle, and high school campuses. Ashley Johnson, the elementary principal, holds a Master's in School Administration from NC State University and is a 2011 Teach For America alumna. She joined the Henderson Collegiate team as a teacher and then was promoted to Grade Level Chair, and later Instructional Coach before assuming her current role as founding principal of the elementary school. The middle school principal, Frank Terranova, is a 2009 Teach For America alumnus and earned his Master's in Education Administration from Columbia University's Summer Principal's Academy in 2013. Prior to becoming principal in 2015-16, Frank served as a teacher, Grade Level Chair, Instructional Coach, and Assistant Principal at Henderson Collegiate. Jackson Olsen, the high school principal, is a 2009 Teach For America alumnus who earned his Master's of School Administration from NC State University, and who is currently pursuing his doctorate at UNC-Chapel Hill School of Education. He first joined the Henderson Collegiate team in 2014 as an Instructional Coach and Grade Level Chair. Prior to 2014, he taught in Vance County

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Schools, was an administrative intern at Zeb Vance Elementary School, and an assistant principal at Northern Vance High School. Resumes for these key personnel are included in Appendix B.

(2) Quality of Eligible Applicant (20 points)

- A. The degree to which the applicant has demonstrated success in increasing academic achievement, including graduation rates where applicable, for all students and for each subgroup of students described in section 1111(c)(2) of the ESEA, attending the charter school(s) the applicant operates or manages. These subgroups of students include: Economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and students who are ELs. Although Henderson Collegiate does not yet have graduation data, the school has exceeded its expected growth each year since opening. Henderson Collegiate earned this designation for having a growth index greater than 2, at exactly 7.14, for the 2016-17 school year. The school's growth index has exceeded 7 for the past three academic years. Further, the school's at-risk student subgroups, including economically disadvantaged, students from major racial and ethnic groups, children with disabilities and ELs, outperformed the State's averages for those same student subgroups.*
- B. The extent to which the academic achievement results (including annual student performance on statewide assessments and annual student attendance and retention rates, and where applicable and available, student academic growth, high school graduation rates, college attendance rates, and college persistence rates for educationally disadvantaged students served by the charter school(s) operated or managed by the applicant have exceed the average academic results for such students*

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in the State. Henderson Collegiate's students have consistently outperformed both the state and surrounding school district throughout the school's history. For the past three academic years, the school has earned the state's highest school performance grade, A^{+NG}, placing it in the top 3.5% of all public schools statewide and the top 0.5% of all Title I schools in North Carolina. Please see Appendix G for both state-issued accountability report cards and charts for overall, reading, math, and science achievement results showing Henderson Collegiate comparative to both the state and surrounding school district.

C. The extent to which charter school(s) operated or managed by the applicant have been closed; have had a charter revoked or terminated, including through voluntary disaffiliation; have had any significant issues in the area of financial or operational management; have experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter; and have had any significant issues with respect to student safety. Henderson Collegiate operates a single charter school and historically has never had compliance issues with its authorizer, the North Carolina State Board of Education. Please see pages 20-21.

(3) Continuation Plan (up to 15 points)

Please see pages 27-29 for a complete discussion of Henderson Collegiate's continuation plan for financial sustainability following the grant performance period.

XVII. Audited Financial Statements for FY2017

A copy of Henderson Collegiate's audited financial statements for the most recently completed fiscal year, July 1, 2016 – June 30, 2017, are included in Appendix F.

XIX. Student Assessment Results

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Henderson Collegiate has earned an A^{+NG} school performance grade for the past three academic years placing the school in the top 3.5% of all North Carolina public schools and top 0.5% of all Title I schools in the state. In 2015, Henderson Collegiate was recognized as a National Title I Distinguished School for High Student Progress. It is the only charter school, to date, to be accorded this distinction in the State of North Carolina. In Appendix E, the reader will find copies of state accountability reports for the past 3 school years and school-administered assessment results for kindergarteners for 2016-17. Highlights for student achievement from the most recently concluded academic year, include:

- 7th grade Math I achieved **100%** proficiency for the fourth year in a row. Combined Math I proficiency across 7th, 8th, and 8th grades was **94%** compared to the North Carolina state average of only 61%.
- High school students earned a **99%** proficiency rate on the English I end-of-grade (EOG) exam compared to a state average of 59%. Additionally, they achieved **95%** proficiency on the Biology EOC compared to the state average of 59%.
- Kindergartners, who began the year with only 71% of students reading picture books with little-to-no words, completed the year with **91%** of students reading books with numerous sentences and developed plot lines.

XX. Attendance and Retention Rates for 2016-17 School Year

Research shows that there is a significant correlation between attendance and student achievement. By sixth grade, a student who is chronically absent is statistically more likely to drop out of school, and at-risk student subgroups have higher occurrence of chronic absenteeism. Henderson Collegiate therefore has an attendance goal of 97% or higher for all of its grade levels

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and schools. For the 2016-17 school year, Henderson Collegiate achieved this goal at a final attendance average of 97.0% for the year, outperforming the state average of 95.4%.

Equally important is Henderson Collegiate's ability to retain students at the school. In the 2016-17 school year, Henderson Collegiate met its annual student retention goal of 93% from the beginning to the end of the school year. Knowing that this metric is a direct indicator of the school's effectiveness at positively engaging our families and of the quality of the educational program we are providing, Henderson Collegiate tracks this data continuously throughout the year and uses it as a key data source to inform decisions made to improve the program.

XXI. Any Significant Compliance or Management Issues Encountered for Past 3 Years

Henderson Collegiate has not had any significant compliance or management issues with its chartering agency, the North Carolina State Board of Education, for the past three years or at any time since its charter was approved. Further, the charter school anticipates it will be renewed for another 10-year charter cycle in July 2020.