



Next Charter School Title I Plan
2023-2024

Program Abstract

Next Charter School will target Title IA funds toward a primary focus area: student academic success. Like most high schools, some students continue a pattern of increased disengagement from school that is rooted in previous educational experiences. To address this need, Next proposes to hire a Title I Mentor who will work with students throughout the school day. The Title I Mentor will meet with students individually or in small groups to help them develop strategies that will increase academic success and school engagement. Mentors will also communicate with parents on a regular basis to share feedback in an attempt to increase parental involvement. Next tracks student success rate by comparing the number of competencies a student earns to the number of competencies they attempt to earn. We will measure the success of our Title I program by tracking the success rate of students who regularly work with a Title I Mentor.

Additionally, as our community and its needs evolve, it is evident that one size does not fit all. In addition to providing targeted students with 1:1 mentors during the school day, Next will identify a subset of these students who are most in need of academic support and provide 1:1 academic coaching services outside of the school day.

I. Student Selection

Next staff members provide feedback about each student in the following areas:

Social Engagement: 1. I have no concerns about this student’s social skills. 2. This student would benefit from some social supports 3. This student needs significant support with social engagement	Executive Function: 1. This student is ready to engage in learning at their current level of support. 2. This student needs some additional support to engage in learning. 3. This student needs significant additional support to engage in learning.	At-home Support Network 1. This student has adequate support outside of school. 2. This student’s outside supports are unknown. 3. This student lacks adequate support outside of school.
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Data from this survey, as well as each student's previous year's attendance data, data about their progress toward graduation, and their social engagement feedback from the school year are combined to create a Title I score. Students with the highest scores are prioritized for Title I Services.

Migratory and Homeless Students

In the past, Next has used some Title I funds to support the school transportation needs of homeless students. The school counselor serves as the Homeless Liaison for the school and coordinates services for students identified as being homeless. This includes distributing materials provided through McKinney-Vento to schools, providing support and professional development to staff, providing support to Homeless families, and coordinating services with other town agencies. The Homeless Liaison works closely with the district's staff to identify and support student needs. Title I funds will be used to support this position.

All students who enroll mid-year will be evaluated using the same file review and analysis of metrics. The NH Department of Education notifies school districts if there are migrant students enrolled within the district. Next Charter School collaborates with sending school districts to determine if migrant or homeless students have enrolled. The staff works together to ensure that, regardless of the date of their enrollment in school, migrant students are provided access to Title I services based upon criteria used for all students.

Students are identified through a variety of means, including:

- Student data forms, including registration and Annual Personal Data
- Information provided by the school administrators, nurses, teachers
- Teachers and counseling staff
- Parents
- Sending school districts
- Foodservice
- Attendance officer - working in collaboration with the Derry Cooperative School District
- Pinkerton Academy registrar
- The Upper Room Family Resource Center

The school makes every effort to accommodate homeless students. These accommodations include registering students when they arrive, assisting with transferring records, accessing the Derry Food Service and Special Education services, providing basic school supplies, providing transportation to the school of origin, and providing other supports that will help homeless students enroll, attend, and succeed in school. Title I services are provided for eligible homeless students throughout the year regardless of when they enroll.

[School Board Policy JFABD “Admission of Homeless Students”](#) adopted May 2013 addresses homeless education at Next Charter School.

Students in Foster Care

Next Charter School understands the importance of the goal of the Every Student Succeeds Act (ESSA) of 2015 and will continue to work to strengthen our support for children in foster care in the areas of school of origin, best interest determination, dispute resolution, transportation, immediate enrollment, and student data. The school counselor serves as the point of contact to increase awareness of the needs of these students. It is expected that our approach toward supporting these vulnerable students will be similar to our work with homeless students. Students in foster care are automatically eligible for Title I programs.

II. Supplemental Support

Student Mentoring

Every student at Next Charter School is required to subscribe to the central tenet of social learning, which outlines the responsibilities of individuals who belong to a larger community context. In fact, a primary reason many students apply to Next is to be part of a smaller, more intimate community. Notwithstanding, research indicates that many students, including those attending Next, are increasingly disengaged from school and it therefore is a marked responsibility of the school to engage all students. Furthermore, the degree of disengagement is directly related to student success and achievement. Our proposed Title I program is supplemental due to the fact that it moves beyond the generalized strategies provided to all students to increase engagement (Morning Meeting, Closing Meeting, Advisory, Field Experiences, Team Challenges) and targets the neediest students so that they may work directly with a student mentor.

III. High-Quality Instructional Strategies

Student Mentoring

While mentoring programs like the one we propose to implement are common, it is difficult to quantify their impact. However, a 2017 study published in Educational Planning examined the impacts of the ‘Access and Opportunity’ program, which is offered in high schools in St. Cloud, Minnesota. This targeted mentoring program, which is similar to the Title I Mentoring program we are offering at Next showed that students who were assigned a school-based mentor were more likely to stay in school and to graduate from high school.

Our Title I Mentoring program is similar to the Access and Opportunity program because it focuses broadly on offering a supportive learning environment to Title I students, while also offering them targeted support opportunities. The Title I Mentor will check in with students frequently, offering support in managing assignments, organizing a personal calendar, editing work, or prioritizing tasks. These

executive functioning skills will help students in their academic classes by increasing their level of preparedness and giving them the confidence to actively participate in class activities.

Curricula

The selected curriculum specific to student engagement is designed around the principles of *Check and Connect*. It is an evidenced-based program that attempts to target strategies and resources to target students in 1:1 and small-group settings. Essentially, it is a monitoring and direct intervention system that follows the child, developing opportunities to remove barriers and obstacles for their ability to connect across the school community.

Access to Regular Programming

Students will not be removed from regular classroom instruction to access Title I programming.

Extended Learning Time

Next Charter School embraces the mindset that learning occurs according to individual timelines for each student. Our school is structured to provide flexible and individualized deadlines and support for each student. In addition, however, some students require additional 1:1 face time with adults to provide mentoring and reteaching. Student mentors will meet with students during the school day, but outside of scheduled instructional time, to provide additional coaching and mentoring support in order to increase student efficacy, focus, and engagement.

IV. Parent Involvement

As part of our regular system, each student is assigned to a faculty advisor. This staff member works to support the student with academic and social skills as well as short and long-term goal setting. Staff members serve as the primary point of contact between the home and school throughout the year and during the summer months. Parents will be informed of their child's selection for Title I services by the director and updates will be provided throughout the year at our regular individual learning plan meetings.

V. Professional Development

The Title I Mentor will participate in staff meetings, which are dedicated to addressing student issues and improving the services we provide to students in and out of the classroom. The Title I Mentor will also participate in Teacher Workshop Days to collaborate with classroom teachers and advisors about areas of need within our professional staff.

VI. Coordination with the Regular Classroom



Next is an extremely small organization, consisting of eighty (80) students and eighteen (19) professional staff. Staff meet on a bi-weekly basis regarding student individual learning plans and student achievement.

Every 25-30 days, students, their families, and their Advisors meet to set their instructional schedule for the next project module. At these meetings, coordination of the student mentoring program will take place to ensure accurate selection and delivery within their existing school program. When appropriate, the Title I Mentor will attend these meetings to provide feedback and ask questions about students who are receiving Title I Mentoring services. Record keeping is documented by the Advisor on each child's individual learning plan, specific to the date of the meeting.

VII. Collaboration with Other Programs

Specific to special education, Next will communicate with the respective LEA to ensure notification and to participate in team meetings to collaborate with the entire team in order to ensure a focused program for students identified in need of special education services.

Program Evaluation

An in-depth review of the Title I program will be conducted at the conclusion of the 23-24 school year according to this plan.

Annual Meeting

A meeting will be held with each targeted student and parent at least once during the school year to solicit input and coordinate Title I support services. For students who are selected at the beginning of the school year and participate in the program throughout the year, 6 meetings will be held to review progress.

Parent Compact

Next has developed the following [home-school compact](#) to be completed by students, parents, and staff.

Parent Policy

Next has approved the following [Title I Parental Involvement Policy](#).

References

García-Pérez, M., & Johnson, R. C. (2017). Understanding the Effect of an Intervention Program on High School Graduation Rates: The Access and Opportunity Program in St. Cloud, Minnesota. *Educational Planning*, 24(2), 41–54.