

## Goal 6 - Increase success rate of our McKinney-Vento & Foster Youth

Action Items based on Input from Staff, Student, Parent and 24-25 SPSA

1.  
Implement a system of regular, proactive check-ins for McKinney-Vento and foster youth, led by counselors, social workers, and designated support staff. These check-ins will be guided by attendance, behavior, and academic indicators to ensure timely support and intervention.
2.  
Hold monthly case review meetings that bring together counselors, teachers, social workers, and support staff to coordinate individualized support plans for each student.
3.  
Provide targeted enrichment opportunities, such as college field trips, leadership retreats, and access to programs like Summer Search.
4.  
All staff will participate in training on the specific needs and rights of McKinney-Vento and foster youth. This includes learning trauma-informed practices to foster empathy, create inclusive classrooms, and support emotional well-being. [\$10,000]
5.  
Fund a release period to maintain and refine the Comet Academy Resource Teacher role to focus on direct case management for McKinney-Vento, foster, and justice-engaged students. This role ensures that each student has a customized support plan and regular progress monitoring. [\$28,000]

## Goal 5 - Decrease chronic absenteeism

Action Items based on Input from Staff, Student, Parent and 24-25 SPSA

1.  
Implement regular attendance celebrations, including perfect attendance and no tardy awards, field trips, and fun incentives. [\$3,000]
2.  
Instead of punitive consequences for unexcused absences, we will assign restorative tasks such as school beautification or service-based projects.
3.  
Improve school relevance and student motivation, we will expand career-prep programs and hands-on learning experiences. These may include guest speakers, field trips, internships, or school improvement projects tied to Saturday Academy sessions.
4.  
Create a culture where students are actively celebrated when present and genuinely missed when absent. This will include teacher shout-outs, classroom rituals, and peer encouragement to foster a strong sense of belonging.
5.  
Increase outreach to families of chronically absent students, offering support and clearly communicating the importance of attendance. This will be supported by home visits, automated Remind alerts and multilingual messaging.
6.  
Continue our collaboration with New Hope for Youth and implement transition support sessions for students returning from suspension or extended absences.

## Goal 4 - Decrease behaviors that lead to suspension

Action Items based on Input from Staff, Student, Parent and 24-25 SPSA

1.  
Increase access to after-school clubs, sports, and enrichment activities to provide positive outlets and build stronger school connections.
2.  
Establish alternative spaces on campus for students who are struggling to stay in class, offering supportive intervention rather than punitive removal. These spaces will provide time for de-escalation, check-ins, and re-engagement planning.
3.  
Integrate more student-led social justice, leadership, and equity-focused activities to ensure students feel seen, heard, and part of a school community that values their voice. Support for the Student Equity Council will remain a priority.
4.  
Tardy sweeps will be launched early in the school year and reinforced with consistency. Schoolwide expectations, including the 10/10 rule for bathroom passes, will be taught and consistently upheld to promote structure and shared norms.
5.  
Implement a system of incentives and public recognition for students demonstrating positive behavior, strong attendance, or academic growth.
6.  
Staff will receive training in trauma-informed practices, de-escalation strategies, and culturally responsive relationship-building to address student concerns about feeling disrespected or belittled. [\$10,000]
7.  
Continue promoting regular, positive communication between staff and families, highlighting student growth and success. At the same time, we will increase parent involvement in behavior intervention planning and provide tools for collaborative problem-solving.

### Goal 3 - Support English Language Learners

Action Items based on Input from Staff, Student, Parent and 24-25 SPSA

1.  
Provide clearer, simplified instructions on Canvas and other digital platforms to support ELL students' navigation of online lessons. When possible, support for teachers to create key instructions translated into students' primary language to ensure equitable access to content.
2.  
Increase the use of project-based learning and real-world connections in instruction to deepen student understanding and engagement. Teachers will work with the EL TOSA to design lessons that reflect students' lived experiences and cultural backgrounds.
3.  
Enhance parental involvement by offering multilingual evening workshops, including sessions on graduation requirements, student rights, and school systems. Events will include food and childcare to reduce barriers to participation.
4.  
Offer structured professional development—led by district staff or outside experts—focused on differentiated instruction, cultural competency, and supporting diverse learning styles of EL students. [\$10,000]
5.  
Continue providing academic counseling to EL students in their primary language at least three times a year.
6. Fund a release period for a dedicated English Learner TOSA. This staff member will manage EL students: monitoring progress, supporting transitions, and coordinating services. In addition, the EL TOSA will provide coaching and direct support to teachers to strengthen instructional strategies and build capacity in serving English Learners effectively. [\$28,000]

## Goal 2 - Increase graduation rate

### Action Items based on Input from Staff, Student, Parent and 24-25 SPSA

1.  
Continue to support and expand after-school programs such as the Comet Homework Center, offering incentives to increase student participation. These programs will focus on assignment completion, test prep, and project-based support to help students stay on track for graduation.
2.  
Counselors and case managers will maintain a system of regular one-on-one check-ins—at least two times per year—to review graduation progress, identify risk factors, and personalize support. This will include monthly reviews for at-risk students, in collaboration with teachers and families.
3.  
Assign mentors—including teachers, counselors, and upperclassmen—to support students showing early signs of disengagement.
4.  
Broaden opportunities for students to engage in internships, community service, and volunteering by partnering with local organizations. Field trips will be tied to academic content or extra credit opportunities to make learning more relevant and motivational. [\$10,000]
5.  
Celebrate student successes—both big and small—through recognition events, awards, and shout-outs to foster persistence and school pride. Motivational speakers will also be invited throughout the year to inspire students and promote a growth mindset. [\$3,000]
6.  
Create supportive, non-punitive spaces on campus for students who are struggling with attendance or engagement. These spaces will provide social-emotional check-ins, academic support, and re-entry planning to help students reconnect with school.

## Goal 1 - Preparing students for College and Career

Action Items based on Input from Staff, Student, Parent and 24-25 SPSA

1.  
Increase the number and variety of college and career field trips, including visits to universities, community colleges, vocational programs, and certificate pathways. A weekly speaker series will feature professionals from diverse industries to provide real-world insights and inspiration.  
[\$10,000]
2.  
Our College & Career Center will continue to serve as a hub for application assistance, career exploration, and access to pathway programs. During-school workshops will support students with college applications, resume building, and career planning, ensuring equitable access for all.
3.  
Counselors will meet one-on-one with every student at least once per semester to review academic progress and postsecondary goals. Special attention will be given to English Learners and students with disabilities to ensure they are placed in appropriate, college-prep pathways and are aware of supportive programs like DCAC and TRIO.
4.  
To expand access to rigorous coursework, we will provide financial assistance for AP exams, with possibly only a \$5 contribution per exam from students. [\$30,000]
5.  
Continue our membership in the New Tech Network to access instructional frameworks, professional development, and project-based learning resources. This includes district support for maintaining a 29:1 student-teacher ratio in general education classes (excluding PE 2). [\$25,000]
6.  
Invest in high-quality professional development, including pull-out days, focused on creating engaging and relevant classroom experiences. Provide targeted training through programs such as PBLWorks and QTEL to support teachers in designing instruction that embeds real-world applications. Teachers will participate in pull-out day workshops and receive ongoing support to develop community-connected, hands-on learning experiences through Project-Based and Problem-Based Learning models. [\$10,000]

Title 1 - \$168,691

Title II - \$8,687