

# OSPI School Improvement Plan 2025-26

*Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, use the Consolidated School Improvement Template to satisfy the appropriate Components.*

Additional Guidance:

- [Step-by-Step School Improvement Planning and Implementation Guide](#)
- [How to Use the School Improvement Plan Template Checklist](#)
- [CI Webinar 4 - How to Use the School Improvement Plan Template](#)

## Section 1: Building and District data

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| <b>Building Name:</b> Open Doors                             | <b>Does your school share a building with another school?</b><br>Yes X<br>No <input type="checkbox"/><br><br><b>If yes, which one(s)?</b> (Note each school with a school code must submit a separate School Improvement Plan): 595 and 590 |
| <b>School Code:</b> 593                                      | <b>Grade Span:</b> 10-12<br><br><b>School Type:</b> Alternative/reengagement                                                                                                                                                                |
| <b>Principal:</b> Natalie Riley                              | <b>Building Enrollment:</b> 215                                                                                                                                                                                                             |
| <b>School District:</b> Yakima School District               | <b>F/R Percentage:</b> 100%                                                                                                                                                                                                                 |
| <b>Board Approval Date:</b> Click or tap here to enter text. | <b>Special Education Percentage:</b> 13.8%                                                                                                                                                                                                  |



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

|                                                                                                         |                                   |
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| Plan Date: 6/14/2025                                                                                    | English Learner Percentage: 29.7% |
| Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Tier 3plus |                                   |

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| Vision and Mission Statement                                                                                                                                                                                                                                                                         |
| <p>Mission: As a community, we are committed to improve student learning by leveraging resources to ensure inclusivity and equity for ALL students in their pursuit of graduation and beyond.</p> <p>Vision: To be an innovative learning community that prepares all students for their future.</p> |

## School Leadership Team Members and Family-Community Partners

List by (Name, Title/Role)

|                                   |                                         |
|-----------------------------------|-----------------------------------------|
| Natalie Riley- Principal          | Liz Meissner- Instructional Facilitator |
| Arlando Lara- Assistant Principal | Kristen Pettis- Teacher                 |
| Jonathan Lang- Teacher            | Tiffany Moritz- Paraeducator            |
| Luis Machado- Casemanager         | Gabriela Picazo Rodriguez- Casemanager  |

## Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans should show alignment of goals, and evidence-based interventions, with WSIF data.

The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the [Washington State Report Card](#) to complete the table.

### Instructions:

- 1) Enter your school's name, once the report card for your school has loaded
- 2) Scroll down and locate the "WSIF" section on the left-hand menu
- 3) Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school
- 4) Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

|                                                                                                                                                 |                                                                             |                                          |
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| Use the 2023 <a href="#">Washington School Improvement Report Card Data</a> to identify and maintain focus on student groups and SMARTIE Goals. | <b>2023 WSIF Cycle 3 Identification</b><br>Choose an item.                  | <b>2024 WSIF Annual Data</b>             |
| <b>WSIF Data Measures</b>                                                                                                                       | <b>2023 WSIF Overall Framework Score</b> (indicate Not Applicable with N/A) | <b>2024 WSIF Overall Framework Score</b> |
| Comprehensive (All Student Group)                                                                                                               | N/A                                                                         | N/A                                      |
| Comprehensive Graduation Rate                                                                                                                   | 1.96%                                                                       | N/A                                      |
| <b>Student Group</b>                                                                                                                            |                                                                             |                                          |
| American Indian/Alaska Native                                                                                                                   | N/A                                                                         | N/A                                      |
| Asian                                                                                                                                           | N/A                                                                         | N/A                                      |
| Black/African American                                                                                                                          | N/A                                                                         | N/A                                      |
| Hawaiian/Other Pacific Islander                                                                                                                 | N/A                                                                         | N/A                                      |
| Hispanic/Latino                                                                                                                                 | N/A                                                                         | N/A                                      |

### **WSIF Cycle 3 Identification Thresholds:**

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

|                   |     |     |
|-------------------|-----|-----|
| Two or more races | N/A | N/A |
| White             | N/A | N/A |
| English Learner   | N/A | N/A |
| Low Income        | N/A | N/A |
| Special Education | N/A | N/A |

### Section 3: Summary of Comprehensive Needs Assessment (CNA)

A [Comprehensive Needs Assessment \(CNA\)](#) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

#### WSIF Data

- Academic Achievement
  - ELA and Math Proficiency
  - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
  - Regular Attendance
  - Ninth Grade on Track
  - Dual Credit (if applicable)

## CNA Data Summary

1. What top strengths have emerged from multiple data sources?  
We have strong case management for students engaging in the program. We have a 50% completion rate for their GED or diploma for those working in the program.
2. What top needs have emerged from multiple data sources?  
Our ability to retain and keep students engaged as they are constantly enrolling and moving into the program throughout the school year. We need to maintain those that enter and get them through completion.
3. What disproportionalities exist among student groups?  
We have a high percentage of EL, special education, migrant and adjudicated youth involved with our program. This already places our students in a higher risk group. We have a high needs student group as they are coming into the program with significant needs outside of the program.
4. What root causes has your team identified for disproportionalities among student groups?  
Students' access to education and their educational experience through the system prior to coming to them may not have been as supportive for their extensive needs that exist. Students are not finding success in a traditional setting and being pushed out to alternative options.
5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?  
Making community connections and working to maintain our students that are in the programs. Working on expecting more from our students even if they have high needs.
6. How do identified needs impact each other?  
We are having to support the social emotional needs of our students and the academic needs together. The lift is large and that is our focus on how to do both and have high support with high expectations.
7. Which needs require short-term goals (3–6 months) and which needs require long-term goals (1–2 years)?  
How we case manage kids and their academic supports are really our main focus and the shorter goal and one that we can constantly take data on our success. Our longer goal is bringing students into the program and then maintaining them until completion of a diploma or GED.
8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs.

Providing more material in Spanish and having students be able to access that material in their home language, once they experience success then they can continue to move through the program and gain confidence with the material to support their learning.

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

We need to take a closer look at how students are being placed in the program and if everything has been done at the more comprehensive setting prior to the alternative. We also need to build all staff capacity for holding students' expectations high and providing the correct support to meet those goals.

## Section 4: Resource Inequities

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the [Examining Resource Inequities Tool](#). Summarize what resource inequities were identified and which will be addressed in the school improvement plan.

We have less social emotional support in our program for students with high needs in comparison to the schools that students are enrolled in before attending the Open Doors program. This impacts our ability to support all of their needs and remove some of the barriers for their learning to take the priority.

## Section 5: Priorities

Describe the top 3 priorities for improvement that were found by doing the Comprehensive Needs Assessment and that will inform your goals.

**Priority #1:** Creating systems that support the whole child with high support and high expectations around academics. Building staff capacity to support students with high needs and have a clear understanding around trauma informed teaching.

**Priority #2:** Continue community partnerships to provide support for students and gain resources to provide for them outside of the school building.

**Priority #3:** Offer materials in Spanish and use supported and proven academic strategies that are supportive and have proven outcomes for students that are identified as English learners and/or receiving special education services.

## Section 6: 2025–26 School Improvement Plan– SMARTIE Goals

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that are aligned with the data-based priorities that you plan to accomplish through evidence-based interventions (activities, practices, or strategies) for SY 2025–26. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. Refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short-and long-term data sources that may be used in the “Data Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

### SMARTIE Goals

*What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based interventions (activities, practices, or strategies) being used to achieve the SMARTIE Goal?*

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal is not specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

SY 2025–2026 SMARTIE Goal #1: Because we understand that students who graduate high school have more opportunities in life, we will ensure that all students will strive to graduate or gain a HS equivalency certificate. By June 2025 Yakima Open Doors will increase from 11% to 15% graduation rate for diploma students. We will also increase GED completion rates from 14% to 20%.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. **\*Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

**Beginning of Year:** Answer this question and fill out the table below.

Goal setting and reflection sheets for each student engaging in the program. Coming in for conferences and taking the needed courses to graduate or complete a GED. What does the school expect to see mid-year to know if they are on track to meet the overarching goal? Tracking sheets to collaborate/support students on their success and students being on track for completion of the GED/GED diploma. Increase of 5% in student led conferences from fall to spring.

**Mid-Year Progress Review:** (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

**End of Year Progress Review:** (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

| <b><u>Evidence-based intervention (activity, practice or strategy)</u></b> to support SMARTIE Goal and the resources used for implementation.                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Data Measures</b>                                                                                                                                                                                                                                                        | <b>Lead and Timeframe</b>                                                                                                                                                                                                                                                               | <b>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</b>                                                                                                    | <b>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</b>                                                                                                      |
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| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Students and staff will track their progress each month in the program. This will include a one to one meeting with case managers to ensure students are on-track to completing their diploma or GED.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Students will track their grades, credits and/or pass their Predictor tests and final exams.</p> <p>Staff will monitor the student progress on a monthly basis using their</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Staff and students will monitor progress monthly until completion of the program for each individual student.</p> <p>We will also review all students at the</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> |

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| <p>Students will monitor and track their progress with their individualized progress portfolios.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Staff will review each student's individual need and determine what their need is for success with their academics and create a plan. Staff will need PD on how to build capacity to support students with unique needs and still be able to support and create plans with clear expectations.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>PD on working with students on creating goals and completing those academic goals.</p> <p><i>What student groups will benefit and why?</i></p> <p>All students in the program.</p> | <p>Google Docs/charts/spreadsheets.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Tracking student growth and completion of their GED assessments, pre-test and work completion</p> | <p>end of the school year to make a plan for when we return</p> <p><i>When will this EBI occur?</i></p> <p>Monthly</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Staff and students will monitor progress</p> <p>monthly until completion of the program for each individual student.</p> <p>We will also review all students at the end of the school year to make a plan for when we return</p> |  |  |
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| <p><b><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></b></p> <p>Students will increase their participation in student-led conferences by 5% over the previous year to be able to inform families of their progress. To allow student voice in their learning.</p> <p><b><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></b></p> <p>Conference materials to share with parents on success and concerns in the program. Time to create the materials and work with students.</p> <p><b><i>What student groups will benefit and why?</i></b></p> <p><b><i>All students in the program</i></b></p> | <p>Students and staff will track progress showcasing the data in their progress portfolios to share with families.</p> <p>Student presentation documentation. Family surveys administered at conferences.</p> | <p>Fall and spring conferences. October 29th for fall conferences and then March 11th for spring conferences.</p> | <p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p> | <p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p> |
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| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <a href="#">level of evidence</a> for the intervention</i></p> <p>Diploma students will be offered CTE courses that will meet their pathway requirement for graduating.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Training on the CTE pathways and how to support students earning their diploma through Open doors. Training on our new platform.</p> <p><i>What student groups will benefit and why?</i></p> <p>All Students attempting to gain their diploma (about 11% of our students)</p> | <p>Courses taken and credits earned will be tracked by the CTE teacher weekly. Open doors team will include these classes in their monthly goal setting meeting.</p> | <p>Staff and students will monitor on a weekly basis, but will be tracked overall by trimesters.</p> |  |  |
| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <a href="#">level of evidence</a> for the intervention</i></p> <p>In order to meet the additional credit needs for Open Doors diploma students, we will provide additional classes and credit earning opportunities by</p>                                                                                                                                                                                                                                                                                                                                                                                      | <p>Courses taken and credits earned. Student credit deficiencies.</p> <p>Tracking at the end of each session for students that participated,</p>                     | <p>During February Intersession and Summer school</p>                                                |  |  |

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| <p>offering students February intersession and 3 weeks of summer school.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Additional teaching staff, online curriculum and students support during these times.</p> <p><i>What student groups will benefit and why?</i></p> <p>Any student in the program can access these services/credit recovery</p>                                                                                                                 | <p>credits earned and success during the additional time.</p>                                                                                                          |                         |  |  |
| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention</i></p> <p>Students will participate in school advocacy and leadership groups to allow their voices to be heard in the school community. As well as be able to take part in the district wide senate.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> | <p>Tracking of meetings, agenda topics and reflection sheets with students.</p> <p>Students taking part in the district senate meetings for all voices to be heard</p> | <p>Monthly meetings</p> |  |  |

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| <p><i>Training for students and staff on what this opportunity is and how students can participate and create change in their building.</i></p> <p><i>What student groups will benefit and why?</i></p> <p><i>Students leaders that want to take part 5-7 leaders in the program.</i></p> |  |  |  |  |
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SY 2025-2026 SMARTIE Goal #2: When connecting with students and looking at our GED data, math is an area of concern for our program. In order to continue to support students through the completion of the GED, math is a required element. We hope to increase the pass rate for math from a 50% to a 55% by the end of this school year.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. **\*Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

**Beginning of Year:** Answer this question and fill out the table below.

We will be collecting predictor assessment scores, Aleks completion rate score and pass rated for the math assessment. What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**? Students are making their monthly meetings to plan out the next steps. Students are taking the math predictor test in the first two weeks of enrolling into the program.

We should have a higher pass rate on our math assessments overall during our mid-year checkin.

**Mid-Year Progress Review:** (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

**End of Year Progress Review:** (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

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| <u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation. | Data Measures | Lead and Timeframe | Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year. | End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year. |
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| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <a href="#">level of evidence</a> for the intervention.</i></p> <p>We are going to have students take the predictor math test within the first two weeks of enrolling. All students will then be able to focus on the harder assessment in the beginning and not leave it as the barrier for completing their GED or Diploma.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>We will include their plan in their monthly meeting. Test scores on the predictor, lessons completed in Aleks and GED assessment score</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Observe/shadow successful programs that have high math pass rates and learn from what they are already doing to support their students. PD on mindset for</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>We will include their plan in their monthly meeting. Test scores on the predictor, lessons completed in Aleks and GED assessment score</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>We have seen progress on students taking the math assessment and having less fear when taking this assessment, our hope would be this would continue as our</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Teachers, case manager and students</p> <p><i>When will this EBI occur?</i></p> <p>Initial meeting and monthly</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Monthly</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> |
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| <p>students and building up a growth mindset.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Curriculum materials for math, online program, ALEKS (online math program), hard copy materials, pre-test, teacher supports</p> <p><i>What student groups will benefit and why?</i></p> <p>All students as this is a requirement for the GED and diploma</p>                  | <p>focus continues on prepping them for the assessment.</p> <p>Data tracking sheets for all students during monthly meetings, assessment scores on math predictor test.</p>                                            |                                                                                                                                                                                                                              |  |  |
| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Creation of student groups working on the same assessment. Bringing students into collaboration with each other and working together on gaining the necessary skills for passing the math assessment. Providing students with AVID-like tutorials</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>We will include their plan in their monthly meeting. Test scores on the predictor, lessons completed in ALEKS and GED</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Teachers, case manager and students</p> <p><i>When will this EBI occur?</i></p> <p>Monthly/weekly</p> |  |  |

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| <p>to focus on areas of concern in math.</p> <p><b><i>What resources will be used for implementation?</i></b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>We will include their plan in their monthly meeting. Test scores on the predictor, lessons completed in Aleks and GED assessment score</p> <p><b><i>What resources will be used for implementation?</i></b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Observe/shadow successful programs that have high math pass rates and learn from what they are already doing to support their students. PD on growth mindset. Students will review videos that help them prepare for the test. Including a video on how the calculator works in the program. Exposing students to the formatting of the assessment prior to taking the test to ensure more success</p> <p><b><i>What resources will be used for implementation?</i></b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> | <p>assessment score</p> <p><b><i>How will the impact on equitable learning or behavior change be measured?</i></b></p> <p>We have seen progress on students taking the math assessment and having less fear when taking this assessment, our hope would be this would continue as our focus continues on prepping them for the assessment. Data tracking sheets for all students during monthly meetings, assessment scores on math predictor tests.</p> | <p><b><i>When or how often will progress be monitored or data reviewed?</i></b><br/><b><i>Be as specific as possible.</i></b></p> <p>Monthly</p> |  |  |
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| <p>Placing students in same level groups to support with similar concerns around math and how to support them in the areas of struggle. Time to create the groups and work with students on the purpose and how to be collaborative. Extended time to create the lessons for these small groups.</p> <p><i>What student groups will benefit and why?</i></p> <p>Students that have/may struggle with the math portion of the assessment.</p> |  |  |  |  |
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**SY 2025–2026 SMARTIE Goal #3:** Currently in the Open Doors program we have a 52% claim rate for students, Claim rate means– Students that are completing their monthly check in, taking a GED assessment, making progress in the classes. We were able to claim 133 out of the 251 enrolled. While we have seen an increase, our goal is to increase our claim rate to 60% by the end of the school year.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. **\*Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

**Beginning of Year:** Answer this question and fill out the table below.

*We would expect to see an increased rate on our monthly report for students engaging in the program. Each month should be an increase of at least 1% to meet our goal by June 2026.*

**Mid-Year Progress Review:** (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

**End of Year Progress Review:** (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

|                                                                                                                                        |               |                    |                                                                                      |                                                                                    |
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| <u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation. | Data Measures | Lead and Timeframe | Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year. | End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year. |
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| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <a href="#">level of evidence</a> for the intervention.</i></p> <p>Restructuring of program for clearer guidelines for enrolling and staying in the program. We are going to track student engagement and attendance. Create a plan with each student to have a higher engagement rate. Clear and consistent messaging to students. Helping students set up calendar invites and having students planning to come back for engagement in the program. Providing the option of google meet for their check in each week.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Using our PD time to address specific student concerns and problem solve as a staff to engage students.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Data tracking sheets for all students enrolled in the program. Starting with the orientation documents to the monthly trackers.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Students that are more engaged will have more success in gaining a GED or diploma. We will use completion rates of both as well as all assessment and</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Teacher and Case managers</p> <p><i>When will this EBI occur?</i></p> <p>Weekly/Monthly</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Weekly check in/quarterly overall progress</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> |
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| <p>PD to build systems in the program around mindset, motivation and engaging students and staff.</p> <p><i>What student groups will benefit and why?</i></p> <p>All students in the program.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>attendance data leading up to completion.</p>                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                |                                                                                                                |
| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <a href="#">level of evidence</a> for the intervention.</i></p> <p>Community partnership with outside agencies to support our students' social emotional needs.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Meeting times to have agencies come in and partner with our team. Have training on the supports that can be offered for our students. Information shared about our program for them to have a better understanding of the expectations involved for the students that they work with outside of our building. Bringing the outside in and working in</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Attendance data for students involved with outside agencies</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>We would hope to see an increase in attendance and engagement. We would track attendance and</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Teachers and Case managers</p> <p><i>When will this EBI occur?</i></p> <p>Monthly</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Monthly</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> |

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| <p>collaboration with them to support.</p> <p><i>What student groups will benefit and why?</i></p> <p>Students involved with outside agencies, which is a large majority of students.</p> | <p>assessment data.</p> |  |  |  |
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## Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

Click or tap here to enter text.

2. Share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

Click or tap here to enter text.

3. Which evidence-based interventions (activities, practices, or strategies) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.

Click or tap here to enter text.

4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

Click or tap here to enter text.

## Section 8: 2025–2026 End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings, as documented in the SMARTIE goal tables above, and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of

practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Click or tap here to enter text.

2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2026–2027 SIP.

Click or tap here to enter text.

3. How did at least one of the activities documented in the SMARTIE goal tables above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated goal?

Click or tap here to enter text.

4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.

Click or tap here to enter text.

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2026–27?

Click or tap here to enter text.

6. How will you utilize available and additional sources of data in this planning process?

Click or tap here to enter text.

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.

Click or tap here to enter text.