

# Granite Falls Open Doors Academy School Improvement Plan 2016-2017

School Improvement Plan Team

Principal: Bridgette Perrigoue

Leadership Team: Cathy Wagner, Liz Rekow, Rinda Pullen, Taryn Perrigoue

## Granite Falls School District

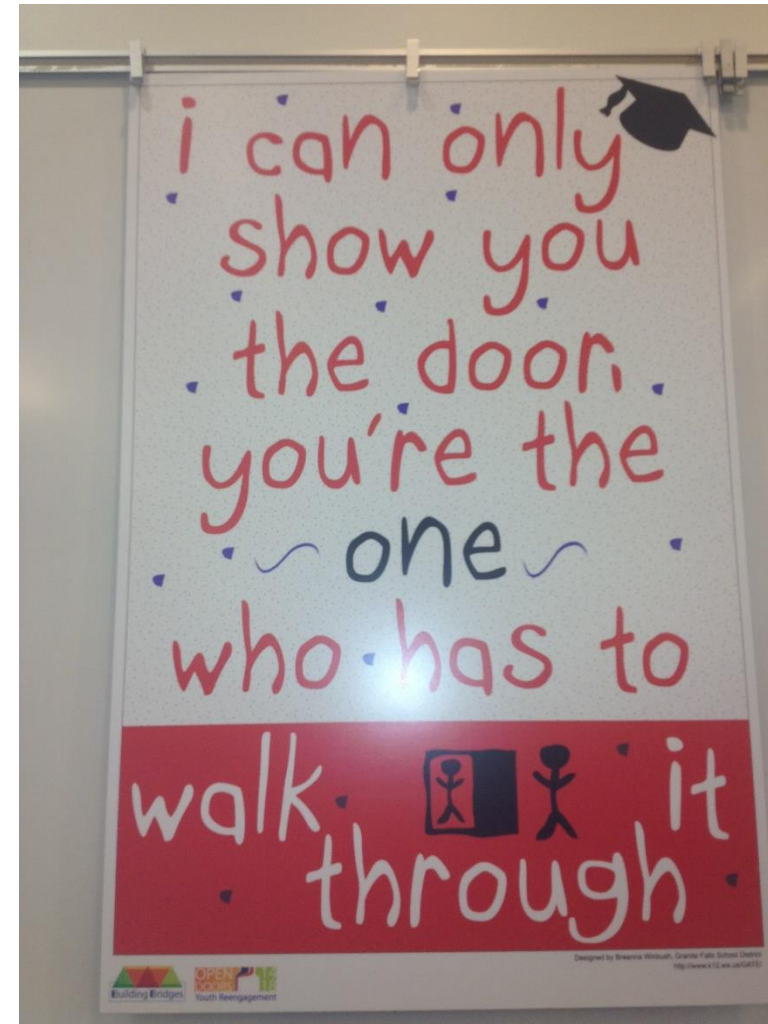
*“Every Student, Every Day, Every  
Classroom”*

### Mission Statement:

To inspire and facilitate a passion for life-long learning and the pursuit of excellence in every student, every day.

### Vision Statement:

Our students are passionate in pursuit of their goals and aspirations. To that end, they are critical and inspired thinkers, adaptable, collaborative and committed to making a difference in their communities and to the betterment of society.



# 2016-2017 School Improvement Plan

## Foundation of our District Beliefs:

1. Powerful teaching and learning.
2. District and Board communication with community and staff that is informing, encouraging, intentional and collaborative.
3. Financial stewardship, assuring optimal use of district resources.
4. A district climate that emphasizes a positive school culture, focused on student safety, a healthy lifestyle, and respect for other students and faculty.

## District Goals:

- 1. *Quality Learning.*** Engage and inspire every student through powerful and innovative instruction, fostering development of critical-thinking skills and motivating academic achievement through high expectations.
- 2. *Positive Image.*** Strengthen our district by countering unfounded perceptions and stereotypes of Granite Falls. Celebrate student successes and civic progress, working collaboratively with district partners—including local government, the chamber of commerce, and service organizations.
- 3. *College- and Career-Ready.*** Ensure that every student transitions successfully between grades and schools and graduates with the knowledge, skills and attitude to excel in diverse post-secondary opportunities. Foster student achievement through active partnerships with parents, families and our community.

# Open Doors Academy School Improvement Plan 2016-2017

## Mission:

*To provide a more attractive and innovative way to reconnect youth who are struggling with a comprehensive system of personalized student and learning supports that inspires each student to actively thrive towards a meaningful credential (i.e. diploma, high school equivalency certificate, Associate's Degree, industry certifications) and career skills.*

## Statement of Philosophy

Open Doors offers a variety of education and career readiness programs to students ages 16-21 who qualify. We believe that given the correct tools and support all students have the ability to become confident self-supporting members of society. The overall goals for the program are to provide work experience, college exposure, and future planning so that youth completing the program are either placed in jobs or attend programs at local community colleges.

## Priority Identification

Analysis of the School and District's current situation, compared to the District Strategic Targets and Theory of Action, provide direction for priority focus within this School Improvement Plan (SIP). This School Improvement Plan presents and defines the priorities and activities that provide the school focus throughout the academic school year toward the realization of the District Targets and the State Standards for Student Achievement. This SIP will be subject to regular monitoring and adjustment based upon data collection and evaluation. Such adjustments will be included within this SIP and disseminated, as appropriate.

# Student Demographics

## Enrollment

October 2015 Student Count	61
May 2016 Student Count	75

## Gender (October 2015)

Male	35	57.5%
Female	26	42.6%

## Race/Ethnicity (October 2015)

Hispanic / Latino of any race(s)	10	16.4%
American Indian / Alaskan Native	1	1.6%
White	43	72.0%
Two or More Races	7	11.5%

## Special Programs

Free or Reduced-Price Meals (May 2016)	47	62.7%
Special Education (May 2016)	14	18.7%
Transitional Bilingual (May 2016)	3	5.0%
Migrant (May 2016)	0	0.0%
Section 504 (May 2016)	3	4.0%

# Staff Information

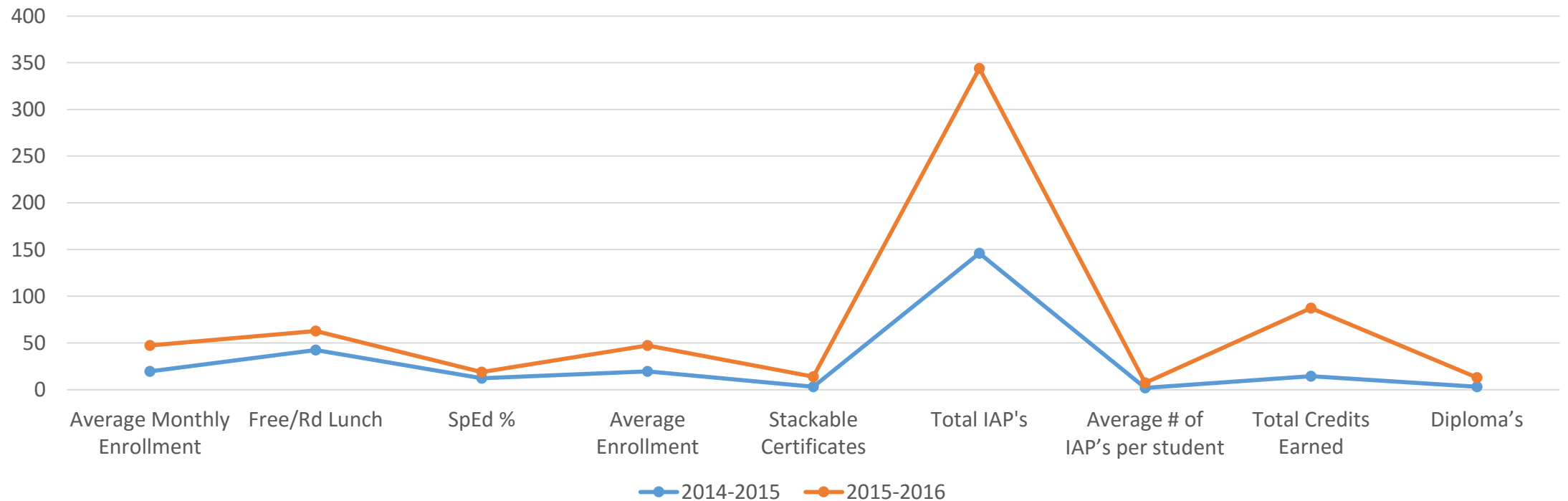
As a result of the changes to Highly Qualified Teacher Status due to ESSA and in accordance with WAC 181-82-110 a written plan was mutually developed with teachers who are assigned out of their required endorsement area in the Granite Falls School District Open Doors High School during the 2016-2017 school year.

# Open Doors Trend Data

Year	Average Monthly Enrollment	Free/Rd Lunch	SpEd %	Average Enrollment	Stackable Certificates	Total IAP's	Average # of IAP's per student	Total Credits Earned	Diploma's
2014-2015	19.5	42.4	12.1	19.5	3	146	1.8	14.5	3
2015-2016	47.25	62.7	18.7	47.25	14	344	7.2	87.25	13

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## **Open Doors Population**

Open Doors does not turn students away, regardless of what has happened before they have come to us. We strive to find creative, student-centered solutions to every problem that comes our way. We view barriers that many see as insurmountable, as challenges that we will overcome with our students.



# District Target # 1: Quality Learning

*Engage and inspire every student through powerful and innovative instruction, fostering development of critical-thinking skills and motivating academic achievement through high expectations.*

## Open Doors Academy SMART Goal #1

- A.) Open Doors staff will implement a Professional Learning Community (PLC) during the 2016-2017 school year. The PLC will support the GFSD strategic plan focusing on quality learning, positive image, and college and career readiness and the impact complex trauma has on these areas. PLC's will assess their current placement on the Collaboration for Deeper Learning rubric by November 10, 2016. The PLC will identify discrepancies and create a plan to get the proficient by June 2017. The PLC will reevaluate placement on the rubric and provide evidence that they are able to function between the developing and proficient level on the Collaboration Deep Learning Progression rubric created by Michael Fullen.
- B.) Teams will spend time analyzing weekly data, developing interventions, and planning instruction that match student goals. Case-managers will meet with students to review Indicator's of Academic Progress (IAP's) and monitor and adjust Student Roadmaps a minimum of one time every three months. The number of IAP's students earn will increase by 10%.
- C.) Students will demonstrate and expanded knowledge base by increasing their CASAS and/or STAR scores by 5%.

# Quality Learning

Action Plan	Evidence of Implementation	Evidence of Impact
<p><b>To support the GFSD strategic plan in the area of quality learning Open Doors staff will:</b></p> <p>participate in weekly PLC collaboration based on the School Improvement Plan. Collaboration will be centered around student data and conversations will be framed around DuFour's four guiding questions:</p> <p><i>What do we want students to learn?</i></p> <p><i>How will we know if they learned it?</i></p> <p><i>What will we do if they did not learn it?</i></p> <p><i>What will we do if they already know it? (Evidence will be notes from PLC's SWIT meetings, review of goals, etc.)</i></p>	<p><b>Implementation will be evidenced by:</b></p> <p>Staff will participate in weekly PLC collaboration based on the goals and objectives set forth in the School Improvement Plan.</p> <p>Staff will provide PLC collaboration norms, notes, data analysis, and updates at our teacher leader meeting three times yearly.</p>	<p><b>Impact will be evidenced by:</b></p> <p>Open Doors Professional Learning Communities will show evidence that they are in the developing stage on Michael Fullen's collaboration deep learning progression.</p>
<p>Use a combination of RTI and a multi-teared system of support (MTSS) framework to develop best practice interventions for students who have continue to fail classes. Students will be assessed in the areas of basic needs, academic, behavior, and social/emotional.</p>	<p>SWIT team members will spend time completing functional behavior assessments and matching characteristics of student's to characteristics of appropriate best practice interventions.</p> <p>The team will use a consistent problem solving process:</p> <p>Step 1: Define the Problem</p> <p>Step 2: Determine why the problem is happening</p> <p>Step 3: Select an intervention to address the problem</p> <p>Step 4: Implement the intervention with fidelity and determine whether it was effective</p>	<p>Student's will remain engaged in school when we are able to identify the problem and intervene appropriately.</p> <p>An increased number of students meeting standard on the SBAC.</p> <p>An increase number of students will earn credits. IAP's, and credentials.</p>
<p>Increase academic support for student's who have not passed the state exam by teaching direct instruction classes, creating additional time; and implementing targeted supports and interventions in math, science, and ELA.</p>	<p>Implement a comprehensive, extended-period course designed to help students who are one to three years behind in mathematics re-engage as motivated learners and succeed in Algebra I.</p>	<p>An increased number of students will demonstrate proficiency on the state exams as well as the GED.</p>

# Quality Learning

Action Plan	Evidence of Implementation	Evidence of Impact
<p><b>To support the GFSD strategic plan in the area of quality learning Open Doors staff will:</b></p>	<p><b>Implementation will be evidenced by:</b></p>	<p><b>Impact will be evidenced by:</b></p>
<p>respect students individual strengths, needs, and learning styles by providing individualized learning plans with curriculum that is relevant, thematic, experiential, challenging, comprehensive, and inclusive of multiple perspectives.</p>	<p>Focusing instruction on a broad range of learning styles; build from perceptions of student strengths, interests, and experience; and, be participatory and facilitative, creating ongoing opportunities for self-reflection, critical inquiry problem solving, and dialogue.</p>	<p>Increased students attending school and earning credentials to support their educational journey.</p>
<p>utilize standardized test including CASAS and STAR assessment data to determine student placement, intervention and enrichment needs.</p>	<p>State tests, as well as STAR and CASAS assessments will be administered, progress will be monitored by Open Doors staff, and testing will be utilized for placement.</p>	<p>Students will collaborate with staff to review assessment data and develop individual roadmaps that are meaningful and relevant to students desired outcomes.</p>
<p>differentiate instruction to assure student mastery of standards and implement system-wide interventions for students not meeting IAP's.</p>	<p>Teachers delivery of instruction will provide differentiation and interventions for students based on data We are moving to a direct instruction model for English and math and have changed our curriculum, how we pace our implementation of algebra and geometry.</p>	<p>The number of students experiencing reaching IAP's as well as mastery will have increased as a result the increased opportunities given by teachers.</p>
<p>promote student self-determination, self-advocacy, and student-centered planning through the development of comprehensive student Road Maps.</p>	<p>Students and staff will collaborate to identify their strengths and needs, staff will support students in assessing, monitoring, adjusting, and completing learning goals.</p>	<p>An increased number of students will meet standard on the high school equivalency test and/or earn credits towards a high school diploma's.</p>
<p>assist students in learning foundational skills to be successful in school, the workforce and society.</p>	<p>offer direct instruction courses including Collection of Evidence, Intensified Algebra, English, Theater, Art, Special Education Courses, Yoga, Nutritional Science, and Washington State History.</p>	<p>Increased number of students will earn both credits and IAP's.</p>

# Quality Learning

## December

Transcripts, STAR and CASAS and assessment data will be analyzed and monitored and placements will be adjusted accordingly.

PLC's will be developed

Students will begin developing their Individual Road Map on a monthly basis

Increased number of community resources will continually be identified and utilized in support of increased student engagement and learning

Open Doors staff will be trained in Adverse Childhood Experience's (ACE's) and trauma informed care

Staff will stay informed on current student population and cultural needs.

## March

Transcripts, STAR and CASAS and assessment data will continue to be monitored and placements will adjusted accordingly. Continuously enrolled students will have completed the STAR and/or CASAS two times

Administration and certificated teaching staff will have participated in weekly PLC meeting's.

Students and case-managers will collaborate to monitor Individual Road Map on a monthly basis.

Staff will continue to intentionally model a growth mindset applying their professional development and modeling that mistakes are part of learning and encourage students to take academic risk

Intervention plans will be developed and implemented for students not meeting their IAP's

Staff will provide students with challenging tasks and effectively facilitate student persistence through struggle.

Students will continue to collaborate with staff and monitor Individual Road Maps on a monthly basis

Assessment data will be reviewed, monitored, and placement will be adjusted as needed

## June

Transcripts, STAR and CASAS and assessment data will continue to be monitored and placements will adjusted accordingly.

Administration and certificated teaching staff will have participated in weekly PLC meeting's.

Assessment data will be reviewed and refined

Staff will continue to intentionally model a growth mindset applying their professional development and modeling that mistakes are part of learning and encourage students to take academic risk

All staff will have participated in weekly PLC meeting's.

School staff will continue to share and reinforce growth mindset in the areas of neuroscience, effective effort, and the malleability of intelligence

# District Target #2: Positive Image

*Strengthen our district by countering unfounded perceptions and stereotypes of Granite Falls. Celebrate student successes and civic progress, working collaboratively with district partners—including local government, the chamber of commerce, and service organizations.*

## **Open Doors SMART Goal #2 2016-2017**

Open Doors staff will use the developmental asset model framework as a common ground for cultivating meaningful sustained relationships with students. Staff will focus on building students developmental assets by using a positive approach to working with students that cultivates the relationships, opportunities, skills, values, and commitments they need to grow up healthy, caring, and responsible. Cultivation of the developmental assets will begin at intake develop where staff begin build positive relationships with students through the use of creative strategies for connecting with students who have previously disengaged from school.

A.) Students who are engaged in Open Doors for a minimum of six months will increase their number of developmental assets by 5% as measured by student self report on the Search Institutes Developmental Asset Inventory.

# Positive Image

Action Plan	Evidence of Implementation	Evidence of Impact
<p>To support the GFSD strategic plan in the area of Positive Image Open Doors staff will:</p>	<p>Implementation will be evidenced by:</p>	<p>Impact will be evidenced by:</p>
<p>collaborate with students to develop an Open Doors leadership program where students and staff learn and work together to create a school climate that supports quality learning, career readiness, and social, emotional, ethical and civic education.</p>	<p>Student’s and staff will collaborate to create recognition programs for student success (eg. each time students finish a class or earn a certificate they will be eligible for a weekly surprise drawing).</p>	<p>Open Doors school climate will be positive, supportive, trauma sensitive and culturally conscious.</p>
<p>engage in Professional Development to increase knowledge and understanding of trauma informed practices and the anatomy of learning.</p>	<p>Each staff member will identify at least three ways they can incorporate trauma-informed care into practice.</p> <p>Staff will implement a minimum of one of the identified strategies to increase the students window of stress tolerance and hence increase their capacity to learn, thrive, and succeed.</p>	<p>Staff will implemented a minimum of two strategies they learn will allow</p> <p>Addressing trauma in schools contributes to equitable outcomes for students</p> <p>Students with challenging behaviors will learn to self regulate which will allow them to remain enrolled in school and engaged in learning.</p>
<p>build effective communication systems between home (wherever that may be), community and school that are interactive and regularly used by students, school staff, families, and other stake holders.</p>	<p>Open Doors staff will use multiple modes of communication channels for student contact and weekly status checks including text message, email, home and worksite visits, and web based programs.</p>	<p>Engagement from students, families and the community will increase in the support of dropout re-engagement.</p> <p>There will be an Increased capacity for opportunities for community engagement.</p>
<p>Design and Implement a student orientation program for Open Doors daily student to promote a sense of belonging and school bonding, both essential components for students to achieve success in school.</p>	<p>Students will have the opportunity to earn credit as well as learn social and behavioral norms will be expected of them in the school setting.</p>	<p>Students who learn social and behavioral norms are more likely to succeed in school.</p>
<p>shift the traditional educational focus of attempting to fix negative behaviors to building on students strengths and increasing their assets.</p>	<p>Staff will add an assessment of developmental assess to the current intake procedures, staff and students will review current strengths and developmental assets and work collaboratively to develop a plan to support and increase them at the student intake sessions.</p>	<p>Fostering a caring learning environment that allows for meaningful participation will result in lower rates of problem behaviors. When teachers and other school staff members communicate their belief in students' ability to be successful, those students develop self-efficacy, self-awareness, and goals and aspirations.</p>

# Positive Image

Action Plan	Evidence of Implementation	Evidence of Impact
<p><b>To support the GFSD strategic plan in the area of Positive Image Open Doors staff will:</b></p> <p>assesses each student’s needs and refer them to a variety of community services when necessary, including counseling services, food and housing assistance, medical care, recovery interventions.</p> <p>strengthen and add to current collaborative partnerships that support students access to services.</p>	<p><b>Implementation will be evidenced by:</b></p> <p>There will be an increase in the number of supports in place to assist students in focusing on their education.</p> <p>The number of students accessing support services will increase.</p>	<p><b>Impact will be evidenced by:</b></p> <p>Positive relationships will increase partnerships with government, businesses, and community organizations to promote school-to-work opportunities, scholarships, academic awards, and financial resources to address school and program needs.</p> <p>Students will</p>
<p>create a Principal’s Advisory Council where students meet monthly and spend time researching and cultivating ways they can be utilized as change agents and drive not only their own learning but the entire organization.</p>	<p>The information gathered at every session will be shared with staff via email. The responses will be used as another data source to assist with continually monitoring the S.I.P. goals, assess the current state, and as a vehicle for professional growth, reflection and next steps.</p> <p>Students agency will be promoted by giving them a voice about the school climate .</p>	<p>Students will show in increase in developmental assets making them less likely they are to engage in high-risk behaviors and are <i>more</i> likely they are to engage in productive behavior.</p> <p>Staff members will be kept alert to any potential areas of student concern in the school.</p>
<p>take the time to develop and build positive relationships by using actions and words to communicate that they sincerely care about students.</p> <p>Case managers will continue to make weekly status checks via phone calls, email, text messages and/or home visits</p>	<p><i>Staff will use the following strategies to communicate to students that they care about them:</i></p> <ul style="list-style-type: none"> <li>• <i>Inquiring about aspects of students' personal lives</i></li> <li>• <i>Regular contact</i></li> <li>• <i>Greet students when they enter the classroom</i></li> <li>• <i>Watch for and touch base with students who display strong emotion when entering the classroom</i></li> <li>• <i>Sincerely listen to and empathize with students</i></li> </ul>	<p>Students will resist rules and procedures along with the consequent disciplinary actions if the foundation of a good relationship is lacking</p> <p>Developing positive teacher-student relations is one of the most effective steps you can take to establish a positive discipline climate in the classroom</p> <p>Staff will use cooperative groups for discussion, provide assistance, and give genuine feedback, you increase students’ engagement with the instruction. A strong relationship develops as you interact with students through a sense of mutual respect and cooperation.</p>
<p>Open Doors staff and students will work to increase community awareness about issues related to dropout including both the social and economic impact that dropping out of school has on the community and society as a whole.</p>	<p>Open Doors students and staff will partner with Crossroads High School to implement Voices of Youth. as well as a marketing campaign that educates the community on issues related to dropout prevention, intervention and reengagement as the Open Doors program.</p>	<p>Community will increase their knowledge base about dropout prevention, intervention, and reengagement issues as well the Open Doors program.</p>

# Positive Image

December	March	June
<p>The structured system for referral to SWIT meetings and appropriate resources will be implemented in the Open Doors program</p> <p>The Open Doors Leadership Program will begin to be developed.</p> <p>Increased number of community resources will continually be identified and utilized in support of increased student engagement and learning</p> <p>Students will create a student success board to display student success</p> <p>Planning for Voices of Youth event will begin</p> <p>All staff will be trained in ACE's and Developmental Assets</p> <p>Staff and students will participate in November/December food drive.</p> <p>Staff will begin to become cognoscente of their body language and intentionally smile at students. Students dealing with complex trauma and/or poverty rely heavily on nonverbal communication and are always watching those around them for their nonverbal cues</p>	<p>An Increased number of community resources will continually be identified and utilized</p> <p>The structured system for referral to SWIT meetings will continue to be implemented, the increase in community partnership will result in increased resources for students to access</p> <p>Students referred to services through SWIT will receive case-manager assistance in learning how to utilize community partners</p> <p>Planning for Voices of Youth will continue, advertisement for the event will begin</p> <p>Staff will stay informed on current student population and cultural needs</p> <p>Staff will evaluate their ability to practice compassionate schools and trauma informed care</p> <p>A student centered school brochure and webpage will be developed. The web page will highlight the school's successes, focus on individual teacher's efforts, and give student recognition. It will also deal with challenges that the school is facing and needs that we have. The web page will allow the public the opportunity to see what is going on within the school on a monthly basis. It will allow them the opportunity to see both the successes and obstacles that the school is facing</p>	<p>The structured system for referral to SWIT meetings will continue to be implemented, the increase in community partnership will result in increased resources for students to access as evidenced by SWIT data.</p> <p>Students will continue to learn how to utilize community partners-the number of students accessing resources will increase as evidenced through data from SWIT</p> <p>Parent and community involvement will continue to increase</p> <p>Voices of Youth will have a occurred</p> <p>A student centered school webpage will be implemented</p> <p>Staff will stay informed on current student population and cultural needs</p>



# District Target #3: College and Career Ready

*Ensure that every student transitions successfully between grades and schools and graduates with the knowledge, skills and attitude to excel in diverse post-secondary opportunities. Foster student achievement through active partnerships with parents, families and our community.*

## Open Doors SMART Goal #3: College and Career Ready

A.) Open Doors will increase technical skill certificates awarded to students through Career and Technical Education by 10%, ensuring the credentials earned are valued, validated by local business, and/or the Washington State Labor Market, and lead to careers, post-secondary education and training.

B.) There will be a 10% increase in the number of students participating in work based learning from the 2015-2016 school year to the 2016-2017 school year.

# College and Career Ready

Action Plan	Who/What	Evidence of Impact
<p>To support the GFSD strategic plan in the area of College and Career Readiness Open Doors staff will:</p>	<p>Implementation will be evidenced by:</p>	<p>Impact will be evidenced by:</p>
<p>When students feel empowered to make decisions about their learning and are connected to their school site and individual roadmap attendance will increase.</p>	<p>Student attendance in an ongoing challenge.</p> <p>Staff will work to improve student attendance by making positive connections with students, families, and employers.</p>	<p>School will time will be focused on achieving student goals and needs, not something that feels irrelevant to them, the increased connection will result in an increase in attendance rate.</p>
<p>Implement an Out of School JAG model (OOS) program operated by the JAG National Network designed to serve youth (ages 16-24) who have left the traditional school system and is interested in completing requirements for a high school diploma or attain a GED.</p>	<p>students accepted into Open Doors have been identified as having a minimum of four barriers to graduation and qualify for the JAG program.</p> <p>OOS specialists track the labor market and schooling/training activities of these JAG participants on a monthly basis.</p>	<p>The primary mission of this JAG Model program is to recover dropouts and to provide an array of counseling, employability and technical skills development, professional association, job development, and job placement services resulting in either a quality job leading to a career after graduation and/or enrollment in a postsecondary education and training program, students in the program will obtain a minimum of 20 competencies in these areas.</p>
<p>promote student self-determination, self-advocacy, and student-centered planning through the development of comprehensive student Road Maps.</p>	<p>Students and staff will work together to identify their strengths and needs, Students and staff will collaborate to create an Individual Learning Plan. Open Doors staff will support them in assessing, monitoring, adjusting, and completing learning goals.</p>	<p>An increased number of students will meet standard on the high school equivalency test and/or earn credits towards a high school diploma's.</p>
<p>Teach students enrolled in School to Jobs the three key points taught in the program:</p> <ul style="list-style-type: none"> <li>• The future in near</li> <li>• Difficult means important</li> <li>• Strategies need to be identity congruent</li> </ul>	<p>Staff will teach an evidence based best practice curriculum that focuses on identity based motivation.</p>	<p>Students enrolled in School to Job's will practice using a growth mindset by creating a personal mission statement and a timeline with possible obstacles and forks in the road and ideas to overcome them.</p> <p>Students will learn the importance and relevance of three key points taught in the program.</p>

# College and Career Ready

## December

- Staff will provide professional development to increase staff proficiency in the use of Google Doc's for teachers and support staff. Trainers will create an assignment for staff that is required to be uploaded and submitted to them via Google Doc's.
- Staff will be trained to administer and interpret the results of the WOIS Career Interest Survey as well as introduce them to resources available through the WOIS website
- Program Staff will intentionally promote field trips to community college, career fair, University, Construction Fair etc.
- Open Doors School Wide Intervention Team collaboration will focus on student data
- Common practice, language and teamwork amongst staff will be promoted to streamline efficient practices amongst building staff to increase students self-advocacy skills

## March

- Staff will utilize students to assist in providing a lesson to students who are not familiar with Google Doc's. Students will be required to submit one Google document to their Check and Connect teacher.
- Program Staff will teach students to use WOIS Career Information Systems to explore careers, create goals for their future, make educational plans, and find the training programs and school
- All students and families will be invited to participate in Financial Aid Night- a FAFSA representative will provide an overview of the financial aid process in an effort to support students in need of financial assistance
- Career Readiness, Personal Choices, and Interpersonal Relations will become mandatory course requirements for all students enrolled in Open Doors. The courses will include assessments such as the Kersey Bates Temperament test, WOIS, Color Code Assessment, Leadership and Learning Style Assessment
- The number of Open Doors students invited on field trips to community colleges, career fairs, University's, and Construction Fair etc. will increase
- Students will work with Program Staff to develop and implement Intervention plans and will be quickly communicated when student hasn't been attending. Student progress will be evaluated monthly.

## June

- Open Doors daily students will have submitted and interacted with their CTE teacher on a minimum of one assignment Via Google Documents.
- Eighty percent of Open Doors students will have accessed the WOIS system to explore careers, create goals for their future, and make educational plans
- Every Open Doors Block student will have had the opportunity to participate in at least one field trip to a community college, career fair, University, Construction Fair etc.
- Career Readiness, Personal Choices, Interpersonal Relations will become mandatory course requirements for all students enrolled in Open Doors.
- Fifty percent of Open Doors students will have earned an IAP in Career Readiness, Personal Choices, Interpersonal Relations will become mandatory course requirements for all students enrolled in Open Doors.
- As a result of progress monitoring and lessons on graduation requirements students will know what they need to complete in order to earn a high school diploma or GED
- The number of students participating in work-based learning will increase by 10%
- Graduation rate will increase with a higher number of students prepared to enter college or the workforce
- Student agency and engagement will increase as a result of their involvement in their education.