

May Resource Toolkit

Continuous Improvement Principles and Framework

The Continuous Improvement Framework

Continuous Improvement Framework

- Elevation of anti-racist and anti-bias practices.
- Identification, provision, and growth of equitable supports within learning communities.
- Development of strong leadership at all levels.
- Use of data inquiry/school improvement principles and processes.
- Focus on improving core instructional practices.
- Implementation within a multi-tiered system of supports.



Focus: Learning Options and Open Doors - Choose Your Own Adventure

Our adventure begins in the world of Alternative Learning Experiences (ALE), where the path is anything but ordinary. Here, education bends to fit the learner—whether it's a single course or a full program. ALE fuels this journey, offering flexible instruction built around each student's needs. Along the way, travelers, our learners, may encounter online learning woven into traditional schools or fully embraced through ALE. In distant corners, Open Doors welcomes youth back to the school path, forging new routes with community allies and personalized support. And at the heart of the adventure, mastery-based learning awaits—where progress is earned through demonstration of competency, not time.

Introduction

Your adventure, if you choose to accept it, is to jump into ALE from one of three origin points to work your way through school success:

- A. You are a school leader but don't have time right now.
- B. You are a District leader.
- C. You are a school site leader or school improvement team member.



Choose Your Own Adventure

A. No Time

You're busy, that's understandable. Skip to the end if you must. However, if you can spare some time, review the materials for steps B and/or C with your school improvement team.

B. For District Leaders (LEAs):

The adventure at the district level begins with building the right structure for ALE and Open Doors to house success. ALE is not just a flexible learning option—it's a funding mechanism that demands accuracy: written student learning plans (WSLPs), weekly teacher contact, and monthly progress checks all tied to state compliance. Open Doors is a reengagement program for older youth that hinges on removing barriers and supporting post-secondary goals through High School & Beyond Plans and case management. Districts must authorize programs through board policy, manage apportionment wisely, and ensure that compliance and reporting requirements are met—especially since these models are subject to state audits. The district's role is to blueprint the big picture, remove change orders, and maintain oversight as students take alternate paths toward graduation.

District-Level Focus:

1. Ensure board-approved ALE policies are in place and systems for tracking compliance with WAC 392-550 are established across sites offering ALE.
2. Reflect on the existing system of learning options within the LEA. How does ALE or Open Doors Reengagement complement that existing system? Is the system experiencing any unintended consequences as a result of these programs?
3. Maintain and audit Open Doors case management structures, ensuring students receive wraparound support.
4. Use CEDARS "negative leaver" data and SIS reports to identify and reengage unenrolled youth.
5. Decide how OSSI funds are allocated and coordinated in your identified schools through Evidence based Interventions that are outlined and supported in your L-CAPs.

C. For School Site Leaders:

At the school level, leading an ALE or Open Doors program during improvement status is like steering a ship through rough seas. ALE students must stay tethered to their WSLPs through weekly teacher contact and measured progress. Leaders must ensure that teachers know their compliance role, that WSLPs reflect real learning time, and that student plans shift when growth stalls. Open Doors adds another layer: it's not a credit-recovery stop but a place to rebuild student momentum toward GED, college, or career. That requires steering case management,

targeted outreach, and trusted adult relationships. For site leaders, the voyage is to keep staff focused, students supported, and the path to progress clearly marked.

School-Level Focus:

1. Monitor staff implementation of WSLPs to ensure instruction and progress align with student needs.
2. Support weekly contact and monthly progress review systems—these are non-negotiable for ALE funding.
3. Assign trained staff to conduct meaningful Open Doors case management and weekly status checks.
4. Track student engagement and intervene quickly with revised plans or instructional shifts when progress stalls.
5. Be sure to align your Evidence Based Interventions with your updated school improvement plan to provide support for your ALE school.

Resources

- [ALE and Open Doors Comparison Chart 2021](#)
- [Guide to Offering Alternative Learning Experiences](#)
- [Open Doors IAP Manual](#)
- [Finding Unenrolled Youth Using Data Systems](#)
- [Finding Unenrolled Youth: Using the P210 Withdrawal Report in Cedars](#)

Contacts for Learning Options and Open Doors

Please reach out to our team if you have questions about the ALE or Open Doors funding models, or about mastery-based learning and other learning options.

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Conclusion

A. Making time to understand ALE and Open Doors Youth Reengagement provides your district with critical programming. These learning options support staff in offering flexible and responsive options for students who otherwise may not make progress in the existing learning environments.

B. and C. And so, the tale of ALE and Open Doors unfolds not as a side quest—but as a central adventure in the school improvement journey.

For district leaders, you are the architects of possibility. You build the bridges between policy and practice, and when you wield your data tools and program knowledge well, you open hidden passageways for students to return to learning. Your maps—WSLPs, High School & Beyond Plans, board policies—are more than paperwork; they are the blueprints that keep learners on track. When your systems are aligned and your staff equipped, students who need something different from the mainstream can find their purpose and progress.

At the school level, site leaders are the adventurers on the front lines. You hoist the mainsails in dark seas—reminding each student that their story is just beginning. You bring together teachers and counselors to guide students through routing their learning paths and celebrating each step forward. You're not just following a plan—you're helping them choose their own adventure.

Together, district visionaries and school champions make the magic happen. The work may be technical, but the outcome is transformational. The goal is clear: every student, seen, supported, and soaring. Let the next adventure begin.