



2023-26 Continuous School Improvement Plan (C-SIP)

Nova High School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Nova High School (The Nova Project)

Principal: Eyva Winet

Members of the Building Leadership Team and Parent/Guardian Partners: Our building leadership team is our entire committee system which includes the participation of our entire staff and student population and parent representatives and community partners.

Community Partners (Community Based Organizations): Country Doctor (Nova Wellness Center), Ryther, Sound Mental Health, Fare Start / café internship program, Seattle Colleges/Seattle Promise, UW High School Ethics Bowl, Huayruro, WITS and an evolving group of individual artists and activists.



[Nova High School Report](#)

[Nova High School Climate Survey](#)

School Overview

Nova is a liberatory learning space where students, staff, families, and community partners work collaboratively to move through cycles of growth including healing, celebration, scholarship, reflection, creation, and action. Through these cycles, we deconstruct systems of power and privilege and work to rebuild ourselves, our school, and our communities. By decentering whiteness, patriarchy, hetero- and cis-normativity, and able bodies, and by embracing neurodiversity, we envision educational communities as spaces where students' needs are met holistically, growth is the metric that matters, and behavior is understood as a form of communication. We are creating a space where bodies, minds, and spirits are treated with compassion and consent, and where systemic harm is transformed into healing, restoration, creation, and action.

Nova's innovative teaching and learning approach provides inquiry-based instruction where students apply their learning through application, demonstration, performance, and portfolio-based assessments. Nova is a non-graded competency-based program with a long and successful history of transitioning students into their post high school college and career goals.

Student voice and educational consent make Nova highly unique. Nova centers student voice and power within every facet of our school. Our robust coordinating system provides an individualized advisor and mentor for every student, while our committee system allows students to share decision making to develop individual and social responsibility in a personalized, safe and supportive environment. Nova operates with a growth mindset where we build into our curriculum and committee and advisory systems academic, social, and emotional development.

Nova's student led committee system includes: The Senate (central governance), Budget and Fundraising, Hiring, Mission and Vision, POC Committee, Action Faction (Gender and Sexuality Justice), Accessibility, Circle Keepers (restorative/transformational justice), and a variety of community and social skills development committees.

Students co-teach classes, lead workshops for Consent Day, Racial Justice Conference and Nova Con (community building orientation that opens each semester), and create new committees and classes based on student interests. Students create their own schedule with the support of their coordinator and credit needs. Students have the freedom to lean into their passions and build their graduation pathway, courses and projects aligned to those passions and their post high school vision.

Nova has additional graduation requirements. Before graduating students are required to complete 1.0 ethnic studies credit and complete a Senior Justice Inquiry Project in which they complete and share with our community a service-based inquiry into a justice topic of the student's choosing. Students are also required to participate in weekly coor (advisory) and school governance committees.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

Our three-year goal is to consistently use a Nova classroom specific survey to measure disproportionality of lived experience (joy, safety, access and anti-racism) for students of color and students with IEPs and 504s at the classroom level and to then incrementally decrease this disproportionality in classrooms where it is highest by leveraging the learnings of classrooms where this disproportionality is the lowest.

One-year Goal:

Our one-year goal is to collect and determine baseline classroom level disproportionality data about the learning environment that is specific to Nova's unique competency based, non-graded, ALE system. This will require improving past classroom surveys, so they are consistent across the school as well as including features to allow the desegregation of data. This will also require the consistent surveying of students in classes they drop in addition to classes they complete.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

Nova practices consent and abolition. We center mycelial connections over carceral logic. Punishment, shame, and exclusion are not strategies we use to change behavior or grow youth or adults in our community. We use restorative and transformative practices and relationship building to heal systemic harm, reduce interpersonal harm, to repair after harm, and to transform our systems to be accountable to harmful impacts.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- Nova Con, Consent Day, Racial Justice Conference, All School Reflections
- Circle Keepers and RJ/TJ strategies across school
- Crow's Nest: Teacher Leader Core brings student feedback and data from all key governing and student support committees back to Crow's Nest meetings for regular data analysis. Learning in this space drives teacher professional learning planning in real time.
- Student participation in school governance and required community engagement growth through class competencies, coor, committees and graduation requirements like ethnic studies classes and the senior justice project.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

Principal and teacher leader core (TLC, ET, Net lead, Sped Department Head, RJ/TJ, EL leads) will:

- Create a schedule for consistent implementation of survey
- Take initial data and connect it to classroom observations and learning walks
- Look for bright spots in specific classrooms and survey data
- Support teacher classroom visits and debriefs
- Create targeted pd based on results
- Improve survey each semester
- Design intentional co-teaching and support model for specific classrooms of concern utilizing non-evaluative staff to grow practice

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

Nova is a trauma-informed school with a growth mindset toward academics, discipline, social emotional development, democratic participation, and community engagement. Nova is also an ALE school which means every student has an individual written learning plan and must demonstrate progress in each of these domains. Our universal model of supports includes the following:

- A teacher advisor who creates a learning plan with personal and academic goals and modifies the plan as needed throughout the year, a weekly meeting with that teacher in a group advisory, at least one monthly individual meeting with their teacher advisor, and at least one yearly family meeting with their teacher advisor and facilitated by the student.
- Teachers provide a monthly status report on all classes, teacher advisors share this information about class status and increase interventions and supports if needed, and students have a graduation worksheet that charts their progress toward graduation as they finish credits. Additionally, students with IEPs have at least two support adults, students have choice over their schedule, what committees to participate in, how they will meet their service requirements and how they will demonstrate competencies.
- The student's teacher advisor is their advocate and social emotional educator when conflicts with other students or staff members occur and if any school norms or district rules are broken. Our discipline policy is based on transformative and redemptive justice principles and embraces a needs assessment and growth mindset when enacted; mediation and restorative circles are always available to resolve conflict between any of our students and members our community and the greater community.
- Nova students have access to basic needs support such as clothing, food, hygiene needs, and school supplies in our building and we connect students to necessary resources in and out of the building for mental health supports, medical necessities, gender health, drug and alcohol evaluations and counseling.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

When thinking about whether a student is making progress, we consider the following domains of growth:

- Are they making progress academically (going to class – turning in work – earning credit)?
- Are they making progress in guiding their own education (going to their advisory group, meeting with their teacher advisor, knowing where they are and what steps they can implement within their academic progression, beginning to plan their post-high school transition)?
- Are they making progress in participating in our participatory democratic structures (i.e. signed up for a committee, going to committee, discussing school issues in advisory group)?
- Are they making progress in participating in our community (not causing harm, positive contributions, supporting others, making progress to complete their school and community service requirements)?

If a student is not making progress, we consider the following before moving to additional supports:

- Are the universal supports being provided fully?
- Is the student accessing those supports?
- What are the barriers to accessing those supports?
- How can we remove those barriers?
- What kind of accountability can the teacher advisor, student and family add to increase the student's willingness to access those supports?

When we determine that additional support is needed, we have a two-pronged approach depending on if the student needs more accountability or more support. For the former we create an ALE intervention plan; for the later we refer the student to a NET team meeting.

Additional supports include increasing the frequency of teacher advisor and individual and/or family meeting(s); an increase in communication between teachers, student, and family and teacher advisor; increasing clarity of expectations and healthy boundaries; support to improve organizational systems (such as a tracker); regular quick planner checks with their teacher advisor and/or family; phone supports for remembering meetings/appointments and assignments; teacher advisor helping the student talk to teachers and getting back on track with academics; peer/staff tutoring, assisting in breaking down large assignments into doable tasks; drug and alcohol evaluation; deeper assessment of needs and connection to resources, which may include more directed mental health or academic supports; SIT team meetings; and students required to complete community service hours for skipping committees/advisory group meetings. If a student is still not making progress, we engage in a highly individualized pathway where a larger team of supporters meets regularly with the student to determine if Nova can work better for this student. The additional supports include increasing any of the aforementioned supports or highly specific supports related to these students' immediate needs, creating a wrap team which could include counselors and community advocates, peers, other teachers and coordinators, administrators, and other supports as needed.

During the past C-SIP cycle, we have increased our capacity and resources through including restorative and community-based circles and conflict resolution circles as an additional form of support and/or intervention. All our staff has had some training in how to provide and facilitate circles and we have a group of students and staff that has continued deeper training to become circle keepers and developing a student-driven process for requesting circles for support and/or conflict resolution. We will continue to deepen this work in the upcoming school years.

At our bi-weekly Net (MTSS) meetings we use our internal database to collect data for our 9th grade students to develop early intervention plans to support students early in the Fall semester. We refer students who need additional support to SIT teams, or we provide supports to meet basic needs, when identified. We have a point person on staff who connects students to MKV, right now funds, invest ed and/or our Alliance funds to meet students' basic needs and we have parent volunteers who work to have a well-stocked food pantry for any students who need food.

Through our NET Team (MTSS) work we have found that students and families of color are sometimes reticent to participate in IEP or 504 supports because of the history of racism and exclusion, unethically perpetuate under the umbrella of disability supports. We also know that behavioral and physical health care systems have been used to perpetuate racism and cause extreme harm to people of color. We use this knowledge to build our systems of support to disconnect supports from labels and funding barriers so that all students can access the supports they need, and we build in feedback pathways to hold intentional expectations with all service providers. We also intentionally work exclusively with partner agencies who have historic commitments to anti-racist work and relationships with communities of color and a proven commitment to the recruitment and support of racial diversity in providers.

Priority Area: Classroom Instruction and Academic Success— Graduation and Advanced Course Completion

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

Our three-year goal is that 95% of all 9th grade students will cross the 2.5 competency credit threshold in their first semester and that our 9th grade credit earning will continue to show no disproportionality between students of color and white students and between students with and without IEPs and 504s.

One-year Goal:

Our one-year goal is that 85% of all 9th grade students will cross the 2.5 competency credit threshold in their first semester and that our 9th grade credit earning will continue to show no disproportionality between students of color and white students and between students with and without IEPs and 504s.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

We are implementing a new LMS that will support our competency-based non-graded system more effectively and will improve our alignment and tracking of competencies as well as center the learner in collecting evidence of growth and self-assessment as well as increase student access to teacher feedback.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Nova is a liberatory learning space where students, staff, families, and community partners work collaboratively to move through cycles of growth including healing, celebration, scholarship, reflection, creation, and action. Through these cycles, we deconstruct systems of power and privilege and work to rebuild ourselves, our school, and our communities. By decentering whiteness, patriarchy, hetero- and cis-normativity, and able bodies, and by embracing neurodiversity, we envision educational communities as spaces where students' needs are met holistically, growth is the metric that matters, and behavior is understood as a form of communication. We are creating a space where bodies, minds, and spirits are treated with compassion and consent, and where systemic harm is transformed into healing, restoration, creation, and action.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

Net team will focus on 9th graders of color during our Oct meetings and work to develop support plans earlier than we have historically.

Coordinators will meet with 9th grade families, prioritizing families of color in Sept/Oct rather than wait for the November conference and then have a second family conference either during November conferences or at the end of first semester based on the student and family's preferences and individual student needs.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

- Principal and teacher leader core will launch the LMS and improved internal database and support teachers' growth in aligning and communicating student competency growth to students, their coordinators and case managers and families.
- Principal and teacher leader core (TLC, ET, Net lead, Sped Department Head, RJ/TJ, EL leads) will:
 - Create a schedule for consistent implementation of survey
 - Take initial data and connect it to classroom observations and learning walks
 - Look for bright spots in specific classrooms and survey data
 - Support teacher classroom visits and debriefs
 - Create targeted pd based on results
 - Improve survey each semester
 - Design intentional co-teaching and support model for specific classrooms of concern utilizing non-evaluative staff to grow practice

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

Nova is a trauma-informed school with a growth mindset toward academics, discipline, social emotional development, democratic participation, and community engagement. Nova is also an ALE school which means every student has an individual written learning plan and must demonstrate progress in each of these domains. Our universal model of supports includes the following:

- A teacher advisor who creates a learning plan with personal and academic goals and modifies the plan as needed throughout the year, a weekly meeting with that teacher in a group advisory, at least one monthly individual meeting with their teacher advisor, and at least one yearly family meeting with their teacher advisor and facilitated by the student.

- Teachers provide a monthly status report on all classes, teacher advisors share this information about class status and increase interventions and supports if needed, and students have a graduation worksheet that charts their progress toward graduation as they finish credits. Additionally, students with IEPs have at least two support adults, students have a choice over their schedule, what committees to participate in, how they will meet their service requirements and how they will demonstrate competencies.
- The student's teacher advisor is their advocate and social emotional educator when conflicts with other students or staff members occur and if any school norms or district rules are broken. Our discipline policy is based on transformative and redemptive justice principles and embraces a needs assessment and growth mindset when enacted; mediation and restorative circles are always available to resolve conflict between any of our students and members our community and the greater community.
- Nova students have access to basic needs support such as clothing, food, hygiene needs, and school supplies in our building and we connect students to necessary resources in and out of the building for mental health supports, medical necessities, gender health, drug and alcohol evaluations and counseling.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

When thinking about whether a student is making progress, we consider the following domains of growth:

- Are they making progress academically (going to class – turning in work – earning credit)?
- Are they making progress in guiding their own education (going to their advisory group, meeting with their teacher advisor, knowing where they are and what steps they can implement within their academic progression, beginning to plan their post-high school transition)?
- Are they making progress in participating in our participatory democratic structures (i.e. signed up for a committee, going to committee, discussing school issues in advisory group)?
- Are they making progress in participating in our community (not causing harm, positive contributions, supporting others, making progress to complete their school and community service requirements)?

If a student is not making progress, we consider the following before moving to additional supports:

- Are the universal supports being provided fully?
- Is the student accessing those supports?
- What are the barriers to accessing those supports?
- How can we remove those barriers?
- What kind of accountability can the teacher advisor, student and family add to increase the student's willingness to access those supports?

When we determine that additional supports are needed, we have a two-pronged approach depending on if the student needs more accountability or more support. For the former we create an ALE intervention plan; for the latter we refer the student to a NET team meeting.

Additional supports include increasing the frequency of teacher advisor and individual and/or family meeting(s); an increase in communication between teachers, student, and family and teacher advisor; increasing clarity of expectations and healthy boundaries; support to improve organizational systems (such as a tracker); regular quick planner checks with their teacher advisor and/or family; phone supports for remembering meetings/appointments and assignments; teacher advisor helping the student talk to teachers and getting back on track with academics; peer/staff tutoring, assisting in breaking down large assignments into doable tasks; drug and alcohol evaluation; deeper assessment of needs and connection to resources, which may include more directed mental health or academic supports; SIT team meetings; and students required to complete community service hours for skipping committees/advisory group meetings. If a student is

still not making progress, we engage in a highly individualized pathway where a larger team of supporters meets regularly with the student to determine if Nova can work better for this student. The additional supports include increasing any of the aforementioned supports or highly specific supports related to these students' immediate needs, creating a wrap team which could include counselors and community advocates, peers, other teachers and coordinators, administrators, and other supports as needed.

During the past C-SIP cycle, we have increased our capacity and resources through including restorative and community-based circles and conflict resolution circles as an additional form of support and/or intervention. All our staff has had some training in how to provide and facilitate circles and we have a group of students and staff that has continued deeper training to become circle keepers and developing a student-driven process for requesting circles for support and/or conflict resolution. We will continue to deepen this work in the upcoming school years.

At our bi-weekly Net (MTSS) meetings we use our internal database to collect data for our 9th grade students to develop early intervention plans to support students early in the Fall semester. We refer students who need additional supports to SIT teams, or we provide supports to meet basic needs, when identified. We have a point person on staff who connects students to MKV, right now funds, invest ed and/or our Alliance funds to meet students' basic needs and we have parent volunteers who work to have a well-stocked food pantry for any students who need food.

Through our NET Team (MTSS) work we have found that students and families of color are sometimes reticent to participate in IEP or 504 supports because of the history of racism and exclusion, unethically perpetuate under the umbrella of disability supports. We also know that behavioral and physical health care systems have been used to perpetuate racism and cause extreme harm to people of color. We use this knowledge to build our systems of support to disconnect supports from labels and funding barriers so that all students can access the supports they need, and we build in feedback pathways to hold intentional expectations with all service providers. We also intentionally work exclusively with partner agencies who have historic commitments to anti-racist work and relationships with communities of color and a proven commitment to the recruitment and support of racial diversity in providers.

Advanced Learning and Highly Capable Services:

Nova is an inquiry and competency based non-graded school where there is no ceiling on learning. All classes offer highly differentiated instruction and choice about how to both grow and demonstrate competencies as well as extensions that deepen thinking and application. As an ALE school every student has an individual learning plan and works with a team, which includes school and home team members, that helps shape, modify and support this plan. All students have the option to take ethnic studies college in the high school course work, create independent contracts to follow their passions as well as field contracts, which involve study with experts in the world beyond our program. All courses and options are available for all students with the individual supports built in to ensure all students have access.

Expanded Learning opportunities for students through afterschool or summer programs:

We are adding an after-school block that will include study skills for all students, including focused math tutoring to address concerns with sustained math skill gaps post pandemic, engaging adulting content and skill shares that will be credit bearing.

We have a partnership with Farestart and a growing number of other internships for students to get job skills and CTE credit.

We connect students to running start and have a strong partnership with Seattle Colleges for the Promise and with Edmonds College for college in the high school classes. We provide school-based support for students participating in college classes.

We have field contracts that allow us to work with outside organizations and individual teachers to support students getting credit for arts, music and PE programs that they are engaged in and have

money set aside in grants and from school-based fundraising to support any student who wants to do outside of school lessons or classes but can't afford them.

We have a new Asynch Learning committee that will be developing and enhancing community made asynchronous learning opportunities.

Homework Policy:

Nova does not assign homework. As an inquiry and competency based non-graded school, students have consent, choice and student voice around the work they will be completing to demonstrate growth in all competency areas. All students have an individual learning plan, which will include planning for completion of work that isn't completed during classes or because of missing classes. For some students this may be a study time during or after school where they are able to access school technology and staff to assist with work completion. For others this might include working outside of school. Students are awarded credit when they have demonstrated growth in all competencies in a course. Students can extend and deepen their projects to get additional credit and can also work beyond semesters to complete work if needed.

Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

Three-year Goal:

Our three-year goal is to meet with 95% of our families individually at least once a year for a student led conference. We also will set a baseline and then increase 2nd and 3rd meetings for students of color and students with IEPs and 504s.

One-year Goal:

Our one-year goal will be to meet with 92% our families individually at least once a year for a student led conference. We also will set a baseline for 2nd and 3rd meetings for students of color and students with IEPs and 504s.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

POC Committee, Action Faction (Gender and Sexuality Justice), Accessibility, Circle Keepers (restorative/transformational justice) are key committees that drive our school improvement efforts, our all-school educational events, our curriculum choices, and our family engagement. These groups represent our most intersectionally impacted students and their participation and feedback drives our school improvement plans and all policies.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

Because our system works in community and partnership the adult learning and parent engagement utilize the same strategies, so this is the same process as already described above.

Intergenerational learning, collaboration and centering the learning of students in all processes, reflection and planning disrupts and dismantles historic inequities.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

Because our system works in community and partnership the adult learning and parent engagement utilize the same strategies, so this is the same process as already described above.

Intergenerational learning, collaboration and centering the learning of students in all processes, reflection and planning disrupts and dismantles historic inequities.

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Nova practices consent and abolition. We center mycelial connections over carceral logic.

Punishment, shame, and exclusion are not strategies we use to change behavior or grow youth or adults in our community. We use restorative and transformative practices and relationship building to heal systemic harm, reduce interpersonal harm, to repair after harm, and to transform our systems to be accountable to harmful impacts.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships and a culturally responsive and anti-racist work environment:

Staff community building circles, staff norms and staff conflict circles.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

We prioritize staff of color for TLC and other leadership positions and prioritize the recruiting and retaining of staff of color. This includes identifying and supporting staff of color to build and share leadership skills.

Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: LAP

Amount: \$58,000

How will funds improve student learning? Support college in the high school pathway for students who need a math pathway option.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Library Materials

Amount: \$2,682

How will funds improve student learning? Ethnic Studies texts.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Equity Dollars, Running Start Admin, SAEOP Peak Load, Additional Funding - unique program needs, per student discretionary.

Amount: \$67,524

How will funds improve student learning? Position to support our robust advisory system. This position works to ensure each student has an individualized learning plan, interventions and supports, access to waivers and all options to meet graduation requirements, works with outside agencies and families and coordinators to get every student to the graduation stage. This position also supports our teachers as robust advisors and systems, so each student gets highly personalized supports.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: OSPI Grant

Amount: \$48,000

How will funds improve student learning? ASL as a graduation path for world language and CTE, arts-based partnerships prioritizing community members POC and Queer artists, continued RJ/TJ work.