



2024-25 CSIP Review and Updates

Nova High School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to "include a continuous improvement process for monitoring, adjusting, and updating the plan."

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

School Data and Building Leadership Team Members

School Name: Nova High School

Principal: Eyva Winet

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Our entire staff and student body is involved in a system of committees that govern our school as a requirement of being in our community and the historic charter that launched this student run school in 1970 and continues as a foundational guiding principal of our program. This system of committees includes a parent committee (Nova Roots) and collaboration with parents on many other committee endeavors. This also includes school wide reflection and evaluation of our school improvement progress, regular feedback collected from parents, students and staff, and specific committees focused on school improvements (transformation, teacher review, crow's nest, recruitment, safety, circle keepers and the senate) and several specific stake holder committees (POC committee, Accessibility, Action Faction and Gender Tea).

[2023-26 CSIP Nova](#)

[Nova High School Report](#)

[Nova High School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

- Increase the number of family conferences from one required per year to include a 2nd and 3rd conference for students who were not meeting our abolitionist metrics of progress.
- Develop a survey to breakdown individual classroom experiences for students to supplement the climate survey that is about the whole school to get data about how our school competencies were experienced by students across different classrooms and the efficacy of anti-racist practices.

- Look for bright spots in classrooms where student reports showed favorable responses to competency and anti-racism questions, visit those spaces and share learnings with the whole staff through professional development directly tied to this inquiry process.

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

This year we focused on the following inquiry related to these commitments:

What are the supports and academic offerings that will engage and sustain cis-het young men of color so that we can interrupt the school to prison pipeline and self-harming choices a small group of students are currently engaged in? What are conditions that are not being held at Nova for their liberation? How can we change as a school and community to change their relationship to school and our community? What needs to be shed? What needs to be grown? What needs to be healed? What about our process of investigating last year's subgroup (students with trauma and substance interference who went from foster to adoption and by the point of high school were perpetuating significant harm to self and others) and our successes and failures can inform this new subgroup investigation?

Over 90% of our students are LGBTQIA+, which includes our students of color and the supports we have built up focus on this intersectionality. What we have realized over the last two years as our population of young men of color who are not LGBTQIA+ has increased that this subgroup was not accessing the supports we have in place. This also is reflected in some of the first disproportionality data we have seen for credit earning between POC and white students. We brought in a partner who we worked with through the Monroe BPC (Black Prisoners Caucus) to do weekly group mentoring of the students we were focusing on related to this work. We have not cracked the code for the full spectrum of healing, employment, and other basic needs that these young folks need to avoid further engagement with the criminal justice system but keeping them learning and connected to our community was a first step where we found significant success. This work will continue and expand next year based on our learning this year and some additional funding we received to support it.

What are short-term and long-term desired outcomes for student, family, and staff groups?

Students: We are in the liberation business not the optimize broken systems business, so we approach all levels of our program with an inquiry mindset and abolitionist metrics. This means we report as required high level "smartie" goals and data, but we are looking for 100% of students to make progress on their individual learning plans as an ALE. 100% of students to complete high school either through a diploma or GED pathway. 100% students have positive post high school transitions. 100% of students have their families (chosen or given) engaged in their education and supports. 100% of students to be involved in running our school and engaged in our community and no students are excluded or pushed out for any reason.

We focus on the specific students who are not on trajectory to meet these metrics and then look for what individual barriers exist and what supports, opportunities and options we haven't accessed or created for them. We also then look for trends which help us establish additional universal supports and accommodations we should consider for the whole school.

Staff: We are in the liberation business as well and we are seeing the work of resistance against systems that cause harm without adequate funding and supports is being held deeply in the unsustainable wellness of our adults. The right adults to work with intersectional impacted youth have also experienced intersectional impacts and those adults also need pathways and support to healing and wellness to sustain this work. We are focused on this healing work and its relationship to personal work and growth required to deeply commit to and deliver anti-racist practices and hold the container for our mutual liberation, with our staff this year with sustainability being our long-term goal.

Families: Engage families in meaningful ways as partners supporting our student-centered individual student learning plan through open and frequent communication between students, coordinators

and families. Respond to family needs through building and growing partnerships to provide family facing services.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

We have a steady increase in credit earned for 9th graders toward graduation. Historically students who had at least 2.0 (89%) competency-based credit in their first semester graduated in four or less years but there is now an increase in total credits needed so we are working to increase the percentage of students hitting 2.5 (77%) and 3.0 (63%) credits in this first semester and then building support plans and additional family meetings for students not meeting these benchmarks. Because competency credit requires applying all learning to earn credit it is much harder to earn than in a traditional graded model where students can have Bs, Cs and Ds and get credit for partial demonstration of competencies. We also see that students gain credit momentum as they learn to finish off partial credits and understand their learning and learning needs. 2.5 is a key threshold with the new increased credit requirements and we are seeing steady increases in all three benchmarks especially as it relates to clarifying competency language.

After years of seeing no disproportionality between students of color and white students and students with and without IEPs in average credit earning, we saw some disproportionality in 9th credit earning between students of color and white students. We have an increased number of students with the designation of highly capable or advanced learners. The percentage of white HCC/AL versus students of color entering with this designation is higher and reflects district disproportionality in who and how students are identified for this designation.

One thing that we are seeing is that white students with this designation earned the highest average credit of any other group and this contributes to the new disproportionality that we are seeing but it doesn't excuse that our disproportionality increases as we hit higher credit benchmarks. This is on us to determine why we are seeing this now and it will be a focus of this year's inquiry. We are not seeing disproportionality with students with IEPs, 504 or HCC/AL students, which speaks to the effectiveness of our inclusion model and student specific supports. Students of color with IEPs are earning more credit than students of color without IEPs which also speaks to the additional supports our inclusion model provides for students with IEPs is a protective factor for our students of color with IEPs.

Summary of student strengths supported by data:

We have very high student participation and engagement in coming to school, participating in creating and modifying their individual learning plans, participating in governing our school and supporting their community, responding to interventions using the ALE intervention process and participation in our restorative and transformative justice processes. We have very low discipline incidents and only had one exclusion that was related to a safety removal last year and many examples of conflicts and student issues that were resolved through transformative processes

including some with students and teachers. Our students love this school and their teachers and work hard to make it a place that is open, supportive and inclusive to all students.

Identify and prioritize student needs supported by data:

We need to continue and expand our mentorship for young men of color who are not LGBTQIA+ identified and wrap more supports, including academic supports around each of these students. Expanding their Nova network of trusted and supportive adults will help create this wraparound support.

Expand job connections and economic opportunities and training for young men of color.

Continue to work with partner agencies to improve choices for providers and supports for young men of color.

Improve staff communication through our internal ALE communication system so we can get interventions/supports in place faster for students.

Track students behind on credit, including transfer students, through our net team and student support team to bring faster supports and interventions to students who are falling behind on credit goals. Moving this more into a staff collaborative space instead of an individual coordinator holding this work alone.

Summary of possible root causes of the priority student need:

White supremacy and economic injustice create a lack of opportunities for financial stability for some young men of color. White supremacy and cis-hetero patriarchy can make it unsafe for young men of color to ask for behavioral health support, wellness resources and/or somatic healing and these resources are often not culturally competent or offered by people who share their lived experiences.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

Our climate and school surveys show progress in this area but there are still too many neutral comments to questions about anti-racist practices in classrooms and we continue to get feedback from students of color that reflect there is less of a feeling of belonging. Historically, this was directly tied to staff behaviors and lack of response to student behaviors and now it mostly about student behaviors and how effectively we are or not at addressing and changing white students' behaviors especially in class and social discussions.

Historically, staff conflict and lack of trust often derailed this work, and we have spent the last several years.

Staff set commitments to work they were willing to engage in and bring back to share with their colleagues and started this work over the summer. Some staff are continuing work with the Black Prisoners' Caucus, some are doing courses and bringing that learning back, and some are participating in a racial justice book group as ways to continue their personal work and we are taking this personal exploration and doing collective professional development and inquiry anti-racist practices. Teachers are aligning this work to their yearly professional goals. Transformation committee is taking on some of this work in addition to the continuing work of the POC committee.

Summary of data proving professional learning is effective in supporting student outcomes:

Our two teacher leaders, L and M led teachers through some inquiry cycles around their teaching goals. They improved the student feedback survey and determined that students were neutral about how embodied curiosity was showing up in their classes, so L and I did some walk throughs looking for embodied curiosity and she led multiple PD days for teachers to reflect on how they were engaging students authentically in their content and what they thought embodied curiosity looked like. They were then put in small groups and went to each other's classes and then came

back together to reflect, this semester when students took the student feedback survey students were seeing and understanding embodied curiosity and how it was showing up in their classes.

Professional learning that needs to be strengthen or is no longer being implemented due to minimal impact on student outcomes:

Our school climate data remains very high, and our classroom surveys were also very favorable but did give us some specific areas where students felt very neutral, and we would want to see strong positives in those areas not neutrality. Embodied curiosity and anti-racism being those specific areas for continued growth. We did improve our class specific feedback survey and system for getting more specific teacher information from students. We circulated it 3 times over the year, and we collected teacher and student feedback to improve the survey for next year, which will be given out more frequently. We were able to create PD for teachers directly from the results of these surveys and will continue to use this classroom-based feedback to drive our teacher leader directed professional development. We saw significant shifts when we focused on embodied curiosity from fall to spring. We will be focusing primarily on anti-racism this year because we did not see equally positive shifts in this area. We have several staff initiatives related to this work that we will be focusing on next year.

We determined that depth of information coming back from the survey was not as helpful as student narratives. We have revived our teacher review committee, which allows students to collect and analyze student feedback about teachers and then meet with those teachers to discuss how their practice is impacting students. The goal is to use this process to get deeper feedback and collaborate directly between students and staff to improve their practice. This is not connected to their evaluations and teachers must give consent to participate but has the potential to be more impactful on teacher practice than survey data. Student engagement has returned to pre-covid levels as evidenced by student engagement in our committee system but also through students bringing concerns about their classes and issues in the community to me directly as the principal. This commitment and concern about the quality of their instruction led us to want to bring back the teacher review committee to leverage this engagement to improve teacher practice. We are not putting energy into the additional Nova specific survey but instead using teacher review and transformative practices to do this work.

We also used our transformative and restorative justice practices to open communication between students and two different teachers that students were very frustrated with different aspects of their instruction. This led to students feeling heard and teachers changing their practice in both cases. It was a time-consuming lift because it took multiple staff to facilitate multiple circles with the classes and teachers but is a good model to incorporate into the teacher review committee. The staff who are helping facilitate this committee are working on getting more training in restorative practices and will collaborate with our circle keepers committee to build a new version of our old committee that centers a growth mindset and doesn't play out as carceral for our teaching staff. These are our values for youth and need to also be our values for staff.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

We met our 3-year goal of meeting with 95% of families at least once and setting baseline for 2nd and 3rd meetings, so we are going to work on building our 2nd and 3rd meetings with students of color specifically because we are seeing more disproportionality in credit earning across this demographic than for our students with disabilities. We are building a second and third opportunity for family conferences into our schedule for this year to facilitate this focus on students who are not making progress on their individual learning plans (ALE plans not IEPs) and students who are not hitting credit earning targets, with a specific emphasis on students of color who are needing more wrap around supports.

Families' participation in these conferences is the most compelling data about their value there are very few family engagement activities that have over 90% participation and we met the 95% goal already and are now trying to grow the percentage of students attending a second or third meeting a year. Because students each have their own plan and families work directly with coordinators and students to plan, monitor progress, evaluate the success of intervention and plan for positive post high school transition, we are always centering this collaborative authentic partnership. The stronger these relationships are the less issues with families I have to field and when there are problems with these relationships I inevitably get informed by families, students and sometimes other staff so I can target supports and accountability to grow these collaborative skills for our staff.

Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:

We work collaboratively with the Nova Wellness Center, which was born out of student and school advocacy for wellness supports that center our student population. We take data collected through our NET team (Nova's MTSS) system and collaborate on expanding and changing supports that they are offering to address student needs in real time. The wellness center provides comprehensive behavioral and physical health supports, which includes group and individual therapeutic supports directly informed by our students' needs.

We use many of the resources offered through the wellness center as interventions for students ALE intervention plans, wellness center staff participate in wrap team meetings for some of our students with higher level of support needs, the wellness center attends all of our family engagement events to share resources, participates in our Nova Cons, Consent Day and Racial Justice Conferences and works closely with Action Faction to make sure students have all the supplies they need as well as with our CTE teacher to create internship opportunities in the health profession.

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

Measures and Targets

2023-26 Three-year Goal:

Our three-year goal is to consistently use a Nova classroom specific survey to measure disproportionality of lived experience (joy, safety 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. Our new direction and learning with this goal have led us to use our teacher review committee and transformative justice committee and practices to collect this data rather than a survey although we are still committed to this goal, we are just changing our instrument to better reflect authentic and deep feedback rather than survey data.

2024-25 One-Year Goal:

Reestablish the teacher review committee, transformation committee and partner with circle keepers and our transformative justice processes to build regular and meaningful feedback for teachers about the lived experience of students in their classes with a particular focus on students furthest from educational justice. The learnings of these committees' work will inform the professional development work of our teacher leaders as well.

Action Plan

2024-25 Evidence-based Practice 1:

Expand mentorship for young men of color who are not LGBTQIA+ identified and wrap more supports, including academic supports, around each of these students.

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Graduation Credit Tracking in Atlas

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year
- Quarterly

Process Data Measures:

- Classroom Surveys
- PD Surveys

Timeframe for Reviewing Process Data Measures:

- Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Net Team (MTSS Team)
- Student Support Team

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidence-based practice include This includes using counselor and mitigating 1.8 extra FTE to lower our student to coordinator ratio, which supports individual ALE learning plans for every student, interventions, and robust transition planning. This also allows us to have the most credit opportunities for students to complete the required graduation requirements.

2024-25 Evidence-based Practice 2:

Continue to work with partner agencies to improve choices for providers and supports for young men of color.

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Graduation Credit Tracking in Atlas

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year
- Quarterly

Process Data Measures:

- Classroom Surveys
- PD Surveys

Timeframe for Reviewing Process Data Measures:

- Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Net Team (MTSS Team)

- Student Support team

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidence-based practice include This includes using counselor and mitigating 1.8 extra FTE to lower our student to coordinator ratio, which supports individual ALE learning plans for every student, interventions, and robust transition planning. This also allows us to have the most credit opportunities for students to complete the required graduation requirements.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 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.

2024-25 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.

Action Plan

2024-25 Evidence-based Practice 1:

Improve staff communication through our internal ALE communication system so we can get interventions/supports in place faster for students.

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Graduation Credit Tracking in Atlas

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year
- Quarterly

Process Data Measures:

- Classroom Surveys
- PD Surveys

Timeframe for Reviewing Process Data Measures:

- Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Net Team (MTSS Team)
- Student Support Team

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidence-based practice include This includes using counselor and mitigating 1.8 extra FTE to lower our student to coordinator ratio, which supports individual ALE learning plans for every student, interventions, and robust transition planning. This also allows us to have the most credit opportunities for students to complete the required graduation requirements.

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:

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

Measures and Targets

2023-26 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.

2024-25 One-Year Goal:

Our goal this year is to add a second family conference in March and get at least 70% of families to participate in the second family conference while maintaining at least 95% of families attending the November conferences.

Action Plan

2024-25 Evidence-based Practice 1:

Coordinate with the NOVA Wellness Center to provide wrap team meetings and other resources to families.

Process Data Measures:

Family Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

- November Conferences
- March conferences

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Net Team (MTSS Team)
- Student Support Team

Additional context about your school's implementation of chosen evidence-based practice:

Resources that will be used to implement this evidence-based practice include This includes using counselor and mitigating 1.8 extra FTE to lower our student to coordinator ratio, which supports individual ALE learning plans for every student, interventions, and robust transition planning. This also allows us to have the most credit opportunities for students to complete the required graduation requirements.

2024-25 Budget Allocations to Support Continuous Improvement

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

Total Staffing Allocation

- **Intent and Purpose:** Provide comprehensive credit opportunities for students to meet 24 credit graduation goals.
- **Dollar Amount:** \$3,344,347
- **Activities Implemented:**
 - Use counselor support and mitigate 1.8 extra FTE to lower the student-to-coordinator ratio.
 - Support individual ALE learning plans for every student.

- Provide interventions and robust transition planning.
- Maximize credit opportunities to help students complete required graduation requirements.
- 0.8 FTE classified position to assist with ALE compliance and planning.

Library Materials

- **Intent and Purpose:** Books for the library.
- **Dollar Amount:** \$2,340
- **Activities Implemented:** Purchase ethnic studies texts for the library.

Learning Assistance Program (LAP)

- **Intent and Purpose:** Support for math college in the high school for graduation pathway and pathway portfolio development.
- **Dollar Amount:** \$60,784
- **Activities Implemented:** 0.4 FTE certificated teacher for math support.

OSSI Grant

- **Intent and Purpose:** OSSI – Graduation pathway support.
- **Dollar Amount:** \$49,549
- **Activities Implemented:**
 - Linguistic in residence to provide kinesthetic world language instruction.
 - Additional CTE pathway development.
 - Staff professional development in ethnic studies and anti-racist practices.