

Washoe County School District

North Star Online School

2025-2026 School Improvement Plan

Classification: 3 Star School



Mission Statement

At North Star Online School, we empower independent learners with an individualized and flexible online learning experience supported by local teachers committed to preparing students for college and/or highly skilled careers.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (Add a link to the school's School Rating Report.)

http://nevadareportcard.nv.gov/DI/nv/washoe/north_star_online_school/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

2024-2025 Data

- ACT Exam results: North Star Online School had an overall increase in students testing college and career ready in all for tested areas.
- ACT Exam results: Students testing College and Career Ready in all four tested areas increased from 5% to 9%.
- ACT Exam results: 13% of student with IEPs tested College and Career Ready in ELA.
- ACT Exam results: Students testing College and Career Ready in English increased from 25% to 33%.
- ACT Exam results: Students testing College and Career Ready in Math increased from 7% to 9%.
- ACT Exam results: The white student population testing College and Career Ready in Math increased from 10% to 14%.
- ACT Exam results: Students testing College and Career Ready in Reading increased from 19% to 35%.
- ACT Exam results: The Hispanic student population testing College and Career Ready in Reading increased from 9% to 20%.
- ACT Exam results: The Hispanic student population testing College and Career Ready in Science increased from 6% to 8%.
- ACT Exam results: Students testing College and Career Ready in Science increased from 12% to 23%.
- North Star's percentage of EL students who excelled from requiring continued EL services, and are now considered English Proficient, increased from 0% to 8%.
- Percentage of students growing on a trajectory that predicts within 5-years they will earn a scaled composite score that is associated with exiting the EL designation, increased from 9% to 27%, as compared to 12% districtwide.
- The Hispanic and African American student populations saw a decrease in chronic absenteeism; Hispanic population decreased by 1% and African American by 11%.
- The Hispanic student population had an increase in Algebra I credit attainment, from 60% to 63%.
- 77% of the the IEP student population earned a full English credit by the end of their 9th grade year, as compared to 75% schoolwide.
- 11th grade core credit attainment saw an increase from 83% to 90%.
- 11th grade combined core credit attainment increased from 57% to 70%.
- Continued Strengths:
 - The learning environment via synchronous and in-person sessions foster a sense of community and provide opportunities to build positive relationships even though students are mostly working asynchronously in an online school setting.
 - The learning environment at North Star provides students the opportunity to engage during synchronous and in-person support sessions.
 - Students collaborate with their teachers based on their specific learning needs.
 - Collaboration and interactions support students' learning as an extension of the digital learning environment.

Student Success Areas for Growth

2024-2025 Data

- ACT Exam results: The Hispanic student population testing College and Career Ready in ELA decreased from 13% to 8%.
- ACT Exam results: The Hispanic student population testing College and Career Ready in English decreased from 19% to 8%.
- North Star's chronic absenteeism went up from 15% to 17%. The highest increase was within our Multi-Racial subgroup, with a 10% increase.
- The school's Parent Cimate Survey did not not have the anticipated response rate at only 19 families out of approximately 500 submitting a response.
- 9th grade students earning a full credit of Algebra I decreased from 86% to 73%, with the most significant drop in the White student subgroup, with a decrease of 15%.
- 9th grade students earning a full credit of English decreased from 89% to 75% in both the White and Hispanic student populations.
- 9th grade students earning a full credit of Biology decreased from 89% to 79% in both the White and Hispanic student populations.
- The percentage of 9th grade students earning five or more credits decreased from 89% to 74%.
- 9th grade student core credit attainment showed a decrease from 89% to 69%.
- 10th grade core credit attainment decreased from 93% to 79%.
- Continued Area for Growth: Students working independently on Edgenuity/Connexus are isolated from a traditional learning community.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	NA	
Foster/Homeless	Students who do not have access to technology and lack a quiet space to learn.	Provide students with a laptop, hotspot and open lab opportunities.
Free and Reduced Lunch	NA	
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	NA	
Students with IEPs	The online curriculum requires independent learning and strong reading comprehension skills.	Create a master schedule that include synchronous learning opportunities for learning support.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Opportunities/expectation for students to attend intervention sessions to receive additional support have been limited.

Critical Root Cause: Students are not motivated to attend support sessions and parents don't enforce the expectation .

Adult Learning Culture

Adult Learning Culture Areas of Strength

2024-2025 Data

- Collective decision making through strong PLC, has enhanced the school's structure, and made a poaitive impact on the teaching and learning environment.
- Through strong PLC collaboration, North STar has implemented a restructured mater schedule at all grade levels with a stroing focus on supporting student learning.
- Through strong PLC, roles for advisory vs. content were delineated and strengthened the importance of ensuring students have at least one adult as their schoolbased mentor.
- Teachers are engaged in the district's Teacher Clarity professional learning focus.

Adult Learning Culture Areas for Growth

2024-25 Data

- Continue to support eachother through peer accountabilty and problem solving.
- Reluctancy to dive into a solution oriented school culture.
- A feeling from some staff that "admin doesn't listen" to new ideas or suggestions.
- The lack of a single location for all staff to work, creates a barrier to building positive working relationships.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	NA	
Foster/Homeless	NA	
Free and Reduced Lunch	NA	
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	NA	

Student Group	Challenge	Solution
Students with IEPs	NA	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Differing philosophies surrounding PLC have made it difficult to collectively focus on caseload progress data.
Critical Root Cause: Teachers' PLCs are not formalized because of their historic work locations.

Connectedness

Connectedness Areas of Strength

2024-2025 Data

- Increase in student population due to proven success and school sustainability.
- Families have shared feelings that North Star has provided opportunities for their children to learn in a safe environment, away from bullying and peer conflict.
- Counseling team splits caseload alphabetically and supports all grade levels with a team approach, making them more accessible to all families.
- Messaging to families of struggling students has been shifted to a positive tone in effort to elicit increased two-way communication between school and home.

Student Climate Survey Results (201 Responses in grades 7-12):

- Survey demonstrated increases in several important survey areas: Adult Respect, Adult Support, Attitudes Towards Substance Use, Bullying, Strategic Plan, Student Engagement, Student Respect, Victimization, and SEL Skill of Self Awareness of Self Concept.
- The student survey results in the following areas are significantly more positive than districtwide results. Adult Respect 96% in comparison to 69% district, Adult Support at 90% compared to 69% district, and Bullying at 87% compared to 46% district, Student Engagement at 67% compared to 56% district, and Student Respect at 85% compared to 60% district.
- 97% of students reported they believe their teachers care about them.

Connectedness Areas for Growth

2024-25 (and first quarter 2025-26 SY)

- Only 19 families completed the district Parent Climate Survey.
- Some families are disengaged from monitoring their child's online learning platform and school support offerings, resulting in increased lack of student success.
- We enrolled 30% of our current student population after the start of the school year, resulting in difficulty with onboarding practices and relationship building.

Student Climate Survey Results (201 Responses in grades 7-12):

- Decline in the students SEL Skills: Relationship Skills, Responsible Decision Making, Self-Management of Emotion, Self-Management of Goals, Self-Management of Schoolwork, and Social Awareness.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Informing families of their child's progress in school and access to the online platform.	Having bilingual staff assist with communication with Spanish speaking families.
Foster/Homeless	NA	
Free and Reduced Lunch	NA	
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	NA	
Students with IEPs	NA	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): There is minimal communication with students and families.

Critical Root Cause: Limiting instruction to an online school setting creates a barrier for meaningful/positive communication and it becomes less of a priority for some students and families.

Priority Problem Statements

Problem Statement 1: Differing philosophies surrounding PLC have made it difficult to collectively focus on caseload progress data.

Critical Root Cause 1: Teachers' PLCs are not formalized because of their historic work locations.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: There is minimal communication with students and families.

Critical Root Cause 2: Limiting instruction to an online school setting creates a barrier for meaningful/positive communication and it becomes less of a priority for some students and families.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: Opportunities/expectation for students to attend intervention sessions to receive additional support have been limited.

Critical Root Cause 3: Students are not motivated to attend support sessions and parents don't enforce the expectation .

Problem Statement 3 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- College and career readiness data
- Course Offerings
- Credit Sufficiency/Deficiency/Retrieval data
- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Grades
- Smarter Balanced (SBAC)

Adult Learning Culture

- Administrator evaluation
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback

Connectedness

- Attendance
- Enrollment

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades Kinder through 8, incorporate weekly synchronous intervention sessions for students who are not demonstrating grade level skills in math and ELA as measured by the number of intervention sessions on the master schedule.

Aligns with District Goal

Formative Measures: Session attendance spreadsheet/documentation
Progress grades data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Through the grade level MTSS teams, the data review process will identify students for intervention in the areas of reading and math.				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Communication with parent/guardian.	Teacher	Quarterly			
2	MTSS grade level teams: Data review and student selection for interventions.	Teacher	Quarterly			
3	Create a master schedule with intervention time.	Administration	Start of school year			
Resources Needed: Timely and valid assessment data Evidence Level Level 3: Promising: MTSS Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Opportunities/expectation for students to attend intervention sessions to receive additional support have been limited. Critical Root Cause: Students are not motivated to attend support sessions and parents don't enforce the expectation .

Inquiry Area 1: Student Success

SMART Goal 2: Increase 9th grade core credit attainment by 3%.

Aligns with District Goal

Formative Measures: Semester grades, transcripts, course pass-rates.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Through the grade level MTSS teams, the data review process will identify students in 9th grade who are not on track to be credit sufficient. Evidence Level Level 3: Promising: MTSS	Status Check		
	Nov	Feb	May
	No Review	No review	No review

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Teachers will attend at least 80% of all PLC meetings following a PLC schedule and structure created for all grade levels K-12.

Aligns with District Goal

Formative Measures: Master Schedule

Calendar

PLC notetaker

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Professional Learning Communities				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Provide data and talking points to PLC teams.	Admin and counselors	ahead of each PLC meeting			
2	Create a master schedule that includes PLC time.	Administration	Start of school year			
Resources Needed: Reports for each platform and assessment dashboard						
Evidence Level Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Differing philosophies surrounding PLC have made it difficult to collectively focus on caseload progress data. Critical Root Cause: Teachers' PLCs are not formalized because of their historic work locations.

Inquiry Area 3: Connectedness

SMART Goal 1: Implement a positive communication structure for staff to build solid relationships with students and families by having 100% of advisory teachers send home at least five positive postcards, emails, calls per month.

Aligns with District Goal

Formative Measures: Documentation of five positive postcards/month (per advisory teacher), communication logs showing positive outreach efforts.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Family Engagement: Schedule semesterly in-person activities and send five postcards each month with a focus on building positive relationships with students and families.				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Schedule events on calendar	Teachers Administrators	Semester			
2	Host Open House meet and greet for students and families by grade level band.	Teachers	by October			
3	Host a minimum of one in-person student activity per semester by grade level band.	Teachers	Semester			
Resources Needed: Calendar, postcards						
Evidence Level Level 3: Promising: Family Engagement						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: There is minimal communication with students and families. Critical Root Cause: Limiting instruction to an online school setting creates a barrier for meaningful/positive communication and it becomes less of a priority for some students and families.

Community Outreach Activities

Activity	Date	Lesson Learned
Family Open House Meet and Greet: Middle School	9/10/2025	Offer a virtual session
Family Open House Meet and Greet: High School	9/11/2025	
Family Open House Meet and Greet: Elementary	9/9/2025	