Washoe County School District

North Star Online School

Classification: 2 Star School

2026-2027 School Improvement Plan

District Approval Date:
August 31, 2026

Generated by Plan4Learning.com
November 10, 2026 at 11:52 AM

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.

Table of Contents

Comprehensive Needs Assessment 4

Student Success 5

Adult Learning Culture 9

Connectedness 12

Priority Problem Statements 15

Data Documentation for CNA 17

Student Success 18

Adult Learning Culture 18

Connectedness 18

Inquiry Areas 19

Inquiry Area 1 : Student Success 20

Inquiry Area 2 : Adult Learning Culture 23

Inquiry Area 3 : Connectedness 25

Community Outreach Activities 27

Comprehensive Needs Assessment

Student Success

Areas of Strength

2025-2026 High School Data

- 11th Grade:
  - AP/IB Performance increased by 2%
  - CTE Completion increased from 3% to 14%
  - Combined AP/IB/CTE/Dual Credit Completion increased 5%
- 12th Grade:
  - AP/AB Completion increased by 4%
  - AP/IB Performance increased by 3%
  - CTE Completion increased from 2% to 13%
  - Combined AP/IB/CTE/Dual Credit Completion increased from 18% to 34%
  - Dual Credit Completion increased by 4%
- Five or More Credits Earned in 9th Grade: Special Program FRL increased by 11%
- 9th Grade Core Credit Attainment: Special Program FRL increased by 14%
- 10th Grade Core Credit Attainment: Special Program FRL increased by 7%
- 10th Grade Combined Core Credit Attainment: Hispanic population increased by 4%
- 9th Grade Earning a Full Biology Credit by end of 9th: Hispanic population increased by 3%

2025-2026 4th-8th ELA Grade Data

- 4th Grade: Percentage of students who were not yet at or above standard but are growing enough to reach Meets Standard increased from 20% to 40%
- 4th Grade: Percentage of students growing adequately to Catch Up or Keep Up increased from 37% to 47%
- 6th Grade: Percentage of students who were not yet at or above standard but are growing enough to reach Meets Standard increased by 3%
- 6th Grade: Percentage of students growing adequately to Catch Up or Keep Up increased by 13%
- 8th Grade: Percentage of students growing adequately to Catch Up or Keep Up increased by 9%

2025-2026 Math Grade Data

- 6th Grade Percent at or above standard increased by 10%
- 4th Grade Percent at or above standard increased by 8%

ACCESS AGP

- North Star's percentage of students growing on a trajetory that predicts they will earn a scaled composite score that is associated with the exiting EL designation by end of grade 12 is at 11%, which is higher than the District's 8%

Schoolwide 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.

Areas for Growth

2025-2026 High School Data

- Five or More Credits Earned in 9th Grade: Decreased from 74%to 70%
- 9th Grade Core Credit Attainment: Decreased by 17%
- 10th Grade Core Credit Attainment: Decreased by 21%
- 11th Grade Core Credit Attainment: Decreased by 27% and Combined Core Credit Attainment by 25%
- Completed Algebra by end of 9th Grade: Decreased y 11%
- ACCESS: Percentage of students exited decreased from 8%-2% (SY 24-25 N=18 25-26 N=19)
- 11th Grade ACT Composite:
    - Percent testing college ready in a four subjects decreased from 9% to 2%
    - Percent testing college ready in ELA decreased from 33% to 11%
    - Percent testing college ready in English decreased from 33% to 18%
    - Percent testing college ready in math decreased from 9% to 3%
    - Percent testing college ready in reading decreased from 35% to 14%

2025-2026 4th-8th ELA Grade Data

- 5th Grade: Percentage of students who were not yet at or above standard but are growing enough to reach Meets Standard decreased by 1%
- 5th Grade: Percentage of students growing adequately to Catch Up or Keep Up decreased by 12%
- 7th Grade: Percentage of students who were not yet at or above standard but are growing enough to reach Meets Standard decreased by 15%
- 7th Grade: Percentage of students growing adequately to Catch Up or Keep Up decreased by 24%
- 8th Grade: Percentage of students who were not yet at or above standard but are growing enough to reach Meets Standard decreased by 6%

2025-2026 Math Grade Data

- 8th Grade Percent at or above standard decreased by 2%
- 7th Grade at or above standard decreased by 6%
- 5th Grade at or above standard decreased by 17%

Chronic Absenteeism:

- Increased from 17% to 28%

Schoolwide Continued Area for Growth:

- Students working independently on Edgenuity/Connexus are isolated from a traditional learning community.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students are working independently at home with adult support that might also be English Learners.	Ensure students understand the accommodations that are embeded in the online curriculum.
Foster/Homeless	Students who do not have access to technology and lack a quiet space to learn.	Provide students with a laptop and open lab opportunities.
Free and Reduced Lunch	Students and their families are faced with challenges that can interfere with learning.	Assist families by providing resources that are available in the district and community.
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	Students and families are unfamiliar or have a difficult time navigating the online platform.	Support students and families by offering 1:1 in-person support or open computer lab opportunities.
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	Critical Root Cause
1 ★	Students struggle to work independently, maintain consistent engagement, and demonstrate progress toward their online course completion goals.	A significant number of students entering North Star have gaps in foundational reading and math skills and/or interruptions in their educational experience. These gaps can make it difficult for students to independently navigate online coursework, manage their learning, and sustain engagement without additional structure and support.

★ = Priority

Adult Learning Culture

Areas of Strength

2025-2026 Data

- Staff set high expectations for students' achievement
- The rules and expectations about student behavior/expectations are enforced equally by staff
- Teachers and staff care about every student
- Every student knows at least one staff member who would help them with a personal problem
- Staff feel school leadership makes sure that they are involved in making plans and decisions that affect the school
- Collective decison making has enhanced the school's structure, and made a proaitive impact on the teaching and learning environment
- The roles for advisory vs. content were delineated and it strengthened the importance of ensuring students have at least one adult as their school mentor
- Teachers are engaged in the district's Behaviors and Systems Focus

Areas for Growth

2025-2026 Data

- Staff Climate Survey:
  - Staff Collaboration is decreasing as per the results by 10%
  - Staff don't feel recognized and appreciated for their good work- 58% favorable, a decrease of 16 points from the prior year
  - Staff don't feel school leadership makes sure that their administrative duties do not interfere with their essential role of educating students
  - Staff feel school leadership is clear about what their job is- Favorable results is at 69%, which is dowon 26 from the prior year
- The lack of a single location for all staff to work, creates a barrier to building positive working relationships.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers might not understand the supports integrated in the online curriculum.	Provide training and PCL opportunities for teachers to share their knowledge of available supports.
Foster/Homeless	Not knowing who the students are.	Continue to monitor families who enroll at North Star.
Free and Reduced Lunch	Because students do not attend school, it's challenging to know who needs assistance.	Continue to monitor and identify students and families who need assistance.
Migrant/Title1-C Eligible	NA	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Understanding their needs, both academically and social-emotional.	Training and review of student data.
Students with IEPs	Ensuring IEP accommodations and supports are in place as soon as students enroll.	Review enrollment data and provide teachers who service students with IEPs the information needed as soon as students enroll.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Teachers are not consistently able to engage in meaningful PLC collaboration due to working across different locations which creates barriers to communication, relationship building, shared planning and collaboratively problem-solving.	Teachers are working in dispersed locations without clear established structures for virtual and in-person collaboration

★ = Priority

Connectedness

Areas of Strength

2025-2026 Data

Student Climate Survey Results (163 Responses in grades 7-12):

- The student survey results in the following areas of are significantly more positive than disctrictwide results. Adult Respect 91% in comparision to 71% discrtict, Adult Support at 82% compared to 71% district
- 91% of students reported they believe their teachers care about them
- 88% of students reported that their teachers make them feel good about themselves

Informal Data:

- 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

Areas for Growth

2025-2026 Data

- Only 34 families completed the district Parent Climate Suvey; not enough to have reliable data
- Some families are disengaged from monitoring their child's online learning platform and school support offerings, resulting in increased lack of student success

Student Climate Survey Results (163 Responses in grades 7-12):

- Although 92% of students reported that teachers and staff trust them to make good choices, the results went down by 6% as compared to the prior year

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	Limited access to reliable technology, internet, quiet learning spaces, or adult support; competing family responsibilities; transportation or access barriers to optional in-person opportunities;	Offer structured academic support/ intervention; proactively identify students experiencing barriers rather than waiting for them to ask for help;
Free and Reduced Lunch	Limited access to technology and less access to academic enrichment outside of school.	Ensure students have reliable technology such as laptops needed to navigate the online curriculum.
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	Potential feelings of isolation or lack of belonging; limited representation in curriculum or school activities; previous negative school experiences may affect trust or engagement; online learning can reduce opportunities to build peer relationships and connections with staff.	lintentionally build relationships with students;
IEPs	Difficulty independently navigating online coursework; accommodations may not automatically translate effectively to the online environment; challenges with executive functioning, organization, reading, or math; limited access to specially designed instruction; communication between general education and special education staff may be inconsistent.	Clearly embed accommodations into online courses; provide explicit SDI and intervention; provide organizational/ executive-functioning support; increase collaboration between Gen Ed and SPED teachers; ensure IEP goals are addressed in the online environment;

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Students and families are not consistently engaged in monitoring academic progress, communicating with staff, and maintaining accountability in the online learning environment, resulting in inconsistent student participation and progress.	The online school model requires greater independence, self-management, family monitoring, and intentional relationship-building than a traditional school setting. Some students enter North Star following negative school experiences or with challenges that impact their engagement, while the physical distance of the online model creates additional barriers to developing meaningful connections among students, families, and staff.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Teachers are not consistently able to engage in meaningful PLC collaboration due to working across different locations which creates barriers to communication, relationship building, shared planning and collaboratively problem-solving.	Teachers are working in dispersed locations without clear established structures for virtual and in-person collaboration
2 ★	Students and families are not consistently engaged in monitoring academic progress, communicating with staff, and maintaining accountability in the online learning environment, resulting in inconsistent student participation and progress.	The online school model requires greater independence, self-management, family monitoring, and intentional relationship-building than a traditional school setting. Some students enter North Star following negative school experiences or with challenges that impact their engagement, while the physical distance of the online model creates additional barriers to developing meaningful connections among students, families, and staff.
3 ★	Students struggle to work independently, maintain consistent engagement, and demonstrate progress toward their online course completion goals.	A significant number of students entering North Star have gaps in foundational reading and math skills and/or interruptions in their educational experience. These gaps can make it difficult for students to independently navigate online coursework, manage their learning, and sustain engagement without additional structure and support.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Course Offerings**
- [x] **Credit Sufficiency/Deficiency/Retrieval data**
- [x] **Criterion-Referenced Test in Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **Grades**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Student failure and/or retention rates**

Adult Learning Culture

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

Connectedness

- [x] **Attendance**
- [x] **Enrollment**
- [x] **PBIS/MTSS data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

At least 70% of students identified as at risk for unsuccessful course completion will demonstrate improved engagement and academic progress by meeting their weekly course completion targets for at least 8 of 10 consecutive weeks, specifically in ELA and Math.

Formative Measures: Establish individualized goals
Monitor weekly
Provide intervention
Measure whether students are consistently getting back on track.

Improvement Strategy 1

MTSS: North Star will implement a data-driven student success framework that includes early identification of at-risk students, consistent progress monitoring, targeted academic interventions, and collaborative support systems to increase student engagement, course completion, and academic achievement in ELA and Math.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify and monitor at-risk students by utilizing the course completion report for Edmentum progress.	Teacher Administrator	Weekly	
2	Implement weekly progress monitoring and communicate with families regularly.	Teacher Administrator	Weekly	
3	Use collaborative teams, such as Advisory teachers, to support student success.	Teacher Administrator	Through out the school year	

Resources Needed: Timely and valid assessment data

Evidence Level

Level 3: Promising:
MTSS

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Students struggle to work independently, maintain consistent engagement, and demonstrate progress toward their online course completion goals.	A significant number of students entering North Star have gaps in foundational reading and math skills and/or interruptions in their educational experience. These gaps can make it difficult for students to independently navigate online coursework, manage their learning, and sustain engagement without additional structure and support.

SMART Goal 2

Increase the percentage of 9th-grade students successfully earning credits in their core academic courses (English, mathematics, and sciene) by 3 percentage points from the 2026-27 baseline.

Formative Measures: Weekly course progress
Attendance to Advisory sessions
Quarter grades
Student tracking dashboard and reports

Improvement Strategy 1

MTSS: North Star will implement a comprehensive freshman success framework that emphasizes early identification of students at risk of course failure, targeted academic interventions, consistent progress monitoring, student goal setting, and collaborative support from teachers, counselors, and families to increase credit attainment in core academic courses.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish freshman early warning systems.	Teacher Administrator	Weekly	
2	Communicate student progress regularly to families.	Teacher Administrator	Weekly	
3	Utilize PLCs to monitor freshman success data.	Teacher Administrator	Monthly	

Resources Needed: Edmentum progress reports
Master Schedule
Family communication system

Evidence Level

Level 3: Promising:
MTSS

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Students struggle to work independently, maintain consistent engagement, and demonstrate progress toward their online course completion goals.	A significant number of students entering North Star have gaps in foundational reading and math skills and/or interruptions in their educational experience. These gaps can make it difficult for students to independently navigate online coursework, manage their learning, and sustain engagement without additional structure and support.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

90% of PLC teams will consistently engage in structured collaborative practices at least twice per month, including shared planning, analysis of student data, collaborative problem-solving, and sharing of effective school practices, as measured by PLC agendas, meeting documentation, and staff feedback.

Formative Measures: Master Schedule
PLC participation
Meeting schedules
Student progress monitoring data

Improvement Strategy 1

Professional Learning Communities: North Star will establish and sustain a consistent PLC framework that promotes collaborative inquiry, data-driven decision-making, shared instructional planning, and continuous improvement. Through regular PLC meetings, staff will strengthen collective efficacy, improve instructional practices, and increase their ability to respond effectively to student learning needs.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide data to PLC teams.	Teacher Administrator	For each PLC meeting	
2	Create a master schedule that includes PLC time.	Administrator	Start of school year	
3	Use PLC meetings to identify barriers to student engagement and success.			

Resources Needed: Reports for each platform and assessment dashboard

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Teachers are not consistently able to engage in meaningful PLC collaboration due to working across different locations which creates barriers to communication, relationship building, shared planning and collaboratively problem-solving.	Teachers are working in dispersed locations without clear established structures for virtual and in-person collaboration

Inquiry Area 3

Connectedness

SMART Goal 1

Increase student engagement, academic progress, and successful course completion by strengthening student accountability, family engagement, and meaningful connections between students and staff in the online learning environment. North Star Online School will increase the percentage of students meeting their weekly course progress expectations in all assigned courses by at least 15 percentage points from the 2026-27 baseline, as measured by weekly course progress reports.

Formative Measures: Documentation of communication showing outreach efforts
100% of families contacted when students fall off pace.
Tracking reports.

Improvement Strategy 1

Family Engagement: North Star Online School will implement a comprehensive student engagement and accountability framework that promotes strong student-staff relationships, meaningful family partnerships, and systematic progress monitoring. Through proactive communication, individualized support, and data-driven interventions, the school will increase student engagement, improve course completion rates, and strengthen student success in the online learning environment.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review weekly course progress reports for all students.	Teachers Administrators	Weekly	
2	Increase meaningful connections between students and staff.	Teachers Administrators	Through out the year	
3	Conduct regular student success team meeting to review engagement, attendance, and course progress data.	Teachers Administrators	Monthly	

Resources Needed: Master schedule
Agendas
Student progress reports

Evidence Level

Level 1: Strong:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Students and families are not consistently engaged in monitoring academic progress, communicating with staff, and maintaining accountability in the online learning environment, resulting in inconsistent student participation and progress.	The online school model requires greater independence, self-management, family monitoring, and intentional relationship-building than a traditional school setting. Some students enter North Star following negative school experiences or with challenges that impact their engagement, while the physical distance of the online model creates additional barriers to developing meaningful connections among students, families, and staff.

Community Outreach Activities

September 14	**Family Communication**