

**Washoe County School District**  
**North Star Online School**  
**2024-2025 School Performance Plan**

**Classification: 3 Star School**



# 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/2024](http://nevadareportcard.nv.gov/DI/nv/washoe/north_star_online_school/2024)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

#### Student Data:

#### Areas of Growth:

- Credit attainment in 10th grade geometry went down from 89% to 76% in the Hispanic student population.
- 9th grade earning a full credit of algebra and ELA went down in the Hispanic population.
- 22-23 to 23-24: Student performance in 9th grade core credit attainment increased from 61% to 79%; an increase of 18% Student performance in 10th grade core credit attainments, although increased, increased by only 1%, from 54% to 55%.
- The main learning platform for students at North Star is independent learning. Students work on their Edgenuity courses independently and individually. Online independent learning needs to be supported by synchronous and in-person sessions as much as possible.
- During the Teams synchronous support sessions, not all students participate or collaborate with each other.
- Although during the in-person sessions few students are present.
- The digital learning community does not show that students are engaged in promoting digital citizenship and a culture of connectedness.
- Students working independently on Edgenuity, which is the school's main learning online platform, are isolated from a learning community.
- Learning engagement at North Star during synchronous Teams sessions lack rigorous learning experiences and higher\_order thinking skills.
- Students do not make connections to real-life experiences.

### Student Success Strengths

#### Areas of Strengths:

- 9th grade core credit attainment increased from 79% to 89%.
- 10th grade core credit attainment increased from 65% to 93%.
- The graduation rate improved by at least 7%, from 73% to 80%. (still waiting on the final graduation rate from NDE).
- 22-23 to 23-24: Student performance in 9th grade core credit attainment increased from 61% to 79%; an increase of 18% Student performance in 10th grade core credit attainments, although increased, increased by only 1%, from 54% to 55%.
- The learning environment via synchronous and in-person sessions foster a sense of community and provided opportunities to build positive relationships even though they are mostly working individually in an online school setting.
- Ratings show that at least 63% highly evident and evident, with a high of 81% highly evident and evident in building a sense of community by fostering positive relationships.
- 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.

### **Problem Statements Identifying Student Success Needs**

**Problem Statement 1 (Prioritized):** Opportunities for students to attend in-person to receive additional support have been limited and not well attended. **Critical Root Cause:** Students are not motivated to attend in-person activities and support sessions because they are used to learning independently from home through an online curriculum platform.

# Adult Learning Culture

## Adult Learning Culture Summary

### Areas of Growth:

- Social Emotional Learning: Most teachers do not follow a social emotional learning curriculum.
- Staff Collaboration: There is a lack of teamwork and collaboration.
- Work Stress: Staff feel burnt out.
- Teachers attend PLCs virtually as they are not in the same building.
- Decision-making with a focus on students.
- Supporting students with IEPs.
- Engaging students in academic discourse.
- Building positive relationships with all students.

## Adult Learning Culture Strengths

### Areas of Strengths:

- Teachers set high expectations for students' achievement.
- Teachers are content teachers and have an Advisory caseload to monitor students' well-being both academically and emotionally; whole-child approach.
- Teachers and staff believe that parents are partners in the educational process.
- Staff discuss student success with their colleagues.
- Teachers participate in monthly PLCs.

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Teachers are working out of different locations and have to meet virtually. This makes collaboration and having a formalized PLC structure more challenging. **Critical Root Cause:** Teachers' PLCs are not formalized or in-person because of their work locations.

# Connectedness

## Connectedness Summary

### Parent Climate Survey:

#### Areas of Growth:

- Only 18 families completed the survey. 11 from K-8 and 7 from 9-12
- Communication with the school went down 6% as compared with the prior survey. Specifically, families felt they were not kept informed about their child's learning and progress, and not informed about their child's behavior.
- Families' perceptions of their child's learning-related behaviors went down 9% since the prior survey. Specifically, families felt their child is easily distracted when working on school activities at home and that their child struggles to get organized for school.
- Relationships and Respect: Went down by 1% as compared to the prior survey. Specifically, some families felt that their child does not have at least one staff member at the school in whom they can confide in.
- Supportive Place: Went down by 3% as compared with the prior survey. Specifically, families did not feel confident that school staff works together with them to create goals for their child.

35% of the families suggested holding events after school/work hours with 72% of the families selected between 4pm and 6pm would be the best time of day for them to attend workshops/events.

### Student Climate Survey:

#### Areas of Growth:

- Only 122 students responded to the survey. Adult Support: Went down 7% as compared to the prior survey.
- Bullying: went down 10% as compared with the prior survey.
- SEL Skills: Relationship Skills: Went down 5% as compared with the prior survey.
- SEL Skills: Decision-Making: Went down 7% as compared with the prior survey.
- SEL Skills: Self-Awareness of Emotions: Went down 7% as compared with the prior survey.
- SEL Skills: Decision-Making: Went down 4% as compared with the prior survey.
- SEL Skills: Self Awareness of Self Concept: Went down 4% as compared with the prior survey.
- SEL Skills: Self-Management of Schoolwork: Went down 9% as compared with the prior survey.
- SEL Skills: Social Awareness: Went down 5% as compared with the prior survey.
- Safety: Went down 7% as compared with the prior survey.
- Student Engagement: Went down 9% as compared with the prior survey.
- Student Respect: Went down 6% as compared with the prior survey.

## Connectedness Strengths

### Parent Climate Survey:

### **Areas of Strengths:**

- Family Efficacy: Went up 4% as compared with the prior survey. Specifically, around their ability to make choices about their child's schooling, and their ability to make sure their child's school meets their learning needs.
- Physical Safety: Went up 4% as compared with the prior survey. Specifically, all families feel safe inside and outside the school building.
- Quality of Education went up 3% (to 99%) as compared with the prior survey. Specifically, families agree that their child is receiving the kind of instruction that is appropriate for their abilities. Additionally, families agree that child's teachers set high expectation for their individual learning. Families also agreed that teacher provide their child with all of the accommodations needed to do well in their classes.
- Families' perceptions of how well the school matches their child's developmental needs went up 11% as compared with the prior survey. Specifically, families felt the activities offered at the school match their interested. Also, families felt that the school is a good fit given their child's cultural background. Additionally, they feel the teaching styles of their child's teacher match their learning style.

### **Student Climate Survey:**

### **Areas of Strengths:**

- Adult Respect: 93% of the students felt
- Attitudes Towards Substance Use: 81% of students
- Strategic Plan: 85% of students

### **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 communication that is meaningful and it becomes less of a priority for some students and families.

# Priority Problem Statements

**Problem Statement 1:** Opportunities for students to attend in-person to receive additional support have been limited and not well attended.

**Critical Root Cause 1:** Students are not motivated to attend in-person activities and support sessions because they are used to learning independently from home through an online curriculum platform.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Teachers are working out of different locations and have to meet virtually. This makes collaboration and having a formalized PLC structure more challenging.

**Critical Root Cause 2:** Teachers' PLCs are not formalized or in-person because of their work locations.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** There is minimal communication with students and families.

**Critical Root Cause 3:** Limiting instruction to an online school setting creates a barrier for communication that is meaningful and it becomes less of a priority for some students and families.

**Problem Statement 3 Areas:** Connectedness



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews

## **Accountability Data**

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

## **Student Data: Assessments**

- Student failure and/or retention rates

## **Student Data: Student Groups**

- Race and ethnicity
- Special programs
- Special education
- EL

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data

## **Employee Data**

- Staff surveys and/or other feedback

## **Parent/Family/Community Data**

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation

## **Support Systems and Other Data**

- Organizational structure data
- Master schedule
- Course offerings

# Goals

**Goal 1: Student Success**  
**Aligns with District Priority**

**Annual Performance Objective 1:** Incorporate additional opportunities for students to have more peer-to-peer interactions both virtually and in-person by increasing the number of Riggins Days (in-person sessions for students) to at least once a week.

**Evaluation Data Sources:** Number of in-person opportunities for students, student attendance to synchronous and in person support sessions, review of live sessions being offered, outreach opportunities from teachers/staff.

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Through our MTSS system, we will increase student progress and passing grades by increasing the number of opportunities for students to attend in-person and synchronous sessions for support. <b>Formative Measures:</b> Number of in-person opportunities for students, student attendance to synchronous and in person support sessions, review of live sessions being offered, outreach opportunities from teachers/staff. <b>Position Responsible:</b> Teachers Administrators  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups <b>- Evidence Level:</b> Promising <b>Problem Statements/Critical Root Causes:</b> Student Success 1	Status Check		
	Jan	Apr	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

**Annual Performance Objective 1 Problem Statements:**

Student Success
<b>Problem Statement 1:</b> Opportunities for students to attend in-person to receive additional support have been limited and not well attended. <b>Critical Root Cause:</b> Students are not motivated to attend in-person activities and support sessions because they are used to learning independently from home through an oline curriculum platform.

Goal 2: Adult Learning Culture  
Aligns with District Priority

Annual Performance Objective 1: Develop and implement a schedule for a more formalized PLC structure allowing for in-person and collaborative meetings to take place at least once a month.

Evaluation Data Sources: Meeting agendas, PLC sign-in sheets, notes, teacher feedback.

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Professional Learning Communities <b>Formative Measures:</b> Meeting agendas, PLC sign-in sheets, notes, teacher feedback. <b>Position Responsible:</b> Teachers Administrators  <b>Student Groups This Strategy Targets:</b> EL, Students with Disabilities, Racial/Ethnic Groups <b>- Evidence Level:</b> Promising <b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1	Status Check		
	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<b>Problem Statement 1:</b> Teachers are working out of different locations and have to meet virtually. This makes collaboration and having a formalized PLC structure more challenging. <b>Critical Root Cause:</b> Teachers' PLCs are not formalized or in-person because of their work locations.

Goal 3: Connectedness  
Aligns with District Priority

**Annual Performance Objective 1:** Develop and implement a positive communication structure for staff to build solid relationships with students and families as measured by offering at least two in-person family support sessions, a once a semester in-person extra-curricular activity for students and monthly office-hours sessions for families.

**Evaluation Data Sources:** Schedule and list of in-person activities offered to students and families.  
Sign-in sheets.  
Schedule of office hours available to families.

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Family Engagement: Schedule on-going in-person sessions with students and families with a focus on building positive relationships.  <b>Formative Measures:</b> Schedule and list of in-person activities offered to students and families. Sign-in sheets. Schedule of office hours available to families.  <b>Position Responsible:</b> Teachers Adminstrators  <b>Student Groups This Strategy Targets:</b> EL, Students with Disabilities, Racial/Ethnic Groups <b>- Evidence Level:</b> Strong  <b>Problem Statements/Critical Root Causes:</b> Connectedness 1	Status Check		
	Jan	Apr	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>			

Annual Performance Objective 1 Problem Statements:

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