Washoe County School District

North Star Online

School Performance Plan: A Roadmap to Success

North Star Online has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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School Designations: ☐Title I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on October 10, 2023

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Cristina Oronoz	**Principal(s)** *(required)*
Victoria Hardy	**Other School Administrator(s)** *(required*
Johanna Riley	**Teacher(s)** *(required)*
Gina Ogg	**Paraprofessional(s)** *(required)*
Jocelyn Correa-Davis	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
Add additional members/roles as necessary	

School Demographics and Performance Information

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 [North Star Online School - Nevada Accountability Portal (nv.gov)](#)

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.
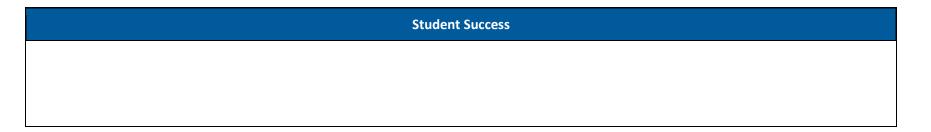
Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
● *As a school, the number of students who earned five or more credits in 9th grade increased from 72% to 85%.* ● *9th grade core credit attainment increase by race/ethnicity and by special programs. Teachers are reaching out to students and families.* ● *10th grade core credit attainment school-wide increased from 64% to 65% and there was an increase in all race/ethnicity groups.* ● *An increase from 64% to 83% in 11th grade core credit attainment school-wide and by race/ethnicity.* ● *Data to track student progress in Edgenuity/Connexus is ongoing and used to identify students who need additional support.*	● *The Hispanic student population earning five or more credits in 9th grade decreased from 71% to 64%.* ● *The number of Hispanic students earning a full biology credit by the end of 9th grade decreased from 67% to 64%.* ● *Offer additional opportunities for students to receive synchronous and in-person support.*

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

Critical Root Causes of the Problem:
- Students are not motivated to attend in-person activities because they are used to working at home, online.

Student Success

School Goal: During the 23-24 school year, North Star Online School will increase the number and types of supports to struggling learners, to include in-person opportunities as measured by a comparison of teacher invites and attendance logs at in-person events. Formative Measures: Student attendance to synchronous and in person support sessions, review of logs within CX for outreach opportunities from teachers/staff.	Aligned to Nevada's STIP Goal: ☐ STIP Goal 1 ☐ STIP Goal 2 x STIP Goal 3 x STIP Goal 4 x STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: Increase student progress and passing grades by increasing the number of opportunities for students to attend in-person and synchronous sessions for support. **Evidence Level: 4** **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● Identify specific students in need of support. ● Pull weekly data to identify students who are failing or in danger of failing. ● Provide teachers with data. ● Schedule weekly synchronous support sessions. ● Schedule in-person Riggins days for high school students to attend and get support from teachers. **Resources Needed:** *What resources do you need to implement this improvement strategy?* • ES and MS staff participation in district ELD training on strategies and interventions. • Collaborative time for teachers to plan, schedule and prepare for synchronous sessions. • Submission of names by HS teachers for in-person support invitations. • Data of students who need additional support. **Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?* ● *Implementation Challenge:* Student attendance to synchronous and in-person support opportunities. ● *Potential Solution:* Increase family outreach, home visits, increased availability of intersession support. **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* ● Student activity fees, general budget.	**Lead:** *Who is responsible for implementing this strategy?* Principal, Assistant Principal, Family Graduation Advocate, Success Coach

Resource Equity Supports[1]: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following*

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[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

English Learners
- Challenge: *An online curriculum that does not offer language acquisition interventions and lack of teacher training.*
- Support: Provide training on EL tools that are available for students to use on an online setting.

Foster/Homeless:
- Challenge: *N/A*
- Support: *Update during SPP Roadmap Development.*

Free and Reduced Lunch:
- Challenge: *N/A*
- Support: *Update during SPP Roadmap Development.*

Migrant:
- Challenge: *N/A*
- Support: *Update during SPP Roadmap Development.*

Racial/Ethnic Groups:
- Challenge: *N/A*
- Support: *Update during SPP Roadmap Development.*

Students with IEPs:
- Challenge: Students learn independently via the online platform curriculum without teacher direct instruction.
- Support: Identify IEP accommodations that will support students' independent learning using the online platform curriculum.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
- Weekly online meetings to collaborate and share ideas. - Teachers supporting each other. - Although there was a decrease of 3% on how staff feel regarding Home-School Communication (Climate Survey results), the overall average is 97% feel positive about the home-school communication at the school.	- The Climate Survey results saw a decrease of 3% regarding Home-School Communication. - Staff overall positive responses/feeling of the PLC Implementation, per the climate survey, had an overall score of 63%; the district average is 82%. - Structured time for teachers to collaborate with each other on how to support students who are learning independently and

	using an online platform curriculum. ● Consistent communication with students and families informing them of students' progress.

Problem Statement: The school lacks an intentional and structured PLC allocated time for teachers to collaborate.

Critical Root Causes of the Problem:
● Teachers work out of three different locations and are usually working on their own with grading and supporting through an online platform.

Adult Learning Culture

School Goal: Teachers will meet at least once a month either in-person or via online to collaborate, discuss student data, and identify ways to support students' online learning. **Formative Measures:** ● Meeting agendas, notes, and teacher feedback.	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 x STIP Goal 2 X STIP Goal 3 x STIP Goal 4 x STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: PLC	Lead: *Who is responsible for implementing this strategy?* Teachers, administration, success coach
Evidence Level: 3	
Action Steps: *What steps do you need to take to implement this improvement strategy?* ● Scheduled monthly staff meetings. ● Allocated time on the calendar for teachers to meet to collaborate and PLC. ● Create a Microsoft Form for teachers to submit their feedback and documentation. ● Teachers will meet monthly and will submit their feedback on topics discussed during their meetings that are specific to student learning/progress.	
Resources Needed: *What resources do you need to implement this improvement strategy?* ● Allocated and scheduled times for teachers to meet monthly.	
Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?* ● *Implementation Challenge:* Teachers working out of different locations. ● *Potential Solution:* Offer teachers a space to meet and/or give them the option to meet via an online platform such as Microsoft Teams.	
Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* ● N/A	

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners
● Challenge: Teachers being knowledgeable on how to support EL students learning online.
● Support: Provide teachers training on tools available to them such as Ellevation.

Foster/Homeless:
● Challenge: *N/A*
● Support: *Update during SPP Roadmap Development.*

Free and Reduced Lunch:

- Challenge: *N/A*
- Support: *Update during SPP Roadmap Development.*

Migrant:
- Challenge: *N/A*
- Support: *Update during SPP Roadmap Development.*

Racial/Ethnic Groups:
- Challenge: Communicating with families of Hispanic students whose first language is not English.
- Support: *Update during SPP Roadmap Development.*

Students with IEPs:
- Challenge: Ensuring IEP accommodations are being identified and provided.
- Support: Providing teachers a list of IEP accommodations that each of their students have, and being knowledgeable of accommodations that are appropriate for independent online learning.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
- Staff do their best to communicate and connect with students and families. 100% attendance on the first day of school. - The Family Climate Survey results are positive in the following areas: Communication with School= 98% Physical Safety= 96% Quality Education= 96% Relationships/Respect= 98% Supportive Place= 92%	- Clear communication with families to ensure they understand the expectations of online learning. - Family Climate Survey results: Family Efficacy= 71% Learning Behaviors= 62% School Fit= 61%
Problem Statement: Family don't have a clear understanding of the structure and expectations of online learning. **Critical Root Causes of the Problem:** Families believe online learning is the same as it was during the pandemic.	

● Families and students are not familiar with online learning platforms.

Connectedness

School Goal: North Star Online will schedule bi-weekly New Student Family Training (NSFT) sessions prior to enrolling students as measured by school calendar and event sign-in sheets. **Formative Measures:** ● Family interest to enroll at North Star compared to NSFT attendance.	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 X STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6
Improvement Strategy: Structured onboarding of North Star's online learning platform. **Evidence Level: 4** **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● Schedule NSFT sessions every other week. ● Train staff on the NSFT process. ● After families attend the NSFT sessions, an email will be sent to them with the required final enrollment information. ● Inform families of North Star's online learning platform, expectations, and structure. **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● Riggins training room. ● Staff who can lead NSFT sessions. **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* ● *Implementation Challenge:* Family participation. ● *Potential Solution:* Clearly communicate with families the importance of attending NSFT sessions.	**Lead:** *Who is responsible for implementing this strategy?* Principal, Assistant Principal, Riggins staff

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- Grants to offer refreshments.

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners
- Challenge: Communication in family's native language.
- Support: Translate documents and information.

Foster/Homeless:
- Challenge: *N/A*
- Support: *Update during SPP Roadmap Development.*

Free and Reduced Lunch:
- Challenge: *N/A*
- Support: *Update during SPP Roadmap Development.*

Migrant:
- Challenge: *N/A*
- Support: *Update during SPP Roadmap Development.*

Racial/Ethnic Groups:
- Challenge: *N/A*
- Support: *Update during SPP Roadmap Development.*

Students with IEPs:
- Challenge: *N/A*
- Support: *Update during SPP Roadmap Development.*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Family Information Day	07/27/23	● Families need information.
On-going family information	August 2023	● Families are appreciative of the school's focus on student success and communication.