

**North Star Academy
Board Meeting Agenda
Date: November 6, 2025**



Time: 4:30 PM

Location: North Star Academy, 2920 W. 14000 S., Bluffdale, UT 84065

4:30 PM Call to Order

4:30 PM Public Comment (Comments will be limited to 3 minutes each.)
• 2026-2027 Fee Schedule

4:45 PM Reports

- Director Report
 - Celebrations
 - SEM
 - CEIS
 - Committee Updates: Technology, DGTL, Sunshine, Leader in ME Lighthouse
 - Assessment Data
 - Accreditation
 - Gun Safety Supplemental Curriculum
- Financial Review

5:15 PM Closed Session- to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(I)(a).

5:45 PM Consent Items

- September 11, 2025, Board Meeting Minutes

5:45 PM Business Items

- Award RFP for Landscaping and Snow Removal
- Monument Sign Purchase
- LCSW Contract
- 2026-2027 School Calendar
- SHINE & Bonus
- Amended Bullying and Hazing Policy
- New Hotline Complaint Policy

School Mission

North Star Academy exists to engage and inspire students to achieve their highest potential through a safe, challenging, and individualized learning environment.

2025-2026 School Wide Improvement Goal

Finding the Leader within: Discovering a World of Possibilities

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call 801-444-9378 to make appropriate arrangements before the meeting.

NSA Board Meeting Agenda: 11.6.2025

6:10 PM Discussion Items

- Survey (Withdrawal(s) and Decline(s))
- January Holiday Party
- Open House January 22, 2026, (K-6 5:30-7:00; Grade 7-9 7:00-8:00)
- Electronic Resources Policy
- Sex Education County Data

6:15 PM Calendaring:

- Staff Winter Activity in January
- Next Board Meeting January 8th, 2026, at 4:30 PM

6:20 PM Adjourn Meeting

School Mission

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2025-2026 School Wide Improvement Goal

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NSA Board Meeting Agenda: 11.6.2025



Proposed 2026-2027 Student Fee Schedule

Course Fees (for all fully or partially enrolled students in grade 7-9)

Fee Description	Expenditures Funded by Fee (Spending Plan)	Total Fee
Middle School Required Fees for Grades 7-9	* Activity Fee includes admission to dances, student recognition, postage, and programs \$40	\$80
	* Hands On Learning Opportunities including Enrichment, compacting, & field trips \$40	
AP Geography Course Fee	* Online access & Consumable workbook	\$15
AP Geography Exam	* AP Exam registration	\$99 (+ late fees if necessary)
PE Uniform	* Shirt	\$7
PE Uniform	* Shorts	\$13

The required student fees may be assessed to all middle school students grades seven to nine as listed above and are apportioned by the number of days of school membership if a student attends less than a full school year. Middle school students who withdraw from school shall be refunded all unused fees apportioned by the number of days attended with the exception of the extracurricular activity fees, which are non-refundable.

Extracurricular Sports Fees

Fee Description	Expenditures funded by the Fee (Spending Plan)	Total Fee
Cross Country: Boys & Girls (Grades 6-9)	* Uniform (Jersey to keep), supplies, and coaching stipend	\$80
Volleyball: Boys & Girls (Grades 6-9)	* Uniform, supplies, referee, and coaching stipend	\$90
Soccer: Boys & Girls (Grades 6-9)	* Uniform (socks to keep), supplies, referee, and coaching stipend	\$90
Basketball: Boys & Girls (Grades 6-9)	* Uniform, supplies, referees, and coaching stipend	\$98

Extracurricular Clubs & Activities Fees

(Offered Based on Student Interest)

Fee Description	Expenditures funded by the Fee (Spending Plan)	Total Fee
Drama Club (Grades 6-9)	* Costumes, props, snacks and advisor stipend	\$35 per Show; \$65 for both
National Junior Honor Society (Grades 7-9)	* National dues, advisor stipend, and supplies	\$20/year
Art Club (Grades 7-9)	* Supplies and advisor stipend	\$10 per session
Art Club (Grades K-6)	* Supplies and advisor stipend	\$30 per fall/ winter/ spring session
Elementary Choir (Grades K-6)	* Costumes, props, and advisor stipend	\$30 per fall/ spring sessions
Lego League (Grades 3-8)	* Competition fees, supplies, advisory stipend, and t-shirt	\$85/year
Student Body Officers (Grades 4-9)	* Club polo with name, team building activity, and advisor stipend	\$40/year
Hope Squad (Grade 7-9)	* Club Pull over & Team Building	\$20/year
Girls Who Code (Grades 3-9)	* Club t-shirt and advisor stipend	\$10/year
Boys Who Code (Grade 5-9)	* Club t-shirt and Licensing	\$30/ year
Any Additional Student Driven Club (Grades 3-9) Based on SEM	* Supplies determined by the students in the club, advisor stipend	Not to exceed \$5 per session/up to \$30
9th Grade Lagoon Day	* Supplement to admission fees	\$50 ticket
Summer Academy (Single subject)	* Supplies and teacher stipend	\$25 Summer Session
Summer Academy (Two subjects)	* Supplies and teacher stipend	\$40 Summer Session
Summer Art Camp	* Supplies and teacher stipend	\$40 Summer Session

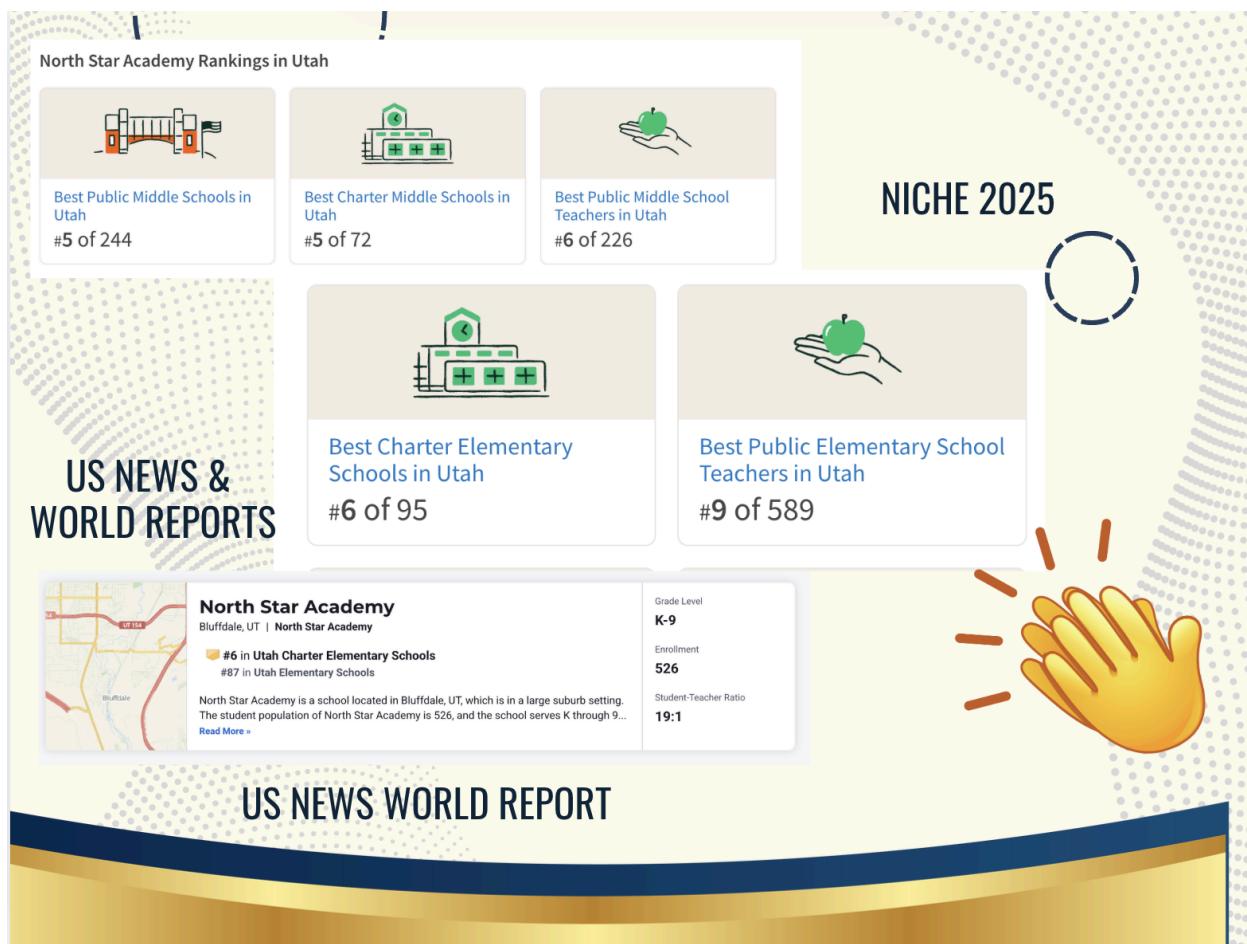
Per Student (Grades 7-9) - Annual Maximum Fee Amount for School Year = \$1213. This amount reflects the total student fees any student in grades 7-9 would be required to pay if the student participated in all courses (including AP Geography), AP Exam, all Sports, all Co-curricular and Extracurricular Clubs, and all Activities.

Per Student (Grade 6) - Annual Maximum Fee Amount for School Year = \$915. This amount reflects the total student fees any student in grade 6 would be required to pay if the student participated in all sports, all Co-curricular and Extracurricular Clubs, and all Activities.

Per Student (Grades K-5) - Annual Maximum Fee Amount for School Year = \$575. This amount reflects the total student fees any student in grades K-5 would be required to pay if the student participated in all Co-curricular and Extracurricular Clubs and all Activities.

Notice to Parents: Your student may be eligible to have one or more of their fees waived. For information on fees and fee waivers, please contact the Director. You may also review the fees policy available on our [website](#). School fee information is also available on our website, including School Fee Notices, Fee Waiver Policy, and Fee Waiver Application. If you file a fee waiver request from the school and it is declined, then you may appeal the school's decision. This form is also available on our website or in the office for your convenience..

Celebrations: Excellent Recognition Recently



Top 5 charters/districts in science:

- Edith Bowen Laboratory School (grades K-6): 85.2% proficient
- Utah County Academy of Science (grades 9-12): 80.2% proficient
- Canyon Rim Academy (grades K-6): 79.7% proficient
- North Star Academy (grades K-9): 74.8% proficient
- InTech Collegiate Academy (grades 7-12): 74.4% proficient

RISE 2025 Science Scores - Salt Lake Tribune Sept. 2025

Third Grade teachers and admin received Certificates of Achievement for exceeding 70% in proficiency.

Save the Date!
October 27th

The English Language Arts Team invites you to a special recognition ceremony celebrating schools that have achieved their Science of Reading goals. Dessert will be served!

Time: 6:30 PM – 8:30 PM
Where: State Capitol Rotunda

Join us in honoring this incredible achievement!



 Utah State Board of Education

Science of Reading Awards Night 2025

6:30-7:00 Arrival and Refreshments
7:00-7:15 Welcome: P-12 English Language Arts Coordinator Julie Clark
7:15-7:30 Guest Speaker: State Superintendent of Public Instruction Dr. Molly Hart
7:30-7:45 Recognition of Science of Reading Award Recipients
7:45-8:00 Recognition of Schools with 70% of Third Grade students Reading on Grade Level
8:00-8:15 Recognition of Supporters and Sponsors
8:15-8:30 Thank You and Photos



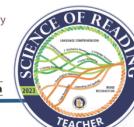
 Utah State Board of Education

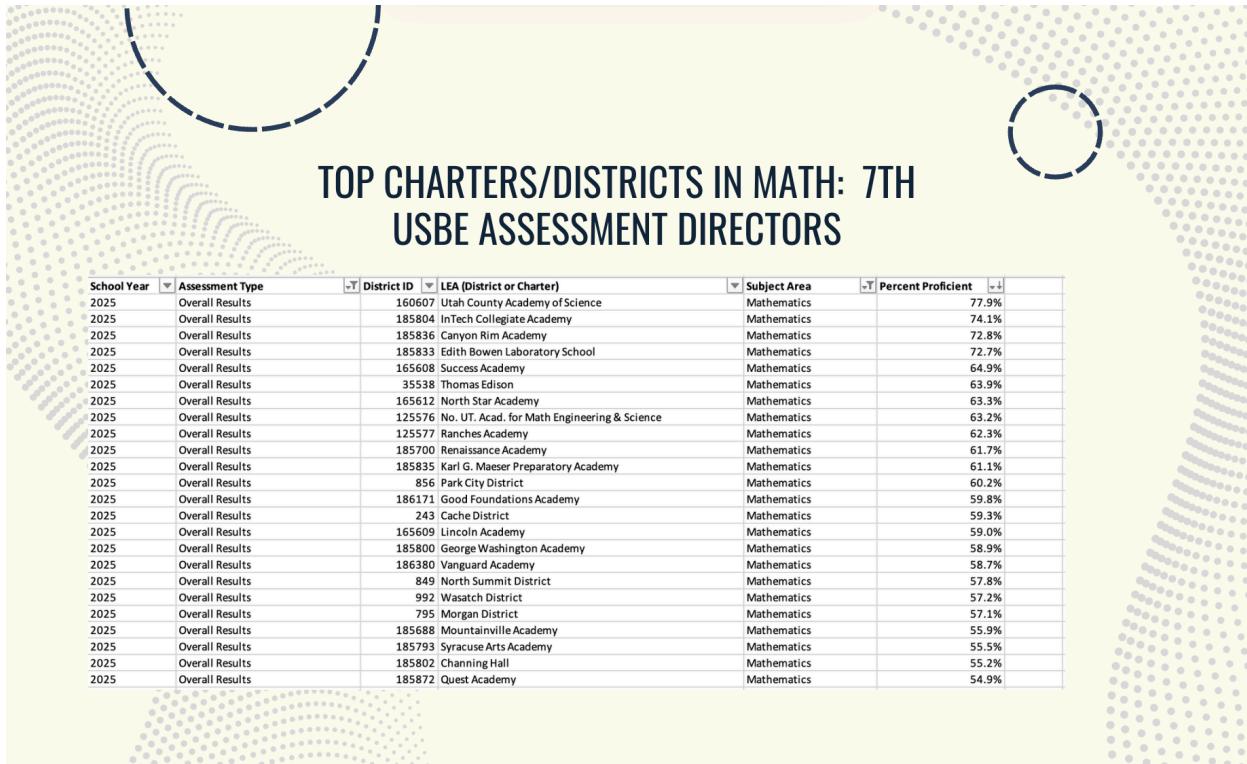
Science of Reading Award Recipients

Jed Grunig	Harmony Langford	Trudi Brown	Nicole Shields
Amy Mitchell	Anna Hart	Wendy Cowan	Ashlee Jackson
Kathy Hall	Steve Emswiler	Cassie Galetka	Teresa Hansen
Neesha Kilpack	Katrina Stratford	Shelli Campbell	Lindsey Black
Julie Smith	Christina Van Dam	Kaye Thompson	Elizabeth Weaver
Matthew Teitler	Julie Palmer-Grotta	Lindy Hayes	Julie Reichow
Susan Harrat	Isabell Cahoon	Lindsay Hurd	Audrey Merrill
Cathy Schine	Angie Maag	Kalley Ivey	Amber Ford
Sara Allen	Angela Bothwell	Lacie VanDam	Amber Gentry
Jenn Malan	Angie Richardson	Shannin Kishbaugh	Brylee Nixon
Marisa Ovalt	Janie McRae	Kimberly Evinger	Samantha Billbow
Heather McAllister	Mandy Simon	Pat Bernally	Leah Avery
Nicole Nelson	Amy Ebert	Lori Smith	Karissa Chamley
Kathy Mesinbrink	Brittni Clawson	Amanda Carroll	Rhea Gray Eggert
Rachel Teasley	Michelle Cameron	Elizabeth Halloway	Kristine Wilson
Holly Schack	Rishel Stewart	Debbie Palmer	Deanna Verson
Stephanie Parish			

Schools with 70% of 3rd Grade Student ROGL

Highland School	Sunrise School	Oakridge School
American Preparatory Academy	Ridgecrest School	Jefferson Academy
Accelerated School	Kay's Creek Elementary	Monte Vista School
Draper #1	Kaysville School	South Jordan High School
Draper #2	Mountain View School	North Star Academy
Salt Lake	Stevens School	Centennial High School
Bear River Charter School	Tolman School	Jeremy Ranch School
Beehive Science & Technology	Windridge School	McPolin School
Academy Elementary	Crestview School	Trailside School
Fielding School	Eastwood School	Parley's Park School
Sunrise School	Howard R. Driggs School	Canyon Crest School
Canyon View School	Morningside School	Edgemont School
Peruvian Park School	Silver Summit School	
Lakeview School	Thomas Edison - South	
Rock Canyon School	Crimson View School	
Westridge School	South Mesa Elementary	
Bonneville School	Three Falls School	
Ensign School	Uintah School	
Indian Hills School	Wasatch School	

 Utah State Board of Education



#7 in math Noted in Utah State Charter Directors Meeting in October.

Top 10 charter elementary schools 2026:

1. Lincoln Academy; Pleasant Grove.
2. Canyon Rim Academy; Millcreek.
3. Edith Bowen Laboratory School; Logan.
4. George Washington Academy; St. George.
5. Syracuse Arts Academy North; Syracuse.
6. Thomas Edison Charter Schools South; Nibley.
7. American Preparatory Academy, D1; Draper.
8. North Star Academy; Bluffdale.
9. Soldier Hollow Charter School, Charleston.
10. Mountainville Academy, Alpine.

Oct. 31, 2025 Salt Lake Tribune according to U.S. News and World Report's annual rankings.



Oct. 8, 2025 Bluffdale Mayor and City Council Members recognized 5 of our exemplary students who stood out amongst our middle school for outstanding grades, incredible citizenship, advanced coursework, and participation in sports and/or clubs.

During our Parent Teacher Conferences we had outstanding attendance -

98% in Elementary and middle school was highly attended as well.

Committees:

SEM:

- Reviewed prior year Cluster Survey from facilitators
- Established cluster schedule & Finalized Clusters
- Established a Day one common training for students that connected
- Type 1 Type 2 and Type 3 with Leader in Me Habits as well.
- Reviewed Day of Service Feedback Surveys
- Next Meeting 11/11

Safety: National Conference:

- 3 attendees - Funding from a grant written 2.5 years ago is covering this. Since the organization is changing location, they are comping our rooms.
- <https://insssc.com/>



The team will follow up on the conference learnings upon return.

- Safety Supplies: Procurement is underway for bleed control kits, first aid kits, and wearable panic alert devices. We will keep you posted as these are finalized.
- Emergency Preparedness Planning Guide: We have selected a vendor to update the guide for Utah Public Schools.
- School Safety Dashboard: We are in the process of selecting a vendor to develop a school safety dashboard.
- Updated Playbook: Coming this fall, our revised Playbook will include the latest safety guidelines and resources for staff and students.
- 2026 Utah School Safety Center Conference: The updated dates for the conference are June 10–11, 2026.
- [LEA Communications Toolkit: For Emergencies & Key Events](#) — a ready-to-use resource designed to support LEAs in responding quickly and effectively during emergencies or other urgent situations.
- Reviewed Carpool procedures and discussed some parent frustrations and considerations, then follow up communication enhancements to support safe and efficient carpool procedures.

- Reviewed the fire and lockdown drills held first three months of school.
- Reviewed two supplemental lessons to support the requirements of

L.E.T.S. Stay Safe materials created by the Utah Attorney General's Office, which can be found at

https://attorneygeneral.utah.gov/lets-stay-safe-resources/?fbclid=IwAR0unPChF6OemtAsQS7wnU7QM_wh3qUCJFVLoqqDuSijVkJ8SGJBtSSZdc-A for grades 6 & 8.

And Grades 2 & 4:

McGruff has some lessons I like for the primary grades and intermediate grades. See what you think...

Handouts:

<https://www.ncpc.org/resources/mcgruffgunsafety/educational-handouts/>

Videos

<https://www.ncpc.org/resources/mcgruffgunsafety/videos/>

The LETS acronym seems easier to remember, but same idea:

McGruff's 4-Steps of Gun Safety

1) Stop 2) Don't Touch 3) Get Away 4) Tell an Adult!

Technology

- SchoolAI rep here to talk to us about new functionality and training to lead school
- Achievement to Action AI Cohort
 - NSA is one of 13 schools/ LEA's in state: Involved project on how to "grow-up" with AI in education.

- **Overview from the state -**
- The AI & School Leadership Collaborative is a **joint initiative of the Utah Education Policy Center and Utah Education Network**. This no-cost* program supports school leaders and their teams in building the knowledge and skills to meaningfully integrate artificial intelligence (AI) into school leadership and instructional practice. Including key goals, timelines, and what to expect over the course of our three-year engagement
 - Going through a presentation by the state about this new program we're part of. Slides included at the end of meeting notes.
 - How can AI help with the heavy lifting of teaching? What are the best practices of utilizing AI effectively in education

Leader in Me - Lighthouse Committee

- Leader in Me Song:
<https://mail.google.com/mail/u/0/?ogbl#search/abair%40north-staracademy.com?projector=1>
Play 8:15 bell
- Leader in Me banner hung
- Leadership Safari tour guide training is in full swing

Welcome & Framing

- Quick reminder: The Lighthouse Team is here to **make leadership visible and doable** for students and staff.
- Purpose today: Focus on **small wins** and identify **practical ways** to support the school.

2. Leadership Warm-Up

- Quick share: *“What’s one leadership moment you’ve seen in a student or staff member this past month?”*
- Spotlight a Habit briefly (Habit 1: *Be Proactive*).

3. Real Needs & Opportunities

- Group discussion: What leadership needs are most pressing right now?
 - Student roles (lunch/recess, assemblies, announcements, classroom jobs)
 - **Children running around the star in the morning - How can we support students to lead? SBOs? Other students? SBOs to model. Shana will talk to Jamie “STAR PATROL”**

Grizzly Den:

- Celebrate middle school students who are keeping up with their work (no missing assignments through the quarter).
- Build leadership opportunities by having students help plan and run quarterly activities.
- Strengthen school culture by making leadership visible and rewarding responsibility.

COMPACTED Students 2025-2026

2025-2026 Clusters

Total # of times students were served through compacting with Mrs. Ginn OR in the classroom as indicated:

1st Quarter								
Student	Grade	With Mrs. Ginn or in the classroom	Email to parents	Compacting Date(s)	Class/Subject/Topic compacting out of	Teacher	Compacting Path (Talent Development / Solving a Real World Problem / Diving Deeper into the Topic)	Project
	9	Mrs. Ginn	y	Sept. 2, Sept. 4, Sept 8, Sept 10, Sept 12	Biology: Cellular Structure	Story	Dive Deeper	Create Organelles out of fondant and decorate a cake. Share with class
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	9	Mrs. Ginn	y	(Sept. 24, 26, 30, Oct 2, 6, 8)	Biology: Cell Metabolism	Story	Talent Development	Create a D&D Campaign. Will assist with: Begin with the end in mind, build leadership and logic skills, problem solving skills, teamwork.
	9	Mrs. Ginn	y	(Sept. 24, 26, 30, Oct 2, 6, 8)	Biology: Cell Metabolism	Story	Talent Development	Create a D&D Campaign. Will assist with: Begin with the end in mind, build leadership and logic skills, problem solving skills, teamwork.
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	9	Mrs. Ginn	y	(Sept. 24, 26, 30, Oct 2, 6, 8)	Biology: Cell Metabolism	Story	Talent Development	Create a D&D Campaign. Will assist with: Begin with the end in mind, build leadership and logic skills, problem solving skills, teamwork.
	7	Declined to compact		Aug. 25- Sept 5.		Green		
	8	Classroom - Green		10/27, 10/29, 10/31, 11/4, 11/6	U.S. History - 13 colonies	Green	Talent Dev/Dive Deeper	Develop Drawing Skills - choose something relevant to each of the 13 colonies and draw it - share with class.
	7	Music room		9/30, 10/2, 10/6, 10/8	Music Theory	Peterson		
	7	Music room		9/30, 10/2, 10/6, 10/8	Music Theory	Peterson		
	7	Music room		9/30, 10/2, 10/6, 10/8	Music Theory	Peterson		
	7	Music room		9/30, 10/2, 10/6, 10/8	Music Theory	Peterson		

2nd Quarter								
Student	Grade	With Mrs. Ginn or in the classroom	Email to parents	Compacting Date (s)	Class/Subject/Topic compacting out of	Teacher	Compacting Path (Talent Development / Solving a Real World Problem / Diving Deeper into the Topic)	Project
	8	Classroom - Green		10/27, 10/29, 10/31, 11/4, 11/6	U.S. History - 13 colonies	Green	Talent Dev/Dive Deeper	Develop Drawing Skills - choose something relevant to each of the 13 colonies and draw it - share with class.
	9	Mrs. Ginn		10/30, 11/3, 11/5	Organ Systems and the Maintenance of Homeostasis	Story	Talent Dev - Psychology	Learn more about psychology and how the brain works
	9	Mrs. Ginn		10/30, 11/3, 11/5	Organ Systems and the Maintenance of Homeostasis	Story		
	9	Mrs. Ginn		10/30, 11/3, 11/5	Organ Systems and the Maintenance of Homeostasis	Story	Dive Deeper - Aerodynamics	Learn more about Aerodynamics

Assessment Data for Board Meeting
November 6, 2025

RISE/UT Aspire Plus Comparison Data

SAGE/RISE ELA

	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
3rd	67%	71%	67%	55%	49%	65%	COVID	52%	54%	60%	52%	72%
4th	65%	58%	57%	65%	59%	43%	COVID	65%	59%	73%	81%	66%
5th	52%	83%	52%	71%	73%	71%	COVID	61%	72%	81%	85%	76%
6th	76%	55%	76%	63%	83%	83%	COVID	62%	77%	76%	66%	80%
7th	68%	69%	50%	67%	50%	80%	COVID	54%	45%	49%	72%	68%
8th	63%	67%	68%	42%	54%	50%	COVID	53%	53%	40%	67%	76%
9th	70%	70%	65%	68%	60%	---	COVID	---	---	---	---	---

SAGE/RISE MATH

	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
3rd	71%	69%	76%	59%	63%	44%	COVID	52%	70%	59%	56%	76%
4th	71%	80%	69%	75%	73%	54%	COVID	65%	52%	71%	69%	58%
5th	62%	68%	63%	80%	73%	75%	COVID	55%	68%	57%	69%	73%
6th	55%	57%	68%	60%	80%	72%	COVID	54%	60%	55%	52%	76%
7th	35%	59%	58%	71%	67%	84%	COVID	43%	18%	35%	46%	29%
8th	64%	75%	69%	60%	72%	69%	COVID	66%	45%	57%	55%	67%
Sec I						88%	COVID	79%	86%	54%	63%	61%

SAGE/RISE SCIENCE

	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
4th	61%	60%	61%	61%	62%	58%	COVID	67%	70%	81%	88%	66%
5th	58%	85%	69%	84%	80%	69%	COVID	64%	78%	78%	81%	88%
6th	65%	66%	82%	63%	85%	80%	COVID	67%	74%	82%	72%	88%
7th	36%	51%	54%	51%	44%	81%	COVID	53%	35%	59%	54%	56%
8th	61%	55%	56%	39%	58%	55%	COVID	51%	53%	40%	64%	63%

UT Aspire Plus - NSA

	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
English	77%	COVID	63%	67%	60%	49%	
Reading	72%	COVID	57%	69%	63%	56%	70%
Math	73%	COVID	58%	55%	51%	44%	51%
Science	54%	COVID	53%	48%	69%	63%	81%

UT Aspire Plus - Utah

	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
English	50%	COVID	47%	44%	44%	40%	
Reading	48%	COVID	43%	43%	45%	40%	43%
Math	45%	COVID	33%	34%	34%	35%	39%
Science	37%	COVID	33%	37%	39%	42%	46%

*Still waiting on School Comparison Data

Scores of 4 and above are considered proficient in Composition and 2 and above in Conventions.

Conventions and Composition scores are not to be combined.

Here are the proficiency percents:

5th grade Argument Essay: Composition

---NSA: 74%

---State: 40%

5th grade Argument Essay: Conventions

---NSA: 88%

---State: 57%

5th grade Informative Essay: Composition

---NSA: 62%

---State: 39%

5th grade Informative Essay: Conventions

---NSA: 67%

---State: 57%

8th grade Argument Essay: Composition

---NSA: 54%

---State: 43%

8th grade Argument Essay: Conventions

---NSA: 79%

---State: 56%

8th grade Informative Essay: Composition

---NSA: 72%

---State: 55%

8th grade Informative Essay: Conventions

---NSA: 95%

---State: 69%

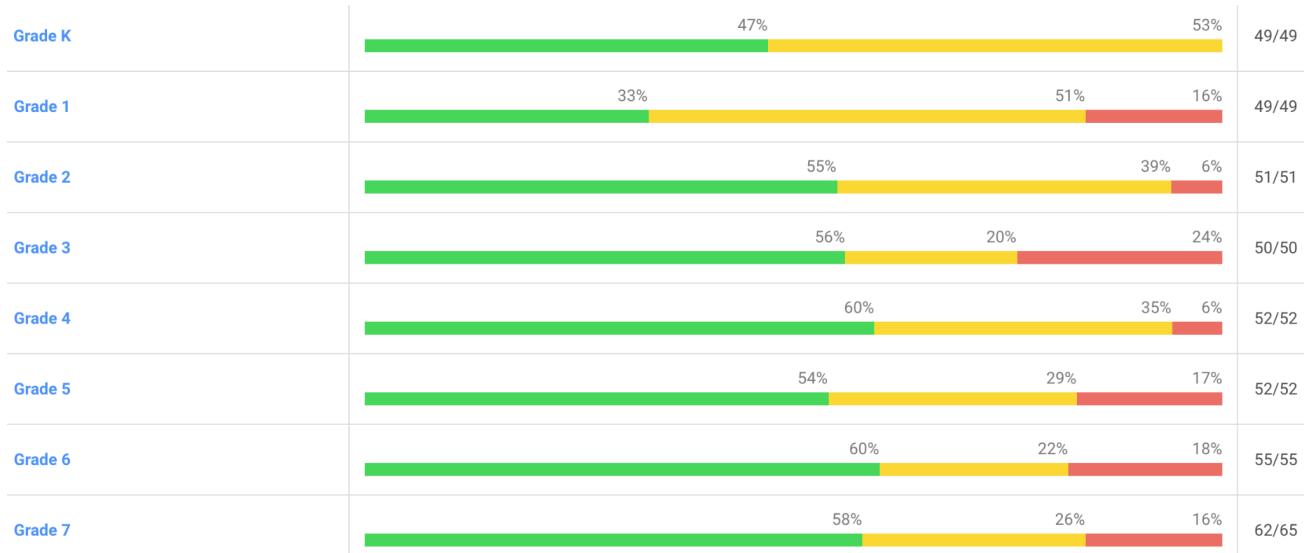
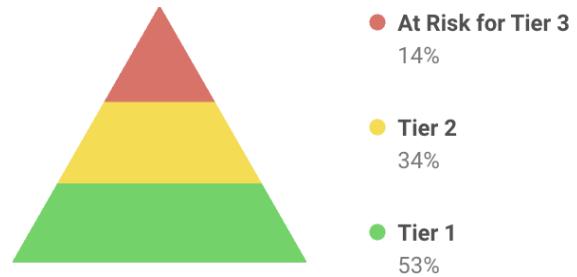
Celebrations:

- NSA ranked #4 in charters/districts in Utah in Science being 74.8% proficient.
 - Edith Bowen K-6 (85.2%), UT County Academy of Science 9-12 (80.2%), Canyon Rim K-6 (79.7%), NSA, InTech Collegiate Academy 7-12 (74.4%)
- NSA ranked #7 in charters/districts in Utah in Math being at 63.3% proficient.
 - UT County Academy of Science 9-12 (77.9%), InTech Collegiate Academy 7-12 (74.1%), Canyon Rim K-6 (72.8%) Edith Bowen K-6 (72.7%), Success Academy (64.9%), Thomas Edison (63.9%), NSA

Reading:

iReady (K-7)

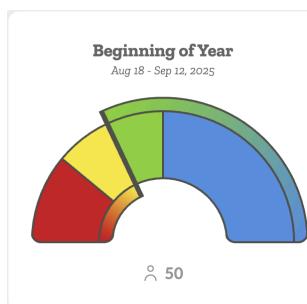
Overall Placement



Acadience (K-6)

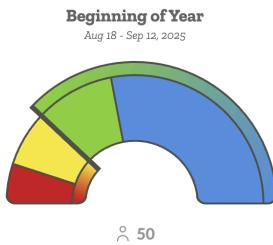
Kindergarten:

At or Above Benchmark: 64%
Below Benchmark: 14%
Well Below Benchmark: 22%

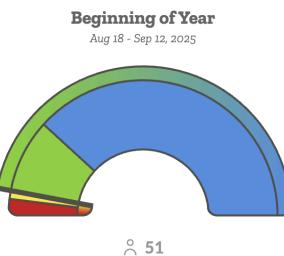


First Grade:

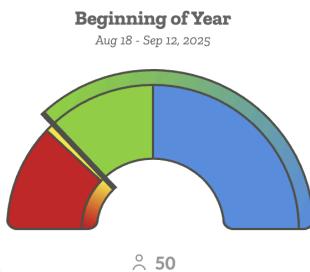
At or Above Benchmark: 76%
Below Benchmark: 14%
Well Below Benchmark: 10%

**Second Grade:**

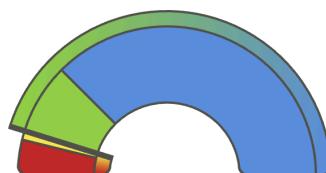
At or Above Benchmark: 94%
Below Benchmark: 2%
Well Below Benchmark: 4%

**Third Grade:**

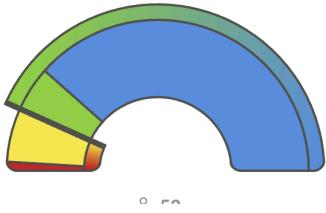
At or Above Benchmark: 74%
Below Benchmark: 2%
Well Below Benchmark: 24%

**Fourth Grade:**

At or Above Benchmark: 90%
Below Benchmark: 2%
Well Below Benchmark: 8%

**Fifth Grade:**

At or Above Benchmark: 87%
Below Benchmark: 12%
Well Below Benchmark: 2%

**Sixth Grade:**

At or Above Benchmark: 95%
Below Benchmark: 0%
Well Below Benchmark: 5%



Achieve 3000 (7th - 9th)

Achieve3000 Literacy

How likely are my students to be on track for
College and Career when RISE ELA/Utah Aspire Plus is administered?
November 1, 2025

The data below show projected student readiness for College and Career at the time of RISE ELA/Utah Aspire Plus, using Lexile® grade-specific bands from the Common Core State Standards.

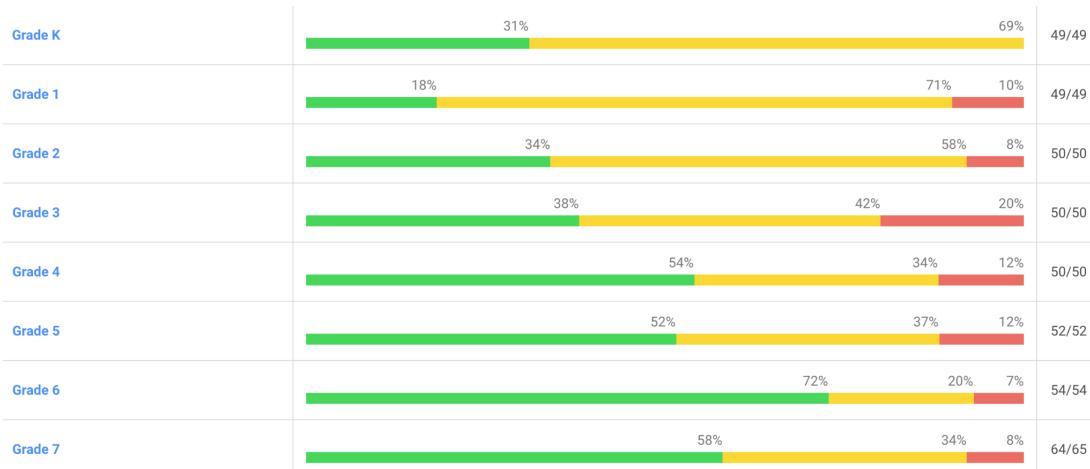
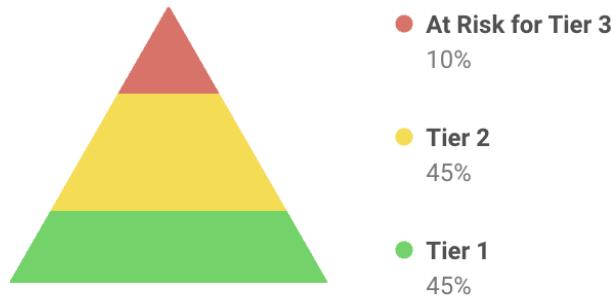
NORTH STAR ACADEMY SCHOOL

Total Students	Current Readiness	Forecasted Readiness			Lexile Goal
		Far Below	Approaches	Meets	
+ Grade: 7	63	FFB=6% A=41% M=25% E=27%			
+ Grade: 8	56	FFB=9% A=48% M=21% E=21%			
+ Grade: 9	41	FFB=12% A=24% M=27% E=37%			
School Total	160	FFB=9% A=39% M=24% E=28%			

Math:

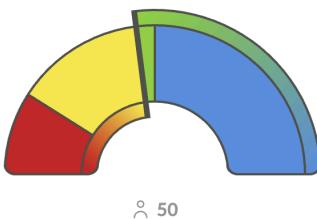
iReady (K-7th on level)

Overall Placement



Acadience (K-3)

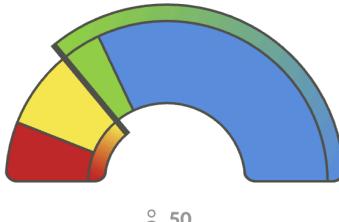
Beginning of Year
Aug 18 - Sep 12, 2025



Kindergarten:

At or Above Benchmark: 54%
Below Benchmark: 28%
Well Below Benchmark: 18%

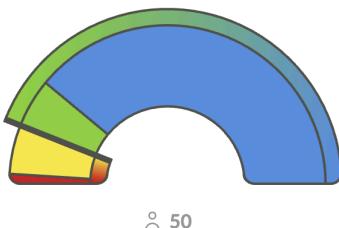
Beginning of Year
Aug 18 - Sep 12, 2025



First Grade:

At or Above Benchmark: 72%
Below Benchmark: 16%
Well Below Benchmark: 12%

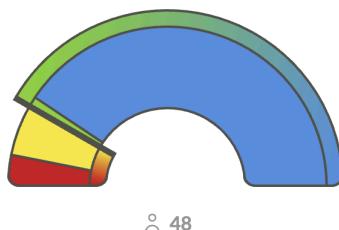
Beginning of Year
Aug 18 - Sep 12, 2025



Second Grade:

At or Above Benchmark: 88%
Below Benchmark: 10%
Well Below Benchmark: 2%

Beginning of Year
Aug 18 - Sep 12, 2025



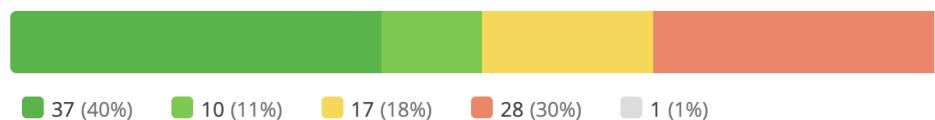
Third Grade:

At or Above Benchmark: 83%
Below Benchmark: 10%
Well Below Benchmark: 6%

IXL (On level 8th and 9th)

LevelUp Benchmark BOY 25-26 (Aug 13, 2025 - Sep 17, 2025)

Overall math levels



- Above grade
- On grade
- Below grade
- Far below grade
- Incomplete

Grade 8

Grade 9



Geometry



Expressions and Equations



The Number System



Statistics and Probability



Functions



Conferences:

Parent Teacher Conference (MS) 2025 - 2026						
	7th - Fall	7th - Spring	8th - Fall	8th - Spring	9th - Fall	9th - Spring
Quinn	12		9		10	
Vader	13		10		9	
Tanuvasa	25		7		0	
Bair	41		5		11	
Edman			27		24	
Green	26		26			
McKinnell	21		25		8	
Story	23		5		13	
Fernley	33		20		12	
Ruggeri	18		3		15	
Verdi	16		11		15	
Peterson	18		6		6	
Ginn			7		6	
Alger			2		2	

Parent Teacher Conference (ELEM) 2025 - 2026		
	Fall	Spring
K	50/50	
1	49/49	
2	50/51	
3	48/50	
4	48/52	
5	50/51	
6	54/54	

Student Learning Profile Report for:

North Star Academy

Student Profiles Completed: 466

The following report provides strategic insights into how your students learn best. It provides you with a powerful tool for planning and guiding your curriculum, staff development, **and** parent relations efforts as well.

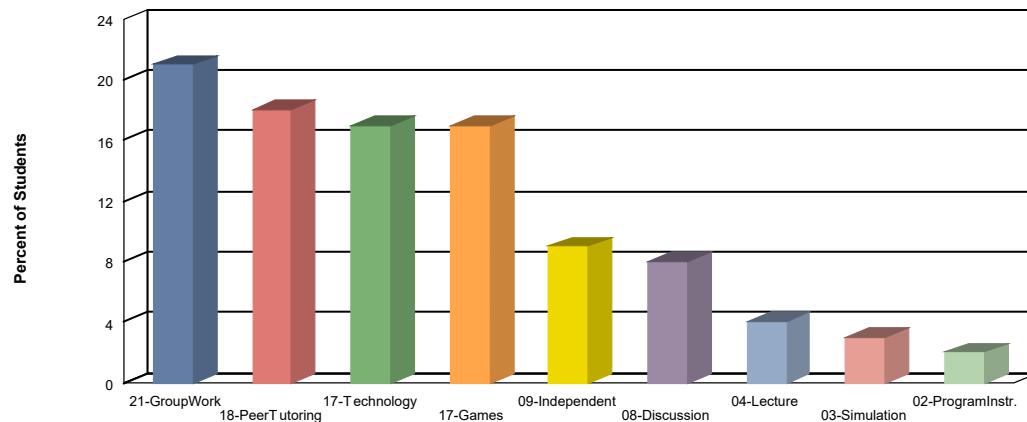
Learning Styles

Top 3

21% GroupWork

18% PeerTutoring

17% Technology



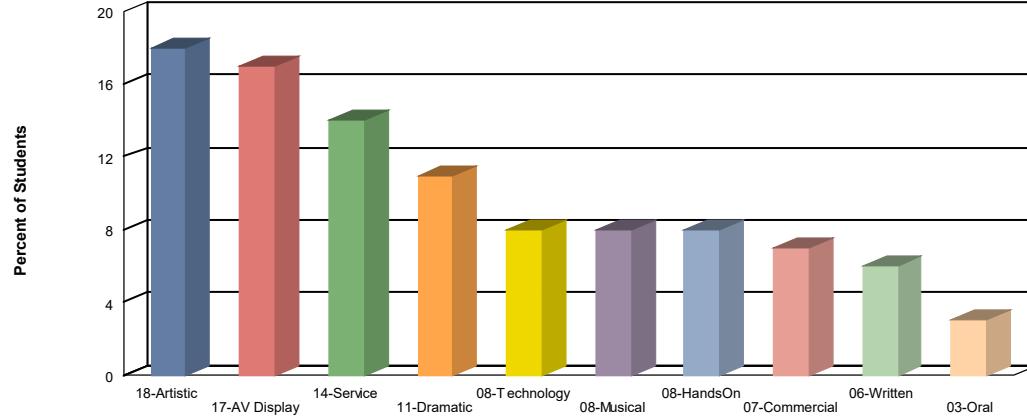
Expression Styles

Top 3

18% Artistic

17% AV Display

14% Service



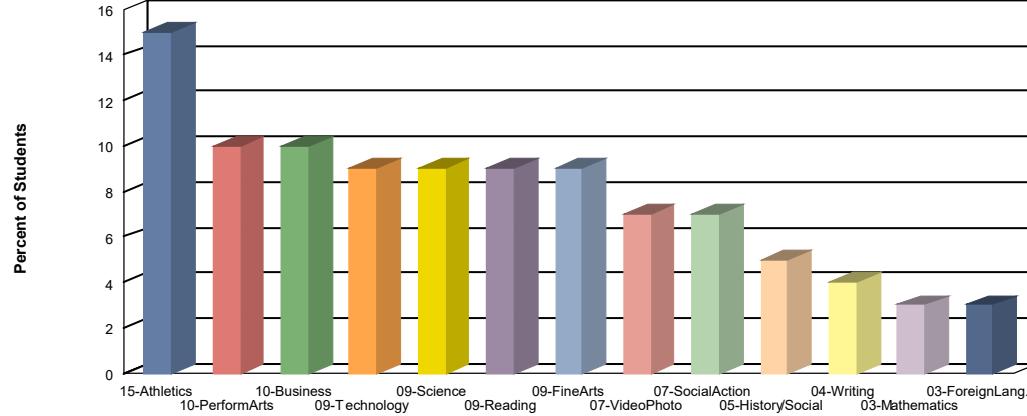
Interest Areas

Top 3

15% Athletics

10% PerformArts

10% Business



Learning Environment Observations Analysis

North Star Academy 230493 AER (Jul 1, 2025 - Jun 30, 2026)

North Star Academy, Bluffdale, United States of America

Last Modified: 10/13/2025

Status: Open

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Learning Environment Observations Analysis

Learning Environment Observations Analysis

Learning Environment Observations Evaluative Criteria

Transfer the ratings for your institution's three Evaluative Criteria for Learning Environment Observations from your workbook.

EC1: Instrument Quality (rate as Level 4 if using Cognia's eleot, erel, or digital learning observation tool)

- **Level 4 - The specific purpose of the instrument(s) used is clearly to measure learner engagement in learning environments. Sufficient information has been reviewed to ensure the instrument(s) is reliable and valid.**
- Level 3 - The primary purpose of the instrument(s) used is to measure learner engagement in learning environments. Information has been reviewed to ensure the instrument(s) is reliable and valid.
- Level 2 - The instrument(s) used is, at least in part, to measure learner engagement in learning environments. Some information has been reviewed to ensure the instrument(s) is reliable and valid.
- Level 1 - The instrument(s) is not designed to measure learner engagement in learning environments.

EC2: Certification of Observers

- **Level 4 - Almost all observations were conducted by observers who were trained and certified in using the instrument.**
- Level 3 - Many observations were conducted by observers who were trained and certified in using the instrument.
- Level 2 - Some observations were conducted by observers who were trained and certified in using the instrument.
- Level 1 - Few observations were conducted by observers who were trained and certified in using the instrument.

EC3: Observations

- **Level 4 - The tool is used with fidelity for the time period indicated in the tool's instructions (e.g. "a minimum of 20 minutes per observation"). Data presented are from multiple observations conducted over an extended period of time, such as a school year. Observations represent a broad and representative range of content, grade level and time of observation (beginning, middle, end of lesson or period).**
- Level 3 - The tool is used for the time period indicated in the tool's instructions/guidelines (e.g. "a minimum of 20 minutes per observation"). Most data presented are from multiple observations conducted over an extended period of time, such as a school year. Observations represent a range of content, grade level and time of observation (beginning, middle, end of lesson or period).
- Level 2 - The tool is sometimes used in accordance with the instrument's instructions/guidelines. Some data presented are from multiple observations conducted over an extended period of time, such as a school year. Observations represent a range of content that includes at least core subject areas, grade level and time of observation (beginning, middle, end of lesson or period).
- Level 1 - The tool is rarely used in accordance with the instrument's instructions/guidelines. Data presented represent one administration of observations. Observations represent a limited range of content, grade level and time of observation (beginning, middle, end of lesson or period).

3. Select and Clean Data Sources

You may have several pages of charts, graphs, and tables. When selecting learning environment observation data to include, you should have considered the following criteria:

- Provided longitudinal results using the same instrument from multiple administrations, if available, to allow for analysis of trends.
- Disaggregated data by content, grade level, and time of observation (beginning, middle, end of lesson or period).

4. Analyze and Synthesize Information

Your analysis and synthesis put the pieces of information you amassed together to create a holistic “picture” of your organization in the form of themes. You should have used the following prompts and questions to guide your thinking and writing:

- Areas of Noteworthy Achievement
 - Which area(s) were above the expected levels of learner engagement?
 - Describe the area(s) that showed a positive trend in learner engagement.
 - Which area(s) indicated the overall highest learner engagement?
 - Which subgroup(s) showed a trend toward increasing learner engagement?
 - Which of the above reported findings were consistent with findings from other data sources?

Enter your findings from your workbook below.

Learner engagement at North Star Academy exceeded expectations in several key domains, as evidenced by ELEOT observation data. Well-Managed Learning demonstrated the highest overall performance with a score of 3.68, reflecting students' consistent ability to transition smoothly between activities, interact respectfully, use instructional time purposefully, and follow expectations while working collaboratively. Supportive Learning also ranked above the institutional average with a score of 3.48, highlighting strong teacher-student relationships, peer support, and a positive sense of classroom community. Additionally, Progress Monitoring scored 3.16, indicating that students effectively use feedback and can articulate their understanding of lesson content. These elevated performance areas illustrate a culture of respectful interaction, academic support, and purposeful engagement across learning environments.

Positive trends in learner engagement are most evident in the areas of Active Learning and High Expectations. Although Active Learning scored slightly below the overall ELEOT average at 2.90, the data reflect strong student participation, with notably high engagement in classroom dialogue and active involvement in learning activities. Similarly, the High Expectations domain, which met the overall average with a score of 3.03, showed consistent evidence of students engaging in challenging but attainable tasks, demonstrating higher-order thinking, and articulating expectations for their own performance. These trends suggest that instructional practices are increasingly promoting cognitive engagement, student ownership, and academically rigorous experiences.

The highest levels of learner engagement were observed in the domains of Well-Managed Learning (3.68), Supportive Learning (3.48), Progress Monitoring (3.16), and High Expectations (3.03). Across these areas, students consistently demonstrated respectful interactions, smooth transitions between tasks, a strong sense of classroom community, effective use of feedback, and purposeful time-on-task. These behaviors indicate that classrooms are structured, supportive, and academically focused, contributing to a learning environment where engagement is both visible and sustained.

The findings from this observation cycle closely align with evidence from prior data sources, including summaries from Utah's Teaching Standards utilized in the Bullseye Platform and ELEOT-aligned reports. Consistent patterns were observed in the strength of classroom culture, with students demonstrating respectful interactions and positive teacher-student relationships. High levels of behavioral engagement were again evident through smooth transitions and on-task behavior. Student agency also emerged as a reinforcing trend, as learners continued to use feedback to demonstrate understanding and improve performance. Active participation was observed across classrooms, reflecting earlier data that highlighted engagement through discussion and structured learning tasks, even when collaboration varied. Additionally, technology integration remained an area of need, aligning with previous findings showing limited intentional use of digital tools to support instruction.

North Star Academy demonstrates notable strengths in several domains of learner engagement. Observation data reflect a consistently positive classroom culture characterized by respectful peer interactions, strong teacher-student relationships, and efficient use of instructional time. Students actively participate in classroom dialogue and demonstrate the ability to use feedback to improve their learning, indicating a climate where engagement and growth are encouraged. These patterns of

behavior illustrate well-managed learning environments that support active participation and reinforce productive learning habits. Collectively, these achievements create a solid foundation for continued growth in areas such as collaboration, equitable differentiation, and digital learning.

- **Areas in Need of Improvement**

- Which area(s) were below the expected levels of learner engagement?
- Describe the area(s) that showed a negative trend in learner engagement.
- Which area(s) indicated the overall lowest learner engagement?
- Which subgroup(s) showed a trend toward decreasing learner engagement?
- Which of the above reported findings were consistent with findings from other data sources?

Enter your findings from your workbook below.

Areas of need were most apparent in the domains that scored below the overall ELEOT average of 3.03. Digital Learning reflected the lowest levels of learner engagement with a score of 1.68, indicating limited use of technology for collaboration, problem-solving, creation, or research. Equitable Learning, with a score of 2.92, also fell slightly below expectations, particularly in students' ability to engage in differentiated opportunities (2.38) and demonstrate respect and appreciation for differences (1.62). Within Active Learning (2.90), students showed lower engagement in peer collaboration (2.14) and real-world connections (2.31), suggesting inconsistent application of interactive and applied learning strategies. Declining performance trends are most evident in areas tied to learner autonomy and diversity responsiveness, such as students taking responsibility for their learning (2.34) and understanding how their work is assessed (2.76). These findings reinforce prior data indicating that while behavioral engagement and classroom culture are strengths, purposeful technology integration, differentiated access, and student ownership of learning remain underdeveloped.

When reviewing the data from our prior few years, via Utah's Teaching Standards the lowest levels of learner engagement were observed in areas connected to technology integration, equitable access, and student ownership of learning. Across Standards 1–3, indicators showed that students were less consistently engaged when tasks required self-assessment, differentiation, collaboration, or digital tool usage. The Innovation & Technology strand reflected the most significant need for improvement, with multiple observations noting limited variety in digital platforms, low student creation using technology, and teacher discomfort with troubleshooting and intentional integration. Engagement also trended lower when students were expected to take responsibility for tracking goals, reflect on progress, or connect learning to real-world applications. In the Engagement by Learner summaries, participation declined when students were not provided structured rotation of engagement strategies, whole-group transitions were inefficient, or expectations for active involvement were unclear. Subgroups most affected included students who rely on differentiated support, those requiring scaffolded technology use, and learners less inclined to engage without targeted prompting. These findings are consistent with earlier data sources, which also indicated that while behavioral engagement and relationships are strong, digital learning, student agency, and collaborative application remain areas needing focused improvement.

Therefore, Areas in need of improvement were most evident in domains connected to technology integration, equitable access, collaboration, and student ownership of learning. Digital Learning demonstrated the lowest levels of engagement, with observations noting limited use of technology for problem-solving, creation, and research, as well as teacher discomfort with troubleshooting and intentional integration. Equitable Learning and Active Learning also showed below-average performance, particularly in differentiated opportunities, peer collaboration, and real-world application of content. Engagement declined when students were asked to take responsibility for tracking goals, reflect on progress, or understand how their learning is assessed, indicating gaps in student agency and autonomy. Subgroups most affected included

learners who required scaffolding, those less inclined to participate without structured prompting, and students needing support to access technology-rich or differentiated tasks. These trends confirm earlier findings showing that, while behavioral engagement and classroom climate are consistent strengths, purposeful technology use, collaborative learning structures, and learner independence require focused attention.

5. Interpret Findings, Prioritize, and Develop a Theory of Action

You have your information organized and neatly arranged under themes, and determined findings: that is, “what we do well, and where we need to improve.” Refer to the Self-Assessment Workbook for more information on writing findings. Consider the following suggestions:

- List all your findings statements
- Prioritize the findings statements:
 - Select the findings you feel are most important to begin your improvement process.
 - Select only the number of findings you have the capacity to address.
- Perform root cause analysis on the findings to determine how to address the improvement areas and describe your intended results and next steps (theory of action).

Enter your priorities and theories of action (answers to the prompts and question above) from your workbook.

The team identified the following Areas of Noteworthy Achievement (Strengths)

List of findings:

1. Well-Managed Learning is the strongest domain (3.68), with students demonstrating smooth transitions, purposeful time-on-task, respectful interactions, and effective collaboration.
2. Supportive Learning remains a major strength (3.48), characterized by strong teacher-student relationships, peer support, and a positive classroom community.
3. Progress Monitoring is above the ELEOT average (3.16), with students using feedback effectively and articulating understanding of learning goals.
4. High Expectations shows positive engagement (3.03), as students engage in rigorous, attainable tasks and demonstrate higher-order thinking.
5. Active participation and classroom dialogue are visible strengths, even where collaboration is inconsistent.
6. Behavioral engagement and classroom culture are consistently strong, with smooth routines, respectful peer interactions, and student focus sustained across classrooms.

The team also identified the following Areas in Need of Improvement

1. Digital Learning shows the lowest engagement (1.68), with limited technology use for collaboration, creation, research, or problem-solving, and low teacher confidence in integration.
2. Equitable Learning is below expectations (2.92), especially in differentiated access (2.38) and respect for learner differences (1.62).
3. Active Learning shows mixed performance (2.90), with low engagement in peer collaboration (2.14) and real-world connections (2.31).
4. Student ownership and agency require improvement, as students show limited responsibility for goal tracking (2.34), reflection, and understanding assessment criteria (2.76).
5. Collaboration is inconsistent, especially when tasks are unstructured or require group problem-solving or applied learning.
6. Subgroups needing scaffolding (e.g., tech-reliant learners, reluctant participants, students requiring differentiation) show lower engagement.

Technology integration, equitable access, and applied learning needs are consistent across multiple data sources, including ELEOT, Utah Standards observations, and Bullseye Platform reporting

Prioritized Findings Statements: Based on urgency, instructional impact, and consistency across data sources, the following priority order is recommended by the team:

Top Priority Areas (High Impact / Most Urgent)

1. Equitable Learning & Differentiation (2.92).

- * Gaps in differentiated access and culturally responsive engagement
- * Subgroups need scaffolding and tailored instructional strategies
- * Model of School as well
- * Respect for differences scored lowest (1.62)
- 2. Technology Integration (Digital Learning – 1.68)
 - * Lowest-performing area
 - * Limits collaboration, creation, research, and problem-solving
 - * Teacher discomfort and lack of tool variety reduce student engagement
- 3. Student Ownership and Agency (2.34–2.76 performance range)
 - * Students inconsistently track goals, self-assess, or reflect
 - * Limited awareness of expectations and criteria for success
 - * Engagement drops without teacher prompting
- 4. Collaboration & Real-World Connections
 - * Low collaboration scores (2.14) and applied learning (2.31)
 - * Engagement drops without structured group work or relevance
- 5. Consistency in Engagement Practices Across Classrooms
 - * Reliance on teacher-prompted engagement rather than student-driven behavior
 - * Engagement strategies not rotated or differentiated effectively

Root Cause Analysis

Root Cause Analysis: Use of Feedback & Purposeful Participation

Key Indicators:

- * Progress Monitoring – 3.16
- * High Expectations – 3.03

Root Causes of Success

Student performance in these areas can be attributed to the following teacher practices:

1. Consistent Use of Feedback Loops Teachers provide feedback that helps students understand what they are doing well and how to improve. This creates a culture of continuous progress rather than one-time performance.
2. Clear Learning Targets and Success Criteria Students know what is expected of them and can articulate learning goals, which increases accountability and focus during instruction.
3. Teacher Belief in Student Capability High expectations are communicated through task rigor, questioning strategies, and standards-based learning experiences, contributing to elevated student engagement.
4. Student Participation as a Norm Classrooms embrace verbal response, questioning, and academic dialogue, allowing students to actively process and communicate understanding.

How This Strength Positively Impacts Student Achievement

- * Improves Learning Retention & Accuracy: Feedback helps students adjust misconceptions before they become ingrained.
- * Builds Student Ownership: When learners understand expectations and receive actionable input, they are more likely to self-correct and take responsibility.
- * Raises Academic Rigor: Purposeful participation supports deeper cognitive engagement and prepares students for more complex tasks.
- * Closes Gaps Faster: Real-time feedback allows teachers to address misunderstandings during instruction, not after the fact.

Why Teachers Should Continue These Practices

Sustaining and enhancing these practices is essential because:

- * They create the conditions necessary for higher-order thinking, digital integration, and independent learning.
- * They reinforce the shift from teacher-directed learning to student-driven progress.
- * They provide the foundation needed to improve lower-performing domains such as collaboration, technology use, and real-world application.

Summary Statement

The strong use of feedback and purposeful participation is the result of clear expectations, rigorous instructional design, and teacher commitment to student growth. These practices increase student clarity, confidence, and ownership of learning—directly accelerating achievement. By continuing to refine feedback strategies and maintain high expectations, teachers are positioned to elevate engagement in areas such as collaboration, technology integration, and applied learning.

Theory of Action

If teachers continue to provide clear learning expectations, high-quality feedback, and consistent opportunities for purposeful participation, then students will deepen their understanding, take greater ownership of their learning, and demonstrate higher levels of academic achievement, because timely feedback, clarity of goals, and engagement in the learning process enable students to self-correct, persist through challenges, and apply higher-order thinking.

Root Cause Analysis of 2nd Strength:

Root Cause Analysis: Why This Strength Exists and How It Impacts Achievement

Focus Area: Classroom Culture & Behavioral Engagement Key Indicators:

- * Well-Managed Learning – 3.68
- * Supportive Learning – 3.48
- * Smooth transitions, respectful interactions, and on-task behavior

Root Causes of Success

The consistently high performance in this area can be traced to the following underlying causes:

1. Clear Expectations and Structured Routines Teachers consistently establish and reinforce behavioral norms, which reduces downtime and confusion. Predictable routines support student focus and maximize instructional minutes.
2. Strong Teacher-Student Relationships Positive rapport and emotional safety create a climate where students are more willing to participate, take risks, and engage in learning tasks.
3. Consistent Classroom Management Practices Teachers implement proactive strategies—such as smooth transitions, clear directions, and classroom procedures—that minimize disruption and sustain engagement.
4. Peer Respect and Collaborative Norms Students demonstrate mutual respect, allowing for productive group work, calmer learning environments, and peer accountability.

How This Strength Positively Impacts Student Achievement

- * Maximizes Instructional Time: Fewer interruptions and quick transitions provide more minutes for instruction, feedback, and application.
- * Supports Cognitive and Digital Engagement: A well-managed environment provides the conditions necessary for deeper learning, technology integration, and higher-order thinking.
- * Promotes Student Confidence and Participation: Supportive relationships increase willingness to engage, ask questions, and persist in learning tasks.
- * Creates a Foundation for Differentiation and Collaboration: A strong classroom culture enables teachers to introduce more complex structures, such as group work, project-based learning, and technology-enhanced tasks.

Why Teachers Should Continue These Practices

Sustaining these strengths is essential because:

- * They directly enable improvement in weaker areas like digital learning, differentiation, collaboration, and student agency.
- * They reduce cognitive load for students by maintaining emotional and procedural security.
- * They create conditions where academic rigor can increase without sacrificing engagement.

Summary Statement

Strong classroom culture and behavioral engagement are not accidental—they are the result of intentional structures, relationships, and expectations. These conditions maximize time-on-task, support risk-taking, and create an environment where deeper cognitive work, technology integration, and student ownership of learning can take root. Continuing and reinforcing these practices is essential to advancing student achievement and addressing the next level of instructional goals.

The Accreditation team determined that realistically, we should focus on the following three findings to make the most impact:

1. Equitable Learning & Differentiation:

Why? # 1: Leverage Existing Strengths to Accelerate Progress Our current strengths already reduce the lift: Strong classroom culture and behavior management = fewer disruptions during instructional shifts. Effective feedback and

purposeful participation = students already respond to individual input. Teacher-student relationships = trust exists for instructional change. These serve as the “launch pad” for equity and differentiation.

If teachers leverage existing strengths in classroom culture, feedback routines, and student participation by developing a shared understanding of equitable instruction and consistently implementing foundational differentiation strategies through professional learning, lesson planning, and daily classroom routines, then students across all subgroups will experience increased access, engagement, and individualized support, because the school’s stable learning environments and high relational trust allow instructional shifts to occur without disruption or resistance.

2. Student Ownership & Agency:

Why? – Build on Existing Engagement and Feedback Routines to Shift Ownership

Students already respond positively to feedback, articulate expectations, and remain engaged during structured instruction. Teachers regularly monitor progress and set clear goals, creating a strong foundation for extending responsibility to students. These existing habits make it realistic to shift from teacher-directed engagement to co-owned learning.

If teachers leverage established strengths in feedback, progress monitoring, and high expectations by consistently integrating simple routines for student goal tracking, reflection, and self-assessment into daily instruction, then students will begin to take greater ownership of their learning by actively monitoring progress, articulating growth needs, and engaging with increased independence, because they already understand expectations, respond to challenge, and are ready to assume more responsibility when provided with structured tools and opportunities.

3. Collaboration & Real-World Connections

Why? – Leverage Existing Engagement and Structure to Expand Peer-Based Learning

Students consistently demonstrate behavioral engagement, follow classroom routines, and participate willingly in academic dialogue. These conditions make it realistic to extend learning beyond individual responses into structured peer interaction, problem-solving, and applied tasks.

If teachers build on established strengths in classroom structure, engagement routines, and participation norms by intentionally incorporating frequent and purposeful opportunities for peer collaboration and real-world context into daily instruction, then students will deepen their understanding through shared problem-solving, discourse, and applied learning experiences, because they are already responsive to expectations, comfortable interacting academically, and ready to transfer existing engagement habits into collaborative and authentic learning tasks.

The accreditation team noted that Technology Integration was the lowest area of performance based on the most recent observations, but determined that it is not the most strategic focus at this time as differentiation within technology and outside technology is a higher priority based on the mission and vision of the school. Strong classroom culture and feedback routines make it easier to introduce new tools which we will continue to do.

Putting It All Together

Using the results of your efforts above, create a clear, concise document in the field below. Consider creating a narrative document that use the following outline:

First section: evidence you have analyzed and synthesized

Second section: findings from your analysis and synthesis

Third section: interpretations of the root cause of your findings and your theory of action

Type or copy and paste your final analysis from your workbook here.

Learning Environment Observations Analysis

Putting It All Together – Narrative Summary

North Star Academy conducted a comprehensive analysis of learning environment data using multiple observation tools, including ELEOT results, Utah Teaching Standards trend data, classroom walkthrough narratives, and Engagement by Learner summaries. The ELEOT overall average score of 3.03 served as the benchmark for identifying performance above

and below expectations. These data sources were synthesized to identify strengths, patterns over time, and areas in need of improvement.

Findings from the Analysis and Synthesis

The review of observation data revealed strong performance in two domains: Classroom Culture and Behavioral Engagement and Use of Feedback and Purposeful Participation. Well-Managed Learning (3.68) and Supportive Learning (3.48) reflected high levels of smooth transitions, respectful interactions, on-task behavior, and a strong sense of community. Progress Monitoring (3.16) and High Expectations (3.03) further demonstrated that students respond positively to feedback, understand expectations, and participate actively in discussions. These strengths establish a solid foundation for deeper cognitive engagement and instructional improvement.

Areas of need were most evident in domains scoring below the ELEOT average. Digital Learning (1.68) showed the lowest engagement, with limited use of technology for collaboration, creation, problem-solving, or research. Equitable Learning (2.92) reflected gaps in differentiated access and respect for learner differences, while Active Learning (2.90) showed inconsistent engagement in peer collaboration and real-world application. Additional findings indicated that student agency, ownership, and reflection were underdeveloped, particularly in goal tracking (2.34), understanding criteria for success (2.76), and self-directed engagement. These patterns were consistent across multiple years of Utah Teaching Standards observations and aligned with subgroup-level data, confirming that while behavioral engagement and relationships are strong, purposeful technology use, equitable access, and learner autonomy require focused attention.

Interpretation of Root Causes and Theory of Action

Two major strengths explain why students are well-positioned for growth. First, high performance in classroom culture and behavioral engagement is rooted in clear routines, strong teacher-student relationships, consistent management practices, and respectful peer norms. These conditions maximize instructional time, reduce disruption, and support deeper learning. Second, the effective use of feedback and purposeful participation stems from clear success criteria, high expectations, academic dialogue, and actionable feedback loops. These practices build confidence, academic rigor, and student clarity. Because of these strengths, the school has the capacity to make meaningful progress in its highest-need areas. The accreditation team identified three priority improvement targets: Equitable Learning and Differentiation, Student Ownership and Agency, and Collaboration and Real-World Connections. Each area is supported by an evidence-based theory of action aligned to a three-year implementation plan.

For Equitable Learning and Differentiation, the theory of action emphasizes building staff understanding and foundational strategy use in Year 1, embedding practices into planning, PLCs, walkthrough feedback, and subgroup supports in Year 2, and monitoring implementation through coaching, curriculum refinement, and impact data in Year 3. Progress is attainable because strong classroom culture, feedback practices, and student participation reduce the implementation burden.

For Student Ownership and Agency, the theory of action focuses on introducing student goal tracking, reflection, and self-assessment routines in Year 1; integrating these practices into instruction and conferencing in Year 2; and expanding student decision-making, monitoring, and independence in Year 3. Existing strengths in feedback and expectations create readiness for this shift.

For Collaboration and Real-World Connections, the theory of action calls for expanding structured peer interaction in Year 1, embedding collaborative problem-solving and discourse routines in Year 2, and increasing applied and project-based learning in Year 3. Behavioral engagement and classroom structure already support these instructional changes.

The identification of strengths and high-need areas was not incidental but the result of analysis as a team. Observation data from ELEOT, Utah Teaching Standards trends, walkthrough narratives, subgroup engagement summaries, and Bullseye Platform reports were triangulated to ensure that no single instrument overly influenced conclusions. Each finding was then evaluated against three prioritization criteria: (1) urgency of need, (2) potential instructional leverage, and (3) consistency across multiple data sources and student subgroups. This intentional process led the team to elevate Equitable Learning & Differentiation, Student Ownership & Agency, and Collaboration & Real-World Connections as the highest-impact focus areas. Root cause analysis revealed that existing strengths—such as classroom culture and feedback routines—are not only worth sustaining, but function as enabling conditions that make these next steps realistic. Accordingly, each priority was assigned a multi-year theory of action with phased implementation—from awareness (Year 1), to embedded instructional practice (Year 2), to monitored refinement and student impact verification (Year 3). North Star Academy believes in continuous improvement processes and continuously have implemented feedback cycles as a priority as per longitudinal data.

Conclusion

In addition to well-managed learning and feedback usage, observation data also reflected growing evidence of cognitive engagement. Students frequently engaged in academic dialogue, explained their thinking during instruction, and participated actively in whole-group and peer-based discussions. While some elements of Active Learning scored slightly below average, the qualitative trends demonstrate strong participation patterns that position the school to expand collaborative and applied learning opportunities.

Student agency also emerged as an early strength area. Although long-term goal tracking and self-directed learning routines are still developing, students routinely used feedback to revise work, monitored their understanding of content during lessons, and articulated teacher expectations with clarity. This suggests that foundational habits for student ownership are already present, making the next stages of implementation both realistic and scalable.

The evidence confirms that North Star Academy's strengths in classroom culture, feedback, participation, and expectations create the conditions needed to improve technology integration, differentiation, student agency, and collaboration. The school is not beginning from deficit, but rather building from a strong instructional core. With intentional implementation over three years, the identified areas of need can be addressed in a realistic and sustainable manner, aligned to the school's mission and Cognia standards.

Standards Self-Assessment

North Star Academy 230493 AER (Jul 1, 2025 - Jun 30, 2026)
North Star Academy, Bluffdale, United States of America

Last Modified: 10/22/2025
Status: Ready for Review

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Standards Self-Assessment

Standards Self-Assessment

In this diagnostic, you will transfer ratings and evidence information from your workbook for each of the Standards.

You will also transfer your narratives for each Key Characteristic and your reflections.

Culture of Learning Standards

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).

Keys to Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution's mission
- Learners' academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported

Standard 1

Leaders cultivate and sustain a culture that demonstrates respect and fairness for all learners and is free from bias.

- 4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.
- **3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.**
- 2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.
- 1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.

COMMENTS

Evidence: 1a: Parent-Student Handbook, 2024-2025 1b: Employee Handbook 2024-2025 (See Pages 2, 6-7, 9-10, 13, 22-25, 29-30, 34, 39, 41-42, 53, 55-56, 58-61) 1c: Bias Training Rosters 1d: Character Ed Schedule 2022-2023 1e: Character Ed Schedule 2023-2024 1f: Character Ed Schedule 2024-2025 1g: Character Ed Lessons 2023-2024 1h:Character Education - Character Counts, Leader in Me 1i: CROSSWALK_Leader in Me_Character Counts Competencies - DBT STEPS-A Skills 1j: Lesson - Character Counts - 7 Habits 1k: Respect: Racism - Prejudice 1l: Water Bottle Policy - Proposed Amendment North Star Academy Mail - Proposed Amendment to the Wellness Policy on Physical Activity and Nutrition 1m: NSA Board Meeting Agenda - Wellness Policy Update 1n: Wellness Policy (see page 4) 1o: Newsletter regarding Wellness Policy Update

(see page 1) 1p: Parent, Student, and Staff Survey Data Comments: North Star Academy is a school that embodies the values of respect, fairness, equity, and inclusion in a learning environment that is free from bias. Many pieces of evidence support this evaluation, such as the school's expectations and end statements, as outlined in the Parent-Student handbook (see evidence 1a pg. 13-15) and Employee Handbook (see evidence 1b pg. 2, 10). In addition, the school provides bias training for teachers and staff regularly (see evidence 1c), which helps ensure that all staff members are implementing best practices in regards to respect, fairness, and equity. North Star's commitment to a respectful culture is not limited to its organization and staff, however. Through the school guidance counselor, high-quality character education is provided regularly to all students at the school. This curriculum includes lessons and activities related to respect, fairness, equity, and inclusion (see evidence 1d-1k). In a school with a respectful, equitable, and fair culture, a variety of stakeholders are regularly involved in making decisions for the school. North Star Academy demonstrated this through the amendment and adoption of a wellness policy design to encourage water consumption at the school. This wellness policy shows respect for the school because various stakeholders were involved in finalizing the plan and the school sought public comment through a Board Meeting (see evidence 1l-1o). Importantly, North Star Academy seeks stakeholder feedback on perceptions of equity and respect through an annual Stakeholder Survey (see evidence 1p). This survey reveals student, staff, and parent attitudes regarding issues surrounding equity and respect. Longitudinally, this data reveals that students, parents, and staff recognize that North Star Academy is a place where respect abounds. Across all years and all questions regarding respect, survey data shows that North Star is a place where all students and staff are respected -- "Agree" and "Strongly agree" are the most common responses to all questions pertaining to respect, equity, and inclusion. Cultivating and sustaining a respectful culture is an ongoing process. Areas of improvement for North Star Academy within this area include continued bias training for teachers and staff, particularly as part of the on-boarding training for the school. Also, involving the community in decision making with a special emphasis on inclusion of diverse cultures and perspectives will help the school improve in this area.

Standard 2

Learners' well-being is at the heart of the institution's guiding principles, such as mission, purpose, and beliefs.

- 4 - Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.
- **3 - Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values.**
- 2 - Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.
- 1 - Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.

COMMENTS

Evidence: 2a: Curriculum List from Website 2b: Lower elementary differentiated lesson plan example 2c: Lowe elementary differentiated lesson plan example 2d: Upper elementary differentiated lesson plan example 2e: Middle school differentiated lesson plan example 2f: Bullseye Differentiated Instruction Comments 2g: Bullseye Engagement Comments 2h: Parent Compact 2i: Parent-Student Handbook 2j: Parent and Staff Survey Results 2k: School Charter 2l: Extracurricular Activities List 2m: Wellness Policy 2n: Wellness Screener Opt-in Form 2o: Wellness Screener Results Comments: At North Star Academy, the well-being of learners is an important

guiding principle. First, staff members are committed to the academic well-being of the students. To this end, the school provides a rigorous curriculum (see evidence 2a) and teachers are expected to differentiate content to meet the needs of individual learners (see evidence 2b-2g). Additionally, North Star Academy involves parents in the academic success of their children as shown in the Parent Compact (see evidence 2h) and Parent Handbook (see evidence 2i), both of which include sections explaining how students, parents, and teachers can work together to support students academically. Not only does the school provide these supports for learners, but it also seeks feedback on the effectiveness of these supports. This is shown by the Staff and Parent survey results on the quality of instruction for students with disabilities, which show that both teachers and parents agree that students with disabilities are supported (see evidence 2j). Additional evidence on the importance of student academic success can be found in the school's mission as outlined in the school charter (see evidence 2k, pg. 5): "North Star Academy is established to provide K-9 students with a safe, challenging, and individualized learning environment... "(emphasis added). Not only does North Star Academy demonstrate commitment to the academic success of learners, but the school also values non-academic support as well. Again, this is emphasized in the school's mission (see evidence 2k, pg. 5): "North Star Academy is established to provide K-9 students with a safe, challenging, and individualized learning environment (emphasis added). North Star provides a wide variety of after school clubs (see evidence 2l) for both elementary and middle school students. For many of these clubs, socializing and forming new friendships is an important component. In addition, the school has a clear Wellness Policy (see evidence 2m) that focuses on the health and wellness of students. Students at North Star also have the opportunity to participate in an opt-in wellness screener (see evidence 2n), which has the goal of giving "insight into how students are feeling". Leaders at the school can then evaluate results (see evidence 2o) and provide additional support as needed. A next step for the school would be to expand non-academic supports for students, such as instituting more clubs, developing a more robust community support system, and collecting and evaluating longitudinal data on student non-academic well-being.

Standard 3

Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

- 4 - Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
- **3 - Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.**
- 2 - Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus sometimes based on data on learners' needs and consistent with guiding principles.
- 1 - Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus rarely based on data about learners.

COMMENTS

Evidence: 3a: Parent, Student, and Staff Survey Data 3b: BEAR Action plan 3c: End of Year Student Data 3d: End of Year Student Data 3e: End of Year Student Data 3f: PLC Notes 3g: PLC Notes 3h: North Star Academy Early Learning Plan SY 2024-2025 3i: School Land Trust 2024 3j: North Star Academy DTL Application FY2021-FY2025 3k: NSA 2025-2026 DTL application v.1 - Outcomes 3l: UPIPS Meeting Notes analysis of program fo acrd. 3m: Parent and Family

Engagement Policy 3n: Parent Compact 3o: Parent-Student Handbook 2024-2025 - Google Docs (See pages 2, 6, 13-15, 27-28, 31) 3p: Curriculum Committee Notes Comments: At North Star Academy, stakeholders are heavily involved in the institution's emphasis on learners' academic growth and well-being. The school regularly seeks feedback through an annual spring survey administered to students, staff, and parents (see evidence 3a). Data is analyzed and used to plan goals for the following year, addressing both academic and non-academic issues. For example, the School Wide Improvement Goal is based on survey results and addressed throughout the year (see evidence 3b). Leaders also involve teachers in promoting student growth. End-of-year data is collected annually to plan instruction, evaluate programs, and recommend courses (see evidence 3c-3e). Data is also gathered throughout the year. North Star uses a Professional Learning Community (PLC) model where teachers meet monthly to share student data and collaborate on next steps (see evidence 3f-3g). The school's institutional priorities clearly guide practices that promote student success. Examples include: Early Learning Plan (see evidence 3h), outlining curriculum, screeners, diagnostics, and monitoring tools to support early learners. School Land Trust (see evidence 3i), which establishes student success goals and allocates resources. Digital Teaching and Learning Grant Application (see evidence 3j-3k), created with state support to raise English Language Arts and Math scores. Teachers played a key role in its planning and implementation. Such programs are regularly evaluated (see evidence 3l), and new goals are set based on outcomes and priorities. Additionally, North Star Academy has policies that encourage stakeholder decision-making and involvement. For instance, the Parent and Family Engagement Policy (see evidence 3m) identifies ways parents participate, such as in developing policies, plans, compacts, and programs. Additional avenues include the Parent Compact (see evidence 3n, pg. 2) and Parent-Student Handbook (see evidence 3o). An example of stakeholder impact is seen in Curriculum Committee notes (see evidence 3p), where stakeholders reviewed proposed texts for middle school English Language Arts. This is a strong area for North Star Academy, but growth could include broader outreach for stakeholder involvement, greater emphasis on survey data, and continued opportunities for teachers to shape priorities.

Standard 4

Learners benefit from a formal structure that fosters positive relationships with peers and adults.

- **4 - A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.**
- 3 - A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.
- 2 - A formal structure may be planned but is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being.
- 1 - A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.

COMMENTS

Evidence: 4a: Master Schedule 2024-2025, NSA Middle School Student Schedule 4b: Middle School Lab Schedule 4c: Elementary After School Lab Schedule 4d: Interventions Schedule 4e: Character Ed Schedule 2024-2025 4f: Character Ed Schedule 2023-2024 4g: Character Ed Lesson Schedule 2022-2023 4h: Crosswalk - Leader in Me/Character Counts/DBT STEPS-A Competencies 4i: Character Ed lessons 2023-2024 4j: Character Education - Character Counts/Leader in Me 4k: Lessons - Character Counts/7 Habits 4l: Hope Squad: New Member Paperwork 4m: Kindergarten Buddies 2024-2025 4n: Kindergarten Buddies 2023-2024 4o: Kindergarten

Buddies 2022-2023 4p: Staff Survey Responses 4q: Student Survey Responses Comments: North Star Academy has established a formal, consistent structure that fosters positive relationships between students and adults, supporting a culture of mutual respect, trust, and care. This structure is evident in our designed master schedules, which allocate time for middle and elementary after-school labs and intervention periods that prioritize one-on-one and small group support (see evidence 4a – 4d). These schedules ensure consistent access to adults who advocate for and mentor learners. The master schedule demonstrates that North Star Academy has intentionally designed and consistently implemented structures—such as advisory, intervention, and lab periods—that guarantee every student daily access to supportive adults and peers. This framework ensures relationships are not incidental, but embedded into the school culture, fostering respect, trust, and care. An important part of this structure is our advisory classes. Advisory is a structured daily period in which a small group of students is paired with a staff member (their advisor) to build meaningful relationships, support academic and social-emotional growth, and foster belonging. Advisory occurs daily in middle school for 20 minutes, and students have one-on-one interaction with their advisor at least four days each week. Advisors provide consistent support, monitor progress, and serve as advocates while also facilitating SEL, team-building, and community-building activities that strengthen peer connections and respect. In response to stakeholder feedback, we refined our advisory structure to strengthen student–adult connections. In 2020, we added a third 9th grade advisory (expanding from two to three) to reduce class sizes and allow more meaningful relationships. Building on its success in improving connections and climate, we added a third 7th grade advisory in 2024 to lower student-to-advisor ratios and provide more individualized support and mentorship. To further promote positive peer and adult relationships, we implement a robust character education program. Curriculum such as Character Counts, Leader in Me, and DBT STEPS-A is integrated through a coordinated framework across grades K–9 (see evidence 4e – 4h). Students engage in age-appropriate lessons and activities that promote empathy, respect, and leadership (see evidence 4i – 4k). Programs like Hope Squad and the Kindergarten/9th Grade Buddy system provide additional peer support structures, fostering inclusion and emotional safety (see evidence 4l – 4o). Survey data demonstrates the effectiveness of these structures. In 2022 and 2024, 94% of students reported that “adults at my school care about me.” Respect between students and adults is improving, with 88% of students in 2024 agreeing that “adults treat all students respectfully,” and 80% agreeing that “students treat adults with respect.” Staff feedback also reflects a supportive environment, with 92% agreeing in 2024 that “people at this school care about me as a person” (see evidence 4p – 4q). These data points and initiatives collectively demonstrate our institution’s commitment to a healthy learning culture where every learner feels supported by meaningful, respectful relationships with peers and adults.

Standard 5

Professional staff members embrace effective collegiality and collaboration in support of learners.

- 4 - The institution’s documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another’s ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
- **3 - The institution’s documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another’s ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.**

- 2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
- 1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

COMMENTS

Evidence: 5a: Professional Learning Community (PLC) Framework 5b: PLC Meeting and Action Plan 5c: 7th Grade PLC 2024-2025 5d: 8th/9th Grade PLC 2024-2025 5e: Middle School Math PLC 2024-2025 5f: Elementary PLC 5g: 9th Grade/Kindergarten Buddies 2024-2025 5h: 9th Grade/Kindergarten Buddies 2024-2025 5i: 9th Grade/Kindergarten Buddies 2024-2025 5j: Professional Development and Training Plans 5k: Response to Effectiveness of PLC Program 5l: Staff Responses to PLC Survey Question Comments: North Star Academy fosters a strong culture of collegiality and collaboration through clearly documented operating practices that guide professional interactions. Our Professional Learning Community (PLC) Framework (see evidence 5a) sets expectations for regular collaboration among staff and emphasizes shared responsibility for learner success. The framework is supported by comprehensive documentation, including PLC Meeting and Action Plans and grade-level collaboration records (7th, 8th/9th, Middle School, and Elementary) (see evidence 5b - 5f), as well as cross-grade efforts like the 9th Grade/Kindergarten Buddy Program (see evidence 5g - 5i). These structures encourage staff to engage in data-informed conversations, identify student needs, and implement targeted solutions. Staff regularly meet in both assigned and self-formed teams to review academic and behavioral data, reflect on instructional practices, and solve problems collaboratively. Survey data (see evidence 5k - 5l) from staff indicate that these collaborative opportunities are valued and effective. For example, recent PLC survey results show high levels of agreement that staff feel respected, heard, and supported in collaborative settings, and that PLCs contribute meaningfully to instructional improvements and student outcomes. Our professional development and training plans (see evidence 5j) further reinforce this culture by providing consistent opportunities for educators to learn from one another. These include targeted sessions on data analysis, instructional strategies, and inclusive practices, often led by staff with specialized expertise. This peer-led model fosters a culture where professional learning is continuous and reciprocal. Evaluation data demonstrate that these collaborative structures result in improved practices and learner support. Staff consistently report increased confidence in their teaching strategies and an enhanced ability to meet both academic and non-academic needs of students as a direct result of collegial collaboration. Overall, the institution's intentional design of collaborative systems and its investment in professional relationships directly support a healthy culture of learning. Staff members demonstrate mutual respect, shared purpose, and a commitment to continuous improvement in service of student success.

Standard 6

Professional staff members receive the support they need to strengthen their professional practice.

- 4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.
- **3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.**

- 2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.
- 1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.

COMMENTS

Evidence: 6a: Professional Development Plan 6b: Educator Paid Professional Leave 2024-2025 6c: 2025 Budget Proposal 6d: NSA Board FS Program Reports 6e: Technology Acquisition: DRAFT 2025 Project Proposal 6f: Technology needs and other PD Survey 6g: Technology Needs Survey Results 6h: Mentor-Mentee Monthly Guide 6i: Mentor Meeting Log - Coaching Collaboration Form 6j: Completed Mentor Meeting Logs Comments: Our institution is committed to providing professional staff with the individualized resources and support necessary to enhance their instructional practice and positively impact student outcomes. Through documented procedures and strategic planning, staff members have access to both formal and flexible professional learning opportunities. The Professional Development Plan 2023–2025 (see evidence 6a) outlines targeted growth goals aligned with schoolwide priorities and individual educator needs. Staff may also utilize HB 396 Educator Paid Professional Leave (see evidence 6b), which allows eligible educators up to 32 hours of paid leave to pursue personalized professional learning at their discretion. This initiative empowers teachers to engage in training most relevant to their instructional goals and student needs. Access to these supports is clearly outlined in internal documents, including our budget proposals, NSA Board FS program reports, and technology acquisition proposals (see evidence 6c - 6e), which reflect a responsive and data-informed allocation of instructional resources. Feedback gathered from staff through technology needs and PD survey questions (see evidence 6f) is regularly analyzed to assess the availability and effectiveness of resources. The technology needs survey results (see evidence 6g) have directly informed procurement decisions and PD offerings, ensuring alignment between educator input and institutional support. In addition, our formal mentoring and coaching program provides new and developing educators with structured, ongoing guidance. The program includes a monthly schedule of mentor responsibilities and mentor meeting logs (see evidence 6h - 6j), which demonstrate consistent collaboration and instructional support. These records verify that mentorship is personalized and sustained, with a focus on both instructional improvement and professional confidence. Overall, staff support is personalized, data-driven, and collaborative, contributing to a strong culture of learning where educators are equipped to thrive professionally and support all learners effectively.

Enter the Culture of Learning Key Characteristic narrative from your workbook in the field below:

Key Characteristic 1: Culture of Learning

STANDARD SUMMARIES

Standard 1: Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.

North Star Academy demonstrates a strong culture of respect, fairness, equity, and inclusion, reflected in policy, practice, and curriculum. Expectations are clearly outlined in the Parent-Student Handbook and Employee Handbook (evidence 1a-1b), and staff participate in bias training to sustain equitable practices (evidence 1c). Character education, including Character Counts and Leader in Me, is systematically delivered across grade levels (evidence 1d-1k), embedding values into daily student experiences. Stakeholder engagement in initiatives such as the Wellness Policy amendment (evidence 1l-1o) reflects inclusive decision-making. Annual survey data (evidence 1p) confirm that students, staff, and families view the school as a respectful and supportive environment. Rated Level 3, with growth areas including enhanced onboarding bias training and broader community input in decision-making.

Standard 2: Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.

Learners' well-being—academic and non-academic—sits at the core of North Star's mission (evidence 2k). Rigorous curriculum offerings (evidence 2a) and differentiated instructional practices (evidence 2b–2g) ensure diverse academic needs are met. Parents are engaged through the Parent Compact and Parent-Student Handbook (evidence 2h–2i), and survey data confirm that families and staff believe students with disabilities are supported (evidence 2j). Non-academic supports include extracurricular activities (evidence 2l), the school's Wellness Policy (evidence 2m), and opt-in wellness screeners (evidence 2n–2o). Rated Level 3, with next steps focused on expanding non-academic supports and tracking longitudinal well-being data.

Standard 3: Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

Stakeholder engagement is a hallmark of North Star's culture. Annual stakeholder surveys (evidence 3a) inform the BEAR (Best Efforts + Attitude = Results) Action Plan and school-wide goals (evidence 3b). Leaders and teachers collaborate in PLCs to analyze data and adjust instruction (evidence 3f–3g), while student end-of-year performance data (evidence 3c–3e) drives program evaluation and planning. Institutional priorities are reflected in initiatives such as the Early Learning Plan (evidence 3h), School Land Trust (evidence 3i), and Digital Teaching and Learning Grant applications (evidence 3j–3k). Stakeholder policies, including the Parent and Family Engagement Policy and Parent Compact (evidence 3m–3n), further illustrate active involvement in decision-making. Rated Level 3, with improvement opportunities in expanding outreach and reinforcing the use of survey data to guide institutional priorities.

Standard 4: Learners benefit from a formal structure that fosters positive relationships with peers and adults.

North Star Academy has built a formal, consistent structure that cultivates positive, supportive relationships among students and adults. Scheduling ensures intervention and small-group support through master, lab, and intervention schedules (evidence 4a–4d). A coordinated character education framework integrates Leader in Me, Character Counts, and DBT STEPS-A (Dialectical Behavior Therapy Skills Training for Emotional Problem Solving for Adolescents) across grades K–9 (evidence 4e–4h), with lessons that promote empathy and leadership (evidence 4i–4k). Peer-support initiatives such as Hope Squad and Kindergarten Buddies (evidence 4l–4o) further strengthen inclusion and belonging. Survey data confirm effectiveness, with 94% of students reporting that adults care about them and 92% of staff reporting they feel cared for at the school (evidence 4p–4q). Rated Level 4, reflecting deeply embedded relational support.

Standard 5: Professional staff members embrace effective collegiality and collaboration in support of learners.

Collaboration and collegiality are well established at North Star Academy. The PLC Framework (evidence 5a) sets clear expectations, supported by documented meeting notes and action plans across grade levels (evidence 5b–5f). Cross-grade initiatives such as the Kindergarten/9th Grade Buddy Program (evidence 5g–5i) strengthen professional and student collaboration. Professional development and training plans (evidence 5j) emphasize peer-led learning, while staff survey data (evidence 5k–5l) show high levels of agreement that PLCs are effective and respectful spaces for collaboration. Rated Level 3, highlighting strengths in collegial practice with opportunities to deepen cross-disciplinary collaboration.

Standard 6: Professional staff members receive the support they need to strengthen their professional practice.

North Star Academy provides its staff with targeted, personalized support aligned to institutional goals and individual needs. The Professional Development Plan (evidence 6a) and HB 396 Paid Professional Leave (evidence 6b) empower educators to pursue relevant growth opportunities. Budget allocations and technology acquisitions (evidence 6c–6e) are responsive to survey feedback (evidence 6f–6g). A formal mentoring program, including monthly guides and mentor meeting logs (evidence 6h–6j), ensures sustained instructional coaching for new and developing educators. These individualized supports strengthen teacher capacity and student outcomes. Rated Level 3, with continued refinement of professional supports as a next step.

NARRATIVE:

ANALYSIS & SYNTHESIS

North Star Academy (NSA) cultivates and sustains a strong culture of learning by actively engaging all stakeholders—learners, educators, and families—in pursuit of its mission to “engage and inspire students to achieve their highest potential through a safe, challenging, and individualized learning environment.” This culture is upheld through inclusive policies, collaborative systems, intentional relationship-building, and robust support structures. Evidence collected across multiple standards demonstrates how the school's mission is embedded in daily practice and reflected in the lived experiences of its community.

Connection to Purpose and Values: Stakeholders consistently report a strong connection to NSA's mission and guiding principles. Results from the annual Stakeholder Survey (evidence 1p, 2j, 3a) show high levels of agreement from parents, students, and staff regarding respect, inclusion, and academic focus. In 2024, 94% of students agreed with the statement "adults at my school care about me" (evidence 4p), while 92% of staff agreed that "people at this school care about me as a person" (evidence 4q). These responses underscore a culture of emotional safety, fairness, and mutual respect that aligns with Standards 1 and 4.

Alignment with Values and Norms: NSA's values are clearly articulated in foundational documents such as the Parent-Student Handbook (evidence 1a) and Employee Handbook (evidence 1b). These norms are reinforced through school-wide character education programs like Leader in Me and Character Counts (evidence 4e–4h). Initiatives such as Kindergarten/9th Grade Buddies, Hope Squad, and SEL-driven wellness supports (evidence 2m–2o, 4l–4o) further ensure that pro-social behaviors and meaningful relationships are consistently modeled and practiced.

Reflection of Mission in Activities and Environment: The school's mission to provide a "safe, challenging, and individualized" education is evident in both academic and non-academic practices. Differentiated instruction (evidence 2b–2g), intervention schedules (evidence 4a–4d), and PLC collaboration (evidence 5a–5f) ensure responsiveness to individual learner needs. Beyond academics, NSA promotes holistic development through after-school clubs, wellness screenings, and social-emotional initiatives (evidence 2l–2o). Together, these structures reflect the school's mission in daily operations.

Stakeholder Engagement and Institutional Reflection: NSA engages in purposeful reflection and improvement through robust stakeholder involvement. Annual surveys inform School-wide Improvement Goals (evidence 3b), curriculum updates (evidence 3p), and program evaluations (evidence 3l). Policies such as the Parent Compact and Parent Engagement Plan (evidence 2h, 3m, 3n) formalize family input, while teachers contribute to curricular decisions, data analysis, and program planning (evidence 3f–3g, 5b–5f). The Wellness Policy revision process (evidence 1l–1o) exemplifies shared responsibility and transparency. Staff are supported with professional development, individualized leave options (evidence 6a–6b), and mentorship programs (evidence 6h–6j), ensuring capacity to sustain this culture.

Together, these data points demonstrate that NSA's culture of learning is intentionally cultivated, strongly aligned with its mission, and consistently affirmed by stakeholders.

FINDINGS, INTERPRETATIONS, AND PRIORITIZATION

North Star Academy (NSA) demonstrates notable strengths in cultivating a strong culture of learning, with multiple data sources confirming alignment between its mission and daily practice. The school's mission is operationalized through policies, instruction, and community engagement (Evidence 1a, 2k, 3b, 4e–4k), ensuring that institutional values are consistently reflected in the classroom and school-wide culture. Stakeholders report feeling respected, supported, and valued, highlighting a respectful and inclusive environment (Evidence 1p, 4p–4q). Surveys and stakeholder feedback further confirm that families and staff are actively engaged in decision-making processes, providing input that guides continuous improvement and strengthens trust and transparency (Evidence 3m–3o). Additionally, robust support systems are embedded within the school structure, including differentiated instruction, social-emotional learning initiatives, and wellness programs (Evidence 2n–2o, 4l–4o), which together contribute to student well-being and academic success.

Despite these strengths, several areas for growth have been identified. Stakeholder diversity and inclusion remain opportunities for improvement, particularly in amplifying the voices of underrepresented groups within feedback and decision-making processes (Standard 1). While existing academic and wellness supports are strong, expanding non-academic supports—such as extracurricular and enrichment opportunities—would better meet the diverse needs of students (Standard 2). Continued professional learning in bias awareness and cultural responsiveness is necessary to reinforce inclusive practices school-wide, especially for new staff during onboarding (Standards 1, 6). Furthermore, the school would benefit from strengthening longitudinal tracking of student wellness data (Standard 2), allowing for more targeted interventions aligned to evolving student needs.

In summary, North Star Academy stakeholders excel in fostering a respectful and equitable culture of learning that is mission-driven and supported by strong stakeholder engagement. These strengths are essential to maintain and build upon. At the same time, enhancing cultural responsiveness, expanding non-academic supports, and improving wellness data tracking are identified as high-priority growth areas that will further strengthen the school's culture and its commitment to meeting the needs of all students.

ACTION

Building on these findings, North Star Academy (NSA) stakeholders are committed to sustaining its demonstrated strengths while addressing identified areas for growth to further strengthen its culture of learning.

Theories of Action for Noteworthy Practices:

If NSA stakeholders continue to embed respect, fairness, and inclusion into student and staff interactions, then students will experience a strong and enhanced culture of learning.

If NSA faculty sustain emphasis on positive relationships through character education, Hope Squad, and mentoring structures, then students will continue to feel cared for, respected, and safe at school.

Theories of Action for Areas of Improvement:

If NSA stakeholders broaden non-academic support through new clubs, community partnerships, and ongoing wellness tracking, then students will thrive as their holistic needs are met more effectively and consistently over time.

If NSA administration and faculty increase outreach to underrepresented families and provide targeted professional development on cultural inclusivity, then student engagement will become more representative and inclusive of all voices.

Planned Actions:

To act on these theories, NSA administration will expand onboarding and annual training for staff on bias awareness, equity, and inclusion to ensure consistent reinforcement of inclusive practices (Standards 1, 6). NSA administration and faculty will strengthen outreach to underrepresented parent groups to diversify participation and feedback opportunities, creating a more representative stakeholder voice (Standard 3). NSA stakeholders also plan to broaden non-academic support through the addition of new clubs, strategic community partnerships, and improved wellness data systems that track student needs over time (Standards 2, 4). Finally, the administration will continue to provide tailored professional development and mentoring to meet the evolving needs of educators, while ensuring alignment of instructional and character education practices with NSA's mission to provide a safe, challenging, and individualized learning environment for all students.

Leadership for Learning Standards

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers continuously, with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

- Communicate expectations for learning
- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

Standard 7

Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

- **4 - Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.**

- 3 - Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
- 2 - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
- 1 - Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

COMMENTS

Evidence 7b-7c – Data reviewed during Legislative Day: RISE, Acadience, and iReady Math Intervention Software. 7m-7p – School spreadsheet compiled by teachers and analyzed by administration to identify strengths and areas for improvement. 7d-7f – Annual analysis of special services (Special Education and CEIS) by a varied stakeholder group. 7q-7s – Trends and action steps used in the Program Improvement Plan (PIP), including RDA letter, parent/guardian feedback, and department notes. 7t-7v – Behavior de-escalation and crisis response training (with certification), scheduled for general and special ed teachers and paraprofessionals. 7g – Data for Charter Effectiveness Goals based on the Schoolwide Enrichment Model, analyzed in an Open Board meeting. 7h-7i – Parent Engagement Policy and Parent Compact, reviewed and updated annually based on parent feedback. 7j-7l – Annual staff reflection process implemented for all personnel (administration, paraprofessionals, office staff, teachers, support staff). Comments North Star Academy leaders consistently engage professional staff in various ways to identify, develop, and communicate priorities for continuous improvement. NSA leadership fosters a culture of involving diverse stakeholders—being a public charter and school of choice—in setting continuous improvement priorities. This process begins with data collection and analysis, such as during the annual Legislative Day, when teachers and administrators review year-end data including RISE, Acadience, and iReady Math Intervention Software (see evidence 7b-7c). Administration participates in ongoing discussions as teachers determine next steps. Teachers compile and analyze data in a school-wide spreadsheet (see evidence 7m-7p), which administration uses to celebrate progress and inform adjustments. These sheets help teachers identify strengths, areas for growth, and establish goals and action steps for continuous improvement. Annual analysis of services like Special Education and CEIS is also conducted by a stakeholder group including parents, administrators, general and special education teachers, paraprofessionals, and intervention specialists (see evidence 7d-7f). This team analyzes data and sets annual goals for the Special Ed Program Improvement Plan (PIP). Trends and action steps from multiple data sources—such as the RDA letter, parent feedback, and department meeting notes—are incorporated (see evidence 7q-7s) and supported with resources from leadership. An identified priority was training on behavior de-escalation and crisis response, with participants earning certification upon demonstrating proficiency in physical and non-physical techniques. These sessions were scheduled and open to all general and special ed teachers, and paraprofessionals (see evidence 7t-7v). Beyond content areas and special populations, the charter also sets effectiveness goals. These were developed by community reps, general ed teachers, board members, administration, and parent volunteers. The goals are based on the Schoolwide Enrichment Model and reviewed annually in an Open Board meeting, then shared with staff to guide improvements (see evidence 7g). Stakeholder involvement remains vital to the success of the charter model. Policies such as the Parent Engagement Policy and Parent Compact are reviewed annually with parent input and revised accordingly (see evidence 7h-7i). Believing in the

importance of change at all levels, leadership also supports annual staff reflection for all personnel, including administration, paraprofessionals, teachers, and support staff (see evidence 7j-7l).

Standard 8

The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

- **4 - The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.**
- 3 - The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.
- 2 - The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.
- 1 - The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.

COMMENTS

Evidence: 8A – Governing board's shared commitment to academic success and continuous improvement. 8Ba – Ongoing board member training focused on roles and responsibilities. 8Bb – Additional governance training attended by board members. 8C – Emphasis on legal compliance, ethics, and distinction between governance and management; also referenced for policy/procedure review. 8Da – Review of specific policies and procedures during board meetings. 8Db – Continued review of procedures by the board. 8E – End-of-year collaborative process to identify next year's school improvement goals. 8F – Stakeholder collaboration to align goals with expectations for student learning. 8I – Board approval and support of plans through resource allocation; also for monthly financial review meetings with the Director and accountant. 8J – Governing Board's involvement with the Emergency Response and Preparedness Plan. 8K – Review and approval of the Special Education Program Improvement Plan (PIP). 8L – Review and approval of the Coordinated Early Intervening Services (CEIS) Plan. Comments: At NSA, every member of the governing board plays a pivotal role in ensuring the academic success of our students, with a shared commitment to continuous improvement (see evidence 8A). With this mission in mind, board members engage in ongoing training throughout the year (see evidence 8Ba, 8Bb & 8C). Training includes an emphasis and understanding on their role of governance as opposed to managing day to day operations. This training ensures that their actions and decisions align with the highest ethical standards and comply with all relevant laws, allowing them to support both our learners and the school's identified priorities effectively. The governing board convenes on a regular basis, at least once every two months, in collaboration with the School's administration team. During these meetings, the administration presents updates on the school's progress, addresses any challenges, and celebrates the successes of the school community. The board also takes time to review policies, procedures (see evidence 8C & 8Da, 8Db), and essential school improvement plans, including initiatives like the Special Education Program Improvement Plan (PIP) (see evidence 8K) and the Coordinated Early Intervening Services (CEIS) Plan (see evidence 8L). These plans are developed through a thoughtful, collaborative process that involves leaders, teachers, specialists, and parents. Once the Governing Board approves these plans, they take the necessary steps to allocate resources and funding in a way that supports the academic standards and learning goals outlined in these plans (see evidence 8I). This ensures that the plans are not only meaningful but also sustainable in practice. In addition, to ensure sustainability and

uphold the institution's priorities through collaborative efforts two members of the Governing Board along with the School's Director meeting monthly with their accountant to review budget reports for both unrestricted and restricted funds (see evidence 8I (??). The collaborative effort on behalf of the Governing Board is further evident in their involvement with the School's Emergency Response and Preparedness Plan (see evidence 8J). As the school year comes to a close, the Governing Board, together with key stakeholders (administration, teachers, and parents) gather to discuss and identify the school improvement goals for the upcoming year. This process is driven by collaboration, ensuring that the goals set are in alignment with NSA's expectations for student learning (see evidence 8E & 8F). By doing so, the governing board along with School administration helps to inspire a shared sense of purpose and commitment to excellence within the entire school community. As is evident, the Governing Board at NSA regularly reviews its policies and decisions to maintain a strong commitment to learners and institutional priorities. It works closely and deliberately with

Standard 9

Leaders cultivate effective individual and collective leadership among stakeholders.

- 4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.
- **3 - Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.**
- 2 - Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.
- 1 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.

COMMENTS

Evidence: 9b-9c – Recognition programs: * Peer-to-Peer staff recognition * Teacher of the Year nominations * Student of the Week (Leader in Me traits) * "Caught You Doing Good" tickets & drawings 9d-9e – Annual staff training & peer-led sessions: * CONFRATUTE at UCONN * School-covered costs & stipend * Other trainings: ISTE, Core Knowledge 9f-9i – Teacher leadership since 2018: * Committee chairs/asst. roles * Coaching, advising, facilitation (see Standard 13) 9j-9k – Mentoring by Highly Qualified Teachers: * Support for early-career teachers & NSA newcomers 9l-9m – Leadership noted in observations: * Training participation, presentations, roles 9n-9o – Stakeholder surveys: * Student, parent, staff perceptions of leadership * Data used for practice improvements 9p-9r – Parent leadership via PTO: * Chair roles, exec. board * Join board/admin for SIG & theme planning * 9t-9u – Student leadership roles: * Student Body Officers (elementary start) * Hope Squad (adolescent grades) * Led by counselor & teachers Comments: Leadership opportunities are abundant at North Star Academy (NSA), largely due to its small size, requiring staff to take on many roles. Recognition programs foster a strong leadership culture. These include monthly Peer-to-Peer staff shout-outs at faculty meetings, annual Teacher of the Year nominations, weekly Student of the Week recognitions based on Leader in Me traits, and the "Caught You Doing Good" ticket program, where any staff member can recognize student leadership or positive behavior. Names are read aloud and entered into a quarterly prize drawing

(see evidence 9b–9c). Additionally, three Students of the Month are recognized monthly for exemplary leadership. Growth and leadership are further promoted through annual training and peer-to-peer development. NSA selects 3–6 staff annually to attend CONFRATUTE at UCONN, a fully funded opportunity with stipends (see evidence 9d–9e). Teachers also participate in other initiative-based trainings such as ISTE for technology/AI (2022 in New Orleans, 2023 in Philadelphia, 2024 in Denver) and Core Knowledge in 2025 (Orlando). Since 2018, teachers have led school-based committees as chairs or assistant chairs, based on their expertise and interests (see evidence 9f–9i). Additional leadership comes through coaching, advising, and facilitating special opportunities, often through invitations or volunteer calls (see evidence under Standard 13). NSA also promotes internal mentorship; Highly Qualified Teachers mentor both early-career teachers (first three years) and experienced teachers new to NSA (see evidence 9j–9k). Leadership contributions are recognized during formal observations when teachers are commended for their roles in training, leading presentations, or engaging in leadership responsibilities (see evidence 9l–9m). Stakeholder feedback is collected annually through student, parent, and staff surveys to assess perceptions of leadership opportunities and inform schoolwide adjustments (see evidence 9n–9o). NSA fosters parent leadership through the Parent Teacher Organization (PTO), with opportunities to serve as chairpersons. PTO's executive board collaborates with the Governing Board and administration in an annual planning meeting to develop the School Improvement Goal (SIG) and theme for the coming year (see evidence 9p–9r). Student leadership begins in the elementary grades with Student Body Officers and continues into adolescence with programs like Hope Squad. These programs are guided by staff advisors including the counselor, middle school history teacher, and an elementary teacher (see evidence 9t–9u). As a next step, NSA leadership may consider enhancing recognition systems based on survey insights and expanding leadership opportunities for elementary students, reflecting the enthusiasm of stakeholders.

Standard 10

Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

- 4 - Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's purpose and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract qualified candidates from a broad range of backgrounds. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
- **3 - Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's purpose and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract qualified candidates from a broad range of backgrounds. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.**
- 2 - Leaders hire qualified professional staff members who contribute to the institution's purpose and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.
- 1 - Leaders hire qualified professional staff members without consideration of contribution to the institution's purpose and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.

COMMENTS

Evidence: 10A – All teachers HQ by USBE; no underqualified staff. 10B – All TAs passed Praxis or hold associate degree. 10C – Job fair recruiting via higher ed institutions. 10D – Job fair recruiting via teacher/charter groups. 10E – Staffing planning via lottery/intent forms; used in hiring and

evaluations. 10F – 247 staff check-ins/evaluations in SY24-25. 10G – Para training modules; 74% completed, 80% expected. 10Ga – Participation in para module certification. 10Gb – Para module completion rates. 10H – Evaluation system explained at hire; includes Utah Standards/SIG. 10I – 48% of staff from out of state (diversity). 10J – SY22 teacher evals: 81% HE, 16% E, 0.3% ME. 10K – SY23 teacher evals: 80% HE, 17% E, 0.3% ME. 10L – TAs evaluated using state para standards. 10M – TAs evaluated by supervising teachers. 10N – Staff retention: 87% avg; 89% in 2023–24. 10P – PD based on evals; includes SPED training. Comments: Leaders at NSA are committed to identifying, developing, and retaining highly qualified teaching staff, including both teachers and teacher assistants. All classroom teachers are deemed highly qualified by USBE, with all courses taught by HQ staff, and no underqualified employees present (see evidence 10A). All teacher assistants have either passed the Praxis or hold at least an associate degree (see evidence 10B). To further support qualified staff, NSA offers paraprofessional training modules from a local university, culminating in certification. Currently, 74% of paraprofessionals have completed these modules, with 80% expected upon completion (see evidence 10Ga & 10Gb). Leaders make data-driven staffing decisions using lottery pool and 'intent to return' form data to predict needs and plan accordingly (see evidence 10E). NSA also recruits at annual job fairs hosted by higher education institutions and charter associations (see evidence 10C & 10D), and uses structured interviews to ensure alignment with its culture and goals (see evidence 10E). Diversity is prioritized: 48% of teaching staff are from out of state, matching student demographics (see evidence 10I). Recently, more structured supervision and evaluation practices have been implemented to ensure teacher effectiveness (see evidence 10G & 10E). The system emphasizes goal-setting, transparency, accountability, and collaboration. It includes Utah's Teaching Standards and the School Improvement Goal, explained upon hire (see evidence 10H). During the 2024–25 school year, leaders conducted 247 check in sessions, evaluating 100% of staff (see evidence 10F). Under the previous leader led system, teacher effectiveness remained high: in SY22, 81% were highly effective, 16% effective, and 0.3% minimally effective; in SY23, 80% were highly effective, 17% effective, and 0.3% minimally effective (see evidence 10J & 10K). Teacher assistants are evaluated by supervising teachers using Utah's paraprofessional standards and the USBE Effective Paraeducator manual (see evidence 10L & 10M). Evaluation results guide professional development planning; for example, special education evaluations led to targeted training offerings (see evidence 10P). This approach reflects leadership expertise in supervision, fostering professional growth, collaboration, and resource support—critical for teacher retention. Over the past three school years, NSA's average retention rate was 87%, and 89% in 2023–24 (see evidence 10N). Overall, NSA's leaders demonstrate excellence in recruiting, supervising, and evaluating staff, creating an environment that supports professional growth and enriches student learning. An area to reflect on is a systematic paraprofessional evaluation tool that aligns with the teacher tool and paraprofessional standards.

Standard 11

Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

- 4 - Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.
- **3 - Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.**

- 2 - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.
- 1 - Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.

COMMENTS

Evidence: 11b – Safety Committee meeting notes from 2022 to present. 11c – Administrator attendance at Utah Safety Council meetings. 11d – Use of Utah Safety Council's playbook and planning guides. 11e – Annual site assessment system (description of process). 11f – Explanation for omission of site assessment findings from accreditation folder due to safety concerns. 11g–11m – Training records for staff and students (including paraeducators) on safety and emergency protocols. 11n–11r – Monthly drill data and records, including analysis and discussions during safety and board meetings. Comments: North Star Academy's leadership understands the critical importance of emergency preparedness and proactive planning. To that end, the Safety Committee (see Evidence 11b includes notes from 2022 to present) meets at least quarterly and consists of a diverse group of stakeholders who bring valuable and unique perspectives. Members include the school nurse, administration, counselor, Safety Specialist, Bluffdale Police, parents, NSA Board President, and the building manager. The committee also leverages additional expertise, such as that of the Utah Safety Council, with administrators attending their meetings, attending annual safety conferences, studying their playbook and planning guides, and reporting back to the committee (see evidence 11c–11d) on a regular basis.. A subcommittee conducts annual site assessments, reports findings, and collaborates with the larger group to create corrective action plans (see evidence 11e explains the system used; however, findings are not included in the accreditation folder due to safety concerns—see 11f). Training on safety and emergency protocols is provided to all staff and students, including paraeducators, as consistent and clearly communicated plans are a top priority (see evidence 11g–11m) which is required at various levels. Monthly drills are conducted, with data collected from each and shared with administration. These results are reviewed during quarterly safety meetings (see evidence 11n–11r) and are also discussed multiple times throughout the year in board meetings. This ongoing review process ensures that all stakeholders remain involved in the continuous analysis and improvement of safety procedures. Leaders at North Star Academy continually attend training on improving communications with stakeholders in crisis situations, but also recognize that thoroughly communicating to all stakeholders at times of crisis is an ongoing challenge and a work in progress and recently upgraded their intercom system to support improved communications for learners and staff.

Standard 12

Professional staff members implement curriculum and instruction that are aligned for relevancy and effectiveness for each and every learner.

- 4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, and effectiveness for each and every learner.
- **3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, and effectiveness for each and every learner.**

- 2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, and effectiveness for each and every learner.
- 1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, and effectiveness for each and every learner.

COMMENTS

Evidence: 12A – Curriculum Committee meeting process with diverse stakeholders ensuring curriculum is research-based, aligned to standards, and meets all learners' needs. 12B – Adoption of I-Ready math curriculum for elementary (2024–25). 12Ba – Adoption of Carnegie Math for middle school (2025–26). 12E – Grade-level developed, vertically aligned curriculum maps. 12F – Use of recognized, evidence-based content standards to guide instruction and materials. 12Ga – Behavior training identified by the Special Ed Department. 12Gb – Two-day de-escalation techniques training held in response to staff needs. 12H–12I – Evaluative feedback based on Utah Effective Teaching Standards. 12J – Evaluative feedback based on Utah Effective Paraprofessional Standards. 12K–12M – Teacher assistant evaluations and targeted professional development based on feedback. 12O – Book study on Core Knowledge Curriculum implementation, based on observation results. 12P – Four staff attending Core Knowledge Summer Conference (Orlando, June 2025). 12Q – Strategy planning for Core Knowledge History curriculum alignment. 12R – Example of Core Knowledge Science alignment supporting instruction and learning. 12S – PLC meeting documentation and practices: pacing guides, instructional maps, lesson plans, and data-based instruction adjustments. At North Star Academy (NSA), teaching staff actively refine and adjust curriculum and instructional practices to ensure high-quality education. Teachers are responsible not only for implementing curriculum but also for reviewing and adapting it through structured processes supported by leadership. NSA has a formal Curriculum Committee of teachers, specialists, administrators, and parents who meet regularly to ensure all curriculum is research-based, aligned with state standards, and inclusive of diverse learners (see evidence 12A). Over the past three years, this committee reviewed multiple math programs, leading to adoption of I-Ready for elementary (2024–25) and Carnegie Math for middle school (2025–26), both nationally recognized programs (see evidence 12B & 12Ba). Leaders provide consistent evaluative feedback on instructional practices, using Utah Effective Teaching Standards (see evidence 12H–12I) and Utah Effective Paraprofessional Standards (see evidence 12J). These evaluations, including two formal observations and walkthroughs, are tailored for novice and experienced teachers. Paraprofessionals receive annual evaluations from supervising teachers, with professional development planned based on needs (see evidence 12J–12M). One example includes a two-day de-escalation training for Special Ed. staff (see evidence 12Ga & 12Gb). Evaluation results inform adjustments in teaching strategies. Recent observations revealed a need for deeper implementation of Core Knowledge Curriculum, leading to a book study with administration, general ed teachers, and enrichment specialist (see evidence 12O). This led to four staff attending the 2025 Core Knowledge Summer Conference in Orlando (see evidence 12P), improving alignment of Core Knowledge History alongside Science (see evidence 12Q & 12R). NSA uses professional learning communities (PLCs) to strengthen instructional capacity. PLCs meet monthly—by grade in elementary and by content in middle school—to discuss standards, pacing, instructional maps, lesson planning, and assessment data to tailor instruction (see evidence 12S). Grade-level teams collaboratively build vertically aligned curriculum maps for consistent learning progressions (see evidence 12E). Instruction is grounded in research-based practices and aligned to content standards to support student achievement (see evidence 12F). Leadership provides support for collaborative teams to analyze data and make instructional decisions, refining NSA's instructional model to ensure alignment, relevance, and effectiveness for all students. This includes implementing new math curriculum.

Standard 13

Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.

- 4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
- **3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.**
- 2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
- 1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

COMMENTS

Evidence 13b–13e: Employee assignment report verifying appropriate certifications and licensure monitoring. 13f: Signed staff agreements confirming alignment with NSA's founding principles. 13g–13j: Mentorship program documentation for new and experienced teachers. 13k–13l: Coaching and support logs for teachers needing additional assistance. 13m–13o: Parent feedback data used to inform staffing and curriculum decisions. Comments: North Star Academy employs appropriately certified personnel for their designated roles, as evidenced by the employee assignment report provided (see evidence 13b–13e). Administration reviews this report monthly and closely monitors licenses that are within six months of expiration, proactively supporting teachers through regular emails outlining the steps to maintain licensure. Once qualified individuals are hired—vetted through a hiring process that ensures alignment with NSA's Charter, beliefs, and pedagogical philosophies—they sign agreements that include the school's founding principles, which all employed stakeholders review and sign annually (see evidence 13f). New teachers are paired with mentors who have relevant expertise and experience. The mentorship lasts a minimum of one year for experienced hires and extends to three or more years for those new to the profession (see evidence 13g–13j). Teachers requiring additional support, as identified through formal observations and walkthroughs, receive increased coaching in both frequency and duration (see evidence 13k–13l). As a school of choice, NSA leadership recognizes the importance of employing qualified individuals who are not only committed to the school's mission, purpose, and beliefs, but also responsive to community input. To that end, parent feedback on the school's rigorous curriculum is actively gathered and analyzed, which has contributed to consistently high performance over the past five years (see evidence 13m–13o). With the Schoolwide Enrichment Model being the core of the charter philosophy which includes time consuming differentiation, the LEA has employed highly qualified personnel to support both enrichment and remediation efforts assisting learners and educators (see evidence 13b–13e).

Standard 14

Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

- **4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.**
- 3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.
- 2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.
- 1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.

COMMENTS

Evidence 14A – Total Talent Portfolio (TTP): Systematic student profiles used to personalize enrichment based on abilities, interests, and learning styles. 14B – IEP Integration: Renzulli profile results incorporated into special education students' IEPs. 14C – Special Education Use of SEM: Support plans individualized using TTP and enrichment data. 14D – Curriculum Compacting for Gifted Students: Advanced, creative lessons replace content already mastered. 14E – Computer Science Resource Adoption: Skillstruck implemented (K–9) aligned with USBE framework; teachers trained annually. 14F – Middle School Math Committee: Stakeholder group reviewed and selected student-centered math curriculum. 14G – Math Program Review Data: Multiple programs evaluated for alignment, engagement, and differentiation. 14H – Selected Math Curriculum: Adopted program supports deep learning and differentiated instruction. 14I – Parent Survey Results: Strong parent agreement on high-quality curriculum across all content areas. 14J – Science of Reading Checklist: Ensured elementary reading program aligns with SoR principles. 14K – General SEM Integration: SEM enriches core instruction through interest-based clusters and deeper learning. 14L – Professional Development: Annual training on Renzulli, AI use, and enrichment strategies. Comments: NSA believes curriculum and instruction are strengthened when supported by reliable resources that foster academic growth and personal connection. NSA's Schoolwide Enrichment Model (SEM), grounded in the Total Talent Portfolio (TTP, see evidence 14A), systematically collects data on student abilities, interests, and learning styles to personalize enrichment. All students complete Renzulli profile assessments annually, guiding differentiated instruction. Teachers use this data and receive yearly training on applying it in the classroom (see evidence 14L). The Special Education Department incorporates Renzulli data into IEPs to individualize support (see evidence 14B & 14C). SEM enhances learning by increasing in-depth enrichment opportunities (see evidence 14K). Gifted students participate in "compacting" to replace mastered content with advanced lessons (see evidence 14D), while all students engage in interest-based clusters that promote real-world application and service as these are multiage groups where facilitators learn with students for 10- 12 sessions over the course of 18 weeks to delve into a topic or area of study they are interested in that could become a career. NSA prioritizes selecting effective resources. In response to USBE's new computer science framework, NSA adopted Skillstruck for grades K–9, with ongoing teacher training (see evidence 14E). Teachers also receive PD in AI integration, using it to personalize instruction and provide instant feedback (see evidence 14L). NSA follows a formal process to ensure curriculum aligns with state and school goals. In 2023, staff used the Science of Reading (SoR) Checklist to validate the

elementary reading program (see evidence 14J), supporting long-term reading development. To improve middle school math, a stakeholder committee (see evidence 14F) reviewed multiple programs (see evidence 14G) and adopted one that supports conceptual understanding, differentiation, and advanced learners (see evidence 14H). NSA ensures students access quality, relevant materials that align with both standards and interests. A 2022 parent survey confirmed high satisfaction with curriculum across all content areas—Reading (78%), Writing (67%), Math (78%), Science (67%), History (70%), and Art (71%) (see evidence 14I). NSA's enrichment model supports all students by integrating interest-driven instruction and clustering (see evidence 14K). Middle School Compacting appeared to decline but more students are being compacted in the class & tracked in the classroom. PD in Tier 1 enrichment is expanding. Continued Renzulli use remains a priority for deeper implementation.

Standard 15

Learners' needs drive the allocation and management of human, material, digital, and fiscal resources.

- **4 - Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure each and every learner's needs are met. Adjustments to resource allocation are consistently based on current data at any point in time.**
- 3 - Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure each and every learner's needs are met. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.
- 2 - Professional staff members sometimes analyze learners' needs, current, and trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure each and every learner's needs are met. Adjustments to resource allocation are sometimes based on current or updated data.
- 1 - Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure each and every learner's needs are met.

COMMENTS

Evidence: 15a Child Find Training Annual training provided to all teachers to proactively identify and support students with diverse needs. 15b–15c MLL Enrollment Data Year-by-year data showing growth in Multiple Language Learner (MLL) population from 2021 to 2025. 15d–15e MLL Services Expansion Documentation of how services were expanded using WIDA scores and BOY screeners following MLL performance concerns. 15f–15g MLL Progress Monitoring- Evidence of improved systems for tracking the effectiveness of MLL support services over the past two years. 15h Director ELL Endorsement Coursework- Proof of Director's enrollment in university-level courses to earn ELL Endorsement (Jan–Dec 2025). 15i MLL Family Resources-Translated WIDA information for families distributed at enrollment and Kindergarten orientation. 15j Special Education Services Description of a full continuum of special education supports (push-in, pull-out, 1:1, etc.) based on IEP data. 15k Middle School Performance Monitoring Weekly review of student data to identify and support the lowest-performing 5% of middle school students. 15l K–6 Teaching Assistant Allocation - Evidence that all K–6 teachers receive support from teaching assistants during key instruction times and recess. 15n Teacher Needs Assessment Surveys - Annual surveys completed by teachers to guide leadership in prioritizing resources and professional development. 15o–15s Technology Resource Planning and Budgeting Documentation of sustainable budgeting for technology maintenance, upgrades, and future planning. 15t Student Equity Perception Survey Results (2025) - Survey data showing increases in students' perceptions of fair treatment by peers and staff. 15u Parent Equity Perception Survey Results (2025) - 90% of parents agree that school rules are applied fairly, responding to earlier concerns about discipline practices. 15v Staff Equity Survey Results - Annual survey data showing near-unanimous

agreement that students and staff are treated equitably, reviewed by the Board. 15w Mentoring Program for New Teachers - Description of mentoring structure for new teachers, including stipends and monthly mentoring schedule. Summary: North Star Academy prioritizes individualized support for learner-leaders through continuous analysis of student needs. Each year begins with Child Find training for all teachers to ensure early identification and equitable support for all students (see evidence 15a). As MLL enrollment has grown steadily from 1% in 2021–22 to 4% in 2024–25 (see evidence 15b–15c), NSA expanded MLL services based on WIDA scores and BOY screeners (see evidence 15d–15e), with improved progress monitoring systems now in place (see evidence 15f–15g). The Director is also pursuing an ELL Endorsement (see evidence 15h), and translated WIDA resources are now provided to MLL families during enrollment (see evidence 15i). Students receiving special education services benefit from a full continuum of support based on IEP team recommendations, including small groups, 1:1, and push-in/pull-out services (see evidence 15j). Weekly reviews of middle school performance data help identify and support the lowest 5% of students (see evidence 15k). All K–6 teachers have teaching assistants during math, language arts, and recess to promote equity and personalization (see evidence 15l). Demographics of students in enrichment are reviewed annually to ensure equitable access. When gender gaps emerged, goals were set and enrichment participation has since aligned with overall school demographics. Resource allocation is guided by annual teacher needs assessments (see evidence 15n) and supported by long-term tech budgeting (see evidence 15o–15s). Parent and student surveys show strong perceptions of fair treatment (see evidence 15t–15u), and 100% of staff in 2025 agreed that equity is upheld (see evidence 15v). New teachers are supported through a yearlong mentoring program led by experienced staff (see evidence 15w).

Enter the Leadership for Learning Key Characteristic narrative from your workbook in the field below:

Leadership For Learning:

Standard 7 - Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

North Star Academy leaders consistently engage professional staff in all phases of the continuous improvement process through structured, data-driven collaboration and inclusive decision-making. During the annual Legislative Day, teachers and administrators jointly analyze end-of-year data such as RISE, Acadience, and iReady (evidence 7b–7c), with teachers leading the data entry and analysis in shared spreadsheets to guide actionable next steps (evidence 7m–7p). Leadership supports this work with tools, time, and training while celebrating progress and guiding necessary adjustments. Longitudinal data tracking informs targeted improvements, with Special Education and CEIS teams—comprising educators, parents, and staff—reviewing diverse data sources like RDA letters and parent feedback to shape annual Program Improvement Plan goals (evidence 7d–7f, 7q–7s). Identified needs also guide professional development, such as behavior de-escalation training that leads to certification (evidence 7t–7v). Broader school effectiveness goals are developed collaboratively with community stakeholders and grounded in the Schoolwide Enrichment Model, reviewed annually in open board meetings (evidence 7g). Leadership also ensures annual review of the Parent Engagement Policy and Compact based on family input (evidence 7h–7i), and promotes reflective practice at all levels—teachers, paraprofessionals, administration, and support staff alike—to maintain a culture of growth and equity (evidence 7j–7l).

Standard 8 - The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

At North Star Academy, the Governing Board demonstrates a strong and ongoing commitment to student success and institutional priorities by regularly reviewing policies and decisions through a collaborative, transparent process with school leadership. Board members engage in ongoing governance training (evidence 8Ba–8C) to ensure alignment with ethical standards, legal compliance, and their appropriate governance role, rather than day-to-day management (evidence 8A). The Board meets at least bi-monthly with the administration to review progress, celebrate successes, and address challenges, while also evaluating and approving key school improvement plans such as the Special Education PIP and CEIS Plan (evidence 8K–8L), which are developed collaboratively with teachers, specialists, and parents. Once approved, the Board allocates necessary resources to support implementation (evidence 8I), and two Board members meet monthly with the Director and accountant to monitor both restricted and unrestricted funds. The Board's involvement extends to reviewing emergency preparedness (evidence 8J) and participating in annual stakeholder planning sessions to set school

improvement goals for the upcoming year (evidence 8E–8F). These practices ensure that board decisions remain student-centered and that governance and leadership work in clear partnership to drive continuous improvement.

Standard 9 - Leaders cultivate effective individual and collective leadership among stakeholders.

North Star Academy cultivates strong individual and collective leadership by intentionally creating opportunities and recognizing leadership potential across all stakeholder groups. Staff regularly take on multiple roles due to the school's small size, fostering a collaborative culture where leadership is both expected and celebrated. Formal recognition programs—such as Peer-to-Peer shout-outs, Teacher of the Year, Student of the Week, and “Caught You Doing Good” tickets—highlight and reward leadership behaviors (evidence 9b–9c). Teachers are encouraged to grow through funded professional development like CONFRATUTE, ISTE, and Core Knowledge trainings (evidence 9d–9e), and many lead internal committees based on interest and expertise (evidence 9f–9i). New and early-career teachers are supported by experienced mentors (evidence 9j–9k), and leadership contributions are acknowledged during evaluations (evidence 9l–9m).

Stakeholder surveys guide leadership development and inform schoolwide planning (evidence 9n–9o). Parents contribute through PTO leadership and collaborate in school improvement planning (evidence 9p–9r), while student leadership begins in elementary and extends into middle school via programs like Student Body Officers and Hope Squad (evidence 9t–9u). NSA continues to refine leadership pathways, with plans to expand recognition and elementary-level leadership roles based on community feedback.

Standard 10 - Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

North Star Academy (NSA) leaders demonstrate a strong, data-driven commitment to identifying, developing, and retaining qualified staff aligned with the school's mission and culture. All classroom teachers are considered highly qualified by USBE, and all instructional staff—including teacher assistants—meet or exceed minimum qualification standards (evidence 10A–10B). NSA supports continued staff development by offering university-level training modules to paraprofessionals, with 80% expected to earn completion certificates (evidence 10Ga–10Gb). Staffing projections are guided by lottery and staff intent-to-return data (evidence 10E), and NSA actively recruits diverse, qualified candidates through job fairs and targeted hiring strategies (evidence 10C–10D), resulting in a staff body that reflects the school's demographics, including 48% from out-of-state (evidence 10I). A structured hiring process ensures alignment with institutional goals. NSA's collaborative teacher evaluation system—introduced in recent years—incorporates Utah's Teaching Standards, promotes goal-setting, and includes regular check-ins (247 in SY24–25, with 100% staff evaluated) (evidence 10F–10H). Evaluation results have consistently shown strong performance, with over 80% of staff rated highly effective in SY22 and SY23 (evidence 10J–10K). Teacher assistants are evaluated using Utah paraprofessional standards, with feedback informing targeted professional development—especially in areas like special education (evidence 10L–10P). NSA's supervision and evaluation practices promote growth and retention, with an average three-year retention rate of 87%, rising to 89% in 2023–24 (evidence 10N), demonstrating the effectiveness of leadership in cultivating a high-performing, supportive professional environment.

Standard 11 - Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

North Star Academy (NSA) demonstrates a strong commitment to maintaining institutional stability and responsiveness through well-documented, consistently monitored, and clearly communicated structures and processes. NSA's Safety Committee, composed of diverse stakeholders including school staff, law enforcement, parents, and board members, meets quarterly to assess risks and develop strategies that proactively address both stable operations and sudden changes (evidence 11b). The committee collaborates with experts such as the Utah Safety Council and conducts annual site assessments to inform corrective action plans (evidence 11c–11f). Safety protocols are thoroughly taught to all staff and students, including paraeducators, and reinforced through regular training and monthly emergency drills, with drill outcomes analyzed by administration and discussed in board and committee meetings (evidence 11g–11r). NSA leaders ensure that emergency and contingency plans are not only documented but also embedded into daily expectations, promoting preparedness and clarity for all stakeholders. Leadership also seeks continuous improvement in communication during crises, recently upgrading the school's intercom system to better support timely, effective responses—highlighting their awareness of evolving needs and commitment to both learner and staff safety and stability.

Standard 12 - Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.

North Star Academy (NSA) ensures that curriculum and instruction are systematically aligned with recognized, evidence-based standards and consistently refined to be relevant, inclusive, and effective for all learners. A structured Curriculum Committee—comprised of teachers, specialists, administrators, and parents—oversees the selection and review of programs, leading to the adoption of I-Ready Math for elementary and Carnegie Math for middle school after multi-year evaluations (evidence 12A–12Ba). Instructional practices are regularly assessed through formal observations based on Utah Effective Teaching Standards, with feedback tailored for both general and specialized educators (evidence 12H–12M). NSA's evaluation process is used to inform professional development; for example, behavior training was provided for Special Ed staff based on evaluation results (evidence 12Ga–12Gb). Instructional improvement is also driven by professional learning communities (PLCs), which meet monthly to align instruction, pacing guides, and assessments, using student data to inform decisions (evidence 12S). Collaborative vertical alignment through curriculum maps ensures continuity across grade levels (evidence 12E), and instructional strategies are consistently grounded in research (evidence 12F). NSA's leadership supports innovation and refinement, as demonstrated by the Core Knowledge book study and summer conference initiative, designed to deepen instructional effectiveness across subjects (evidence 12O–12R). These structures enable NSA to monitor, adjust, and improve instruction in a way that is strategic, inclusive, and student-centered.

Standard 13 - Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.

North Star Academy (NSA) ensures that all instructional and support staff are qualified and aligned with the school's mission, purpose, and beliefs by employing certified personnel whose licensure is monitored monthly by administration (see evidence 13b–13e). All staff sign annual agreements affirming their commitment to NSA's founding principles (see evidence 13f), and new hires undergo a structured mentorship program—lasting one year for experienced teachers and three or more years for new educators (see evidence 13g–13j). Staff requiring additional support receive targeted coaching based on formal evaluations (see evidence 13k–13l). NSA's hiring process emphasizes alignment with its charter and values, ensuring that instructional staff can effectively support the Schoolwide Enrichment Model, which demands rigorous differentiation for both enrichment and remediation. Ongoing parent feedback on curriculum rigor informs decisions and reinforces the school's high standards (see evidence 13m–13o). Many staff further demonstrate their commitment through voluntary participation in summer coursework and national conferences, contributing to a culture of continuous professional growth and collaboration in service of learners and the institution's mission.

Standard 14 - Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

North Star Academy (NSA) systematically selects and utilizes reliable, evidence-based resources that enrich curriculum and instruction while supporting students' personal interests and academic growth. Central to this is the Schoolwide Enrichment Model (SEM), rooted in the Total Talent Portfolio (TTP), which gathers student data on interests, learning styles, and strengths through Renzulli profiling and uses it to guide differentiated instruction and enrichment (see evidence 14A–14C). Renzulli Learning Profile is a detailed online questionnaire that allows the Renzulli software to generate a personal profile of each student's top interests, learning styles, and expression styles, making it easier for teachers to get to know their students and effectively differentiate instruction. Teachers conduct these surveys in August each year reviewing and learning about the uniqueness of each student to use in their instruction and share the results with parents in the annual Sept. conferences to further validate and inform supports to partner with parents on such as reading books content.

All students participate in interest-based clusters (Clusters are interest-based groups of students and adults who come together to explore a common topic, talent area, or real-world problem. They are not traditional classes; instead, they are flexible groups that allow students of different ages, abilities, and backgrounds to collaborate around a shared interest. The purpose of clusters is to connect students' interests with authentic learning experiences and to promote student choice and voice by letting them select topics that matter to them. This allows them to foster creative, problem-solving, and investigative skills and provide a setting for students to produce something meaningful—like a product, service, or presentation—that has an audience beyond the teacher).

and gifted students in curriculum compacting, creating personalized, meaningful learning experiences (see evidence 14D & 14K). NSA employs a structured process to vet materials, as seen in the adoption of Skillstruck for K–9 computer science following the new USBE standards (see evidence 14E), and the selection of a new middle school math curriculum based on stakeholder review and program efficacy (see evidence 14F–14H). The Science of Reading checklist was used to evaluate the effectiveness of the current reading program (see evidence 14J), showcasing NSA's commitment to high-quality, research-aligned instruction. Teachers receive annual training on how to integrate personal interest data and technology

tools like AI to further customize learning (see evidence 14L). Parental feedback confirms the perceived high quality of NSA's curriculum across subjects (see evidence 14I). While middle school compacting has declined, NSA is increasing PD to enrich Tier 1 instruction, and all students continue to benefit from interest-based clusters. This multifaceted, intentional approach ensures that resources are both academically sound and personally engaging, reinforcing NSA's mission to provide relevant, inclusive, and effective learning experiences.

Standard 15 - Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.

North Star Academy (NSA) aligns with the rubric criteria by systematically analyzing learner needs and trend data to drive the equitable allocation and management of human, material, digital, and fiscal resources. A foundational commitment to individualized learning is evident through practices like annual Child Find training, which ensures equity for all students regardless of background or ability (see evidence 15a). NSA proactively responds to changing demographics—such as the steady increase in Multiple Language Learners (MLLs)—by expanding services based on WIDA scores and screener data, enhancing family outreach, and investing in professional learning, including the Director's pursuit of an ELL endorsement (see evidence 15b–15i). Special education services and middle school data reviews further ensure that interventions and supports are based on current performance data, not labels or demographics (see evidence 15j–15k). Equitable instructional support is enhanced by allocating teaching assistants to all K–6 classrooms during core instruction (see evidence 15l). Enrichment participation is regularly reviewed for demographic equity, prompting responsive action when disparities arise. Technology resources are strategically budgeted and maintained to support staff and student learning, with needs informed by annual staff surveys (see evidence 15n–15s). Perception data from parents, students, and staff is gathered and analyzed annually to monitor equity, revealing improvements in perceived fairness in discipline and treatment (see evidence 15t–15v). These insights directly inform resource and budget decisions by leadership and the Board.

Additionally, NSA supports new staff through structured mentoring by highly qualified teachers, reinforcing the school's mission-driven commitment to equitable resource distribution and continuous improvement (see evidence 15w).

Analysis and Synthesis:

At North Star Academy (NSA), leadership demonstrates a clear and consistent commitment to setting, communicating, and monitoring expectations for learning while cultivating a collaborative and positive school culture. Leaders communicate expectations through multiple, structured channels such as staff orientation sessions, weekly faculty bulletins, annual review of the school's mission and improvement goals, and formal teacher evaluations aligned with the Utah Effective Teaching Standards (see evidence 12H–12I). Instructional expectations are reinforced through walkthroughs, observations, and data review meetings, with 100% of staff evaluated and over 240 leadership check-ins conducted during the 2024–25 school year (see evidence 10F). Leaders actively monitor student progress through regular data drill-downs, progress monitoring, and performance reviews, using findings to adjust staffing, resources, and instructional supports. For example, when MLL enrollment increased, leaders expanded services and enrolled in targeted ELL professional development themselves, modeling a commitment to growth (see evidence 15b–15h). NSA leaders foster a culture of shared ownership by empowering staff through leadership opportunities including committee chair roles, mentorship programs, PLC leads, and attendance at national conferences like ISTE, Core Knowledge, and CONFRATUTE (see evidence 9d–9i, 12P). Leaders also recognize and encourage leadership in students through programs like Hope Squad, Student Council, and enrichment clusters (see evidence 9t–9u, 14K). Positive school culture is sustained through visible, intentional leadership behaviors—such as celebration of staff and student achievements, responsive communication during crises (e.g., emergency preparedness planning), and equity-driven decision-making—which contribute to high retention rates, strong stakeholder satisfaction, and a climate of continuous learning and improvement (see evidence 10N, 11b–11r, 15t–15v). Through modeling, professional development, and strategic engagement, NSA leaders not only guide instruction but also inspire a culture of growth, equity, and excellence by attending professional development and furthering their own learning, listening to stakeholders, and acting upon the feedback with time and resources.

Findings and Interpretations:

Strengths:

North Star Academy's leadership excels in clearly communicating learning expectations and systematically monitoring progress through multiple data-driven processes, including regular observations, walkthroughs, and formal evaluations aligned with state teaching standards. Leaders demonstrate a strong commitment to professional growth by actively engaging in targeted training, such as ELL endorsement courses and safety preparedness, modeling continuous learning for staff. The culture of shared leadership is evident through numerous opportunities for staff and students to take on

leadership roles, such as mentorship programs, committee leadership, and student councils, which fosters collective ownership and engagement. Leaders also prioritize equity, responding proactively to demographic changes by adjusting resources and supports, and maintaining transparent communication with stakeholders. This comprehensive approach positively influences school culture, supports retention, and promotes a collaborative, student-centered environment.

Areas for Improvement:

Despite these strengths, some challenges remain, including closing continue monitoring equity gaps in enrichment participation—and increasing the utilization of resources like the Renzulli profiles to personalize learning more consistently across all classrooms as teachers are compacting. While communication during crises has improved with infrastructure upgrades, leadership recognizes it as an ongoing challenge and a work in progress. Additionally, while mentoring and professional development are strong, sustaining consistent growth across all staff—especially new or struggling teachers—requires continued emphasis to ensure that support mechanisms keep pace with evolving learner needs and providing consistent feedback aligned to the paraeducator standards for teaching assistants. Finally, while data collection and monitoring are robust, translating these insights into timely, schoolwide instructional adjustments aligning with the new curriculum and state tests require attention and resources in response to changing needs.

Action:

Noteworthy Practices:

1. If school leaders continue to consistently communicate learning expectations and use data-driven systems to monitor instructional effectiveness and student progress, then all learners will experience high-quality, targeted instruction that drives academic achievement across grade levels K–9.
2. If leadership continues to models continuous learning, empowers shared leadership among staff and students, and adjusts resources equitably based on emerging needs, then the school will foster a collaborative, inclusive culture that strengthens student engagement, retention, and long-term success.

Improvements:

1. If leadership systematically analyzes enrichment participation data and implements targeted support strategies to ensure equitable access to enrichment opportunities for all students, then the school will foster more inclusive and personalized learning experiences that meet the diverse interests and needs of every learner.
2. If leadership enhances crisis communication strategies and provides ongoing, differentiated professional training focused on emergency preparedness—especially for new and command central staff—then the school will strengthen its capacity to respond effectively to emergencies, improve staff readiness, and ensure a safer, more resilient learning environment for all students.

Engagement of Learning Standards

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

Keys to Engagement of Learning

Engagement is demonstrated when all learners:

- Are included in the learning process
- Participate with confidence
- Have agency over their learning

Standard 16

Learners experience curriculum and instruction that emphasize the value of different cultures, backgrounds, and abilities reflective of the global community.

- 4 - Respect for different cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices.

- **3 - Respect for different cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.**
- 2 - Respect for different cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.
- 1 - Respect for different cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices.

COMMENTS

Evidence: 16a: State Core and Other Curriculums (16a.1) 16b–16d: Core Knowledge (CK) Samples – Grades K, 2, 6 (16b.1–16b.7; 16c.1–16c.7; 16d.1–16d.10) 16e: CK Sequence 2023 Documents (16e.1–16e.8) 16f: CKLA Domains of Study – Grades 6-8 (16f.1) 16g: Curriculum Core 16h: Cultural Books – Grade 1 (16h.1–16h.3) 16i: iReady Math & Culture Examples (16i.1–16i.5) 16j: Cultural/Diversity Books – Grade 5 (16j.1–16j.2) 16k: Holiday and Cultural Awareness (16k.1–16k.12) 16l: iReady Instructional Stories (16l.1–16l.7) 16m: Student Projects and Experiences (16m.1–16m.18) 16n: Cultural Curriculum Standards – Grade 9 (16n.1) 16o: Library Books on Diverse Cultures (16o.1) 16p: Spanish 1 Curriculum Map 2024-2025 (16p.1) 16q: Quotes for Hispanic Heritage Month (16q.1) 16r: Spanish Projects (16r.1–16r.2) 16s: Cluster Options (16s.1–16s.5) 16t: Clusters – Diverse Speakers (16t.1) 16u: Multicultural Youth Leadership Conference (16u.1–16u.5) 16v: Guest Speakers (16v.1–16v.8) 16w: Newsletter Content (16w.1) 16x: Student Surveys – Spring 2022 to 2024 (16x.1–16x.13) 16y: Survey Analysis (16y.1) Comments: North Star Academy demonstrates a clear respect for diverse cultures, backgrounds, and abilities within its school culture and classrooms. Evidence shows that equity and cultural awareness are intentionally present in daily learning experiences and instructional practices. The curriculum includes content that exposes students to global perspectives, cultural traditions, and diverse role models. For example, the Core Knowledge (CK) Sequence (16e) and state core curriculum (16a, 16g, 16n) provide a foundation for integrating cultural awareness across grade levels. Specific grade-level examples, such as CK samples from Kindergarten, Grade 2, and Grade 6 (16b, 16c, 16d) and CKLA domains of study (16f), show that students engage with literature, history, and content that reflect multiple cultures and global contributions. Instructional resources and activities further extend cultural awareness through diverse book selections in Grades 1 and 5 (16h, 16j), iReady story problems with cultural representation (16i, 16l), and library books highlighting cultural perspectives (16o). Holiday and cultural awareness activities (16k), student projects (16m, 16r), and Spanish curriculum and cultural learning opportunities (16p) also provide students with exposure to diverse traditions and viewpoints. Beyond the classroom, students participate in experiences that reinforce cultural respect and awareness, such as guest speaker presentations (16v), diverse cluster options (16s, 16t), the Multicultural Youth Leadership Conference (16u), and school-wide celebrations like Hispanic Heritage Month (16q). Inclusive content is also featured in the school newsletter (16w), helping extend cultural learning into the wider school community. During clusters and part of our school model we encourage Type 1 learning Opportunities in both clusters as defined in 14 and throughout classroom units where teachers and facilitators of clusters invite speakers in to speak on topics as experts in their field of study so learners are exposed to professionals of different culture, backgrounds, and abilities than that of the teachers. Survey data (16x, 16y) confirms that stakeholders recognize North Star Academy as a school that values and respects diversity. These findings inform decisions that support a positive and inclusive environment for all learners. Through these practices, North Star Academy provides students with meaningful opportunities to develop cultural awareness, respect for diversity, and an understanding of the contributions of the global community.

Standard 17

Learners have the support and opportunities to realize their learning potential.

- 4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive toward maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.
- **3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive toward individual achievement and self-efficacy.**
- 2 - Professional staff members consider varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive toward individual achievement and self-efficacy.
- 1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well-suited to their individual needs and well-being. Learners are rarely challenged to strive toward individual achievement and self-efficacy.

COMMENTS

Evidence: 17a: Curriculum and Software – Apps Dashboard, Challenging Curriculum Core, Learning Potential Programs (17a.1–17a.4) 17b: Qualified Teachers – Faculty List, License Areas, Underqualified Report (17b.1–17b.3) 17c: iReady/Acadience Benchmarks – BOY, MOY, EOY, individualized growth, interventions, phonics screener, monthly reading benchmarks (17c.1–17c.8) 17d: Benchmarks – Acadience Reading K-6, F&P Monthly Benchmarks (17d.1–17d.2) 17e: Leveling of Classes – Elementary and Secondary Registration and EOY Leveling Sheets (17e.1–17e.4) 17f: Supports – SPED, Interventions, MLL, Labs/Classroom Aides, Reteach Schedules (17f.1–17f.9) 17g: Accommodations – Regular & Adjusted Learning Plans, Reteach, Strand Notes, IEPs (17g.1–17g.6) 17h: Goals/Planners/Learning Plans – SMART Goal Tracker, Weekly Learning Plans, Goal Monitoring, Parent-Teacher Conference Sheets (17h.1–17h.6) 17i: Teaching Levels / Choice Learning – Reading projects, Book Reports, Learning Plans, Strand 1, Compacting, Cultural Exploration, Science & STEM projects (17i.1–17i.13) 17j: Renzulli Learning – Student Profiles, Product/Service Ideas, Top 3 Learning Styles Summary (17j.1–17j.3) 17k: SEM/Clusters/ Compacting/TTP – SEM Model & Components, Newsletters, Cluster Coaching, Type 1–3, Elementary & Middle School Clusters, TTP Overview (17k.1–17k.11) 17l: Pre-Testing / Compacting – Compacting Records, Pretests, Middle School Compacted Students (17l.1–17l.7) 17m: Clubs/Contests/Competitions – Submissions, Sign-ups, Wall Displays, Contest/Spelling Bee Info, Math Club, Inspirations, Dates (17m.1–17m.16) 17n: Equitable Survey – Student Survey Results (Spring 2022 & 2024) on differentiated activities, reteaching, fair treatment, application of rules, listening, culturally responsive materials (17n.1–17n.8) Comments: North Star Academy (NSA) provides equitable opportunities for learners to access both academic and non-academic experiences that support their growth. A rigorous curriculum (17a.3), supported by technology tools such as AppsDashboard (17a.1) and benchmark assessments like iReady and Acadience (17c, 17d), enables staff to monitor learner needs and provide appropriate support and challenge. Professional staff (17b.1–17b.3) know their learners well and use strategies such as leveled classes (17e), reteach opportunities (17f.9, 17g.3), flexible grouping (17d), and targeted supports, including SPED services, MLL programs, interventions, and after-school labs (17f.1–17f.8, 17g.1–

17g.6). Students are provided with opportunities for access and choice through goal-setting (17h.1–17h.6), differentiated projects (17i.1–17i.13), and enrichment options such as Renzulli profiles, SEM, cluster groups, and compacting/pre-testing (17j–17l). Non-academic opportunities including clubs, contests, and competitions (17m.1–17m.6) extend learning and leadership development. Survey data from Spring 2024 indicate that most students report access to varied activities (89%), reteach support (86%), culturally reflective materials (86%), and fair and consistent rules (17n). Overall, NSA's systems and practices ensure that learners have access to experiences that align with their grade levels and individual needs. Learners are generally well supported to strive toward achievement and self-efficacy, though some variation exists in ensuring consistently high levels of challenge and choice for all students.

Standard 18

Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

- 4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
- **3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.**
- 2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
- 1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.

COMMENTS

Evidence: 18a: Real-World Application/Clusters/Projects – Middle School math, reading, history, TikTok math, STEM/PE(Art; SEM newsletter; Cluster Types 1–3, lists/offers 2022–2025; cluster coaching, life skills, Healthy Living, SEM in action, Type 3 brainstorming, compacting, group reading/math projects, think-pair-share, hands-on science (18a.1–18a.22). 18b: Service/Day of Service – Elementary and Middle School rotations, Canva slideshow, service locations, newsletter, choice sheets, food drive (18b.1–18b.7). 18c: Counselor/Character/Hope Squad 18d: Science Fair – Photos, judging, instructions, participants 2022–2026 (18d.1–18d.8). 18e: College & Career Awareness – Week activities, dress-up, presenters (aviation, medicine, military), bulletin boards (18e.1–18e.11). 18f: JA City/DARE Program – 5th grade student resumes, DARE and JA City photos, Junior Achievement (18f.1–18f.14). 18g: Choice/Creative Assignments – Science, Math/Art, 6th grade creatures, tic-tac-toe reading, Learning Plans, astronomy, compacting, Fun Facts, STEM/Engineering, mammals/invertebrates, spelling, hands-on science (18g.1–18g.12). 18h: Collaboration/Real-World – Group math, service projects, hands-on science, world religions, museum/This is the Place trips, construction cluster, SBO elections, clusters, science projects, Greek Symposium, pair/share prompts (18h.1–18h.14). 18i: Creative Immersion – Greek/Roman Festivals, Medieval Market, Rome photos, Rendezvous, Pioneer/Living Traditions, Books Come to Life, field trips grades 1, 3, 9 (18i.1–18i.5). 18j: Total Talent Portfolio (TTP) – Fully implemented K–9, examples, reflections, overview (18j.1–18j.8). 18k: Contests/Clubs/Interest Walls (18k.1–18k.17) 18l: Newsletter 18m: Learning Plans/Goals/Achievement – Benchmarks, SMART Goals, Learning Plans K,2,5, parent-teacher conference sheets, morning work (18m.1–18m.10). 18n: Survey

Evidence – Spring 2022 & 2024 student responses (18n.1–18n.16) Comments: North Star Academy (NSA) provides an environment where learners develop important lifelong skills such as creativity, collaboration, curiosity, risk-taking, and design thinking. Opportunities for real-world application and hands-on learning are present across grade levels through clusters, group projects, and enrichment experiences (18a.1–18a.22). Students participate in activities such as the Day of Service (18b.1–18b.7), Science Fair (18d.1–18d.8), Junior Achievement and DARE programs (18f.1–18f.14), and College and Career Week (18e.1–18e.11), which help prepare them for future academic and personal success. Non-academic skills are promoted through character education lessons, Hope Squad, and wellness initiatives (18c.1–18c.8). Choice-based assignments and creative projects (18g.1–18g.12) encourage learners to take risks and pursue personal interests, while experiences such as Greek Symposiums, cultural festivals, and field trips (18i.1–18i.5) provide opportunities for collaboration and problem solving. Extracurricular clubs, contests, and interest walls (18k.1–18k.17) further extend opportunities for creativity and self-expression. Individualized learning plans, SMART goals, and benchmarks (18m.1–18m.10) provide structures for reflection and personal growth. Survey data indicate that a strong majority of students feel supported and report engaging and rigorous opportunities, with over 90% noting that teachers care about them and encourage their success (18n.1–18n.16). Overall, conditions within most aspects of the school promote learners' lifelong skills. NSA provides consistent opportunities that build creativity, curiosity, risk-taking, collaboration, and design thinking, though these practices are not yet fully systemic across all areas.

Standard 19

Learners are immersed in an environment that promotes and respects student agency and responsibility for their learning.

- 4 - Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.
- **3 - Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress.**
- 2 - Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress.
- 1 - Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress.

COMMENTS

Evidence: 19a: Observations – 24–25 Element 1 Observations (Respectful Learning Environment, Personalizing Learning through Background Knowledge, Assessment Practices), plus observation snapshots (19a.1–19a.5). 19b: Student Voice/Choice/Peer Interactions – Student-led Spring PTC Reflections, Novel Writing Project Packet, Peer/Teacher Editing Forms, Choice Projects (political letter, honors project, book report, mammals, astronomy, 1st grade habitats, project-based), and Cluster Choices 2024–25 (19b.1–19b.16). 19c: Rubrics/Choice Boards – Novel Writing Rubric/Word Count Tracker, Mammals & Invertebrate Project Rubrics, Holidays Around the World, Writing Choice Board, Astronomy Project, Tic Tac Toe Reading (19c.1–19c.9). 19d: Projects/Group Work – STEM, PE, Art, Middle School Math, history, group/pair share work, Thanksgiving menu planning/tools, World Religions (19d.1–19d.12). 19e: Portfolios (Interests/Talents/Styles) – Renzulli ideas/student profile, TTP summaries, examples, reflections (grades 4+), overview for new students (19e.1–19e.15). 19f: Goals & Reflections – SMART Goal Trackers, grade 5 learning plan,

goal sheets/PTC reflections, project menus, novel writing, weekly learning plans, monitoring, morning work, GSL Engineering Project (19f.1–19f.16). 19g: Aspire Monitoring/Labs – Progress sheets/reports, MS & ES lab schedules, missing work reports (19g.1–19g.6). 19h: Electives – 8th/9th grade registration forms & course descriptions 2023–25 (19h.1–19h.6). 19i: Student Body Officers/Clubs 19j: Surveys – Spring 2022 & 2024 results Comments: North Star Academy (NSA) promotes student voice and responsibility for learning across most aspects of the school. Classroom observations (19a.1–19a.5) show that instruction supports personalization, engagement, and respect. Learners frequently contribute to instructional activities and demonstrate ownership of their work through choice projects, rubrics, and peer collaboration (19b.1–19b.16; 19c.1–19c.9; 19d.1–19d.12). Student interests and talents are documented through the Total Talent Portfolios (19e.1–19e.15), which encourage reflection and highlight individual strengths. Students are provided opportunities to set goals and monitor progress through SMART goal trackers, individualized learning plans, reflections, and student-led conferences (19f.1–19f.16). Accountability is supported with Aspire progress monitoring and lab schedules (19g.1–19g.6), allowing learners to take responsibility for their progress. Beyond the classroom, learners give input and exercise choice in course registration, electives, and clubs (19h.1–19h.6; 19i.1–19i.11), as well as through leadership roles such as Student Body Officers. These experiences allow students to express their interests and contribute to the broader school environment. Survey results (19j.1–19j.6) confirm that most students experience opportunities for voice and responsibility. For example, 97% of students reported that teachers provide challenging and meaningful learning opportunities (19j.2), 84% agreed that their teachers use different activities to help them learn (19j.3), and 88% reported that students and adults listen to each other (19j.4). A strong majority also affirmed that instructional materials reflect cultural backgrounds and identities (85%, 19j.5). Overall, conditions at NSA are learner-centered and promote active discovery, input, and progress monitoring in most areas. While opportunities for student voice and responsibility are strong, they are not yet fully systemic across all aspects of the institution.

Standard 20

Learners engage in experiences that promote and develop their self-confidence and love of learning.

- 4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.
- **3 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning.**
- 2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning.
- 1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.

COMMENTS

Evidence: 20a: Showcase/Finished Projects – Reading, history, math, STEM, art, ASL, PE, science prototypes, business projects, and cluster showcases/photos (Grades 1–9, 2022–2025). 20b: Compacting Projects – Grades 2–6+ Roman Concrete, science, and middle school SEM compacting/records. 20c: Choice/Communication – Student-led conferences, novel writing/editing, peer editing, project menus (astronomy, engineering, invertebrates, mammals), LA/math assignments. 20d: Portfolios/Responses – Total Talent Portfolios (K–9), reflections, exit tickets, writing journals. 20e: Recognition – Student of the Month (Elem/MS), Leaders of the Week, Principal's 200 Club (Grades 4–9), SBO elections, leadership, and service. 20f: Contests/Clubs – Spelling Bee, Constitution Bee, math/art/drama clubs, sports, coding, NSA Idol, holiday assemblies, extracurricular flyers/photos (2024–2025). 20g: Character Ed/Hope Squad – Character Ed/7 Habits/Leader in Me lessons & schedules (2022–2025), crosswalk, Hope Week activities. 20h: Field Trips/Experiences – Grades 1–9 trips (history, powwow, Constitution), NSA

field trip schedules (2023–2025). 20i: Observations – Classroom snapshots (2024–2025) on personalized learning & assessment practices. 20j: Surveys – Student surveys: respect (73%), recognition (80–82%), caring adults (94%), listening (88%), emotional awareness (84%). Comments: North Star Academy (NSA) provides a supportive learning environment where most learners feel safe to take academic risks, knowing they will be guided by teachers, peers, and intervention systems. Structured supports such as the Multi-Tiered System of Supports (MTSS), Response to Intervention (RTI), and targeted academic interventions help students pursue challenging opportunities, even when success is not immediate. Teachers and staff use scaffolds, reteaching, and enrichment to encourage perseverance and confidence. Survey data reflect this culture of support. For example, 73% of learners agreed or strongly agreed with the statement, “Adults working at this school treat all students respectfully” (20j.8). Other survey items show that most students believe teachers encourage them to keep trying even when learning is difficult and motivate them to do their best work (20j.2, 20j.5). These findings confirm that learners generally feel respected and supported when facing challenges. Across grade levels, learners demonstrate curiosity and excitement through experiences such as STEM projects, literacy circles, leadership clusters, inquiry-based assignments, and real-world applications. School-wide opportunities—including science fairs, spelling bees, debate competitions, art shows, and “Show What You Know” events (20c.1–20c.6)—highlight student effort and achievement and promote pride in learning. Overall, conditions at NSA promote student motivation, curiosity, and self-confidence in most areas. Learners frequently pursue opportunities that may not always result in success, with the understanding that they will be supported, reflecting a solid Level 3 performance on this standard.

Standard 21

Instruction is characterized by high expectations and learner-centered practices.

- 4 - Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.
- **3 - Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.**
- 2 - Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.
- 1 - Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.

COMMENTS

Evidence: 21a: Challenging Core – State Core & other curriculums, CK Sequence GK–8, CKLA Domain Chart (6–8), AppsDashboard. 21b: Observations – Snapshots & full 2024–25 reports on personalized learning, respectful environments, and assessment practices. 21c: Surveys/Analysis – Survey analysis (2022–25); students report challenging curriculum (97–98%), re-teaching support (91%), and varied activities (84%). 21d: Choice/Rubrics – Reading tic-tac-toe, novel writing packet/tracker, mammals & invertebrate menus, holiday/writing/spelling boards, water conservation projects. 21e: Projects – STEM, PE, art, math, health, history, science (Grades 1–9), Great Salt Lake engineering, anatomy, perseverance/communication group tasks. 21f: Goal Setting – SMART trackers, grade-level plans, Total Talent Portfolio reflections, PTC goal sheets, morning work, spring reflections. 21g: Data/Growth Monitoring – Achieve3000, math tracking, Acadience BOY–EOY benchmarks/goals, Aspire & RISE state testing, iReady historical, data drill-downs (2021–25). Comments: North Star Academy (NSA) demonstrates a commitment to learner-centered instruction that is rigorous, personalized, and designed to help students reach their

potential. Instruction is grounded in state standards and the Core Knowledge curriculum (21a.1–21a.3), supported by resources such as the AppsDashboard (21a.4), ensuring access to a coherent and challenging core. Classroom observations from 2024–2025 (21b.1–21b.5) confirm that teachers routinely personalize instruction, build on students' background knowledge, and foster respectful environments that promote engagement. Assessment is frequently used to guide instruction and adapt learning experiences to meet diverse needs. Survey data reflects strong perceptions of high expectations and instructional responsiveness. In the Spring 2024 student survey, 97% of students agreed that their teachers provide them with challenging curriculum and learning experiences (21c.2, 21c.6), and 91% agreed that teachers reteach when needed (21c.4). In Spring 2022, 98% reported being academically challenged (21c.3), and 84% affirmed the use of varied learning activities (21c.5). This data suggests that most students experience instruction that motivates and supports them. Learner-centered practices are evident across grade levels through projects and rubrics such as Tic Tac Toe Reading, Novel Writing, and the Water Conservation Project (21d.1–21d.12). Project-based learning is integrated across subject areas, including STEM, art, math applications, and the Great Salt Lake engineering challenge (21e.1–21e.16), promoting critical thinking, collaboration, and perseverance. Instructional practices are strengthened by individualized goal setting and reflection through SMART goals, personal learning plans, conferences, and portfolios (21f.1–21f.8). Growth monitoring tools—including Achieve3000, iReady, Acadience, and Aspire/RISE (21g.1–21g.20)—provide teachers with data to adjust instruction to support both mastery and progress. Overall, most learners at NSA engage in instructional activities that reflect their needs and interests. Professional staff members routinely deliver instruction designed for students to reach their potential. Evidence from surveys, observations, student work, and assessment systems aligns with the expectations for a Level 3 performance on this standard.

Standard 22

Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

- 4 - Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.
- **3 - Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.**
- 2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.
- 1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.

COMMENTS

Evidence: 22a: iReady/Achieve 3000 (Achieve 3000 x5; iReady instructional stories x6; Cultural Books 1st Grade x3; India; China; Holidays Around the World Rubric; iReady/Ready Math & Culture; Happy Friday) 22b: Compacting—Student Projects List 22c: Compacting—Middle School Path 22d: Data Intervention Chart 22e: Differentiation—Student Survey 2024 (Q92: 94% Agree) 22f: Differentiation—Student Survey 2024 Elementary (Q41: 89% Agree) 22g: Exit Ticket—Dreamcatcher 22h: Exit Ticket—Elementary 22i: Exit Ticket—Elementary Math 22j: Exit Ticket—Math 22k: Lab Schedule—Elementary 22l: Lab Schedule—Middle School 22m: PLC—Middle School Math 2024-2025 22n: PLC—Elementary K-3 (01.28.2025) 22o: PLC—Elementary K-3 (02.25.2025) 22p: PLC—Elementary K-3 (09.24.2024) 22q: PLC—Elementary K-3 (10.29.2024)

22r: PLC—Elementary K-3 Norms 22s: Pre-Tests (Biology) 22t: Re-teaching—Student Survey 2022 (Q90: 83% Agree) 22u: Classroom Observation 2024-2025 Assessment Practices by Learner 22v: Classroom Observation Comments: North Star Academy (NSA) implements a schoolwide process for monitoring and adjusting instruction to support learners' achievement of desired outcomes. Teachers regularly use formative assessments, adaptive digital programs, and targeted instructional practices to respond to student needs. Programs such as iReady and Achieve 3000 provide actionable data on literacy and math growth, while instructional stories, cultural learning activities, and rubric-based projects (22a.1–22a.24) illustrate how staff differentiate lessons and engage students in meaningful applications of content. Exit tickets across grade levels (22g–22j) further demonstrate the routine use of checks for understanding to guide instructional adjustments. Professional staff also extend learning through compacting strategies (22b–22c) and document interventions using the school's Data Intervention Chart (22d). PLC records across elementary and secondary levels (22m–22r) show that teachers analyze formative and summative data, adjust pacing, and plan targeted reteaching cycles. Pre-tests in courses such as biology (22s) provide baseline information to inform instruction, while survey data confirms that 83% of learners report their teachers revisit material when needed (22t). Additional evidence highlights differentiation across grade levels. For example, 94% of secondary students and 89% of elementary students report that teachers use a variety of activities to support learning (22e–22f). Classroom observations align with these perceptions, showing that professional staff members frequently employ assessment practices that allow for instructional flexibility (22u–22v). Culturally responsive practices embedded in reading and math (22a.5–22a.23) and structured lab schedules (22k–22l) provide further opportunities for students to deepen their understanding of content. Together, this evidence demonstrates that NSA professional staff regularly monitor and adjust instruction based on learner responses and achievement of learning targets. Teachers routinely analyze trend and current data to guide instructional decisions and deepen understanding for most learners, aligning with the expectations for a Level 3 performance on this standard.

Standard 23

Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

- 4 - Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
- **3 - Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.**
- 2 - Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
- 1 - Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity.

COMMENTS

Evidence: 23a: AI in Classroom PD 23b: Renzulli Learning - Student Profile 23c: Renzulli Learning Website 23d: Top 3 Styles of Learning 23e: Smartboards 23f: Achieve 3000 23f.1: Achieve 3000

23f.2: Achieve 3000 Student Data 23f.3: Achieve 3000 23f.4: Achieve 3000 23f.5: Achieve 3000 23d.6: Staff Training 2025 23g: RAZ (Reading A-Z) reading options 23h: Garbanzo - Online Spanish Reading Program 23i: Garbanzo showing Levels 23j: Student iPad 23k: Chromebook Carts 23l: Computer Lab 23m: Staff Training/PD 2025 23n: Character Education 23n.1: Character Ed Schedule 2024-2025 23n.2: Character Ed Schedule 2023-2024 23n.3: Character Ed Schedule 2022 - 2023 23n.4: Crosswalk: Leader in Me & Character Counts Competencies 23n.5: Character Ed Lessons 2023-2024 23n.6: Character Education - Character Counts & Leader in Me 23n.7: Lessons: Character Counts & 7 Habits 23o: Staff Training 2024 23p: Staff Training/PD 2023 23q: iReady Comments: North Star Academy (NSA) demonstrates intentional integration of digital resources that add value to instruction and actively engage learners. Professional staff members select technology tools that enhance core academic learning while also providing opportunities for exploration and personalization. Ongoing professional development supports this integration. Training sessions, including PD on the use of AI in the classroom (23a), technology-focused workshops (23m, 23o, 23p), and the 2025 Achieve3000 implementation training (23f.6), help ensure teachers are equipped to embed technology purposefully into instructional practice. Teachers routinely use adaptive platforms such as Achieve3000 (23f.1-23f.5) and iReady (23q.4-23q.19) to individualize instruction and support learner progress. These resources provide data-driven pathways that remediate, extend, and enrich student learning while introducing global and cultural perspectives (23q.1-23q.3; 23q.8-23q.13). Renzulli Learning (23b-23d) further supports student agency by identifying learner profiles, styles, and interests, enabling students to pursue topics that align with their curiosity. Digital resources extend instruction in literacy and world language. Reading A-Z (23g) and Garbanzo, an online Spanish reading program (23h-23i), provide leveled access to diverse texts that enhance comprehension and cultural connections. Additional tools such as Smartboards (23e), student iPads (23j), Chromebook carts (23k), and the computer lab (23l) ensure that most learners have equitable access to technology that supports daily instruction. NSA also integrates technology into character education and wellness programs. Interactive lessons within Leader in Me and Character Counts (23n.1-23n.7) encourage reflection, collaboration, and responsible digital citizenship. Classroom observation data confirm that teachers intentionally embed these resources to foster inquiry, engagement, and exploration. Learners are encouraged to use technology for research, collaboration, and self-directed learning that deepens understanding and connects curriculum to real-world contexts. Together, this evidence demonstrates that professional staff at NSA intentionally select and integrate digital resources that add instructional value, routinely engage students in learning, and extend curriculum topics in ways that stimulate curiosity, aligning with the expectations of a Level 3 performance on this standard.

Enter the Engagement of Learning Key Characteristic narrative from your workbook in the field below:

Key Characteristic 3: Engagement of Learning

STANDARD SUMMARIES

Standard 16

North Star Academy cultivates an inclusive environment where diversity is embedded in curriculum, instruction, and school culture. The Core Knowledge Sequence and Utah Core (16a, 16e, 16g, 16n) guide exposure to global perspectives, supported by CK and CKLA units (16b-16f). Instructional materials, including culturally diverse books (16h, 16j, 16o), iReady story problems (16i, 16l), and Spanish curriculum (16p), promote appreciation for different backgrounds. Cultural awareness extends beyond the classroom through projects, celebrations (16k, 16m, 16q), guest speakers (16v), cluster options (16s, 16t), and leadership events like the Multicultural Youth Leadership Conference (16u). Survey data (16x, 16y) confirms stakeholders generally view NSA as respectful and inclusive. These practices help most students develop academic knowledge alongside empathy and global awareness.

Standard 17

North Star Academy promotes equity through rigorous curriculum (17a.3), technology-enhanced instruction (17a.1, 17a.4), and benchmark assessments such as iReady and Acadience (17c, 17d). Licensed, qualified teachers (17b.1-17b.3) deliver differentiated instruction through leveled classes (17e), reteaching (17f.9, 17g.3), and flexible grouping. Comprehensive supports include SPED, MILL, interventions, aides, and individualized plans (17f.1-17f.8, 17g.1-17g.6). Student agency is fostered through SMART goals and weekly plans (17h.1-17h.6). A SMART goal (Specific, Measurable, Achievable,

Relevant, Time-bound) is used at North Star Academy to support the charter goal of individualized learning. All elementary and middle school students set and record personal SMART goals each Fall and Spring semester. In elementary, goals are reviewed weekly by parents and teachers through Friday Folders—folders sent home each Friday containing corrected work, teacher notes, and the student's SMART goal, which parents review, discuss, and sign before returning—while in middle school, goals are discussed with parents and tracked weekly in Advisory, a dedicated class period where students meet with a teacher to reflect on academic progress, review SMART goals, and receive mentoring support. This process fosters student reflection, ownership of learning, and stronger school-home connections. Choice projects like STEM investigations and cultural reports (17i.1–17i.13) allow for personalization. Learners participate in Renzulli, SEM, clusters, and compacting (17j–17l), with enrichment expanded through clubs and competitions (17m.1–17m.6). Survey data (17n.1–17n.8) reflects strong perceptions of fairness, support, and cultural responsiveness. These systems ensure most students are supported and challenged to reach their potential.

Standard 18

North Star Academy helps students develop lifelong skills—creativity, collaboration, curiosity, risk-taking, and design thinking—through real-world learning experiences such as clusters, group projects, and enrichment (18a.1–18a.22). Students participate in Day of Service (18b), Science Fair (18d), College and Career Week (18e), and Junior Achievement (18f), which build future-ready competencies. Non-academic growth is supported through character education, Hope Squad, and wellness programs (18c). Creative, choice-based projects (18g) allow for exploration, while events such as Greek Symposiums, field trips, and cultural festivals (18i) and extracurriculars (18k) provide additional opportunities. Personalized learning plans, SMART goals, and benchmarks (18m) support reflection and growth. Survey data shows over 90% of students feel supported and challenged (18n). Collectively, these practices reflect that most students at NSA engage in structured opportunities that foster essential lifelong learner skills.

Standard 19

North Star Academy promotes student voice, choice, and ownership of learning. Classroom observations confirm instruction is respectful, personalized, and engaging (19a.1–19a.5). Students influence learning through choice projects, rubrics, and collaboration (19b–19d) and reflect on strengths using Total Talent Portfolios (19e.1–19e.15). Goal-setting is supported through SMART goals, personalized learning plans, and student-led conferences (19f.1–19f.16), with progress monitored through Aspire and lab schedules (19g). Student voice extends to elective choices, clubs, and leadership opportunities (19h–19i). Survey data shows high student satisfaction: 97% report meaningful, challenging instruction (19j.2), 84% affirm varied activities (19j.3), and 88% feel listened to by adults and peers (19j.4). These results indicate that most learners engage in conditions that support voice and responsibility for learning, consistent with a Level 3 performance.

Standard 20

North Star Academy cultivates a supportive environment where students are encouraged to take academic risks and persist through challenges. Systems such as MTSS, RTI, and targeted interventions provide scaffolding and enrichment that help learners build perseverance and confidence (20c.1–20c.6). Survey data shows 73% of students agree adults treat them respectfully (20j.8), and additional responses confirm that many feel motivated to persist (20j.2, 20j.5). Engagement is visible across grade levels, with students participating in STEM projects, inquiry-based learning, and events like science fairs and debates. NSA celebrates growth and effort, helping most learners develop self-confidence and enthusiasm for learning.

Standard 21

North Star Academy demonstrates a commitment to learner-centered instruction that is rigorous and personalized, aligned to state standards and the Core Knowledge curriculum (21a.1–21a.3), supported by tools such as AppsDashboard (21a.4). Classroom observations (21b.1–21b.5) show teachers adapt instruction to student needs, foster engagement, and use assessment to guide practice. Survey data reinforces this: 97% of students report being challenged (21c.2, 21c.6), and 91% say teachers reteach when needed (21c.4). Learners engage in project-based learning across subjects (21d.1–21e.16), applying knowledge in real-world contexts such as the Great Salt Lake engineering challenge. SMART goals, learning plans, and data tools (21f.1–21g.20) further support individual growth. Together, these practices confirm that most students engage in rigorous, learner-centered instruction designed to help them reach their potential, consistent with a Level 3 performance.

Standard 22

North Star Academy regularly monitors and adjusts instruction to advance learner outcomes. Teachers use formative assessments, iReady, Achieve3000, and rubric-based projects to guide decisions (22a.1–22a.24). Exit tickets (22g–22j)

and pre-tests (22s) provide additional checkpoints. Staff extend learning through compacting (22b–22c), targeted interventions tracked with Data Intervention Charts (22d), and collaborative PLCs that analyze assessment data (22m–22r). Survey data affirms instructional responsiveness: 94% of secondary and 89% of elementary students report varied activities (22e–22f), and 83% say teachers reteach when needed (22t). Observations (22u–22v) confirm intentional differentiation and culturally responsive practices (22a.5–22a.23). Collectively, these practices demonstrate that professional staff members routinely monitor and adjust instruction based on learner responses and data, meeting Level 3 expectations.

Standard 23

North Star Academy intentionally integrates digital resources that enhance instruction and actively engage learners. Staff select technology that adds value to the learning process and encourages curiosity and personalization. Professional development—including AI training (23a), tech workshops (23m, 23o, 23p), and Achieve3000 training (23f.6)—supports staff in purposeful technology use. Adaptive platforms like Achieve3000 (23f.1–23f.5) and iReady (23q.4–23q.19) provide data-driven, differentiated instruction while introducing global perspectives (23q.1–23q.3; 23q.8–23q.13). Renzulli Learning (23b–23d) supports student agency through learner profiles and interest-based exploration. Digital tools extend literacy and language instruction via Reading A-Z (23g) and Garbanzo (23h–23i). Access is supported through Smartboards (23e), iPads (23j), Chromebooks (23k), and the computer lab (23l). Technology is also used in character education (23n.1–23n.7). Observations confirm that digital resources are regularly embedded into instruction, encouraging inquiry, collaboration, and self-directed learning. These practices align with Level 3 expectations, as digital tools routinely support engagement and extend curriculum topics to stimulate curiosity.

ANALYSIS AND SYNTHESIS

North Star Academy (NSA) fosters an inclusive instructional environment where learner engagement is intentionally supported and embedded in many school-wide practices. The instructional design encourages students to be actively involved in their learning through personalized instruction, student agency, real-world applications, and opportunities for collaboration and reflection. Engagement is documented through curriculum artifacts, classroom observations, benchmark data, and student survey results, though practices are not yet fully consistent across all settings.

The instructional environment at NSA promotes engagement by aligning instruction to the Utah State Core and Core Knowledge (CK) Sequence (16a, 16e, 21a.1–21a.3). Tools such as the AppsDashboard and iReady (17a.1, 17a.4, 21g.1–21g.20) regularly support personalization, while project-based learning activities like the Great Salt Lake Engineering Challenge, Tic-Tac-Toe Reading Menus, and STEM investigations (17i.1–17i.13, 21d.1–21d.12, 21e.1–21e.16) provide engaging, real-world contexts. While these opportunities are evident, the level of rigor and application varies across grade levels.

Learners at NSA benefit from social-emotional supports, targeted scaffolds, and a school culture that encourages risk-taking. Systems such as MTSS, RTI, and structured interventions (17f.1–17f.9, 20j.2, 20j.5) help meet student needs, and teachers employ strategies such as reteaching cycles (22t), differentiated grouping (17d), and character education programming (18c.1–18c.8). Survey data shows most students feel supported, with 91% affirming teachers reteach when necessary (21c.4) and 73% reporting adults treat students respectfully (20j.8). However, the degree of support and student confidence is not uniform across all classrooms.

Student agency is regularly emphasized through SMART goals, student-led conferences, and differentiated projects (17h.1–17h.6, 19f.1–19f.16). Learners track their progress with individualized learning plans and engage in extracurricular opportunities such as the Science Fair and Day of Service (18a.1–18a.22, 18b.1–18b.7, 19h.1–19h.6). While these experiences foster ownership, opportunities for voice and choice vary between grade levels and content areas.

Survey data from Spring 2024 reinforces these findings: 97% of students reported that teachers provide challenging and meaningful opportunities (19j.2), and 88% said that both students and adults listen to one another (19j.4). Digital tools such as Renzulli Learning and Achieve3000 (23b–23f) add value by tailoring content to learner profiles and extending curiosity, though technology integration is not seamless across all classrooms.

Collectively, the evidence from instructional practices, survey responses, and student work confirms that NSA demonstrates a Level 3 performance in engagement of learning. The school regularly provides students with engaging, personalized, and supportive opportunities, though consistency and depth vary across grade levels and subject areas.

FINDINGS AND INTERPRETATIONS

NSA demonstrates exceptional performance in fostering learner engagement through rigorous, personalized, and inclusive instructional practices. Evidence suggests that students across grade levels are engaged, supported, and challenged in ways that promote confidence, autonomy, and long-term success. Key themes that emerged from the data include the

strength of student agency, the use of culturally responsive and varied instructional methods, and a school culture that encourages academic risk-taking.

Areas of Strength:

Student Agency: If faculty provide tools such as SMART goals, individualized plans, and meaningful feedback loops, then students will develop ownership over their learning and demonstrate higher levels of engagement. Evidence from goal-tracking systems (17h.1–17h.6) and student-led conferences (19f.1–19f.16) confirms strong implementation of learner-driven structures.

Varied and Responsive Instruction: If teachers consistently use adaptive tools and data to personalize instruction, then students will experience higher engagement and confidence. The integration of iReady, Achieve3000, and formative checks (22a.1–22a.24, 22g–22j) demonstrates NSA's ability to monitor and adjust instruction in real time.

Inclusive Learning Environment: If instructional materials reflect student identities and global perspectives, then learners will feel seen and included, which supports active participation. Curriculum artifacts (16b–16p), library materials (16o), and survey results (19j.5, 17n.7) confirm NSA's commitment to cultural inclusivity.

Areas for Growth:

Refinement of Risk-Taking Culture: While survey data confirms high levels of respect and support, a lower percentage (73%) reported feeling treated respectfully by all adults (20j.8). If students perceive inconsistencies in treatment or support, then their willingness to take risks may be impacted. This suggests a need to continue building consistency across staff in reinforcing respectful, equitable interactions.

Equity of Experience Across Grade Bands: If engagement practices are not equally distributed across K–9, then students in certain grade levels may have fewer opportunities for deep engagement. While middle school offers extensive leadership and cluster opportunities (18a.1–18a.22), more intentional alignment across elementary grades may ensure all learners experience similar levels of agency and application.

Priority Level: Maintaining high performance in learner engagement is a high priority, as it is foundational to academic growth, equity, and school culture. Addressing gaps in consistent adult-student interactions and ensuring all students across grades access equally robust engagement opportunities should also be considered a priority for improvement.

ACTIONS

Theory of Action for Noteworthy Practice #1 - Student Agency:

If NSA faculty continues to embed SMART goal setting, reflection, and student-led conferences across all grades, then learners will develop greater self-efficacy and take increased ownership of their academic and personal growth. Supporting Evidence: SMART goals and individualized plans (17h.1–17h.6, 19f.1–19f.16), student surveys showing high perception of meaningful learning (19j.2).

Theory of Action for Noteworthy Practice #2 – Varied Instructional Strategies:

If teachers maintain the integration of adaptive digital tools, flexible grouping, and project-based learning, then students will remain actively engaged in rigorous and personalized learning experiences. Supporting Evidence: Use of Achieve3000, iReady, flexible grouping (17a.4, 21g.1–21g.20, 22a.1–22a.24), and project work (21d.1–21d.12).

Theory of Action for Improvement Area #1 – Risk-Taking Culture:

If the administration and faculty reinforces professional development on relational practices and cultural responsiveness, then all students will consistently perceive adults as respectful and supportive, enhancing their willingness to take academic risks. Supporting Evidence: Survey data indicating lower student perception of consistent respectful treatment (20j.8); need for alignment of adult-student interactions.

Theory of Action for Improvement Area #2 – Equity of Opportunity Across Grades:

If faculty provide engagement opportunities such as clusters, leadership roles, and goal setting are vertically aligned and scaffolded across K–9, then all students will have equitable access to experiences that foster creativity, collaboration, and confidence. Supporting Evidence: Disparity in opportunity breadth between middle and elementary grades (18a.1–18a.22, 19h.1–19h.6); potential for expansion of clusters and leadership in lower grades.

In conclusion, North Star Academy's strategic systems, personalized learning pathways, and commitment to inclusivity create a high-performing environment for learner engagement. By sustaining exemplary practices and addressing identified gaps, NSA will continue to ensure that all learners are empowered, challenged, and deeply connected to their learning.

Growth in Learning Standards

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

Keys to Growth in Learning

Growth is evident when:

- Learners possess non-academic skills that ensure readiness to learn
- Learners' academic achievement reflects preparedness to learn
- Learners demonstrate growth in meeting expectations of learning as defined by the institution
- Learners attain knowledge and skills necessary to achieve goals for learning

Standard 24

Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

- **4 - Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.**
- 3 - Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.
- 2 - Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.
- 1 - Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.

COMMENTS

Evidence 24b-d: Technology / BTSALP Survey 24e-f: DTL Grant Applications 24g-i: CEIS (Coordinating Early Intervening Services) 24j-l: RISE/UT Aspire Plus Longitudinal Data 24m-t: Summary of Curriculum Committees 24u: School Improvement Goals 24v: MS Student Goal Tracker 24w-z: Curriculum Board Approvals 24aa: Stakeholder Surveys 24ab: Data Drill Down At North Star Academy, leadership is deeply committed to data-informed decision-making, drawing on a wide range of comprehensive data sources and stakeholder input across all academic departments (see evidence 24b-24d, 24aa). Decisions regarding systems and curriculum changes are made with careful consideration of input from technology, arts, early intervention programs, and curriculum committees. This process is supported by robust documentation, including state testing results (both annual and longitudinal cohort data) (see evidence 24j-24l), grant applications and approvals for the Digital Teaching and Learning (DTL) initiative and the Beverly Taylor Sorenson Arts Learning Program, as well as agendas and minutes from key curriculum committees in math, geography, language arts (Core Knowledge Language Arts) (see evidence 24m-24t) , and internal technology needs assessments (see evidence 24b-24d). This evidence underscores North Star Academy's dedication to inclusive, transparent, and data-informed governance. Stakeholder voices are not only welcomed but play an integral role in shaping educational practices. Data analysis is embedded in all curricular areas (see evidence 24ab)—

from early childhood education to the arts, from language arts to mathematics and technology—demonstrating a comprehensive commitment to academic excellence and equity. Teachers, staff, and students all benefit from this culture of continuous improvement. Leadership and committee teams regularly review and analyze this data, as reflected in the attached meeting agendas and minutes. Key findings are discussed and voted upon within committees and ultimately presented to the Board of Trustees, where final decisions are made, as documented in the included Board Meeting Agenda. (see evidence 24w-24z). At the classroom level, teachers engage in reflective data practices by analyzing end-of-year Utah state RISE assessment results. Each teacher completes a data reflection outlining successes and areas for improvement, which is then submitted to the school leadership team. An example of this RISE Data Reflection is included (see evidence 24ab). This systematic use of data has led to significant instructional improvements and strategic shifts. For instance, in response to declining RISE scores in upper-grade language arts, the leadership team pursued the Utah State Board of Education's Digital Teaching and Learning Grant. Specific goals were crafted to target language arts growth. As this five-year grant cycle concludes, longitudinal data now shows marked improvement in language arts outcomes—evidence of the effectiveness of these targeted interventions. Looking ahead, North Star Academy is shifting its focus to mathematics. While language arts performance has improved, recent data indicates a decline in math achievement. In response, the school has initiated a curriculum change and developed a new DTL Grant application centered on enhancing math instruction. Supporting evidence includes longitudinal cohort data in math, math curriculum committee meeting documentation, and the newly submitted grant proposal focused on mathematics improvement. Through these ongoing efforts, North Star Academy continues to demonstrate a strong, data-informed approach to leadership—ensuring that every decision made is purposeful, inclusive, and aligned with student success.

Standard 25

Leaders promote action research by professional staff members to improve their practice and advance learning.

- **4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.**
- 3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.
- 2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.
- 1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.

COMMENTS

Evidence 25b-d: CEIS (Coordinating Early Intervening Services) 25e-g: PLC's 25h-j: Teacher Training Schedules 25k-m: Data Drill Schedules 25n-p: Teacher Legislative Training Days 25q-r: Formal Observations 25s-t: Walkthrough Observations 25u: Bullseye Teacher Self-Reflections/ Needs 25v: School Improvement Goal 25w: Calendar Change Survey 25x: Professional Development Plan 25y: HB 396 Educator Paid PD 25z-zb: Mentor-Mentee Meeting Agenda At North Star Academy, leadership is committed to building a reflective, research-informed instructional culture grounded in continuous improvement. Action research is promoted through strategic initiatives, collaboration, and accountability systems designed to strengthen teaching and learning. From 2021 to 2024, Coordinated and Early Intervening Services (CEIS) plans emphasized data-driven decision-making and targeted interventions (see evidence 25b-25d). Tiered supports and progress monitoring help teachers analyze data, apply evidence-based strategies, and refine instruction through inquiry cycles aligned with CEIS goals. Professional Learning Communities (PLCs) sustain this culture (see evidence 25e-25g). Monthly agendas highlight collaboration on data analysis, instructional reflection, and goal setting. Teams design and evaluate projects focused on literacy, math, engagement, and supports for diverse learners. Professional development (PD) aligns to school improvement goals (SIGs) (see evidence 25v), teacher needs, and current research. Agendas highlight training in formative assessment, differentiation, and interventions (see evidence 25h-25p). Sessions promote experimentation and reflection, linking strategies to classroom inquiry. Beginning-of-year trainings and legislative days consistently emphasize instructional methods and data use. Formal and informal observations also drive reflection (see evidence 25q-25u). Formal cycles include teacher self-reflections on strengths, growth, and adjustments based on student evidence. Informal walkthroughs provide timely feedback for refining practice. Observation notes show teachers modifying delivery, grouping, and assessments in response to student data—core features of action research. Alignment with SIGs and professional growth plans ensures coherence across evaluation and practice. Mentoring builds teacher capacity (see evidence 25z-25zb). The mentor-mentee program includes guides and logs centered on strategies, data, and reflection. Logs show mentors helping novices test solutions to challenges such as classroom management or scaffolding. Instructional coaching and the school's Coaching Guide provide additional support. Mentor logs and PLC agendas consistently reflect collaborative student work analysis, discussion of research-based strategies, and inquiry cycles. These interactions establish action research as a routine, embedded practice rather than an occasional activity. All professional learning aligns with the school's End Statements of Critical Thinking, Academic Excellence, and Citizenship. PD, PLC work, and observation feedback are tied to these priorities. CEIS plans reinforce alignment through resource allocation, interventions, and training, ensuring academic and behavioral needs are addressed with research-informed strategies. Through coherent leadership, structured supports, and collaborative culture, North Star Academy has embedded action research into core practice. CEIS plans, PLC collaboration, targeted PD, observations, and mentoring empower teachers to engage in inquiry cycles that improve pedagogy and student achievement. Collected evidence—including CEIS plans (2021–2024), PLC agendas, PD records, observation tools, teacher reflections, SIGs, and mentor documentation—demonstrates a strong, embedded culture of continuous learning. This reflective, research-based approach defines the school's commitment to excellence and equity for all students.

Standard 26

Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

- 4 - Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

- **3 - Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.**
- 2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
- 1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

COMMENTS

Evidence 26b-d: Longitudinal RISE/UT Aspire Plus Data 26e-g: Summary Curriculum Committees 26h: Curriculum Maps 26i: Disclosures 26j: DTL Grant At North Star Academy, school leaders are committed to ongoing evaluation and refinement of instructional programs and organizational structures to ensure teaching is effective and aligned with student learning needs. Leadership engages in collaborative processes that use data, stakeholder feedback, and research-based practices to drive continuous improvement. Leaders conduct yearly systematic reviews of curriculum at all grades and subjects, K–9. Evidence is reflected in detailed curriculum maps and disclosure documents, outlining learning objectives, pacing, materials, and assessment strategies, ensuring vertical and horizontal alignment (see evidence 26h-26i). Teachers submit these maps and documents annually for all subjects taught. During 2023–2024, an Elementary Math Curriculum Committee—comprising administrators, teachers, board members, and parents—evaluated and selected a new math curriculum. The committee reviewed student performance data, vetted multiple options, piloted materials, and collected teacher feedback before recommending iReady Math, a standards-aligned curriculum with stronger conceptual development and visual models (see evidence 26e). In 2024–2025, a Middle School Math Curriculum Committee followed a similar process. This team reviewed multiple options, considered student data and teacher input, and selected Carnegie Math to increase rigor, align with Utah Core Math Standards, and improve outcomes (see evidence 26f). In literacy, leadership evaluates and enhances language arts programming. Curriculum Committee – CKLA ELA meeting notes document the vetting and recommendation of updated Core Knowledge Language Arts book selections, ensuring texts are culturally relevant, accessible, rigorous, and aligned to reading standards (see evidence 26g). Instructional decisions are grounded in longitudinal student performance data, particularly in math and ELA. End-of-year RISE summative results are analyzed to identify trends, monitor subgroup performance, and guide curricular and instructional priorities (see evidence 26b-26d). For example, declining math growth informed both the 2023–2024 Elementary Math Committee and 2024–2025 Middle School Math Committee, leading to curriculums with stronger scaffolding and better standards alignment. This data also informed the focus on math improvement for the next Digital Teaching and Learning Grant cycle beginning Summer 2025 (see evidence 26j). Teachers and instructional teams regularly analyze data in professional learning communities, and administrators review schoolwide trends to guide planning and resource allocation. North Star Academy's leadership team employs a transparent, collaborative, and data-driven approach to instructional evaluation. Clearly defined curriculum review cycles, inclusive committee processes, and updated curriculum maps and disclosure documents ensure consistency across grades. By combining teacher input with student performance data, leaders foster a culture of shared responsibility and continuous improvement—keeping instruction responsive, standards-aligned, and focused on student success.

Standard 27

Learners' academic and non-academic needs are identified and effectively addressed through appropriate interventions.

- 4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
- **3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.**
- 2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.
- 1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.

COMMENTS

Evidence 27b: Low Achievement Reports 27c-g: Interventions / Tiered Support 27h: CEIS Report 27i: Intervention Schedule 27j-l: ELL Weekly Interventions 27m-o: Wellness Screeners 27p-t: Pre-tests / Trend Data At North Star Academy, meeting the diverse academic and non-academic needs of all learners is a central priority. Leadership and staff collaborate to implement responsive, data-informed systems that support academic growth and student well-being. Through early identification, consistent tracking, and a robust intervention framework, students receive the supports necessary to succeed. Academic needs are identified through layered assessments, teacher input, and monitoring. The Middle School Low Achievement Report flags students performing below proficiency for tiered interventions and PLC review (see evidence 27b). Weekly 7th–9th grade intervention emails identify Tier 2 needs across the year (see evidence 27c-27g). These emails coordinate teachers, intervention staff, and administrators, prompting classroom checks of attendance, achievement, and social-emotional needs, leading to additional supports and family communication when needed. The Coordinated Early Intervening Services (CEIS) tracker documents interventions for students not yet identified for special education but needing support, capturing type, frequency, and tier transitions to guide refinement (see evidence 27h). The Intervention Specialist Schedule details structured small-group blocks in literacy and math, embedded in the school day to maximize access (see evidence 27i). Supports are adjusted based on progress monitoring, performance, and teacher feedback. Classroom instruction incorporates pre-testing and reteaching strategies. Evidence from science and spelling units, plus Bio Strand Trends and Bio EOY Trends, shows targeted reteaching in small groups with additional formative activities for students with gaps (see evidence 27p-27t). ELL supports are customized for language acquisition within academic contexts. The ELL Intervention Support Data Spreadsheet documents services by focus area (speaking, reading, writing) and student status, enabling the ELL specialist to adjust supports and coordinate with teachers (see evidence 27j-27l). Non-academic needs are also prioritized. The counselor and social worker provide outreach and resources, such as a parent letter highlighting available services. Families may opt into wellness screening tools, including the Wellness Screener Opt-In Form and the RCMAS Anxiety Scale Parent Letter, to assess student well-being (see evidence 27m-27o). These tools enable early interventions through counseling, SEL instruction, or referrals when necessary. Intervention systems are coordinated and transparent. Teachers, interventionists, administrators, and support staff meet regularly to review data, adjust strategies, and monitor progress. Supports are integrated into a schoolwide, adaptive, and equitable system. By using multiple data sources—including achievement reports, classroom assessments, CEIS tracking, and wellness screeners—the school develops a holistic view of each learner, allowing for timely identification and targeted responses that address both academic and emotional needs. North Star Academy demonstrates a robust framework for addressing diverse student needs. Tools such as the Middle School Low Achievement Report, weekly intervention

emails, CEIS documentation, and wellness screenings ensure no student falls through the cracks. With dedicated intervention staff, targeted reteaching, structured ELL supports, and proactive mental health outreach, the school sustains a culture of equity, care, and high expectations. The evidence—ranging from intervention schedules and ELL data to social-emotional screening forms and instructional logs—demonstrates that North Star Academy's approach to student support is comprehensive, systematic, and deeply embedded in its daily operations.

Standard 28

Learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

- **4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.**
- 3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
- 2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
- 1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.

COMMENTS

Evidence 28b-f: Student/Parent Goal Trackers 28g-i: Renzulli Learning Profiles 28j-m: Clusters 28n-p: Counselor's PCCR Career Reports At North Star Academy, students are supported not only in mastering academics but also in pursuing personal goals and interests that build long-term success. Through self-reflection, interest-based learning, and future planning, learners develop purpose and agency in shaping their pathways. Leaders and staff ensure these processes are student-centered, developmentally appropriate, and embedded in school culture. Each year, all students participate in goal setting and reflection (see evidence 28b-28f). Students and parents set Fall and Spring goals, reviewed with teachers during Parent/Teacher Conferences. Middle school students also complete individualized goal trackers, checked weekly with teacher support. These trackers help students define specific academic and personal objectives—such as improving math fluency, earning all As, or having no missing work—as well as non-academic goals like joining the soccer team or practicing piano. Regular review with teachers and parents fosters accountability, self-awareness, and ownership of growth. Examples include an elementary student aiming to read nightly, another working to stay organized, and a middle school student setting a goal to stay caught up academically. North Star further personalizes learning through the Renzulli Learning System, which identifies student interests, instructional preferences, and product choices (see evidence 28g-28i). Teachers use individualized Renzulli Profiles to design extension activities aligned with student strengths. These profiles foster engagement, help students recognize their learning identities, and develop metacognitive skills essential for lifelong learning and future decision-making. The Schoolwide Enrichment Model extends learning through Clusters—interest-based, multi-week enrichment experiences (see evidence 28j-28m). Over a 10–12 week cycle, students select options in their grade band, gaining new skills and producing a final project or community service product. Clusters emphasize creativity, collaboration, perseverance, and problem-solving. Examples include animals, arts and crafts, and building for early grades; books, magic, and fairy gardens for second and third graders; business, cooking, and dance for upper

elementary; and creative writing, drones, robots, and SpyHop for middle school. Rosters from the past three years highlight the range of opportunities. As students progress, individualized post-secondary planning occurs through the Plan for College and Career Readiness (PCCR) process. Each student, often with a parent, meets with the counselor to explore career interests, align course selections, and plan college or training options (see evidence 28n-28p). The PCCR Report reflects diverse aspirations across STEM, arts, trades, and higher education. Counselors also connect cluster and Renzulli experiences to career paths, reinforcing how student strengths and passions inform future choices. Together, these systems form a layered approach enabling students to set, pursue, and reflect on goals that prepare them for academics and life. Goal trackers build accountability, Renzulli profiles personalize learning, Clusters expand interests and skills, and the PCCR process ensures readiness for post-secondary pathways. North Star Academy provides an intentional framework where every student develops identity, agency, and purpose. Evidence—including goal trackers, Renzulli profiles, cluster rosters, and PCCR reports—shows a culture where learners grow not only in achievement but also in confidence, direction, and readiness for the future.

Standard 29

Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

- 4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is fully implemented and monitored for fidelity.
- **3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.**
- 2 - Professional learning is occasionally learner-centered designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.
- 1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.

COMMENTS

Evidence 29b-e: End of Year DTL Data 29f-h: Mentor-Mentee Agenda / Logs 29i-k: Coaching Notes 29l-n: APPEL Learning Plans At North Star Academy, professional learning is a purposeful, evolving system rooted in the academic, developmental, and social-emotional needs of teachers and students. Growth efforts are designed through a feedback loop between student data, teacher development, and instructional improvement, ensuring professional learning is relevant, meaningful, and results-driven. A central driver is the Digital Teaching and Learning (DTL) grant, successfully implemented and reported on for many years. DTL grant data reflects a focus on equipping teachers with blended learning strategies that increase engagement, accessibility, and outcomes (see evidence 29b-29e). This data has guided PD sessions on topics such as AI integration, analyzing data with Google Sheets, and deepening discussion through Socratic Seminars. Teachers also trained on blended learning tools including Canva, Book Creator, Nearpod, Newline Smartboards, and SchoolAI. These workshops emphasize how digital tools provide formative assessment and support differentiated instruction. As a result, PD is both teacher-driven and anchored in improving instructional delivery for diverse learning styles. North Star also supports teachers in the Alternative Pathway to Professional Educator Licensing

(APPEL), aligning professional learning with individual licensure plans (see evidence 29l-29n). In parallel, a comprehensive mentoring program pairs novice teachers with experienced mentors (see evidence 29f-29h). Mentors provide targeted feedback on classroom management, curriculum, instructional design, and student engagement. Logs and guides ensure consistency while allowing personalized support tailored to each teacher's needs. For additional support, instructional coaching is a cornerstone of the professional learning ecosystem. Coaches work one-on-one or in small groups with teachers to address instructional goals, performance trends, and classroom challenges (see evidence 29i-29k). Coaching cycles are personalized through student data, teacher goals, and administrative expectations, ensuring alignment between learner outcomes and PD. Strategies include walkthroughs, co-planning, model lessons, and reflective dialogue. For example, if data shows gaps in writing or math, coaches pivot to provide techniques, planning support, or co-teaching to address those needs in real time. Partnership with the Beverly Taylor Sorenson Arts Learning Program (BTSALP) further illustrates how student needs guide teacher development. The grant funds a certified arts specialist and embeds professional learning for general educators. Teachers learn to integrate music, dance, drama, and visual arts into literacy, math, science, and social studies. These sessions build cross-curricular collaboration and equip teachers with arts-based strategies that differentiate instruction, support social-emotional needs, and create inclusive, culturally rich classrooms. Professional learning at North Star Academy is intentional, student-centered, and adaptive. Through digital initiatives, alternative licensure support, embedded coaching and mentoring, and arts-integrated instruction, every element of PD aligns to the evolving needs of students and teachers. The ongoing use of DTL data, APPEL benchmarks, mentoring and coaching structures, and BTSALP collaboration reflects a dynamic, responsive professional learning culture—one that values educator growth while keeping students at the heart of every decision.

Standard 30

Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

- 4 - Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.
- **3 - Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.**
- 2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.
- 1 - Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.

COMMENTS

Evidence 30b-d: Testing Schedules 30e-g: Data Drill Down Schedules 30h-p: Data Drill Down Data 30q-s: Biology Practice Quizzes 30t: ELA Chapter Check-in Formative Assessment 30u: 5th Grade Exit Ticket 30v-y: 5th Grade Writing Assessments 30z-za: 5th Grade Math Formative Assessments At North Star Academy, assessment is an ongoing, multifaceted process that measures and informs student learning. The school implements a balanced system of assessment that includes both assessment for learning (formative) and assessment of learning (summative), ensuring instructional decisions are grounded in timely, actionable evidence. This fosters a responsive

environment where progress is consistently monitored and teaching strategies are refined to meet the needs of all learners. Summative assessments serve as benchmarks for measuring student achievement and program effectiveness. North Star follows a structured end-of-year summative testing schedule (see evidence 30b-30d), consistently implemented and refined over many years. These state-aligned assessments provide data to evaluate mastery of standards and inform longitudinal analysis. To make results actionable, teachers complete the RISE Data Drill Down (see evidence 30h-30p), a reflection tool requiring staff to analyze high and low performance areas, evaluate strategies, and identify improvement plans. All teachers submit this form to administration, with evidence from third, fourth, sixth, and eighth grade teachers across tested subjects (ELA, Math, Science). Formative assessment is equally vital. It occurs frequently in all grades and subjects to identify misconceptions, guide instruction, and promote student ownership of progress. In ninth-grade biology, practice quizzes gauge understanding before unit exams (see evidence 30q-30s), allowing students to self-assess and close gaps. In eighth-grade language arts, quizzes embedded in the nonfiction narrative unit—around Shipwreck at the Bottom of the World—monitor comprehension, vocabulary, and analysis skills (see evidence 30t). Fifth grade provides robust evidence through exit tickets (see evidence 30u), formative writing checkpoints, and math quizzes. Exit tickets capture immediate understanding, while writing checkpoints use peer and teacher feedback to guide revisions (see evidence 30v-30y). In math, quizzes assess both accuracy and depth of understanding, supporting reteaching and intervention planning (see evidence 30z-30za). These tools are integral to instruction, helping students reflect, set goals, and build metacognitive skills. North Star also prioritizes professional learning that equips teachers to interpret and act on assessment data. Each year, the school hosts a Data Drill Down Day, a full-day PD session dedicated to reviewing trends, identifying strengths and gaps, and planning supports. Schedules from the past three years show consistent structures of grade-level collaboration, guided data protocols, and time for targeted planning (see evidence 30e-30g). These sessions connect summative and formative data to instructional goals and team actions. Teachers discuss performance patterns, interventions, and enrichment, fostering collective responsibility and ensuring data is used constructively, not punitively. Through this balanced system, every student's progress is carefully monitored and meaningfully supported. Summative assessments provide broad achievement measures, while formative tools deliver daily insights that drive responsive teaching and student growth. With reflection worksheets, quizzes, writing checkpoints, exit tickets, and structured data review, North Star has built a culture where assessment is purposeful, collaborative, and focused on learning—not just performance. This approach affirms the school's belief that meaningful progress begins with understanding where each student is—and how best to move them forward.

Standard 31

Learners demonstrate growth in their academic performance based on valid and reliable assessments.

- **4 - The institution consistently sustains high levels of learner performance over time and/or shows consistent trends of improvement in low-performing areas. The institution continually monitors and uses results from multiple required and/or selected valid and reliable assessments of student learning and implements formal plans to address areas of low performance. The institution consistently communicates results and plans for improving learner performance with stakeholders.**
- 3 - The institution routinely sustains high levels of learner performance over time and/or shows trends of improvement in low- performing areas. The institution regularly monitors and uses results from multiple required and/or selected valid and reliable assessments of student learning and implements plans to address areas of low performance. The institution routinely communicates results and plans for improving learner performance with stakeholders.
- 2 - The institution occasionally sustains high levels of learner performance over time and/or shows trends of improvement in low- performing areas. The institution sometimes monitors results from multiple required and/or selected assessments of student learning and implements plans to address areas of low performance. The institution occasionally communicates results and plans for improving learner performance with stakeholders.

- 1 - The institution rarely sustains high levels of learner performance over time or shows trends of improvement in low-performing areas. The institution inconsistently monitors or uses results from multiple required and/or selected assessments of student learning and implements plans to address areas of low performance. The institution seldom communicates results or plans for improving learner performance with stakeholders.

COMMENTS

Evidence 31b-d: Longitudinal RISE/UT Aspire Plus Assessment Data 31e-g: Longitudinal School Overall Performance 31h-j: Longitudinal Achievement Comparisons 31k-m: Longitudinal Growth Comparisons 31n-p: Longitudinal Early Literacy Comparisons 31q: English Learner Comparison 31r: 24-25 Assessment Scores 31s-w: Curriculum Adoption 31x: Data Drill Down At North Star Academy, leaders and teachers use a comprehensive system of assessment data to sustain high levels of student performance while addressing areas of need. Longitudinal RISE data, longitudinal UT Aspire Plus data (see evidence 31b-d), and schoolwide performance reports (see evidence 31e-q) are systematically reviewed through annual Data Drill Downs (see evidence 31x), where staff analyze results by grade level, content area, and student subgroup to identify strengths and gaps. This analysis revealed a need to strengthen Language Arts achievement, which prompted the adoption of the CKLA curriculum (see evidence 31s-w) and technology initiatives funded through the DTL grant. Similarly, math performance trends highlighted the need for improvement; in response, leaders secured DTL grant support for math initiatives and adopted new research-based programs (see evidence 31s-w), including iReady Math in elementary grades and Carnegie Math in middle school, to provide aligned, rigorous instruction. These curriculum and instructional shifts are directly tied to longitudinal performance evidence (see evidence 31b-d, 31r), ensuring that improvement strategies are data-driven and responsive. To maintain accountability and transparency, findings and plans are shared with staff, committees, the Board of Trustees, and families through regular meetings, reports, and communications. This ensures all stakeholders are informed of both current performance levels and the concrete steps being taken to advance student outcomes. By continuously monitoring valid and reliable assessments, implementing formal plans to address low performance, and communicating progress broadly, North Star Academy demonstrates a consistent pattern of sustaining high performance while showing measurable improvement in targeted areas. This process reflects a culture of ongoing reflection, responsiveness, and commitment to student success.

Enter the Growth in Learning Key Characteristic narrative from your workbook in the field below:

Key Characteristic 4: Growth in Learning

Narratives:

Standard 24: Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

At North Star Academy, leadership consistently leverages diverse data sources and stakeholder input to guide decisions that support growth and well-being for learners and staff (see evidence 24b–24d, 24aa). Committees across math, language arts, geography, arts, technology, and early intervention analyze state testing results, longitudinal cohort data, grant initiatives, and curriculum reviews to drive system and instructional changes (see evidence 24j–24l, 24m–24t, 24ab). When a decade-long decline in end-of-year state math assessment proficiency—further exacerbated by COVID—was identified, leaders determined that the 17-year-old math curriculum no longer met student needs. Teachers engage in reflective practices such as RISE Data Reflections to identify strengths and areas for growth, while committee and Board deliberations ensure transparency and collaborative decision-making (see evidence 24w–24z). This systematic, inclusive approach has produced measurable instructional improvements, such as targeted language arts interventions through the DTL grant, and now informs initiatives to strengthen math achievement, underscoring North Star Academy's commitment to continuous, data-driven improvement, equity, and student success.

Standard 25: Leaders promote action research by professional staff members to improve their practice and advance learning.

At North Star Academy, leaders actively promote action research among professional staff to advance instructional practice and student learning. From 2021–2024, CEIS plans have provided structured, data-informed frameworks—including tiered supports and progress monitoring—that guide teachers in analyzing student performance, implementing evidence-based strategies, and refining practices through ongoing inquiry (see evidence 25b-25d). Professional Learning Communities (PLCs) facilitate collaborative reflection, goal setting, and the design and evaluation of action research projects targeting literacy, math, engagement, and diverse learners (see evidence 25e-25g). Professional development aligns with school improvement goals, teacher-identified needs, and research trends, fostering experimentation and reflection through targeted training, observation cycles, and coaching (see evidence 25h-25u, 25v). One example of targeted professional development is the integration of math trainers from the newly adopted math curriculum, providing teachers with the support needed for a smooth transition and to drive strong student outcomes. A comprehensive mentor-mentee program further supports novice teachers in testing hypotheses, analyzing results, and iterating instructional strategies (see evidence 25z-25zb). Monthly PLCs and mentor meetings reinforce collaborative inquiry, connecting classroom data to instructional improvement. This integrated system ensures that action research is embedded in professional practice, aligned to school goals, and central to a culture of continuous learning, academic excellence, and equity.

Standard 26: Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

At North Star Academy, leaders regularly evaluate instructional programs and organizational structures to ensure effective, standards-aligned teaching that meets student learning needs. Annual curriculum reviews span all grades and subjects, with detailed curriculum maps and disclosure documents outlining objectives, pacing, materials, and assessments to ensure vertical and horizontal alignment (see evidence 26h-26i). Curriculum committees—comprising administrators, teachers, board members, and parents—systematically analyze student performance data, pilot materials, and gather teacher input to guide decisions, such as selecting iReady Math for elementary grades (2023–2024) and Carnegie Math for middle school (2024–2025) (see evidence 26e-26f), as well as updating CKLA ELA texts for rigor, accessibility, and cultural relevance (see evidence 26g). After a thorough analysis of math assessment data revealed inconsistent post-COVID recovery, leadership concluded that the existing math curriculum no longer met the diverse needs of students—particularly in building strong foundations and supporting transitions to higher-level concepts—and established a Math Curriculum Committee to identify a new program. The committee’s charge was to adopt a research-based, standards-aligned curriculum that emphasizes conceptual understanding, procedural fluency, and problem-solving. Instructional decisions are grounded in longitudinal RISE assessment data to identify trends, monitor subgroup performance, and adjust priorities (see evidence 26b-26d). This transparent, collaborative, and data-driven process ensures curriculum and instruction are continuously refined, responsive to student needs, and aligned to school improvement goals, fostering a culture of shared responsibility and continuous instructional improvement (see evidence 26j).

Standard 27: Learners’ diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.

At North Star Academy, learners’ diverse academic and non-academic needs are proactively identified and addressed through a coordinated, data-informed system of interventions. Academic support is guided by tools such as the Middle School Low Achievement Report and weekly intervention emails, which identify students for Tier 2 supports and prompt classroom-level adjustments, reteaching, and parent communication (see evidence 27b-27g). CEIS tracking monitors interventions for students not yet in special education, while Intervention Specialist Schedules provide structured, small-group instruction in literacy and math, tailored through pre-testing, formative assessments, and reteaching (see evidence 27h-27i, 27p-27t). ELL services are customized based on ongoing data to support language acquisition across content areas (see evidence 27j-27l). Non-academic and social-emotional needs are addressed through counseling, social work outreach, and opt-in wellness screening tools, including the RCMAS, ensuring early identification of anxiety or distress and timely interventions (see evidence 27m-27o). These efforts are coordinated schoolwide, with regular review of multiple data sources, fostering an adaptive, equitable, and student-centered system where every learner receives support for both academic growth and well-being.

Standard 28: With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational future and careers.

At North Star Academy, learners are supported in pursuing both academic and non-academic goals that foster long-term educational and career success through a student-centered, developmentally appropriate framework. Elementary and middle school students engage in annual goal setting with parents and teachers, using Goal Trackers to articulate and

monitor specific objectives—ranging from academic growth, such as improving math facts or earning all As, to personal achievements, like making a sports team or practicing an instrument (see evidence 28b-28f). Individualized Renzulli Learning Profiles guide instruction aligned with student interests and strengths, while Clusters, multi-week enrichment experiences, develop creativity, collaboration, problem-solving, and perseverance across academic and non-academic domains (see evidence 28g-28m). Upper-grade students participate in the Plan for College and Career Readiness (PCCR) process, meeting with counselors to connect course selection, cluster experiences, and personal interests to future career and post-secondary goals (see evidence 28n-28p). Through these layered supports, North Star Academy cultivates student agency, metacognitive growth, and purposeful skill development, ensuring learners are prepared academically and personally for future transitions.

Standard 29: Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

At North Star Academy, professional learning is intentionally designed and continuously refined to meet the academic, developmental, and social-emotional needs of both teachers and students. Data from sources such as the Digital Teaching and Learning (DTL) grant informs targeted PD on blended learning, AI integration, formative assessment, and differentiated instruction (see evidence 29b-29e), while APPEL-aligned support ensures alternatively licensed teachers meet licensure requirements (see evidence 29l-29n). The school embeds mentoring and instructional coaching, including classroom walkthroughs, co-planning, model lessons, and reflective dialogue, to address real-time instructional needs (see evidence 29f-29k). Partnerships with programs like Beverly Taylor Sorenson Arts Learning Program provide arts-integrated PD that enhances engagement and supports multiple intelligences. With the implementation of the newly adopted math curriculum, it remains essential to provide ongoing professional development that equips teachers to implement the program effectively and address persistent learning gaps. Across all initiatives, professional learning is student-centered, data-driven, and responsive, ensuring teacher growth directly advances instructional quality and learner outcomes.

Standard 30: Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

At North Star Academy, student progress is monitored through a balanced system of assessments that includes both formative assessments “for learning” and summative assessments “of learning,” ensuring instructional decisions are data-informed and responsive to learner needs. Summative assessments, including end-of-year state tests, provide longitudinal data that inform curriculum and instruction, while teachers complete RISE Data Drill Down reflections to analyze performance and plan improvements (see evidence 30b-30d, 30h-30p). With the adoption of the new math curriculum, we anticipate and look forward to higher student performance on end-of-year assessments. Encouragingly, preliminary data in grades K–6 already show increases in scores, despite the initial expectation of a decline during the first year of implementation. Formative assessments—practice quizzes, exit tickets, writing checkpoints, and embedded unit assessments—allow students to self-assess, guide instruction, and develop metacognitive skills (see evidence 30q-30za). Annual Data Drill Down professional learning days support teachers in interpreting assessment data, connecting results to school-wide goals, and designing targeted interventions (see evidence 30e-30g). This integrated approach ensures assessment is purposeful, collaborative, and focused on advancing both student learning and instructional effectiveness.

Standard 31: Learners demonstrate growth in their academic performance based on valid and reliable assessments.

At North Star Academy, learner growth is consistently monitored through longitudinal RISE data, UT Aspire Plus data (see evidence 31b-d), and schoolwide performance reports (see evidence 31e-q), which are systematically reviewed during annual Data Drill Downs (see evidence 31x) to identify strengths and gaps by grade level, content area, and subgroup. Analysis revealed the need to improve Language Arts, leading to the adoption of CKLA curriculum and technology initiatives funded through the DTL grant (see evidence 31s-w), while math performance trends prompted the adoption of iReady Math in elementary and Carnegie Math in middle school with additional DTL support (see evidence 31s-w), ensuring instruction is rigorous, aligned to standards, and achievement gaps are being closed. These targeted improvements are grounded in longitudinal data (see evidence 31b-d, 31r), and results and plans are consistently communicated to staff, the Board of Trustees, and families through reports and meetings to ensure accountability and stakeholder engagement. By leveraging valid and reliable assessments to sustain high performance and address low-performing areas, the school demonstrates measurable growth and a culture of reflection, responsiveness, and commitment to student success.

Analysis and Synthesis:

At North Star Academy, leadership consistently demonstrates a commitment to fostering growth in learning through data-informed decision-making, action research, systematic evaluation, targeted interventions, personalized goal setting, responsive professional learning, and balanced assessment practices (Standards 24–30). Leadership uses a variety of data sources—including state testing results, longitudinal cohort data, curriculum reviews, grant initiatives, RISE reflections, and intervention tracking—to inform instructional decisions and promote equity and continuous improvement (24b–24z). This process revealed a decade-long decline in math performance, further impacted by COVID, leading to the discovery that the existing 17-year-old math curriculum no longer met student needs. In response, leadership established curriculum committees to evaluate options and identified new, research-based programs—iReady Math in elementary and Carnegie Math in middle school—to increase rigor, provide scaffolds and enrichment, and close achievement gaps (26b–26j). Teachers engage in action research and professional learning communities to analyze student performance, test strategies, and refine instructional practices (25b–25zb). Instructional programs are regularly evaluated and updated via curriculum committees, pilot programs, and alignment with RISE data to ensure vertical and horizontal coherence, rigor, and accessibility (26b–26j). Learners' academic and non-academic needs are identified and addressed through tiered interventions, structured literacy and math support, ELL services, and social-emotional screenings (27b–27o). Students actively pursue personalized academic and non-academic goals via Goal Trackers, Renzulli Learning Profiles, Clusters, and the PCCR process, cultivating metacognitive skills, agency, and preparation for future transitions (28b–28p). Professional learning is designed and adapted based on teacher and student needs, incorporating blended learning, arts integration, mentoring, coaching, and reflective practices to directly impact instructional quality (29b–29k). A balanced assessment system of formative and summative measures ensures ongoing monitoring of student progress, informs instruction, and guides differentiated support (30b–30za).

Collectively, the evidence indicates that learners are generally ready to engage in next-level learning, academically prepared, and actively meeting expectations in knowledge and skill acquisition, with robust systems in place to identify and support those requiring additional guidance.

Findings and Interpretations:

Strengths:

North Star Academy is performing well in several key areas. A balanced assessment system utilizes both formative and summative practices to provide valid and reliable measures of growth, informing both daily instruction and long-term planning (30b–30d, 30q–30za, 31b–31d). Systematic data use and collaborative decision-making are embedded across committees, which consistently analyze longitudinal performance data, cohort trends, and curriculum reviews to guide responsive instructional and programmatic changes (24j–24l, 24m–24t, 26h–26i). Teachers engage in embedded action research and reflective professional practice through PLC cycles, CEIS frameworks, and mentor-mentee programs that strengthen instructional capacity and improve outcomes (25b–25d, 25e–25g, 25z–25zb). Curriculum is rigorously evaluated and aligned (26h–26i), interventions are responsive to diverse learners (27b–27o), and professional learning is integrated, data-driven, and responsive to student and teacher needs (29b–29e). Students benefit from clear progress monitoring, individualized supports, and multiple opportunities to build academic and non-academic skills. Structures such as Goal Trackers, Clusters, and PCCR processes support student agency and personal goal development, preparing learners for long-term educational and career pathways (28b–28p).

Weaknesses:

Areas requiring improvement included mathematics achievement, which had shown recent declines despite targeted interventions, and ensuring equitable access to enrichment opportunities across all learner groups. Maintaining high performance in language arts, literacy interventions, and professional learning remains a top priority, while addressing math achievement gaps—where recovery from COVID-related learning loss has stagnated—has been identified as a critical and immediate priority for growth. Due to the achievement gaps in math, curriculum committees were established to select a new math curriculum in both elementary and middle school. The math curriculum committees were charged with identifying a program that not only increases rigor and alignment to standards, but also provides effective scaffolds, targeted interventions, and meaningful enrichment opportunities, with the ultimate goal of closing achievement gaps and supporting all learners. Last year marked the first implementation of the new elementary curriculum, which resulted in significant gains on the end-of-year state assessment, though the data remain preliminary. This year, the new middle school curriculum is being introduced through a phased rollout, beginning with 7th grade.

Actions:

Noteworthy Practices:

If leaders continue to leverage data-informed, collaborative, and research-based practices, then student achievement will be sustained and further strengthened.

If all teachers and leaders continue to support student goal-setting and provide enrichment and career readiness opportunities alongside core academics, then students will develop the skills necessary for future educational and career success.

Areas for Improvements:

If math teachers engage in ongoing professional development provided through the newly adopted math programs and implement effective, evidence-based teaching practices, then students' knowledge of mathematical concepts and practices will increase, as demonstrated through both formative and summative assessments.

If math teachers align instruction with the newly adopted state standards and refine curriculum implementation, student achievement will show measurable gains, reflected in improved performance on end-of-year assessments.

Standards Rating Process

Enter the description you wrote in your workbook of the process you used to rate the Standards in the field below.

Standards Rating Process

The administrative team collaboratively divided the four key Cognia characteristics among themselves, with all members completing Cognia national training in early 2025. Following this, each administrator invited teachers to voluntarily serve as co-chairs for their respective standards.

From March through May, these teams met weekly to gather, organize, and analyze evidence. They conducted staff surveys, held discussions to identify noteworthy practices and areas for improvement, and completed preliminary ratings using the Cognia rubrics.

During the summer, the leadership team attended Cognia-hosted local webinars to review practices and confirm that the process aligned with Cognia expectations both nationally and locally. During pre-service training, each chair and co-chair facilitated focus groups with the full staff, guiding them through an evidence review using the rubrics. Preliminary ratings were masked during this process to ensure objectivity. Final standard ratings were then adjusted to reflect the consensus reached during the focus group evaluations.

Reflections

During your group discussion of your data and the resulting analyses, you reflected on the areas you were most proud of about your institution, areas you wished to improve, and challenges your institution is facing or you felt it will be facing in coming years. You recorded your reflections in brief narratives (500 words or less). You should have used the some prompts below for each reflection.

Based on the prompts below, you have identified areas of excellence and areas for improvement:

- Is the culture and climate of your institution positive or could it be improved?
- What areas are you most proud of in terms of student academic performance?
- What areas of student academic performance need improvement?
- Are there outstanding non-academic areas, or some that need improvement? (You might consider topics such as graduation and retention rates, disciplinary referrals, faculty stability or turnover, parent involvement, community support and involvement, finances, technology, special programs, extracurricular activities, etc.)

Based on prompts below, what challenges did you identify?

- What is the economic outlook in the community you serve?
- What governmental, political, or social changes might lend support or create challenges?
- What do demographic and enrollment trends suggest?

Paste your narratives from your workbook in the fields below.

Areas of Excellence

What does your institution do well?

Areas of Excellence

Culture & Climate

North Star Academy (NSA) fosters a culture of learning grounded in respect, inclusion, and continuous improvement, aligning with its mission: North Star Academy exists to engage and inspire students through a safe, challenging, and individualized learning environment. The school's climate is positive, supportive, and student-centered. Stakeholders demonstrate strong collaboration and a shared commitment to academic excellence and the school's mission.

Students report feeling cared for, respected, and safe, supported by strong character education initiatives, Hope Squad, and mentoring structures that reinforce belonging and emotional well-being. Faculty and staff model professionalism, empathy, and dedication, creating a nurturing environment where students are motivated to achieve their goals.

Academic Performance

NSA's instructional program reflects the effective use of data-informed, collaborative, and research-based practices. School leaders and teachers regularly analyze performance data to guide instruction, identify trends, and provide timely interventions. Consistent communication of learning expectations and data-driven systems ensures that all learners receive targeted, high-quality instruction.

As a result, student achievement has remained strong, with measurable gains in literacy, mathematics, and overall academic growth across grade levels. Longitudinal and current data inform instructional practices and resource allocation. Students engage in SMART goal setting and reflection, developing self-efficacy through biannual goal-setting conferences involving students, teachers, and parents. Personalized learning plans and diagnostics administered three times annually sustain measurable academic growth over time.

Faculty employ varied instructional strategies, including adaptive digital tools, flexible grouping, and project-based learning. Platforms such as Achieve3000, IXL, and iReady provide differentiated instruction and progress monitoring, while cross-curricular projects build critical thinking, creativity, and problem-solving skills. Ongoing professional development and shared leadership promote collaboration and instructional coherence.

Non-Academic Areas

NSA's commitment to the Schoolwide Enrichment Model extends learning beyond academics, fostering student engagement and holistic growth. Programs that emphasize social-emotional wellness, leadership, and community service—such as Hope Squad and mentoring partnerships—contribute to a strong sense of belonging and school pride.

Collaborative leadership practices, stable staffing, and a shared commitment to student success have cultivated a thriving and inclusive school community.

Areas for Improvement

What areas have been identified for improvement?

Areas for Improvement

Culture & Climate

NSA seeks to strengthen its risk-taking culture by reinforcing professional development on relational practices and cultural responsiveness, ensuring that all students consistently perceive adults as respectful and supportive. Enhancing crisis communication strategies and providing ongoing, differentiated training for all staff—particularly new and command central team members—will further promote safety and community trust.

In addition, leadership will continue efforts to increase outreach to underrepresented families and provide professional learning on cultural inclusivity, ensuring that engagement and representation are equitable across all student groups.

Academic Performance

NSA aims to increase consistency in student performance in reading comprehension and writing mechanics, particularly among English Language Learners, as their population has increased significantly over the past four years. Continued emphasis on cross-curricular writing, language scaffolding, and targeted interventions will address these needs.

In mathematics, NSA will provide ongoing professional development aligned to newly adopted math programs and state standards to improve conceptual understanding and assessment outcomes. Leaders will ensure that data insights are consistently translated into instructional adjustments that align with evolving learner needs and curriculum changes.

Non-Academic Areas

NSA will continue to align enrichment and leadership opportunities vertically across grades K–9 to ensure equitable access and engagement for all students. The school will also monitor enrichment participation data and utilize Renzulli profiles to personalize instruction and enrichment offerings.

Leadership plans to expand career readiness opportunities, strengthen family and community partnerships, and support paraeducator professional growth through consistent feedback aligned with state standards. Sustaining staff retention, wellness supports, and equitable resource allocation will remain ongoing priorities to meet the holistic needs of all learners.

Summary

Through reflective collaboration and analysis, North Star Academy reaffirms its commitment to academic excellence, student well-being, and continuous improvement. Guided by data, equity, and inclusion, NSA continues to prepare every learner for academic and personal success in a safe, individualized, and engaging environment.

Challenges

What challenges does your institution face? What challenges might your institution face in the coming years?

Challenges

Culture & Climate Challenges

Sustaining a Culture of Continuous Improvement: As North Star Academy continues to grow and evolve, maintaining a consistent culture of respect, inclusion, and high expectations across grade levels remains a challenge. Balancing innovation with stability—particularly as new staff join and student demographics shift—requires ongoing professional development and clear communication of core values.

Cultural Responsiveness and Relational Practices: Survey data indicates a need to strengthen consistency in how students perceive adult interactions. Ensuring that all staff, including new hires and paraprofessionals, receive continuous training in cultural responsiveness and relational practices will be essential for sustaining a safe and respectful climate.

Staff Retention and Well-Being: Like many schools, NSA faces challenges related to teacher workload, retention, and supporting staff wellness. Sustaining a positive, motivated faculty while managing increasing demands on instructional time and data reporting remains a key focus area.

Academic Challenges

Addressing Achievement Gaps and ELL Growth: The steady increase in English Language Learners over the past four years presents both an opportunity and a challenge. Meeting the diverse academic and linguistic needs of this population requires continued investment in targeted supports, cross-curricular literacy strategies, and professional learning in scaffolding and language acquisition.

Implementation of New Math Programs and Standards: With the adoption of new state standards and math curriculum, teachers face the dual challenge of mastering new instructional approaches while maintaining student progress. Ongoing professional development and resource alignment will be critical for ensuring consistent implementation and measurable achievement gains.

Data-Driven Instructional Consistency: While NSA's data systems are strong, translating data insights into timely, schoolwide instructional adjustments remains a challenge. Ensuring all staff—particularly new and support teachers—have the capacity and training to interpret data effectively is an ongoing need.

Non-Academic and Operational Challenges

Equity of Access and Engagement: Ensuring that all students have equitable access to enrichment clusters, leadership opportunities, and extracurricular programs continues to require careful monitoring. NSA is working to address disparities between elementary and middle grades and to expand opportunities for underrepresented groups.

Crisis Communication and Preparedness: Although the school has improved communication systems, ensuring that all staff—particularly new or rotating team members—are trained and confident in emergency response remains a continual priority.

Family and Community Engagement: Maintaining consistent, two-way communication with families in a growing and increasingly diverse community can be challenging. Expanding partnerships and engagement opportunities will require strategic outreach and additional support structures.

Technology Integration and Infrastructure: As instructional technology evolves, NSA must continue to invest in infrastructure, training, and equitable access to ensure digital tools are used effectively and sustainably.

Looking Ahead

In the coming years, NSA anticipates challenges related to sustaining innovation while ensuring equity, balancing academic rigor with student well-being, and retaining qualified staff in a competitive educational environment. Continued focus on professional development, inclusive practices, and strong community partnerships will be essential to maintaining NSA's culture of excellence and continuous growth.

Stakeholder Feedback Analysis

North Star Academy 230493 AER (Jul 1, 2025 - Jun 30, 2026)

North Star Academy, Bluffdale, United States of America

Last Modified: 10/09/2025

Status: Open

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Stakeholder Feedback Analysis

Stakeholder Feedback Analysis

Below are steps you should have used in this analysis.

1. Understand the Purpose for Your Analysis

You have made a careful analysis of your stakeholder perception or survey results. Here are some activities you should have considered:

- Agree to approach the process and analysis reporting with honesty and transparency.
- Determine the level of commitment of the personnel in your institution to using the results of this analysis to improve.
- Review the four Evaluative Criteria for Surveys and Perception Data.

2. Identify and Evaluate Data Sources

In your workbook, you should have made a list of all possible data sources (surveys, focus groups, etc.). That list should have included these data sources:

- The populations you have collected perception data from. Cognia requires that you collect at least learner perceptions, family perceptions, and teacher perceptions.
- The number of administrations of surveys or focus groups you have for comparison (trend data).
- Comments about the overall validity and reliability of the results and make note of potential areas for improvement.

In your workbook, you should have briefly described how the participants to whom these surveys were administered accurately represented all their respective populations. You could have included information like the size of the population, how participants were identified, the number of surveys administered, the number of responses received, and other information that may have impacted the analysis.

Enter your description of participants and method of collecting feedback here. You can copy and paste your response from your workbook or type directly into the field below.

North Star Academy collected stakeholder perception data annually from 2022–2025 using surveys of students, families, staff, and administrators. Participation levels for each group are summarized below:

- 2022: Administrators (2), Staff (13), Parents (70), Students K–9 (192)
- 2023: Students K–2 (86), Students 3–6 (200), Students 7–9 (98), Adults (143 – combined parents, staff, and other adults)
- 2024: Staff (12), Parents (15), Students K–9 (408)
- 2025: Staff (18), Parents (117), Students K–9 (491)

Surveys were administered electronically each spring using standardized instruments aligned with Cognia's perception survey framework including questions regarding:

- Student engagement
- School climate and culture
- Instructional quality
- Leadership capacity

- Resource capacity

Student surveys were adapted for age appropriateness: K–2 instruments used simplified items, grades 3–6 and 7–9 received more detailed surveys in 2023, and later years (2024–2025) consolidated results into a single K–9 instrument. Surveys included Likert-scale items and open-response questions addressing the above framework, as well as equity, safety, charter model, and communication.

Representation and Method

- Students: Strong participation across all grades (192 in 2022, 384 across bands in 2023, 408 in 2024, and 491 in 2025) ensures highly representative learner feedback.
- Parents: Steady growth in responses, from 70 in 2022 to 117 in 2025, provides increasingly reliable family insights.
- Staff: Nearly full participation each year (13 in 2022, 12 in 2024, 18 in 2025) offers comprehensive faculty perspectives.
- Administrators: A very small group (2 in 2022), but included to capture leadership input.
- Adults (Mixed 2023 survey): 143 responses from a combined pool of parents and school staff offered an additional perception lens.

Validity & Reliability Considerations

The school distributed surveys broadly to each entire population, maximizing representativeness. The school has prioritized the surveys being sent out to 100% of the stakeholders, but legislation has been active in recent years in this regard and the LEA has had to adapt what survey, and inclusion of specific questions, as well as opt outs be provided. Student responses were collected during class to improve coverage. Parent participation, while lower in early years, grew steadily. Staff responses represent nearly all teaching and classified staff, though administrator data are limited due to small sample size. The consistent administration across four years enables trend analysis and demonstrates a commitment to honest, transparent data collection for school improvement. This data is then shared with our Board of Trustees in an annual meeting. Then, with the Executive Board of the Parent Teacher Organization and administration meet to create a unified school improvement goal, known as the SIG in which a theme and implementation steps are planned for the upcoming year.

North Star Academy will continue to refine survey administration by tracking and reporting response rates more systematically, ensuring consistency in item wording for longitudinal comparability, and further encouraging participation among families. In an effort to increase participation and reduce opt outs the LEA has adjusted questions on subgroups to prefer not to answer added as a choice.

Stakeholder Feedback Evaluative Criteria

Transfer the ratings for your institution's Stakeholder Feedback Evaluative Criteria from your workbook.

EC1: Item Quality (rate as Level 4 if using Cognia surveys)

- Level 4 - Items in almost all surveys and focus group protocols have been tested and proven as reliable and valid.
- **Level 3 - Items in most surveys and focus groups have been tested and proven as reliable and valid.**
- Level 2 - Items in some surveys and focus groups have been tested and proven as reliable and valid.
- Level 1 - Items in few or no surveys and focus groups have been tested and proven as reliable and valid.

EC2: Administration

- Level 4 - Surveys were administered to all members of the total population of the institution.
- **Level 3 - Surveys were administered to most participants that represented the total population of the institution.**

- Level 2 - Surveys were administered to some participants that represented the total population of the institution.
- Level 1 - Surveys were administered to a small group of participants that did not accurately represent the total population of the institution.

EC3: Number of Responses

- Level 4 - The total response rate was 75% or more and all participant populations were well represented.
- Level 3 - The total response rate was between 50% and 75% of all respondent populations. Almost all population groups were represented.**
- Level 2 - The total response rate was between 25% and 50% of the survey group.
- Level 1 - The total response rate was between 0% and 25% of the survey group.

EC4: Equity of Respondents

- Level 4 - Results indicate no significant gaps exist among subpopulations of respondents.**
- Level 3 - Results indicate minimal gaps exist among subpopulations of respondents, and trend data indicate these gaps have noticeably declined.
- Level 2 - Results indicate gaps exist among subpopulations of respondents, and these perception gaps demonstrate a modest decline.
- Level 1 - Results indicate gaps exist among subpopulations of respondents and that minimal or no change has occurred in these gaps.

3. Select and Clean Data Sources

It is likely you have considered the following criteria:

- Organized the items of your surveys under themes. You may have used Cognia's key characteristics (Culture, Leadership, Engagement, Growth), then added others. Cognia's surveys are already aligned to these key characteristics.
- Provided longitudinal results of the same questions from multiple administrations, if available, to allow for analysis of trends.
- Provided tables, graphs or other depictions that provide response data with longitudinal results that are disaggregated by appropriate subgroups (families, learners, teachers, etc.).

4. Analyze and Synthesize Information

Your analysis and synthesis put the pieces of information you amassed together to create a holistic "picture" of your organization in the form of themes. You should have used the following questions to guide your thinking and writing:

- Areas of Noteworthy Achievement
 - In which area(s) do stakeholders feel the institution is doing really well?
 - Which area(s) indicate the overall highest feedback ratings?
 - What successes are highlighted?
 - Which of the above reported findings are consistent with findings from other data sources?

Enter your findings from your workbook below.

Areas of Noteworthy Achievement

Areas stakeholders feel the institution is doing really well:

Areas of Noteworthy Achievement

1. Culture & Relationships

K-2 students consistently report a strong sense of belonging and positive school climate, with 98% affirming they know how to behave, 96% saying they have friends, and 96% finding adults helpful. In grades 7-9, inclusivity and peer respect remain

high (85–90%), with 84% of students reporting they feel like they belong in 2025. Staff perceptions mirror this, with 95% reporting they feel a sense of belonging, and parents reinforce the climate of welcome, with 97% saying they feel welcomed at the school. Taken together, these results highlight a culture of connection and belonging across all stakeholder groups.

2. Supportive Adult Relationships

Students across grade levels consistently affirm the care and attentiveness of adults. In elementary grades, over 95% report that adults are helpful, while in middle school, 70–80% affirm that adults notice when they are absent and care about their well-being. Parents also note improvement in staff communication about student progress, with more families reporting they are contacted when their children succeed. These findings demonstrate that students and parents view adult engagement as a reliable strength of the school.

3. Leadership & Equity

Equity and fairness are consistently affirmed by both students and staff. In 2025, 92% of students reported that all students are treated equally regardless of background, while 100% of staff agreed that equitable treatment is evident across the school. Staff also note that discipline is generally fair (75–80%), reinforcing perceptions of fairness. These findings demonstrate that the school has built a culture of equity and inclusive leadership that is recognized across stakeholder groups.

4. Engagement & Instruction

Student engagement and teacher influence stand out as enduring strengths. In prior years, over 85% of students reported having at least one teacher who makes them excited about the future, and in 2025, 82% agreed that adults treat all students respectfully. Staff also affirmed that instructional materials reflect cultural backgrounds and practices (89% in 2025), showing alignment between instruction and inclusivity. These results highlight effective, student-centered teaching and respectful classroom practices.

5. Growth & Communication

Parents consistently report strong communication and partnership, with 93% affirming timely communication in 2024 and 91% in 2025. Parent engagement also shows upward growth, with 97% of parents in 2025 agreeing that the school encourages them to be active partners. Staff reinforce this strength, with 82% reporting confidence in family communication. These findings underscore the school's intentional focus on strengthening family engagement and communication practices.

2. Areas that indicate the overall highest feedback ratings:

- Stakeholder Survey 2025 data compared to the trend data for the Highest Ratings over 3-Year comparison: For K–2 students, the top-rated areas have been stable across three years (knowing behavior expectations, having friends, helpful adults), reinforcing a nurturing early learning environment. For middle school, inclusivity, equity, and teacher attentiveness consistently stand out, underscoring a culture of fairness and adult support. 7–9 Students: Over three years, middle school students have consistently rated equity, cultural respect, and teacher attentiveness highest, reflecting sustained inclusivity and strong adult support.
Parents: Parents continue to rank communication and cultural respect as top strengths, with steady improvement in learning support at home, highlighting strong and growing school–family partnerships. Staff: Staff consistently affirm cultural respect, fair discipline, and parent partnership as top strengths, underscoring a stable culture of equity and collaboration.
- 3. Successes that are highlighted: Cultural respect is consistently affirmed by students and staff (85–100%). Parent-school communication shows upward growth, particularly in learning support at home. Discipline is widely perceived as fair, reinforcing trust in school systems. The highest ratings of 2025 reflect stable strengths rather than anomalies.

3-Year Trend

Staff have repeatedly identified cultural respect as a high point across three years.

Fair discipline has been steadily among the stronger items, though not as high as cultural respect.

Parent communication support has remained a top-tier strength across all three years.

The areas with the highest ratings in 2025 are not “new” strengths — they reflect stable, multi-year strengths. This demonstrates institutional consistency, since it suggests these strengths are embedded in school culture rather than one-year improvements. A notable “upward trend” is in parent support for learning at home, which has slightly improved over the three years.

4. Reported findings that are consistent with findings from other data sources:

- The analysis of three years of stakeholder survey data reveals a holistic picture of North Star Academy as a school characterized by strong relationships, safety, equity, and communication. Student discipline data is consistent with very few referrals, aligning with K–2 students’ overwhelmingly positive responses about knowing how to behave (98%), having friends (96%), and finding adults helpful (96%), which underscores a nurturing early-grade environment. Across middle school, a shared theme of belonging emerges, with 84% of students in grades 7–9 and 95% of staff affirming that they feel part of the school community, demonstrating alignment between student and staff perceptions. Safety is another consistent strength affirmed by multiple groups, as 82–83% of students and 95% of parents report the school is a safe place. Equity is strongly reinforced across perspectives, with 92% of students and 100% of staff in 2025 indicating that all students are treated fairly, regardless of background, confirming this as a place of cultural acceptance. Finally, communication stands out as a strength valued by both parents and staff, with parents reporting 93% (2024) and 91% (2025) positive perceptions, and 82% of staff affirming effective communication in 2025. These findings are consistent with other data sources, including discipline records and observational trends, and together synthesize into themes of clear expectations, belonging, safety, equity, and strong communication as embedded practices of the school’s organizational culture. Therefore, across four years of stakeholder surveys (2022–2025), North Star Academy has demonstrated consistent strengths in cultivating a positive, equitable, and engaging school culture. Students, families, and staff report high levels of belonging, care, and respect, with steady improvements in communication and partnership over time.

Culture & Relationships: A clear strength is the culture of belonging and positive relationships. Students consistently report strong connections with peers and adults. For example, in 2023, 96% of K–2 students reported they had friends at school, and in 2025, 84% of students in grades 7–9 said they feel like they belong. Staff also mirror this sense of connection, with 95% affirming they feel like they belong at the school in 2025. Parents echo these perceptions, with 97% reporting in 2025 that they feel welcome at the school. Together, these results highlight a school culture where all stakeholders feel valued and included.

Leadership & Equity: Equitable treatment and respect are another area of noteworthy achievement. In 2022, 94% of students said all students are welcome at the school, and by 2025, 92% of students agreed that all students are treated equally regardless of background. Staff reinforce this finding, with 100% in 2025 agreeing that all students are treated equitably. These consistent results across multiple years and groups suggest that North Star Academy has cultivated an inclusive climate where diversity is respected and valued.

Engagement & Instruction: Student engagement and teacher influence stand out as consistent strengths. In 2022, 86% of students agreed they had at least one teacher who makes them excited about the future, and this connection persisted with 84% reporting the same in 2024. In addition, 82% of students in 2025 affirmed that adults at the school treat all students respectfully. Staff also strongly affirmed that instructional materials and practices reflect cultural respect (89% in 2025). These findings highlight effective, student-centered instruction and positive teacher-student relationships as enduring hallmarks of the school.

Growth & Communication: Parent partnership and communication show clear upward trends. In 2024, 93% of parents agreed or strongly agreed the school encouraged them to be active partners, and by 2025 this grew to 97%. Similarly, 93% of parents in 2024 affirmed timely school communication, with 91% maintaining this in 2025. Staff also reported high confidence in communication with families (82% in 2025 with 18% neither agree or disagreeing, therefore 0% disagreed). This illustrates the school’s intentional focus on strengthening family engagement and communication practices.

Summary: Taken together, these findings show that North Star Academy has cultivated a school culture rooted in belonging, equity, and communication. The consistency of these strengths across students, parents, and staff — combined with alignment to discipline and engagement data — suggests that these practices are embedded and sustainable. The school's upward trend in parent partnership further demonstrates a commitment to continuous improvement.

- Areas in Need of Improvement

- In which area(s) do stakeholders feel the institution needs to improve?
- Which area(s) indicate the overall lowest feedback ratings?
- What needs for improvement are highlighted?
- Which of the above reported findings are consistent with findings from other data sources?

Enter your findings from your workbook below.

Areas in Need of Improvement

1. Areas stakeholders feel the institution needs to improve:

- Bullying and peer respect: Student surveys show persistent concerns with bullying and peer conflict: 2024: 31–61% reported experiencing bullying, 2025: 36% of grades 7–9 students reported peers do not always respect one another. Parents also flagged bullying; awareness dropped from 23% (2023–2024) to 19% in 2025, showing slight progress but continued concern.
- Parent communication and partnership consistency: Recognition of positive student behavior has improved from 67% (2024) to 76% (2025), yet timely communication: 91% (2025), with 88–90% finding communication helpful (2023-2024). While communication is strong, parents seek more proactive and consistent outreach, especially recognizing positive student actions and supporting learning at home.

2. Areas that indicate the overall lowest feedback ratings:

- Student safety and belonging (upper grades): In 2023, only 82% of grades 7–9 students said they felt safe at school compared to 95% of students in grades 7-8 responded they felt safe in 2025, and belonging among grades 7–9 increased from 75% to 84% 2023 to 2025.
- Parent-staff collaboration: Both 2024 and 2023 parent surveys highlighted weaker agreement on staff helping parents support learning at home with 82% - 87% compared to 93% responding such in 2024 (but, small respondent size).
- Staff Influence in Decision-Making: Staff Recognition improved: 67% (2024) to 94% (2025). Staff perception of Influence grew slightly: 79% (2023) to 75% (2024) to 78% (2025), with an additional 6% remaining neutral. Recognition is strong, but without meaningful influence, staff may feel less empowered in shaping school culture and priorities, therefore an area to continue monitoring and foster the upward trend.

3. Needs for improvement highlighted:

- Bullying and peer respect: Student surveys show persistent concerns with bullying and peer conflict: 2024: 31–61% reported experiencing bullying, 2025: 36% of grades 7–9 students reported peers do not always respect one another. Parents also flagged bullying; awareness dropped from 23% (2023–2024) to 19% in 2025, showing slight progress but continued concern.
- Parent communication and partnership consistency: Recognition of positive student behavior has improved from 67% (2024) to 76% (2025), yet timely communication: 91% (2025), with 88–90% finding communication helpful (2023-2024). While communication is strong, parents

seek more proactive and consistent outreach, especially recognizing positive student actions and supporting learning at home.

4. Reported findings that are consistent with findings from other data sources:

- Bullying and conflict: Behavior incident reports indicate teasing and other behaviors students may deem as bullying.
- Staff recognition and influence: Monthly staff recognition by peers is read aloud each faculty meeting to celebrate peer recognition. Committee notes & staff surveys from the prior three years indicate teacher voice in calendaring, curriculum selection for math - Core Knowledge Language Arts, history, Guided reading, Early outs, professional development needs, and technology priorities are some of the examples.
- Parent-school partnership: Volunteer hours have decreased over time as or demographic has also changed.

Areas in Need of Improvement

Survey results and stakeholder feedback indicate that while the school has made progress in several areas, two priorities remain essential for continued growth: Culture & Relationships and Growth & Communication. Student and parent data point to persistent concerns with bullying, peer respect, and belonging, particularly in the upper grades, reinforcing the need for a comprehensive approach to fostering a safe and respectful school culture. At the same time, while communication with families is strong and improving, parents continue to call for more consistent recognition of student success and greater support for learning at home. Addressing these two areas will strengthen both the school climate and the partnership between families and staff, ensuring a more connected, supportive environment for all students.

Culture & Relationships: Student and parent data consistently highlight bullying and peer respect as a top priority for improvement. In 2024, 31–61% of students reported experiencing bullying, and in 2025, 36% of grades 7–9 students indicated peers do not always respect one another, showing ongoing concerns with peer conflict. Parent awareness of bullying decreased from 23% (2023–2024) to 19% in 2025, suggesting slight progress, yet nearly one in five families still recognize it as an issue. These findings are reinforced by behavior incident reports citing teasing and peer conflict, and connect directly to belonging, which, while improving, remains weaker in the upper grades. Together, this evidence underscores the need for a comprehensive anti-bullying and peer respect initiative that strengthens student safety, belonging, and overall school climate.

Growth & Communication: Parent–staff partnership data shows progress in communication but reveals ongoing gaps in consistent collaboration to support student learning. While 91% of parents in 2025 reported the school communicates in a timely and ongoing manner, and 88–90% across 2023–2025 found communication between home and school helpful, parents continue to seek more proactive outreach. Specifically, only 67% of parents in 2024 and 76% in 2025 said staff contact them when their child does something positive, showing improvement but leaving room for growth. In addition, parent surveys in 2023 and 2024 indicated weaker agreement (82–87%) on staff helping families support learning at home, compared to 93% in other areas, highlighting a consistent need. Together, these findings demonstrate that while communication is strong, the school should prioritize building deeper parent–staff partnerships focused on proactive recognition and academic collaboration at home.

Summary: By focusing on strengthening school culture through anti-bullying and peer respect initiatives, and by deepening parent–staff partnerships to extend learning beyond the classroom, the school can build on recent progress while addressing persistent gaps. These priorities will foster a safer, more inclusive environment and ensure families are active partners in supporting student growth and success.

5. Interpret Findings, Prioritize, and Develop a Theory of Action

You have your information organized and neatly arranged under themes, and determined findings: that is, “what we do well, and where we need to improve.” Refer to the Accreditation Workbook for more information on writing findings. Consider the following suggestions:

- List all your findings' statements.
- Prioritize the findings statements:

- Select the findings you feel are most important to begin your improvement process.
- Select only the number of findings you have the capacity to address.
- Perform root cause analysis on the findings to determine how to address the improvement areas, and describe your intended results and next steps (theory of action).

Enter your priorities and theories of action (answers to the prompts and question above) from your workbook.

PRIORITIZATION OF FINDING STATEMENTS:

Strengths to Celebrate:

Supportive Adult Relationships: Across all grade levels, students affirm strong adult support, with over 95% of K–2 students reporting that adults are helpful, 70–80% of middle schoolers saying adults care about them and notice their absences, and parents recognizing improved communication when students succeed, demonstrating a consistent culture of care and attentiveness.

Leadership & Equity: Equitable treatment is a defining strength, with 92% of students in 2025 affirming all students are treated equally regardless of background, 100% of staff agreeing with this statement, and 75–80% also viewing discipline as fair, underscoring the school's commitment to inclusive and just practices.

Growth & Communication: Family engagement and communication are consistently strong, with 91–93% of parents affirming timely communication, 97% in 2025 reporting they are encouraged to be active partners, and 82% of staff expressing confidence in family communication, reflecting intentional focus on partnership and growth.

Areas in Need of Improvement

1. Bullying and peer conflict remain a concern across grade levels, with 32% of K–2 students reporting being bullied and nearly 30% of middle school students citing bullying, retaliation, or racial/ethnic conflict as ongoing issues.
2. Access to a trusted adult is not yet universal in grades 7–9, with only about 69% of students reporting they feel comfortable talking to an adult at school about a concern.
3. While North Star Academy demonstrates strong overall communication, survey data across 2023–2025 reveals the need to strengthen proactive parent–staff partnerships, particularly in consistently recognizing positive student achievements and supporting families in learning at home.

ROOT CAUSE ANALYSIS & THEORY OF ACTION

1. Bullying and Peer Respect (Grades 7–9)

Root Causes:

- Inconsistent implementation of anti-bullying and peer respect programs across grade levels.
- Developmental challenges of middle school students (identity, social pressures) contributing to conflict.
- Limited student leadership opportunities to model and reinforce positive peer culture.
- Insufficient restorative practices to address conflicts constructively.

Theory of Action:

If North Star Academy faculty and staff strengthen anti-bullying initiatives by reinforcing character education lessons in grades 7–9, expand peer leadership opportunities, and engage student leaders in developing peer culture initiatives, then student peer-to-peer respect will increase, reported bullying incidents will decrease, and middle-grade students will report higher levels of safety and belonging.

Intended Results & Next Steps:

1. Reinforce Character Education (Tier 1 SEL Supports)

- Support grade-level advisory periods focused on respect and relationship building.

2. Expand Peer Leadership Opportunities

- Create student-led assemblies/campaigns (e.g., “Kindness Week,” “Respect Counts”) to promote a positive peer culture. Monitor bullying reports and survey safety/belonging indicators quarterly.

3. Engage Student Voice in Culture-Building

- Host monthly student forums or focus groups where student leaders provide input on school climate issues and propose solutions.
- Collaborate with students to create classroom mission statements.

4. Measure Progress & Adjust

- Monitor discipline/incident reports monthly for bullying-related trends & celebrate trends visibly.

5. Measure & Celebrate Progress

- Set a measurable goal based on baseline data such as increase from 69% to ≥85% of students reporting access to a trusted adult within two years and track connections.

Root Causes:

- Middle school students often feel less connected to adults compared to elementary students.
- Transition years (grades 7–9) are marked by academic and social stressors that reduce belonging.
- Limited targeted programming to strengthen belonging in older grades.

Theory of Action:

If the administration and faculty implement targeted belonging and connection strategies for middle school (mentorship programs, advisory groups, team-building activities, and enhanced student support services), then students in grades 7–9 will feel safer, more connected, and better supported by adults.

Intended Results & Next Steps:

1. Strengthen our Advisory Model

- Assign every student a designated advisor reducing the teacher to student ratio and instruct advisors in connection strategies (e.g., “Two-by-Ten” — two minutes of personal conversation for ten days in a row).

2. Expand Staff–Student Touchpoints

- Extend the advisor and student connection over three years.

3. Integrate Student Voice and Feedback

- Incorporate student feedback or surveys to keep it relevant and engaging.

3. Staff Recognition and Influence

Root Causes:

- Communication tends to be reactive rather than proactive
 - Teachers and staff often reach out to families primarily when concerns arise (behavior or academics), rather than when students demonstrate growth or positive behaviors.
- Lack of consistent systems or expectations for positive outreachThere may not be a schoolwide standard (e.g., every student receives a positive contact each quarter), leading to uneven practices across classrooms and grade levels.Time constraints and competing priorities for teachersFaculty may struggle to balance instructional demands, grading, and intervention communication, leaving limited time for proactive, positive contacts with families.

Theory of Action:

If the administration team implements consistent staff recognition systems and structured opportunities for staff to influence decisions (e.g., leadership committees, advisory groups, recognition programs), then students will benefit from more motivated, engaged, and supported teachers who can focus their energy on delivering high-quality instruction and fostering a positive classroom environment.

Intended Results & Next Steps:

- Enhance the existing school-wide recognition framework by making it more systematic and inclusive — ensuring that recognition is consistent across departments, that all staff roles (teachers, support staff, specialists) are acknowledged, and that recognition highlights both instructional excellence and contributions to school culture.
- Establish regular staff listening sessions and advisory groups.
- Ensure transparent communication about how staff input is used in decision-making.
- Measure staff satisfaction with recognition and influence annually.

4. Parent Communication and Partnership Consistency

Root Causes:

- Communication practices vary by teacher; not all parents receive consistent, proactive updates.
- Emphasis on addressing problems more than celebrating successes.
- Limited training or systems to support staff in effective family engagement.

Theory of Action:

If the administration and faculty members implement a structured system for proactive, positive communication (e.g., “two positives before a concern” policy), provide staff training on family engagement, and standardize tools for outreach, then students will benefit from stronger home-school partnerships, with parents who feel more confident and engaged in supporting learning, leading to improved academic success and overall well-being.

Intended Results & Next Steps:

- Establish a school-wide expectation that staff make proactive positive contacts each term.
- Provide professional development on effective family engagement strategies.
- Create templates and digital tools to streamline positive outreach.
- Monitor parent survey results on communication and partnership annually.

Summary

By addressing these root causes, North Star Academy will:

- Reduce bullying and conflict, strengthening peer respect in grades 7–9.
- Improve safety and belonging perceptions in middle school students.
- Increase staff morale and engagement through recognition and shared leadership.
- Build stronger family-school partnerships through proactive and consistent communication.

Together, these actions form a coherent theory of action: If the school strengthens peer climate, staff recognition, and family engagement systems, particularly in the upper grades, then students, staff, and families will experience greater safety, belonging, and collaboration — ensuring equity and positive culture are sustained across all levels.

Putting It All Together

Using the results of your efforts above, create a clear, concise document in the field below. Consider creating a narrative document that use the following outline:

First section: evidence you have analyzed and synthesized

Second section: findings from your analysis and synthesis

Third section: interpretations of the root cause of your findings and your theory of action

Type or copy and paste your final analysis from your workbook here.

Section 1: Evidence Analyzed and Synthesized

Identify and Evaluate Data Sources

North Star Academy collected stakeholder perception data annually from 2022–2025 using electronic surveys administered to students (K–9), families, staff, and administrators. The surveys were aligned with Cognia's perception survey framework, which measures stakeholder perceptions of student engagement, school climate and culture, instructional quality, leadership capacity, and resource capacity.

Survey instruments were adapted for age appropriateness: K–2 used simplified questions, grades 3–6 and 7–9 received banded instruments in 2023, and 2024–2025 surveys consolidated into a single K–9 instrument. Each survey included both Likert-scale and open-response items addressing climate, equity, engagement, safety, and communication.

Participation and Representation:

- 2022: Administrators (2), Staff (13), Parents (70), Students K–9 (192 of 529).
- 2023: Students K–2 (86), Students 3–6 (200), Students 7–9 (98), Adults (143 combined parents and staff)
- 2024: Staff (12), Parents (15), Students K–9 (408 of 514).
- 2025: Staff (18), Parents (117), Students K–9 (491 of 524).

Participation trends reflect strong student representation across all grade levels and growing family participation over time. Staff surveys have maintained near-total participation annually, while administrator data, though small in number, contribute essential leadership perspectives.

Validity and Reliability Considerations:

The school distributed surveys to 100% of each stakeholder population to ensure representativeness. Student surveys were administered during class to ensure strong participation. Parent participation, though smaller in early years, increased steadily with strategic outreach. Staff participation remained strong across all years, representing nearly all teaching and classified staff, and providing a comprehensive faculty view. Annual consistency in administration allows for reliable longitudinal trend analysis and demonstrates the school's commitment to transparent, data-driven improvement.

Survey results are presented annually to the Board of Trustees and discussed with the Parent Teacher Organization Executive Board and administration to identify a unified School Improvement Goal (SIG) for the following year. This process ensures stakeholder voice is central to continuous improvement planning.

North Star Academy continues to refine survey processes by systematically tracking response rates, aligning item wording across years for comparability, and encouraging even broader family participation.

Section 2: Findings from Analysis and Synthesis

Areas of Noteworthy Achievement:

1. **Culture of Care and Belonging:** Stakeholders consistently affirm a culture of belonging and inclusion. In 2025, 95% of staff stated "I feel like I belong," and 97% of parents said they feel welcome. Among students, 96% of K–2 students (2023) reported having friends, and 84% of grades 7–9 students (2025) said they feel they belong.
2. **Equity and Respect:** In 2025, 92% of students and 100% of staff agreed that all students are treated equally regardless of background. 75–80% of staff affirmed that discipline is fair. This pattern, consistent across years, reflects a deeply embedded culture of fairness and equity.
3. **Adult Support and Teacher Encouragement:** Over 90% of students report that adults care for them each year, and 85–90% say they have at least one teacher who makes them excited about the future.
4. **Family–School Partnership and Communication:** Parent perceptions of being active partners rose from 73% (2024) to 97% (2025), while over 90% affirmed timely communication in both years. 82% of staff (2025) expressed confidence in family communication, confirming strong alignment across groups.

Areas in Need of Improvement:

1. **Bullying and Peer Respect (Grades 7–9):** In 2024, 39% of students reported experiencing bullying; in 2025, 36% of grades 7–9 students indicated that peers do not always respect one another. While parent awareness of bullying decreased from 23% (2023–2024) to 19% (2025), student data show that peer respect remains an area needing continued attention.
2. **Safety and Belonging in Upper Grades:** In 2023, only 67% of grades 7–9 students felt safe at school; by 2025, belonging improved to 84%, but still lagged behind younger grades (90%+).
3. **Proactive Recognition and Communication:** While 91% of parents (2025) affirmed timely communication, only 76% reported being contacted when their child does something positive. Parents continue to seek more consistent recognition and support for learning at home.

Section 3: Interpretation, Root Causes, and Theory of Action

1. Bullying and Peer Respect (Grades 7–9)

Root Causes: Inconsistent implementation of anti-bullying and peer respect programs across grade levels; developmental challenges of middle school students; limited student leadership opportunities; and insufficient restorative practices.

Theory of Action: If advisory teachers embed social-emotional learning (SEL) lessons in grades 7–9, expand peer leadership opportunities, and apply restorative practices consistently, then student peer-to-peer respect will increase, reports of bullying will decrease, and middle-grade students will report higher levels of safety and belonging.

Next Steps: Reinforce character education, expand student leadership opportunities, engage student voice in climate building, monitor bullying and belonging data quarterly, and increase students in grades 7–9 reporting access to a trusted adult from 69% to ≥85% within two years.

2. Student Safety and Belonging (Upper Grades)

Root Causes: Middle school students often feel less connected to adults; transition years include academic and social stressors; limited programs exist to strengthen belonging.

Theory of Action: If the administration and faculty implement mentorship programs, advisory structures, and targeted belonging strategies, then students will feel safer, more connected, and better supported both academically and socially.

Next Steps: Assign each student a designated advisor, extend advisory relationships, integrate student feedback, and track belonging and safety data annually.

3. Proactive Staff Recognition and Family Partnership

Root Causes: Communication between teachers, students, and families tends to be more reactive than proactive.

Recognition of positive student behavior and achievement occurs inconsistently across classrooms due to a lack of clear schoolwide expectations and limited time for proactive outreach. Staff also have few structured tools or systems to facilitate consistent communication or to help families support learning at home.

Theory of Action: If North Star Academy staff establish consistent, schoolwide systems for proactive, positive outreach and are equipped with strategies and tools to engage families in supporting learning at home, then students will experience stronger connections with teachers and a greater sense of being recognized for their efforts. As a result, family–school collaboration will deepen, parents will feel more valued and informed, and students will benefit from reinforced academic

and social growth both at school and at home.

Next Steps: Create a Schoolwide Positive Communication Protocol with clear expectations that every student receives at least one proactive positive contact (call, email, or note) each quarter. Provide staff with professional development, model scripts, and templates for meaningful communication with students and families. Share simple, subject-specific home-learning strategies such as “Three ways to support reading at home” or “Discussion questions for this unit.” Highlight examples of successful outreach and positive recognition at staff meetings and in newsletters. Review parent and student survey data annually to measure growth in communication, connection, and recognition.

Conclusion and Unified Theory of Action

Four years of stakeholder perception data (2022–2025) reveal that North Star Academy is characterized by a strong and enduring culture of belonging, equity, and communication. Across these years, students, parents, and staff consistently report high levels of care, fairness, and engagement. These findings confirm that the school’s strengths are deeply embedded while also identifying clear opportunities for continued growth in safety, connectedness, and family partnership. Analysis of stakeholder data and root causes identifies four key areas of focus: bullying and peer respect, student safety and belonging, staff recognition and influence, and parent communication and partnership consistency. Addressing them through targeted, systemic strategies will strengthen relationships, promote equity, and enhance engagement across the entire school community.

Unified Theory of Action: If North Star Academy strengthens peer culture through SEL and restorative practices, enhances belonging and mentorship systems for students, expands staff recognition and influence opportunities, and establishes a schoolwide framework for proactive family engagement, then all stakeholders—students, staff, and families—will experience stronger relationships, greater trust, and improved collaboration. This will result in higher levels of safety, belonging, and engagement across the school community.

Intended Results: Reduce bullying and peer conflict incidents by at least 25%; increase the percentage of grades 7–9 students reporting access to a trusted adult from 69% to $\geq 85\%$ within two years; improve staff satisfaction with recognition and influence opportunities; raise parent ratings for proactive communication by at least 10 percentage points; maintain or exceed 90% satisfaction in belonging and safety across all stakeholder groups.

In Conclusion: Through this focused, data-driven plan, North Star Academy will continue to build on its foundation of equity, care, and collaboration. By addressing these four interconnected priorities—peer respect, belonging, recognition, and family engagement—the school will ensure that every student feels connected, every family feels valued, and every staff member feels empowered. These actions represent North Star Academy’s unified commitment to continuous improvement and to sustaining a safe, inclusive, and thriving learning environment for all.

Student Performance Analysis

North Star Academy 230493 AER (Jul 1, 2025 - Jun 30, 2026)

North Star Academy, Bluffdale, United States of America

Last Modified: 10/13/2025

Status: Open

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Student Performance Analysis

Student Performance Analysis

Below are steps you should have completed in your workbook for this analysis.

2. Identify and Evaluate Data Sources (Process)

In your workbook, you should have made a list of assessments that your institution uses to measure student performance. That list should include:

- Using data from summative assessments that support the mission of your institution (such as core academics or performance assessments specific to the purpose of the institution).
- Consider including comparison data to like institutions that have similar learner populations.

For each data source you listed, you should have included:

- The number of administrations you have for comparison, or describe when the data were collected (trend data).
- Any comments that will help you clean and classify the results into themes.

Type or copy and paste the description of your data sources from your workbook.

Data Source

RISE - 3+ years - annually - State mandated, but students are provided opt out based on Utah Law - All teachers trained in administration. Validity and Reliability is sound. (Grade 3 - 8)

Utah Aspire- 3+ years - annually - State mandated, but students are provided opt out based on Utah Law - All teachers trained in administration. Validity and Reliability is sound. (Grade 9)

WIDA Access (World-Class Instructional Design & Assessment)- 3+ years - annually - State mandated for (MLL) Multi Language Learners, but students are provided opt out based on Utah Law - All teachers trained in administration. Validity and Reliability is sound. (K-9 MLL students)

AP (Advanced Placement) Human Geography - 3+ years - annually - Optional student exam provided based on Core subject Enrollment - Assessment Coordinator trained in administration. Validity and Reliability is sound based College Board Advanced Placement program. (9th grade only)

Acadience Reading - 3+ years - Administered 3x year - State mandated, but students are provided opt out based on Utah Law - All teachers trained in administration. Validity and Reliability is sound. (Grade K-6)

Acadience Math - 3+ years - Administered 3x year - State mandated, but students are provided opt out based on Utah Law - All teachers trained in administration. Validity and Reliability is sound. (Grade K-3)

iReady Diagnostic - 3+ years - Administered 3x year- School mandated - All teachers trained in administration. Validity and Reliability is sound based on Research from Curriculum Associates (the publisher) demonstrates that the i-Ready Diagnostic has strong construct validity (measures what it intends to measure in reading and mathematics), predictive validity (correlates with state test outcomes), and reliability (yields consistent scores across time and populations).

Technical manuals report high reliability coefficients, typically above 0.85, indicating strong consistency. (Math: K-7, Reading K-7)

Achieve 3000- 3+ years Reliability: Technical studies conducted by Achieve3000 show high reliability coefficients (generally 0.90+) for the Lexile score results, meaning student performance is consistent across repeated administrations. Validity:

Construct Validity: The diagnostic accurately measures reading comprehension aligned with Lexile Framework for Reading.

Concurrent Validity: Strong correlations with other established assessments (e.g., MAP, STAR, state assessments). Predictive Validity: Students' LevelSet scores are strong predictors of performance on state summative assessments in reading/ELA. Administration: School-mandated, with teachers trained in standardized test administration to maintain fidelity. Use Over Time: Administered annually or bi-annually to monitor growth, typically implemented for multiple consecutive years in schools.

Assessment Package Evaluative Criteria

Transfer the ratings for your institution's four Evaluative Criteria for Assessment Packages from your workbook.

EC1: Assessment Quality and Alignment

- **Level 4 - The array of assessments used by the institution to determine learners' performances include all those required by governmental or other agencies. The assessments are fully aligned to required curricula and adopted learning standards. Almost all assessments used demonstrate validity, reliability, absence of bias and instructional sensitivity*.**
- Level 3 - The array of assessments used by the institution to determine learners' performance include all those required by governmental or other agencies. The assessments are mostly aligned to required curricula and adopted learning standards. Most assessments used demonstrate validity, reliability, absence of bias and instructional sensitivity*.
- Level 2 - The array of assessments used by the institution to determine learners' performance include some of those required by governmental or other agencies. The assessments are somewhat aligned to required curricula and adopted learning standards. Some assessments used demonstrate validity, reliability, absence of bias and instructional sensitivity*.
- Level 1 - The array of assessments used by the institution to determine learners' performance do not include those required by governmental or other agencies. The assessments are not aligned to required curricula and adopted learning standards. Few assessments used demonstrate validity, reliability, absence of bias and instructional sensitivity*.

COMMENTS

✓ All required state/federal assessments are included: RISE (Grades 3–8) Utah Aspire (Grade 9) WIDA ACCESS (K–9 MLL students) Acadience Reading (K–6) Acadience Math (K–3) ✓ Additional high-quality, nationally recognized assessments are included: AP Human Geography (9th grade, College Board validated) i-Ready Diagnostic (Math & Reading K–7, with strong validity and reliability evidence) Achieve3000 (reading comprehension/Lexile, with demonstrated reliability and validity) ✓ Alignment to standards and curriculum: State assessments (RISE, Aspire, Acadience, WIDA) are fully aligned to Utah Core Standards and state/federal accountability requirements. AP assessments are aligned to College Board standards, which are nationally recognized. i-Ready and Achieve3000 are aligned to reading/math standards and Lexile Frameworks, and demonstrate predictive validity with state tests. ✓ Validity, Reliability, and Bias: All assessments you listed have documented validity and reliability. Administration fidelity is ensured through teacher training and/or assessment coordinator training. All are instructionally sensitive and designed to inform teaching and monitor growth. Conclusion Your school's data collection system ranks at Level 4 under EC1: Assessment Quality and Alignment. "Our institution administers a comprehensive array of state-mandated, national, and school-selected assessments that are fully aligned to required curricula and learning standards. All assessments used demonstrate validity, reliability, and instructional sensitivity, ensuring accurate measurement of student learning outcomes."

EC2: Test Administration

- **Level 4 - Almost all the assessments used by the institution to determine learners' performance have been administered with complete fidelity. The learners to whom these assessments were administered accurately represent the populations served by the institution. Evidence of appropriate accommodations have been provided for all assessments so that valid inferences can be made about all learners' performance regarding curricular outcomes.**

- Level 3 - Most of the assessments used by the institution to determine learners' performance have been administered with fidelity. In most instances, the learners to whom these assessments were administered represent the populations served by the institution. Evidence of appropriate accommodations have been provided for most assessments so that valid inferences can be made about most learners' performance regarding curricular outcomes.
- Level 2 - Some of the assessments used by the institution to determine learners' performance have been administered with fidelity. In some instances, the learners to whom these assessments were administered represent the populations served by the institution. Some accommodations have been provided for assessments so that valid inferences can be made about some learners' performance regarding curricular outcomes.
- Level 1 - Few, if any, assessments used by the institution to determine learners' performance have been administered with fidelity. The learners to whom these assessments were administered are not representative of the populations served by the institution. Few accommodations have been provided for assessments so that valid inferences cannot be made about learners' performance regarding curricular outcomes.

COMMENTS

Rating: Level 4 ✓ Administration Fidelity All state-mandated assessments (RISE, Utah Aspire, WIDA, Acadience Reading, Acadience Math) are administered with state-provided training and protocols. School-selected assessments (i-Ready, Achieve3000) and AP exams are administered with fidelity, with teachers and/or test coordinators trained to follow standardized procedures. ✓ Representative Populations All assessments are administered to the full intended grade-level populations (Grades K–9, including MLLs). Opt-outs are allowed under Utah law, but participation rates remain sufficient to represent the institution's student population. ✓ Accommodations Provided State-mandated assessments include documented accommodations for MLLs and students with disabilities (e.g., extended time, oral translation, small-group testing, etc.), ensuring valid inferences for all learners. School-selected assessments (i-Ready, Achieve3000) also provide accessibility supports and accommodations aligned with student needs. AP exams follow College Board guidelines for accommodations, ensuring equity and validity. Conclusion Statement "The institution administers almost all required and school-selected assessments with complete fidelity. Testing populations are representative of the students served, with appropriate accommodations consistently provided to ensure valid and reliable measures of performance. Based on these practices, the institution rates at Level 4 for EC2: Test Administration.

EC3: Results of Learning

- Level 4 - Evidence of learning indicates no significant achievement gaps among subpopulations of learners, or the achievement gaps have substantially declined. Almost all trend data shows improvement in learner performance.
- **Level 3 - Evidence of learning indicates achievement gaps exist among subpopulations of learners, and these achievement gaps have noticeably declined. Most trend data shows improvement in learner performance.**
- Level 2 - Evidence of learning indicates achievement gaps exist among subpopulations of learners, and these achievement gaps demonstrate a modest decline. Trend data shows neutral or minimally improving learner performance.
- Level 1 - Evidence of learning indicates achievement gaps exist among subpopulations of learners and that minimal or no change has occurred in these achievement gaps. Trend data shows declining learner performance.

COMMENTS

Acadience Reading State Comparison Four-Year Trends (2021–2024) 2021–2022: Beg 85.9% → Mid 86.9% → End 87.4% 2022–2023: Beg 82.7% → Mid 88.5% → End 88.4% 2023–2024: Beg 80.2% → Mid 84.0% → End 86.0% Key Takeaway: Overall performance has consistently been well above state averages (state end-of-year ~66–70%), but there has been a slight downward trend over four years in beginning- and end-of-year benchmarks. Strengths: Above State Performance: North Star Academy consistently outperforms state averages by 15–20 percentage points at all checkpoints. Strong Mid-Year Gains: Students reliably make progress across the year, suggesting effective instruction and intervention. Demographic Success: Some subgroups (Asian, White, Female students) consistently perform at or above 85–90% benchmark attainment. High Stability: Scores remain relatively stable across years with no sharp declines despite state-wide fluctuations. Weaknesses / Gaps: Gradual Decline Over 4 Years: End-of-year benchmark dropped from 87.4% (21–22) → 88.4% (22–23) → 86.0% (23–24), while beginning-of-year fell from 85.9% → 82.7% → 80.2%. This suggests fewer students are starting the year on track. Subgroup Gaps: Economically Disadvantaged & Students with Disabilities: Performance lags by 15–25 percentage points below peers across years. Limited English Proficiency (LEP): LEP students show inconsistent progress; gains are evident but remain significantly below average (e.g., 66–70% vs. 85–90% peers). Male vs. Female Performance: In several years, males trail females slightly in reading benchmarks. Sustainability Concern: Gains during the year are solid, but the long-term trend suggests interventions may not be fully closing readiness gaps at the start of each year. Achieve 3000 data over the past four years (2021–22 through 2024–25): Strengths Identified 1. Consistent Improvement in Readiness Percentages In 2022–23 (Sept. 2022 data, grades 6–9), about 18% of students were Far Below, 36% Approaches, 24% Meets, and 21% Exceeds By 2024–25 (Feb. 2025 report), this shifted to 9% Far Below, 32% Approaches, 29% Meets, and 29% Exceeds This shows a steady reduction of students in the “Far Below” band (cut nearly in half) and gains in Meets/Exceeds. 2. Growth in Lexile Performance In 2023–24, growth tables (page 1) show students moving beyond expectations: Example: An initial expected score of 1015L grew to 1055L, +40L beyond projection Achieve 3000 23-24 Students are not just meeting but often exceeding projected Lexile growth targets. Weaknesses Identified 1. High School Readiness Gaps Grade 9 continues to have a higher percentage of students in Far Below/Approaches: In 2022–23: 20% Far Below, 33% Approaches In 2024–25: 11% Far Below, 36% Approaches While improving, nearly half of grade 9 students are still not meeting college/career readiness benchmarks. 2. Persistent Gaps Between Approaches and Meets Across all years, the “Approaches” band consistently hovers around 30–40% of students, with slower movement into “Meets.” This indicates that while fewer students are struggling at the bottom, many remain “almost ready” but not progressing fast enough. AP Exam Longitudinal Data (2019–2025): Strengths Identified 1. Significant Recent Gains (2025 Cohort): In 2025, 16 students tested with a mean score of 3.94 and 87.5% scoring 3 or higher, far above Utah’s state average of 71.3% AP Exam Scores Longitudinal Data. This is a dramatic improvement from 2024 (mean 2.1, only 30% 3+) AP Exam Scores Longitudinal Data, showing that course alignment, preparation, and instruction improved sharply within one year. 2. Performance Above State Average in Most Years: NSA exceeded Utah’s mean scores in 2020, 2021, 2023, and 2025. Example: 2023 – NSA mean score 3.22 vs. Utah 2.91; 77.8% scored 3+ vs. state 60.2% AP Exam Scores Longitudinal Data. 3. Gender & Subgroup Equity in 2025: Page 2 shows both male (mean 4.17) and female (mean 3.80) students performed strongly in Human Geography AP Exam.

EC4: Academic Performance and Growth Outcomes

- Level 4 - Evidence clearly demonstrates exceptional student growth across multiple years and measures. Student achievement data demonstrates substantially higher performance than expected, with analyzed data showing strong mastery of grade-level content across multiple measures.
- Level 3 - Evidence shows consistent student growth across multiple years and measures. Student achievement data demonstrates at or above expected performance, with analyzed data showing appropriate mastery of grade-level content.

- **Level 2 - Evidence shows inconsistent or limited student growth over time. Student achievement data demonstrated below expected performance, with limited analysis showing inconsistent mastery of grade-level content.**
- Level 1 - Evidence shows minimal student growth and/or insufficient trend data. Student achievement data demonstrates substantially below expected performance, with poor analysis showing inadequate mastery of grade-level content.

COMMENTS

-Ready Math data (2022–23 through 2024–25): Strengths Identified 1. Consistent Growth in Tier 1 Placement In 2022–23: 79% of students ended the year on grade level (Tier 1) In 2023–24: 77% Tier 1 In 2024–25: 77% Tier 1 iReady Math Comparison 24-25: Across three years, nearly 8 in 10 students finished the year at grade level, showing stability and strong overall math achievement. 2. Reduction of Students At Risk (Tier 3) Fall 2022–23: 12% Tier 3 → Spring: 2%. Fall 2023–24: 10% Tier 3 → Spring: 2%. Fall 2024–25: 8% Tier 3 → Spring: 3% Grade 7: 2022–23: 72% at grade level iReady Reading Comparison 22-23 2023–24: 63% at grade level iReady Reading Comparison 23-24 2024–25: 69% at grade level iReady Reading Comparison 24-25 → Middle school shows persistent lower performance than elementary, with Grade 7 consistently being a challenge. NSA demonstrates consistent student growth across multiple years and measures, with performance at or above expected levels in both reading and math. The steady Tier 3 reductions and ~80% Tier 1 outcomes confirm that interventions are working and most students demonstrate mastery of grade-level content. Achieve3000 and AP data further support that students are progressing in line with or better than expectations. However, results do not yet rise to Level 4 because: Growth, while steady, has plateaued around 77–82% Tier 1 rather than showing continuous upward acceleration. Middle school gaps persist (particularly Grade 7). Not all years or measures show substantially higher-than-expected performance (e.g., AP dip in 2024).

4a. Analyze and Synthesize Information-part 1

Your analysis and synthesis put the pieces of assessment information you amassed together to create a holistic “picture” of student performance in your organization in the form of themes. You should have used the following prompts and questions to guide your thinking and writing:

- Areas of Noteworthy Achievement
 - Provide specific results that demonstrate positive trend(s) in student performance over multiple years.
 - Which area(s) were above the expected levels of performance?
 - Which subgroup(s) showed a trend toward increasing performance?
 - Between which subgroups was the achievement gap closing?
 - Discuss why you believe these trends have occurred.
 - Which of the above reported findings are supported by other data sources (e.g., perception data, observation data)?
 - Based on assessment results, what improvement decisions/initiatives have been implemented to improve instruction and related programs (e.g., professional development)?
 - Based on assessment results, what positive outcomes have occurred as a result of improvements in instruction?

Enter your findings (answers to the prompts and question above) below or copy and paste from your workbook into the field below.

Acadience Reading:

Next Steps for Stakeholders

Early-Year Readiness

Investigate why fewer students are entering on benchmark each year.

Strengthen summer learning opportunities and Kindergarten readiness programs.

Targeted Subgroup Support

Prioritize economically disadvantaged, LEP, and students with disabilities through differentiated small-group interventions.

Track subgroup progress more closely in PLCs and adjust instruction.

Instructional Strategies Maintain effective mid-year intervention strategies that clearly move students. Expand evidence-based literacy practices into Tier 1 instruction so that fewer students need Tier 2/3 supports. North Star Academy's i-Ready Math data shows steady, reliable success in moving students to grade-level proficiency, with Tier 3 numbers declining year

after year. However, the data also shows a plateau at ~77% Tier 1, weaker middle school performance, and gaps in algebra and geometry. With stronger secondary-level supports and a focus on Tier 2 acceleration, the school is positioned to push overall readiness above 80–85% in the coming years.

Achieve 3000: Recommended Next Steps
Instructional Focus: Grade 9 Targeted Support: Implement high school transition interventions (summer bridge, small group tutoring, embedded literacy support in content classes). Push “Approaches” to “Meets”: Prioritize strategies for students just below grade-level proficiency, such as increased close reading, academic vocabulary development, and writing integration. Maintain Growth Trajectory: Continue leveraging Achieve 3000’s individualized pathways while strengthening classroom use of data to adjust instruction.

AP Exam Longitudinal Data (2019–2025): Strengths Identified
1. Significant Recent Gains (2025 Cohort): In 2025, 16 students tested with a mean score of 3.94 and 87.5% scoring 3 or higher, far above Utah’s state average of 71.3%AP Exam Scores Longitudinal Data. This is a dramatic improvement from 2024 (mean 2.1, only 30% 3+)AP Exam Scores Longitudinal Data, showing that course alignment, preparation, and instruction improved sharply within one year.

2. Performance Above State Average in Most Years: NSA exceeded Utah’s mean scores in 2020, 2021, 2023, and 2025.

Example: 2023 – NSA mean score 3.22 vs. Utah 2.91; 77.8% scored 3+ vs. state 60.2%AP Exam Scores Longitudinal Data.

3. Gender & Subgroup Equity in 2025: Page 2 shows both male (mean 4.17) and female (mean 3.80) students performed strongly in Human GeographyAP Exam Scores Longitudinal Data. Scores demonstrate broad improvement across student groups, not just isolated to one demographic.

Iready Math Data: Each year shows dramatic declines in students far below grade level, highlighting the effectiveness of intervention strategies.

i-Ready Reading data (2022–23 through 2024–25):

1. Consistent Growth in Tier 1 Placement

2022–23: Tier 1 grew from 51% in fall to 82% in springiReady Reading Comparison 22-23.2023–24: Tier 1 grew from 52% in fall to 80% in springiReady Reading Comparison 23-24.2024–25: Tier 1 grew from 53% in fall to 79% in springiReady Reading Comparison 24-25. Over three years, roughly 8 in 10 students consistently finish at grade level, demonstrating steady reading achievement.

2. Significant Reduction in Tier 3 (At Risk): Fall 2022–23: 12% Tier 3 → Spring: 4%. Fall 2023–24: 13% Tier 3 → Spring: 4%. Fall 2024–25: 11% Tier 3 → Spring: 3%: Across years, the school has cut Tier 3 numbers by about two-thirds each year, showing interventions are working.

Areas of Noteworthy Achievement

Positive Trends in Student Performance

i-Ready Reading: Tier 1 consistently at 79–82% over three years; Tier 3 reduced from 12–13% → 3–4%
iReady Reading Comparison 24-25
iReady Reading Comparison 23-24
iReady Reading Comparison 22-23.

i-Ready Math: Tier 1 consistently at 77–79%; Tier 3 reduced from 12% → 3%
iReady Math Comparison 24-25
iReady Math Comparison 23-24
iReady Math Comparison 22-23.

Achieve3000: “Far Below” category cut nearly in half over four years; steady growth in “Meets/Exceeds.”
AP Exams: Recovery from 2024 dip (mean 2.1, 30% scoring 3+) to 2025’s strongest outcomes (mean 3.94, 88% scoring 3+)

AP Exam Scores Longitudinal Data: Areas Above Expected Levels of Performance
Reading and math Tier 1 outcomes consistently at or above expected national benchmarks (~80%).
AP 2025 cohort exceeded state averages (NSA 87.5% scoring 3+ vs. Utah 71.3%)
AP Exam Scores Longitudinal Data.

Achieve3000 Lexile growth often surpassed projections.
Subgroups Showing Increased Performance
Elementary grades (K–5) demonstrated the strongest gains, with spring proficiency rates consistently 65–90% Tier 1.
Tier 3 students (at risk) consistently showed the largest upward movement into Tier 2 and Tier 1.

Achievement Gaps Closing Gap between Tier 3 and Tier 1 students has narrowed significantly (12–13% at risk reduced to 3–4%).

Reading and math both show declines in students far below grade level, reducing overall performance disparities.

Why These Trends Have Occurred: Sustained implementation of i-Ready and Achieve3000 provided targeted pathways for intervention. Use of progress monitoring and data-driven instruction allowed teachers to adjust supports more quickly.

Professional development focused on literacy and numeracy foundations strengthened Tier 1 instruction. Findings

Supported by Other Data Sources. Teacher observations reflect stronger student engagement in small-group instruction.

Stakeholder perception surveys highlight confidence in the school's focus on individualized interventions and growth tracking. Classroom walkthroughs show consistent use of data-informed instructional practices.

Improvement Decisions/Initiatives Implemented: Increased professional development in comprehension strategies (reading) and conceptual math instruction. Expansion of small-group and Tier 2 supports to accelerate students near proficiency. Strategic focus on Grade 7 interventions to address persistent middle school gaps. Positive Outcomes from Improvements: Sustained Tier 3 reductions across three years, demonstrating effectiveness of interventions. Majority of students consistently performing at or above grade level in both reading and math.

Improved AP performance in 2025, showing that strengthened rigor and alignment can lead to higher outcomes. Strengthened culture of data-driven instruction, empowering teachers to meet learner needs more effectively.

4b. Analyze and Synthesize Information-part 2

You should have used the following prompts and questions to guide your thinking and writing:

- **Areas in Need of Improvement**

- Provide specific results that demonstrate any negative trend(s) in student performance.
- Which area(s) were below the expected levels of performance?
- Which subgroup(s) showed a trend toward decreasing performance?
- Between which subgroups was the achievement gap becoming greater?
- Discuss why you believe these trends have occurred.

- Which of the above reported findings are supported by other data sources (e.g., perception data, observation data)?
- Based on assessment results, what changes in instruction have you found to be ineffective and consequently discontinued?

Enter your findings (answers to the prompts and question above) below or copy and paste from your workbook into the field below.

Acadience Reading: Achieve 3000: Over four years, North Star Academy has made significant progress in reducing the lowest-performing group and increasing students in “Meets/Exceeds.” However, the data shows Grade 9 readiness and the large “Approaches” group remain pressing challenges. With targeted supports, especially at the high school entry point, the school is positioned to continue moving more students toward college and career readiness.

AP Human Geography: Weaknesses Identified:

1. Year-to-Year Variability: Scores fluctuated significantly: 2020 & 2021: ~78–88% 3+ success. 2022: Drop to 58.8% 3+. 2024: Major decline to 30% 3+, mean 2.1AP Exam Scores Longitudinal Data. This suggests inconsistent AP preparation and student readiness year-over-year.

2. Small Testing Pool: Student participation remains low, ranging 9–22 students annuallyAP Exam Scores Longitudinal Data. This limits access and makes percentages swing dramatically with a few individual performances.

iReady Math Data: North Star Academy's i-Ready Math data shows steady, reliable success in moving students to grade-level proficiency, with Tier 3 numbers declining year after year. However, the data also shows a plateau at ~77% Tier 1, weaker middle school performance, and gaps in algebra and geometry. With stronger secondary-level supports and a focus on Tier 2 acceleration, the school is positioned to push overall readiness above 80–85% in the coming years.

Areas to Focus on Improvement:

Middle School Performance - Grade 7 in both reading and math consistently lags behind elementary, with Tier 1 placement in the 60–70% range, lower than the schoolwide average of ~80% iReady Math Comparison 24-25. Transition from elementary to middle school remains a key pressure point for maintaining growth trajectories.

Plateau in Tier 1 Outcomes: While strong, Tier 1 performance has stabilized at 77–82% across both reading and math. Indicates that a significant group of Tier 2 “bubble students” are not consistently progressing to full grade-level mastery.

Domain-Specific Weaknesses: Reading: Informational text and literature comprehension remain weaker compared to phonics and vocabulary. Math: Algebra and geometry domains show gaps relative to number operations, suggesting difficulty as students move into higher-order concepts.

AP Performance Variability: While the 2025 cohort excelled (88% scoring 3+), 2024 performance dropped significantly (30% scoring 3+)AP Exam Scores Longitudinal Data. Indicates a need for stronger consistency in AP preparation and course alignment year over year.

Achievement Gaps Across Grade Bands: Despite reductions in Tier 3, middle school gaps compared to elementary persist. Achievement levels among Tier 2 students remain relatively unchanged, highlighting a persistent subgroup that requires targeted acceleration.

5. Interpret Findings, Prioritize, and Develop a Theory of Action

You have your information organized and neatly arranged under themes, and determined findings: that is, “what we do well, and where we need to improve.” Refer to the Accreditation Workbook for more information on writing findings. Consider the following suggestions:

- List all your findings' statements.
- Prioritize the findings statements:
 - Select the findings you feel are most important to begin your improvement process.
 - Select only the number of findings you have the capacity to address.
- Perform root cause analysis on the findings to determine how to address the improvement areas and sustain noteworthy achievements.

- Describe your intended results and next steps (theory of action).

Enter your findings (answers to the prompts and question above) below or copy and paste from your workbook into the field below.

Findings Statements:

Strengths

i-Ready Reading and Math: ~80% Tier 1 consistently; Tier 3 reduced from 12–13% → 3–4%.

Achieve3000: “Far Below” cut nearly in half; steady increase in Meets/Exceeds.

AP: Strong 2025 results (88% scoring 3+), outperforming state averages.

Early literacy and numeracy foundations are strong (K–5 proficiency 65–90%).

Data-driven instruction and professional development contributing to sustained improvement.

Weaknesses Middle school (Grade 7) lags behind elementary in both reading and math. Plateau in Tier 1 outcomes (~77–82%), indicating Tier 2 students are not consistently moving into mastery. Reading: Informational text and literature comprehension weaker than phonics and vocabulary. Math: Algebra and geometry strands lag behind number operations at secondary level. AP performance inconsistent (2024 cohort much weaker than 2025).

Priority Findings (Capacity to Address Now)

1. Plateau in Tier 1 outcomes (Tier 2 not moving consistently to mastery).
2. Middle school (Grade 7) performance gaps in reading and math.
3. Domain-specific weaknesses: Reading comprehension (informational & literary texts). Math algebra readiness and geometry problem-solving.

Root Cause Analysis

Limited emphasis on comprehension strategies in literacy beyond phonics/vocabulary. Inconsistent rigor and conceptual focus in secondary math instruction (algebra/geometry). Middle school transitions create gaps in sustained growth. Tier 2 students require more targeted acceleration strategies.

Intended Results & Next Steps (Theories of Action)

Reading: If administration provide professional development and instructional reinforcement focused on informational/literature comprehension and Tier 2 acceleration, then students Tier 1 proficiency levels will rise above the current plateau and comprehension gaps will close.

Math: If teachers receive professional development in algebra readiness, geometry concepts, and problem-solving within the new math curriculum, then Tier 2 students will move to Tier 1, and secondary students will demonstrate stronger mastery of higher-order math skills.

Overall: If staff consistently use data-driven instruction, provide targeted interventions, and engage in professional learning aligned to students’ needs, then students at NSA will make accelerated academic growth, move out of Tier 3, strengthen Tier 2 performance, and achieve overall proficiency rates above 80–85%, ensuring more students meet or exceed grade-level expectations.

6. Putting It All Together

Using the results of your efforts above, create a clear, concise document in the field below. Consider creating a narrative document that use the following outline:

Introduction: Briefly describe the assessments you used, indicating which ones are required by state or ministry regulation.

First section: Briefly present evidence you have analyzed and synthesized, highlighting methods of disaggregating data into meaningful subgroups to extract key insights.

Second Section: Discuss your findings from your analysis and synthesis of noteworthy achievements and areas for improvement.

Third section: Discuss your interpretations of the root causes of your findings and your theories of action guiding your continuous improvement going forward.

This has already been mentioned, but it bears repeating: For data to be useful to the personnel in your institution for continuous improvement, and useful to your Cognia Engagement Review team, the *analyses* of those data should be presented, not just the *raw results*.

Type or copy and paste your final analysis from your workbook into the field below.

Introduction

North Star Academy (NSA) utilizes a comprehensive suite of assessments to measure student learning and growth across multiple grade levels. Several assessments are mandated by the State of Utah, while others are school-selected to provide additional diagnostic and growth data.

State-Required Assessments: RISE (Grades 3–8) and Utah Aspire (Grade 9) are administered annually with strong validity and reliability. All teachers receive formal training in administration procedures. WIDA ACCESS (K–9) is administered annually to multi-language learners (MLLs) to measure English language proficiency. Acadience Reading (K–6) and Acadience Math (K–3) are administered three times per year, with fidelity of administration ensured through structured teacher training.

School-Mandated Assessments: i-Ready Diagnostic in reading and mathematics (K–7) is administered three times annually. Research from Curriculum Associates confirms its construct, predictive, and concurrent validity, with strong reliability coefficients typically above 0.85. Achieve3000 (Grades 7–9) measures reading comprehension growth, with Lexile-based diagnostics demonstrating high reliability (0.90+) and predictive validity for state summative assessments. AP Human Geography (Grade 9) is administered annually as part of the College Board Advanced Placement program, with reliability and validity ensured through the AP testing framework.

Together, these assessments form a balanced portfolio of state-mandated and school-selected measures that provide valid, reliable, and actionable data to evaluate student achievement, monitor growth, and guide continuous instructional improvement.

Section 1: Evidence Analyzed and Methods of Disaggregation

North Star Academy regularly analyzes multiple years of achievement data across state, school-mandated, and nationally normed assessments. Data are systematically disaggregated by grade level and grade bands (e.g., K–5, 6–8, 9), program participation (e.g., MLLs, students with disabilities), performance tiers (Tier 1, Tier 2, Tier 3), subgroup performance (e.g., through WIDA ACCESS for MLLs and economically disadvantaged), domain-level performance (e.g., informational text vs. phonics; algebra/geometry vs. number operations), and gender/demographic indicators for AP.

Disaggregation focus areas include:

- Grade Level and Grade Bands to identify cohort trends
- Program Participation (e.g., multilingual learners, students with disabilities)
- Performance Tiers (Tier 1, Tier 2, Tier 3) to track movement toward mastery
- Subgroup Performance (e.g., WIDA ACCESS, economically disadvantaged)
- Domain-Level Performance (e.g., reading comprehension, algebra and geometry)
- Gender and demographic indicators (e.g., AP results)

Review Structures: Data analysis occurs at the beginning, middle, and end of each academic year during prioritized review times. Teachers and administrators collaborate in PLCs to examine i-Ready and Achieve3000 growth trends, Tier movement patterns, and subgroup performance. Subgroup performance of MLL students is monitored through WIDA Access results. Longitudinal AP data is compared to state averages to identify strengths and inconsistencies in secondary readiness.

Instructional Decision-Making: Analyzing data at both the cohort and subgroup level, NSA is able to hone in on achievement gaps (such as persistent middle school performance lags) and measure progress in closing them over time (e.g., steady declines in Tier 3 across reading and math). Synthesizing results across assessments provides a fuller picture of student learning and growth, enabling leadership and teachers to adjust Tier 1 instruction, intervention supports, and professional development priorities to ensure equitable achievement for all learners. NSA prioritizes professional development to teach staff how to access, interpret, and act on assessment data.

Section 2: Findings — Noteworthy Achievements and Areas for Improvement

Areas of Noteworthy Achievement

Areas of Noteworthy Achievement and Areas Requiring Improvement were reviewed by the committee after analyzing the past three years data looking at data groups specific to the assessment, then collectively with other state and lea measurements. The accreditation team deemed the following areas the most relevant from their discussions when meeting as a team and further analysis of the data that stakeholders review at various parts throughout the year. In addition to the discussions on these most relevant findings, the team also discussed root causes.

1. Positive Trends in Student Performance

- i-Ready Reading: Tier 1 consistently at 79–82% proficiency over three years; Tier 3 reduced from 12–13% to 3–4%. The accreditation team discussed how this success aligns with regular staff training (three times a year) and targeted PD on data analysis.
- i-Ready Math: Tier 1 consistently at 77–79% proficiency; Tier 3 reduced from 12% to 3%. Effective teaching strategies, utilization of evidence-based curriculum, and multiple data-interpretation trainings contributed to these outcomes.
- Achieve3000: “Far Below” category reduced by nearly half over four years; steady growth in “Meets/Exceeds.” Consistent cultural expectations around mastery (80% benchmark) or intervention support being provided, annual differentiation training, and incorporating high interest texts all deemed as primary cause for this success.
- AP Human Geography: 2025 cohort achieved exceptional results (mean 3.94, 88% scoring 3+) compared to 2024 (mean 2.1, 30% scoring 3+), outperforming the Utah state average (71.3% scoring 3+). The small N size makes this trend data challenging, as most recent cohort consistently scored high in all academic areas each year prior to taking the AP exam.

2. Subgroups and Achievement Gaps

- Elementary grades (K–5) demonstrated strong gains, with spring proficiency consistently 65–90% Tier 1, reflecting sustained Science of Reading implementation and high staff qualification. Professional development, over the span of 2 years, in these grades included Science of Reading with 100% of staff becoming highly qualified in this area and implementing the strategies learned in Tier 1 lessons.
- Tier 3 students demonstrated the greatest upward mobility, moving into Tier 2 and Tier 1 across three years. Highly qualified support personnel, including intervention specialist and special education teachers, participated in LETRS Science of Reading training and implement best evidence-based teaching practices.
- Achievement gaps between Tier 3 and Tier 1 narrowed significantly, with fewer students performing below grade level.
- Targeted PD for subgroups (MLL, students with disabilities, RTI processes) based upon analyzed prior data supported upward trends.

3. School Culture and Systems

- Reading and math Tier 1 outcomes consistently at or above expected national benchmarks (~80%). Strong adherence to NSA’s mission of a safe, challenging, and individualized learning culture drives staffing, resources, and instructional policies.
- High staff qualification, strong parental support, and embedded professional learning structures contribute to sustained Tier 1 performance.
- Achieve3000 Lexile growth frequently surpasses projections due to alignment with student interests and individualized pathways. Utilization of the Schoolwide Enrichment concept that we must inspire learners through their personal interests and talents to achieve the greatest educational gains.

Areas for Improvement

The gap between Tier 3 and Tier 1 students has narrowed substantially, with far fewer students performing below grade level. Professional development in these grades included Science of Reading professional development over two years with 100% becoming highly qualified in this area, as well as intensive training in the new mathematics curriculum for all teachers teaching the curriculum with ongoing data analysis and progress monitoring professional development as well.

Reading and math both show declines in students far below grade level, reducing disparities across the student population.

Intensive training in the new mathematics curriculum for all teachers teaching the curriculum with ongoing data analysis and progress monitoring professional development as well for grades K-6 and middle school math teachers becoming highly qualified in their content areas.

- Middle School Performance: Grade 7 remains below schoolwide averages in reading and math (Tier 1 at 60–70%). Based on the concerning data in ELA the implementation of a curriculum coach was provided to the ELA teacher and further required supports were implemented in the grade 7 ELA classrooms. Progress monitoring is hopeful, but state ELA scores are still not available. Based on the concerning data in Math the implementation of a curriculum coach was provided to the Math teacher and further required supports were implemented in the grade 7 Math classroom and the instructor became highly qualified in the content area. Progress monitoring is hopeful. Even though math scores and RISE scores by cohort improved by 6%, additional trend data is needed. Curriculum coaching and increased supports implemented in ELA and math; early progress noted, but we will continue to review trend data and adjust accordingly.
- Transition Challenges: Elementary-to-middle transition remains a pressure point; continued monitoring needed despite recent improvements.
- Domain-Specific Weaknesses: Reading informational/literary comprehension are weaker relative to foundational skills (phonics and vocabulary). With the newly implemented science of reading in primary grades and 5th grade, the phonics and vocabulary shown upward trends surpassing the Reading: Informational text and literature comprehension, therefore data suggests additional training in the grades 3 - 7 in these areas is a next step.
- Algebra and geometry strands lag behind number operations, especially at the secondary level. Prior curriculum was weak in these areas and implementation of highly researched mathematics programs have been recently adopted due to these trends.
- AP Variability: The 2025 AP cohort excelled, but 2024 results were significantly weaker with only 30% scoring 3+. Possible small cohort size and inconsistent preparation contribute to year-to-year fluctuations; focus on preparation and alignment needed as we also maintain a priority in promoting the course to all 9th grade students.
- Tier 2 Plateau: Tier 3 has declined, but Tier 2 students are not consistently moving to Tier 1.

Instructional Priorities Needing Reinforcement:

Therefore, through thoughtful discussions the team further prioritized that Instructional Priorities Needing Reinforcement are as follows:

- Intensive emphasis on reading comprehension, algebra readiness, and problem-solving.
- Ongoing professional development to strengthen Tier 2 acceleration and increase rigor in secondary literacy and math.

Section 3: Root Cause Interpretations and Theories of Action

Root Cause: Student growth trends are largely attributed to the sustained use of i-Ready and Achieve3000, which have strengthened data-driven instruction and progress monitoring at both the classroom and grade levels. However, current implementation lacks the added impact of consistent teacher-led small group interventions. Additional professional development focused on literacy and numeracy foundations will further equip teachers to address student needs more effectively and sustain improvement over time.

Theory of Action 1 — Targeted Interventions: If North Star Academy teachers continue to implement i-Ready and Achieve3000 with fidelity, then students will receive personalized learning pathways and timely support.

Rationale: Consistent implementation of these tools will accelerate movement from Tier 2 to Tier 1, reduce Tier 3 numbers, and sustain or increase grade-level mastery across cohorts.

Theory of Action 2 — Data-Driven Instruction: If teachers consistently engage in data-driven instruction and progress monitoring, then students will make accelerated academic growth.

Rationale: By combining data-driven practices with ongoing professional development in literacy and numeracy, instruction will become more responsive to student needs, accelerate growth, reduce achievement gaps, and maintain high proficiency rates across grade levels and content areas.

Root Cause: Longitudinal i-Ready data show that while students perform strongly in number operations, persistent weaknesses in algebra and geometry emerge at the secondary level. These gaps stem from limited readiness in algebraic thinking and problem-solving, as well as inconsistent instructional rigor due to previously outdated curriculum and the need for strengthened pedagogical practices among new math instructors.

Theory of Action: If teachers implement evidence-based strategies through targeted professional development focused on the new math curriculum, then students will demonstrate stronger algebraic reasoning, improved problem-solving skills, and higher overall proficiency in algebra and geometry.

Rationale: By emphasizing algebra readiness, conceptual understanding of geometry, and applied problem-solving, teachers can deliver rigorous, high-quality instruction that accelerates Tier 2 students toward Tier 1 proficiency. This targeted approach will lead to measurable gains in mathematical reasoning and proficiency while narrowing achievement gaps in algebra and geometry.

Root Cause: Longitudinal i-Ready data indicate that while students demonstrate strong performance in phonics and vocabulary, comprehension of informational and literary texts remains comparatively weaker. This gap is reinforced by a Tier 1 plateau (77–82%), suggesting that Tier 2 students are not consistently advancing to grade-level mastery. The underlying causes include limited emphasis on advanced comprehension strategies and insufficient rigor in secondary literacy instruction, particularly in targeted interventions.

Theory of Action: If North Star Academy teachers implement and reinforce research-based strategies that strengthen comprehension of informational and literary texts, then Tier 2 students will advance into Tier 1 proficiency, overall reading outcomes will surpass the current plateau, and comprehension gaps across grade levels will narrow.

Rationale: By deepening instructional rigor and providing sustained professional development focused on advanced comprehension strategies, teachers will be better equipped to scaffold complex texts, support Tier 2 learners, and foster higher-order literacy skills. Consistent implementation and close monitoring of these practices will lead to measurable gains in reading proficiency and reduced achievement gaps.

Conclusion

Through sustained use of adaptive intervention tools, targeted professional development, and data-driven instructional practices, North Star Academy has significantly improved Tier 1 proficiency rates and reduced Tier 3 over time. The school's early literacy and numeracy systems are strong, and AP performance in 2025 reflects the impact of aligned, rigorous instruction. Moving forward, focusing on Tier 2 acceleration, middle school transition supports, and domain-specific skill gaps will be essential to maintaining growth momentum and pushing overall proficiency beyond 80–85%. These targeted, evidence-based actions are central to NSA's continuous improvement plan and are being operationalized through coaching, curriculum alignment, and instructional monitoring.

**North Star Academy's 2025-2026
Plan is inform of questions in Utah Grants
Coordinated Early Intervening Services (CEIS)
Plan Outline**

▲ CEIS/CCEIS PLAN

Is this CEIS Required?
Optional

Self Assessment of Policies, Procedures and Practices:

Student Identification (Include number of students served and data of number of students referred to special education):

Services to Students (List the specific scientifically based interventions you plan to use. Note- Speech interventions, RtI, and behavioral supports are too broad. Identify specific interventions to be provided.):

Professional Learning (Identify training for teachers and school staff to enable personnel to deliver scientifically based academic and behavior interventions. Note- Child Find and Accommodations are too broad and does not identify any specific scientifically based interventions.):

CEIS Budget Amount (may not exceed 15% of the total allocation)

\$11,200.00

CEIS Budget Narrative

The CEIS Budget will be used to fund the partial salary, including payroll taxes, of the Intervention Specialist with the remaining amount covered by other funding sources (e.g., Enhancement of at Risk Students, School Land Trust, and K-12). Approximate

Questions above are from Utah Grants and need answered:

A. General Information

North Star Academy (NSA) has decided to continue to provide Coordinated Early Intervening Services (CEIS) to general education students, grades K-6, who are in need of additional academic support. The academic focus of NSA's CEIS will continue to be Language Arts for the 2025-2026 school year. Based on data from prior years, it is estimated that NSA's CEIS program will serve approximately 45-60 (Based on number of students served prior three school years) students this year; which continues to be within 15-20% of NSA's K – 6th grade student population. Students will receive evaluations and academic interventions or support as outlined in this plan. For the FFY 2025-2026 NSA received \$81,597 in Part B, Section 611, of the Individuals with Disability Education Act (IDEA) funding. CEIS will be funded at fourteen percent (14%) of this amount, which is \$11,400.

B. Identification of Students (Used for Question 2)

Students from fourth through sixth grade will be identified through the previous school year's State approved end of level assessment results in Language Art (RISE & Acadience), as well as their reading software diagnostic (iReady). Kindergarten through third grade students will be identified through teacher observations, reading software diagnostic, Acadience, and formative assessments used within the school. All K – 6th grade students are screened using Acadience at the beginning, middle, and end-of-the year. K – 6th grade students will also be assessed at a minimum of once per year with a reading software diagnostic tool, and/or other approved benchmark assessment at the start of the school year to identify learning gaps. Teacher observations and informal assessments will also be used to identify and monitor students in need of intervention. NSA's Intervention Team and Intervention Specialist will conduct screenings and additional diagnostic assessments as needed. Additional information from the general education classroom teacher, including curriculum based assessments and classroom observations, will also assist in the identification of students in need of additional academic support in Language Arts. Students who are identified according to the aforementioned formal and informal assessments will receive the supplementary services paid for with CEIS funds. Based on the above priorities and prior year data 62 students were served & 4 moved TO SPED compared to? 2022-2023: 54 students (1 Sped).

C. Services to Students (Used for question 3)

Supplemental, targeted services will be provided in small reading groups with no more than 5 students who may meet up to 5 days each week-during a time not assigned to core instruction. The small group instruction in reading will consist of remedial teaching strategies for missing or weak decoding/phonics skills, explicit phonics instruction utilizing research based strategies learned from the LETRS training by Lexia for reading with comprehension strategies, and/or reading fluency depending on the students' needs. Students will receive further targeted instruction based on the results of the various tests administered (i.e., Acadience, 95% Group Screeners, and RISE).

Assessments will be given regularly and on an as-needed basis to monitor students' progress. Progress monitoring data will be used to make decisions about additional or continuing services and supports. At a minimum, the general education teacher and Intervention Specialist will analyze data on each student receiving supplementary supports and services monthly. If students have reached grade level targets on progress monitoring and benchmark tools, they may be dismissed from supplementary instruction. If students are making no progress or very slow progress toward grade level targets on progress monitoring and benchmark tools for two consecutive assessments, they may be referred for evaluation for special education and related services.

Please note that if a parent suspects a student has a disability, this process of providing interventions may cause no delay in the child-find and evaluation process. Referred students must be evaluated unless the Special Education Team has reason to believe that the student is not a student with a disability and provides a written prior notice of refusal to evaluate to the parent.

D. Professional Development (PD) - Used for Question 4

NSA will provide the professional development needed to implement academic interventions and supports and monitor their effects. The professional development funds will be based on funding from other sources, not CEIS funds, such as Title II A (Professional Development) and IDEA as well as appropriate State Funds (i.e., Enhancement for At-Risk Students, K-12), and general education funds. Teachers in grades K-3, including special education teacher and the CEIS teacher, and administrators have all completed the Science of Reading Training through LETRS from LExia and will continue to be monitored for implementation receiving support or are currently involved in the program, with the exception of one new hire who completed foundations of reading through her education program.

E. Budget

The CEIS Budget will be used to fund the partial salary, including payroll taxes, of the Intervention Specialist with the remaining amount covered by other funding sources (e.g., Enhancement of at Risk Students, School Land Trust, Title 1, and K-12). Approximately 80% of the Intervention Specialist's time will be spent providing direct services to students (instruction) with her remaining time spent on data collection, collaboration, reporting, and decision-making. The CEIS completed Budget Form is included at the end of this plan.

F. Program Evaluation (Used for question 1 of Utah Grants)

Students receiving supplemental academic services and supports will be evaluated with Acadience testing throughout the year, reading software diagnostics, and end-of-year assessments. The goal of NSA's CEIS plan is for K-6th grade students to increase their academic achievement in Language Arts. Specifically, students will score in the proficient range on RISE's Language Arts in spring 2026, and meeting benchmark on the Acadience assessment as well as on any other Language Arts specific assessments. NSA's Intervention Team will evaluate the plan's outcome on an annual basis in order to determine the effectiveness of the program. This will typically take place in June and the results will be shared with NSA's Board of Education. NSA will also provide the end of year student data that is required of the CEIS program to the USBE on an annual basis. North Star Academy will follow all of their policies ensuring there is no discrimination practices and all students have an equal opportunity.

Budget Form

NSA's 2025-2026 CEIS Budget

Object Code	Salaries 100	Employee Benefits 200	Purchased Professional and Technical Services 300	Purchased Property Services 400	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Equipment 730	Other 800	Total
Function Code										
Instruction 1000	\$10,180	\$1,115								\$10,300
Student Support 2100	0	0								1,100
Staff Support 2200										
Community 3300										
Facilities 4500										
Indirect Cost										
Total	\$10,500	\$1,115								\$11,400

**The total amount of the CEIS budget is reflective of 14% of NSA's 2025-2026 IDEA Part B, Section 611 funds*

Elementary SEM Students 2025/26				
Please be aware, these are only the students who were compacted out of a class and worked directly with Mrs. VanLeuven for compacting services. Many teachers compacted many students within their classrooms.				
Link to K-6 grades Renzulli Survey Results-				
Link to Cluster Rosters- https://docs.google.com/spreadsheets/d/1F9WUHaYsh2Z6eRyyunJxVTLi0JYh6k6ssSKxNh390PA/edit				
Total # of times students were served through compacting with Mrs. VanLeuven:				
1st Quarter				
Student	Grade	Compacted Out of	Topic of Study	Project
	2	Handwriting	Sports/Art	Designed new soccer cleats
	2	Handwriting	Sewing	Hand sewed mini pillowcase
	2	Handwriting	Sewing	Hand sewed mini pillowcase
	2	Handwriting	Sewing	Hand sewed mini pillowcase
	2	Handwriting	Art/Science	Created realistic clay turtle/ painted
	2	Handwriting	Art/Science	Created realistic clay turtle/ painted
	2	Handwriting	Art/Science	Created realistic clay turtle/ painted
	2	Handwriting	Art/Science	Created realistic clay turtle/ painted
	2	Handwriting	Sports/Art	Created clay baseball bat, helmet and glove
	2	Handwriting	Sports/Art	Sew a pillow face with feet and arms
	2	Handwriting	Sports/Art	Clay soccer ball and goalie net
	2	Handwriting	Art	Creating plants from cardboard and paint
	2	Handwriting	Art	Creating a picnic of her family from clay
	2	Handwriting	Sports	Inventing a new game to play outside
	2	Handwriting	Art	Creating plants from cardboard and paint
	5	ELA	History	Creating a detailed model of Pompeii
	5	ELA	Science	Venn diagram with illustrations of a dog's anatomy vs. humans
	5	ELA	Science	Growing various plants from seed, documenting in notebook
	5	ELA	Art	Creating various types of butterflies from various building materials
	5	ELA	Creativity/ Sports	Inventing a new game, based off of historically no longer played games
	4	Science	Engineering	Built 3 different science kits, Motorized bubble maker, lamp and a working phonograph
	4	Science	Science	Snap Circuits and designed & built a marble maze

	4	Science	Science and Art	Unpoppable bubbles and clay spider plant			
	4	Science	Science	pH Acid & Base experiments with chemicals and litmus paper			
	K	ELA	Language Arts	Writing a book about friendship			
	K	ELA	Language Arts	Creating a card game about dogs			
	K	ELA	Language Arts	Creating a card game about seals			
	K	ELA	Language Arts	Creating a card game about eagles			
	K	ELA	Language Arts	Creating a board game about minecraft			
	K	ELA	Language Arts	Creating a board game about minecraft			
	K	ELA	Language Arts	Creating a card game about cats			
	K	ELA	Language Arts	Creating a board game about minecraft			
	K	ELA	Language Arts	Creating a card game about zebras			

Total Students: 32 during Q1

Total Students: ?? during Q3

Withdrawal survey

At North Star Academy, we continually try to improve and meet the individual needs of our students. We regret to hear that you are no longer interested in NSA as the school of your family's choice, and we would appreciate any feedback you are willing to provide that helped determine your decision that led to your decision to withdraw your child?

What was the major the factor in determining this decision? (Please mark all that apply.)

- School location
- Curriculum
- Extra curricular activities
- Grading philosophy
- Lack of friends
- Conflicts with peers
- Wanting to attend with neighborhood friends
- Teacher disagreements
- Administration disagreements
- Not feeling welcome
- Transportation
- Excessive homework
- Dislike dress code policy
- Other (please specify)

Done

Suggest adding:

Moved out of the area

Decline Survey

At North Star Academy, we continually try to improve and meet the individual needs of our students. We regret to hear that you are no longer interested in NSA as the school of your family's choice, and we would appreciate any feedback you are willing to provide that helped determine your decision.

What was the major factor in determining this decision? (Please mark all that apply.)

- Not all of our children were accepted
- Curriculum
- Extra curricular activities
- Grading philosophy
- Homework philosophy
- Lack of friends
- Not feeling welcome
- Transportation
- Dislike dress code policy
- Other (please specify)

**North Star Academy
Board Meeting Minutes
Date: September 11, 2025**



Teleconference: <https://us02web.zoom.us/j/84659908838>

In Attendance: Sidney Warnick, Jordan Shields, Kammie LeFevre

Excused: Bob Bell, Barton Sloan

Others in Attendance: Tana Archer, Diana Seidel, Nicole Jones, Cathie Hurst, Hannah Jones

Call to Order: Sidney Warnick called the meeting to order at 4:31 PM.

Public Comment:

There were no public comments.

Reports:

• **Director Report**

Tana Archer shared that the Core Knowledge Conference attendees and administration have completed the rough draft of the alignment from the newly adopted Utah History/Social Studies state core standards and the core knowledge history scope and sequence for grades K-6. The PTO hosted a kindergarten tissue party on the first day of school and was a great success with high parent attendance. North Star Academy was accepted into the Assessment Achievement Cohort.

Accreditation occurs every five years, and the school is on the fifth-year cycle for that. One evaluator will come to the school to evaluate the school on November 12th. The 2024-2025 Early Learning Plan was reported out on, and the goals were reviewed with the board. All positions are filled at the school, and they are accepting applications for substitute teachers. Enrollment is currently at 518 students with one opening in grades kindergarten and first grade. The three main initiatives for professional development and the focus of the pre-in-service days included: renewed trainings built upon Covey's 7 Habits of Highly Effective People, continued implementation of the newly adopted math curriculum, and increased multi language learner population. Beginning of year assessment data was shared with the board by Diana Seidel. AP exam scores were higher than the state average.

• **Financial Review**

Cathie Hurst informed the board on the process of the audit and the position of the finances for the school. The PTIF report is upcoming. The auditor will come to present to the board after it has been wrapped up. Financial statements are still subject to change, and program accounting is going to be finished up. Sidney Warnick informed the board that they are exploring expansion and improvements and any surplus they have they will look at using those resources for those improvements.

Consent Items:

• June 25, 2025, Board Meeting Minutes

Jordan Shields made a motion to approve the June 25, 2025, Board Meeting Minutes. Kammie LeFevre seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye.

School Mission

North Star Academy exists to engage and inspire students to achieve their highest potential through a safe, challenging, and individualized learning environment.

2025-2026 School Wide Improvement Goal

Finding the Leader within: Discovering a World of Possibilities

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call 801-444-9378 to make appropriate arrangements before the meeting.

NSA Board Meeting Agenda: 09.11.2025

Business Items:

- Freezer Purchase

Tana Archer informed the board on the need for a new freezer in the kitchen. There were no questions or concerns from the board.

Jordan Shields made a motion to approve the Freezer Purchase not to exceed \$17,000. Kammie LeFevre seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye.

- LEA Specific Licenses

Tana Archer explained the need for the LEA Specific license. There were no questions or concerns from the board.

Jordan Shields made a motion to approve the LEA Specific License. Kammie LeFevre seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye.

- Review Donation and Fundraising Policy
- Amended Sex Education Instruction Policy
- Amended Kindergarten Toilet Training Policy
- Amended Child Abuse and Neglect Reporting Policy
- Amended Unpaid Meal Charge Policy

Board members reviewed the policy summaries and the changes made to each of the policies listed. There was discussion on the procedures included in the policies and clarity brought to

Jordan Shields made a motion to approve the policies listed Kammie LeFevre seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye.

Calendaring:

The next board meeting is November 6th, 2025, at 4:30 PM. Parent Teacher Conferences will be held on the 18th and 19th of September. The board discussed board presence at the conferences.

Adjourn Meeting:

At 5:35 PM Jordan Shields made a motion to adjourn. Kammie LeFevre seconded. The motion passed unanimously. The votes were as follows: Sidney Warnick, Aye; Jordan Shields, Aye; Kammie LeFevre, Aye.

School Mission

North Star Academy exists to engage and inspire students to achieve their highest potential through a safe, challenging, and individualized learning environment.

2025-2026 School Wide Improvement Goal

Finding the Leader within: Discovering a World of Possibilities

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call 801-444-9378 to make appropriate arrangements before the meeting.

**North Star Academy
Evaluation Committee Statement
RFP for Landscaping and Snow Removal Services**

Background

North Star Academy issued an RFP for Landscaping and Snow Removal Services on September 15, 2025. The School posted the RFP on its website and sent the RFP to multiple vendors. The deadline to submit a proposal in response to the RFP was September 29, 2025. Three companies submitted proposals to the School –Landscape Solutions, Prime Landscaping, and Rubicon.

Evaluation and Scoring of Proposals

The Evaluation Committee for this RFP was Jenny Hermreck, Tana Archer, Kammie LeFevre, and Diana Seidel. They reviewed and scored all proposals on September 29, 2025.

There were three categories under which each proposal was evaluated and scored: Offeror's Experience and Qualifications (40 points possible); Past Performance for the School and/or References (20 points possible); and Cost (40 points possible).

The Evaluation Committee awarded Prime Landscaping's proposal the highest overall score, 88.25/100. Landscape Solutions' proposal scored 42.5/100, and Rubicon's proposal scored 33/100.

Based on the Evaluation Committee's review of the proposals, Prime Landscaping (a) is highly qualified and has extensive experience in providing these services; and (b) can provide such services at a competitive cost.

Award Recommendation

The Evaluation Committee believes that Prime Landscaping's proposal provides the best value to the School in connection with these services. The Evaluation Committee therefore recommends to the School's Board of Directors that it award the School's landscaping and snow removal contract to Prime Landscaping, with the contract having a term of up to three years, and authorize the director to negotiate and execute an agreement.

FINAL EVALUATION COMMITTEE SCORE SHEET

RFP for Landscaping and Snow Removal Services

Name of Offeror: Prime Landscaping

Names of Evaluation Committee Members

Date of Scoring: 10. 6. 25

Jana, Diana, Jenny, Kammie

Points Recommended by Evaluation Committee for Non-Cost Criteria:

1. Offeror's Experience and Qualifications

(40 points possible). This criterion is based on the information provided in response to the specifications contained in Section V(B)(1).

38.75
(40 points possible)

2. Past Performance for the School and/or References

(20 points possible). This criterion is based on the information provided in response to the specifications contained in Section V(B)(2).

18.25
(20 points possible)

Total Evaluation Points for Non-Cost Criteria (60 points possible)

57

4. Offeror's Pricing Proposal (40 points): This criterion

is based on the pricing proposal provided in response to the specifications in Section V(C)(1).

(40 points possible) 31.25

Total Evaluation Points for Non-Cost and Cost Criteria (100 points possible)

88.25

FINAL EVALUATION COMMITTEE SCORE SHEET

RFP for Landscaping and Snow Removal Services

Name of Offeror: Landscape Solutions

Names of Evaluation
Committee Members:

Date of Scoring:

Jana, Diana, Janney, Kammie
10. 6. 25

Points Recommended by Evaluation Committee for Non-Cost Criteria:

2. **Offeror's Experience and Qualifications**
(40 points possible). This criterion is based on the information provided in response to the specifications contained in Section V(B)(1). (40 points possible) 25

2. **Past Performance for the School and/or References**
(20 points possible). This criterion is based on the information provided in response to the specifications contained in Section V(B)(2). (20 points possible) 2.5

Total Evaluation Points for Non-Cost Criteria (60 points possible) 2.5

4. **Offeror's Pricing Proposal (40 points):** This criterion is based on the pricing proposal provided in response to the specifications in Section V(C)(1). (40 points possible) 40

Total Evaluation Points for Non-Cost and Cost Criteria (100 points possible) 42.5

FINAL EVALUATION COMMITTEE SCORE SHEET

RFP for Landscaping and Snow Removal Services

Name of Offeror: Rubicon

Names of Evaluation

Committee Members:

Jane, Diana, Janney, Kammie

Date of Scoring: 10. 6. 25

Points Recommended by Evaluation Committee for Non-Cost Criteria:

3. **Offeror's Experience and Qualifications**
(40 points possible). This criterion is based on the information provided in response to the specifications contained in **Section V(B)(1)**.
2. **Past Performance for the School and/or References**
(20 points possible). This criterion is based on the information provided in response to the specifications contained in **Section V(B)(2)**.

(40 points possible)

[Signature]
(20 points possible)

Total Evaluation Points for Non-Cost Criteria (60 points possible) 0

4. **Offeror's Pricing Proposal (40 points):** This criterion is based on the pricing proposal provided in response to the specifications in **Section V(C)(1)**.

(40 points possible) 33

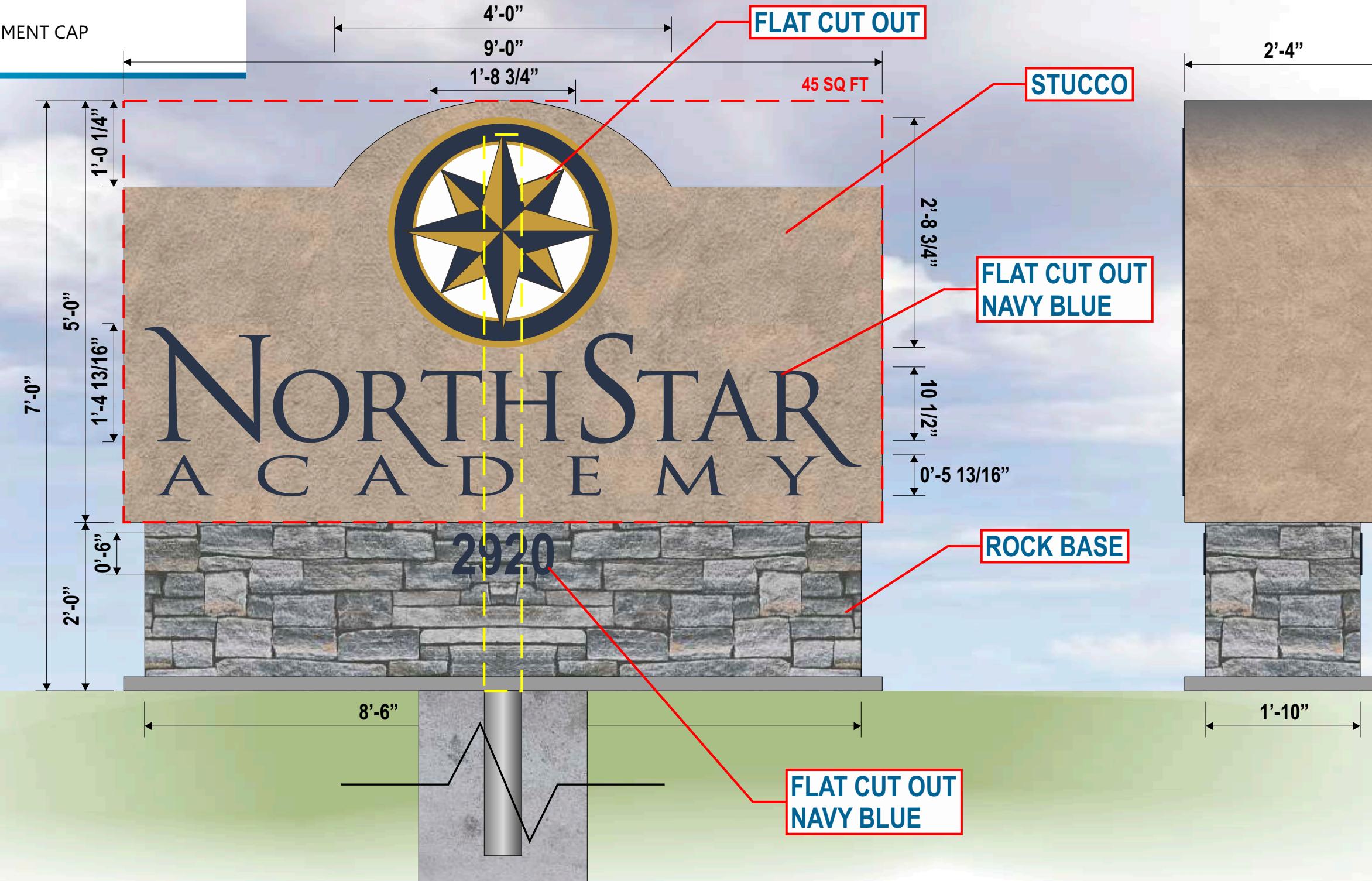
Total Evaluation Points for Non-Cost and Cost Criteria (100 points possible) 33

D/F MONUMENT SIGN

MANUFACTURE & INSTALL

(1) D/F MONUMENT

- ALUMINUM CONSTRUCTION WITH STUCCO FINISH TO MATCH
- 1/4" ALUMINUM CUT OUT LETTERS WITH VINYL APPLIED
- NON ILLUMINATED
- ROCK BASE TO MATCH WITH 2" CEMENT CAP
- FOOTING PER ENGINEERING



BAKER
SIGN & SERVICE

NORTH STAR ACADEMY

ADDRESS 2920 W 14010 S RIVERTON, UT 84065

ORIGIN DATE 10-9-25 REVISION R19 of 18722-25

ART NE
SALES BAKER

3955 S Howick St
Millcreek, UT 84107
bakersign.net
801-590-8645

PAGE
1 of 1



ADDENDUM A

Client Assignment Confirmation

This Client Assignment Confirmation is entered into and executed as of the signature date below and supplements the Client Services Agreement between the Client and New Direction Solutions, LLC dba ProCare Therapy ("ProCare" or "the Company"). Client will pay ProCare for hours worked by Consultant on the following terms:

Assignment Details

ProCare Consultant: Anna Watson PID: *

School District Name (Client): North Star Academy

Start Date: 11/10/2025 End Date: 06/05/2026

Start and End dates are subject to change based on the credentialing and licensure process as well as adjustment in the school district's calendar.

Position: Social Worker

Bill Rate: \$85.00 Minimum Hours: 16

Overtime Rate: 1.5 times Bill Rate

Billing Workweek: Monday – Friday

Miscellaneous:

Start date subject to change. District will only be billed for hours that the candidate is working. If the candidate is absent, the district will not be charged for that time. Candidates will have to receive written consent from district supervisor(s) to work overtime.

Sales tax or gross receipts tax will be added to professional fees if required or allowed by state law and client is not a tax-exempt entity.

If ProCare Consultant should be required to travel to other locations at the specific request of the Client, the Client will be responsible for all expenses incurred.

Option of virtual services will be offered by ProCare in lieu of onsite services.

All precautions will be taken by the Client to create a safe and healthy environment.

Should Client desire the convert the Consultant named above from contracted personnel to a direct employee, Client shall reach out to their Company representative for more information.

-

Account Representative Information: Cole Parham
cole.parham@procaretherapy.com
470-619-5012

84901 - North Star Academy



Tana Archer

Director

October 28, 2025 13:48 UTC

IP: 204.113.253.160

By: New Direction Solutions, LLC dba ProCare Therapy

Print Name: _____

Title: _____

Date: _____

NORTH STAR ACADEMY

School Year 2026-2027

<https://north-staracademy.com>

AUGUST 2026							SEPTEMBER 2026							OCTOBER 2026							YEAR AT A GLANCE						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	August 3, 2026	New Teacher Orientation					
						1			1	2	3	4	5				1	2	3		August 3, 2026	New Teacher Orientation					
2	3	4	5	6	7	8	6	7	8	9	10	11	12				1	2	3		August 3, 2026	MS Registration and Schedule Pick-Up					
9	10	11	12	13	14	15	13	14	15	16	17	18	19				1	2	3		August 4 - 10, 2026	Teacher Professional Development					
16	17	18	19	20	21	22	20	21	22	23	24	25	26				1	2	3		August 10, 2026	Back to School Night					
23	24	25	26	27	28	29	27	28	29	30							1	2	3		August 11, 2026	First Day of School (1st-9th) Kinder testing					
30	31																1	2	3		August 13, 2026	First Day of Kindergarten					
NOVEMBER 2026							DECEMBER 2026							JANUARY 2027							September 4, 2026	Early Release	Teacher Professional Development				
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	September 7, 2026	No School	Labor Day				
1	2	3	4	5	6	7			1	2	3	4	5				1	2	3		September 10, 2026	Midterms Term 1					
8	9	10	11	12	13	14	6	7	8	9	10	11	12				1	2	3		September 17-18, 2026	Early Release	Parent Teacher Conferences				
15	16	17	18	19	20	21	13	14	15	16	17	18	19				1	2	3		October 9, 2026	Early Release	Teacher Professional Development				
22	23	24	25	26	27	28	20	21	22	23	24	25	26				1	2	3		October 12, 2026	No School	Teacher Compensation Day				
29	30						27	28	29	30	31						1	2	3		October 13, 2026	No School	Fall Break				
FEBRUARY 2027							MARCH 2027							APRIL 2027							31						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	November 25, 2026	Early Release	Teacher Professional Development				
	1	2	3	4	5	6		1	2	3	4	5	6				1	2	3		November 26 - 27, 2026	No School	Thanksgiving Holiday				
7	8	9	10	11	12	13	7	8	9	10	11	12	13				1	2	3		December 2, 2026	Midterms Term 2					
14	15	16	17	18	19	20	14	15	16	17	18	19	20				1	2	3		December 18, 2026	Early Release	Teacher Professional Development				
21	22	23	24	25	26	27	21	22	23	24	25	26	27				1	2	3		December 21 - January 1, 2027	No School	Winter Recess				
28							28	29	30	31							1	2	3		January 14, 2027	Term 3 Begins					
MAY 2027							JUNE 2027							JULY 2027							25	26	27	28	29	30	31
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	January 15, 2027	Early Release	Teacher Work Day				
	1							1	2	3	4	5	6				1	2	3		January 18, 2027	No School	Martin Luther King Jr. Day				
2	3	4	5	6	7	8	6	7	8	9	10	11	12				1	2	3		January 29, 2027	No School	Professional Development (Legislative Day)				
9	10	11	12	13	14	15	13	14	15	16	17	18	19				1	2	3		February 15, 2027	No School	President's Day				
16	17	18	19	20	21	22	20	21	22	23	24	25	26				1	2	3		February 17, 2027	Midterms Term 3					
23	24	25	26	27	28	29	27	28	29	30							1	2	3		February 25, 2027	Early Release	Parent Teacher Conferences				
30	31																1	2	3		March 12, 2027	No School	Professional Development (Legislative Day)				
Daily School Schedule							Early Release Schedule							Term Dates							25	26	27	28	29	30	31
AM Kindergarten 8:30 - 11:30 am							AM Kindergarten 8:30 - 11:30 am							Term							31						
Full Day Knidergarten and							Full Day Knidergarten and							Term							31						
Grades 1-9 8:30 - 2:52 pm							Grades 1-9 8:30 - 1:10 pm							Term							31						
Term 1: August 11 - October 26							Term 2: October 27 - January 14							Term 3: January 15 - March 19							31						
Term 4: March 22 - June 4																					31						
Term Dates							Term														31						
Term 1: August 11 - October 26																					31						
Term 2: October 27 - January 14																					31						
Term 3: January 15 - March 19																					31						
Term 4: March 22 - June 4																					31						
Board Approved Date:																					31						

NSA 11.6.2025 Policy Summary Sheet

Amending Bullying and Hazing Policy

SB 223 from the 2025 legislative session amended the definition of bullying and broke it down into “staff bullying” and “student bullying.” Both of these bullying definitions require repeated misconduct or a single egregious act that involves an imbalance of power. In light of SB 223, the USBE amended its bullying rule in R277-613 to not only incorporate the new definitions of staff bullying and student bullying, but to make other changes as well. These other changes include, but aren’t limited to, amending the definition of “civil rights violation,” prohibiting students and employees from creating or distributing sexually explicit or nonconsensual intimate images, and adding “safe digital citizenship” to the list of bullying and hazing topics schools must train on. The school’s Bullying and Hazing Policy has been revised to comply with the changes brought about by SB 223 and the revised rule in R277-613.

New Hotline Complaint Policy

R277-123 requires each school to have on its website a link to the school’s local education hotline or a link to the USBE’s public education hotline so that the public can report alleged violations. The school does not have its own local hotline but does have a link on its website to the USBE’s public education hotline. R277-123 also now requires each school to adopt a hotline complaint policy. Per R277-123, this policy must establish how a school will respond to hotline complaints and contain steps a school must go through when responding to such complaints. The proposed Hotline Complaint Policy tracks the requirements in R277-123. It also explains that if a hotline complaint received by the school should have been addressed via the school’s applicable grievance policy, the school may inform the USBE’s Internal Audit Department (the department who handles USBE hotline complaints). This policy emphasizes that complainants should not use the hotline to bypass the school’s grievance policies.



Deleted: December 5, 2024

Purpose

The purpose of this policy is to prohibit bullying, cyber-bullying, hazing, retaliation, and abusive conduct involving North Star Academy (the "School") students and employees. The School's Board of Trustees (the "Board") has determined that a safe, civil environment in School is necessary for students to learn and achieve high academic standards and that conduct constituting bullying, cyber-bullying, hazing, retaliation, and abusive conduct disrupts both a student's ability to learn and the School's ability to educate its students in a safe environment.

Policy

Prohibited Conduct

Bullying, cyber-bullying, hazing, retaliation, and abusive conduct towards students and employees are against federal, state, and local policy and are not tolerated by the School. The School is committed to providing all students with a safe and civil environment in which all members of the School community are treated with dignity and respect. To that end, the School has in place policies, procedures, and practices that are designed to reduce and eliminate this conduct – including, but not limited to, civil rights violations – as well as processes and procedures to deal with such incidents. Bullying, cyber-bullying, hazing, retaliation, and abusive conduct towards students and/or employees by students and/or employees will not be tolerated in the School. Likewise, abusive conduct by students or parents or guardians against School employees is prohibited by the School and will not be tolerated in the School.

In order to promote a safe, civil learning environment, the School prohibits all forms of bullying of students and School employees (a) on School property, (b) at a School-related or sponsored event, or (c) while the student or School employee is traveling to or from School property or a School-related or sponsored event.

The School prohibits all forms of bullying, cyber-bullying, hazing, abusive conduct or retaliation against students and School employees at any time and any location.

Students and School employees are prohibited from retaliating against any student, School employee or an investigator for, or witness of, an alleged incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation.

Students and School employees are prohibited from making false allegations of bullying, cyber-bullying, hazing, abusive conduct, or retaliation against a student or School employees.

Students and School employees are prohibited from sharing a recording of an act of bullying, cyber-bullying, hazing, abusive conduct, and retaliation in order to impact or encourage future incidents.

[Students and School employees are prohibited from creating and distributing sexually explicit or nonconsensual intimate images.](#)

In addition, School employees, coaches, sponsors and volunteers shall not permit, condone or tolerate any form of hazing, bullying, cyber-bullying, or abusive conduct and shall not plan, direct, encourage, assist, engage or participate in any activity that involves hazing, bullying, cyber-bullying, or abusive conduct.

Any bullying, cyber-bullying, hazing, abusive conduct, or retaliation that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to OCR compliance regulations.

Definitions

Abusive Conduct – For purposes of this policy, “abusive conduct” means verbal, nonverbal, or physical conduct of a parent or guardian or student directed toward a School employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress. A single act does not constitute abusive conduct.

Action Plan – For purposes of this policy, “action plan” means a process to address an incident of bullying, cyber-bullying, hazing, or retaliation.

Bullying – For purposes of this policy, “bullying” means student bullying and staff bullying.

Civil Rights Violations – For purposes of this policy, “civil rights violations” means violations as outlined in the following federal laws:

- (1) Title VI of the Civil Rights Act of 1964 (prohibits discrimination on the basis of race, color, or national origin);
- (2) Title IX of the Education Amendments of 1972 (prohibits discrimination on the basis of sex);
- (3) Section 504 of the Rehabilitation Act of 1973 (prohibits discrimination on the basis of disability); or
- (4) Title II of the Americans with Disabilities Act (prohibits discrimination on the basis of disability).

Cyber-bullying – For purposes of this policy, “cyber-bullying” means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

Hazing – For purposes of this policy, “hazing” means a School employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a School employee or student that:

- (1) (a) endangers the mental or physical health or safety of a School employee or student;
(b) involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
- (c) involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a School employee or student; or
- (d) involves any activity that would subject a School employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that

Deleted: as described in Utah Code § 53G-9-605.5

Deleted: a School employee or student intentionally committing a written, verbal, or physical act against a School employee or student that a reasonable person under the circumstances should know or reasonably foresee will have the effect of:

- (1) causing physical or emotional harm to the School employee or student;

- (2) causing damage to the School employee's or student's property;

- (3) placing the School employee or student in reasonable fear of:
 - (a) harm to the School employee's or student's physical or emotional well-being; or
 - (b) damage to the School employee's or student's property;

- (4) creating a hostile, threatening, humiliating, or abusive educational environment due to:
 - (a) the pervasiveness, persistence, or severity of the actions; or
 - (b) a power differential between the bully and the target; or

- (5) substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.

This conduct constitutes bullying, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct. In addition, bullying is commonly understood as aggressive behavior that is intended to cause distress and harm; exists in a relationship in which there is an imbalance of power and strength; and is repeated over time.

Bullying may also include relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation

Deleted: bullying, cyber-bullying, harassment, abusive conduct, or hazing that is targeted at a federally protected class.

Deleted: *Federally protected class* – For purposes of this policy, “federally protected class” means any group protected from discrimination under federal law, such as:

- (1) Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin.

- (2) Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex.

- (3) Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibit discrimination on the basis of disability.

[11]

subjects a School employee or student to extreme embarrassment, shame, or humiliation; and

(2) (a)(i) is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a School or School sponsored team, organization, program, club, or event; or
(ii) is directed toward a School employee or student whom the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for membership in, a School or School sponsored team, organization, program, club, or event in which the individual who commits the act also participates.

(3) The conduct described above constitutes hazing, regardless of whether the School employee or student against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

Incident – For purposes of this policy, “incident” means a verified incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation that is prohibited in Utah Code § 53G-9-601 *et seq.*

Retaliate or Retaliation – For purposes of this policy, “retaliate or retaliation” means an act or communication intended:

(1) as retribution against a person for reporting bullying or hazing; or
(2) to improperly influence the investigation of, or the response to, a report of bullying or hazing.

School Employee – For purposes of this policy, “School employee” means an individual working in the individual’s official capacity as:

(1) a School teacher;
(2) a School staff member;
(3) a School administrator; or
(4) an individual:
(a) who is employed, directly or indirectly, by the School; and
(b) who works on the School’s campus(es).

Staff Bullying – For purposes of this policy, “staff bullying” means a School employee, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against a student or another School employee, or engaging in a single egregious act toward another employee involving an imbalance of power, that:

(1) creates an environment that a reasonable person would find hostile, threatening, or humiliating; and
(2) substantially interferes with a student’s or employee’s educational or professional performance, opportunities, or benefits.

Student Bullying – For purposes of this policy, “student bullying” means one or more students, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against another student, or engaging in a single egregious act toward another student involving an imbalance of power, that:

(1) creates an environment that a reasonable person would find hostile; and
(2) interferes with a student’s educational performance, opportunities, or benefits.

"Student bullying" and "staff bullying" do not mean instances of:
(1) ordinary teasing, horseplay, argument, or peer conflict;
(2) reasonable correction of behavior by a School employee; or
(3) reasonable coaching strategies and techniques by a School employee who is a coach.

Verification – For purposes of this policy, "verification" means that an alleged incident has been found to be substantiated through a formal investigation process done by the School as outlined in this policy.

Volunteer – For purposes of this policy, "volunteer" means a non-employee with significant, unsupervised access to students in connection with a School assignment.

Reporting Prohibited Conduct

Students who have been subjected to or witnessed bullying, cyber-bullying, hazing, or retaliation, and students who have witnessed abusive conduct, must promptly report such prohibited conduct to any School personnel orally or in writing. School personnel who receive reports of such prohibited conduct must report them to the Director.

School employees who have been subjected to or witnessed hazing, bullying, cyber-bullying, abusive conduct, or retaliation must report such prohibited conduct to the School's Director orally or in writing.

Each report of prohibited conduct shall include:

- (1) the name of complaining party;
- (2) the name of person subjected to the prohibited conduct (if different than complaining party);
- (3) the name of perpetrator (if known);
- (4) the date and location of the prohibited conduct; and
- (5) a statement describing the prohibited conduct, including names of witnesses (if known).

In connection with a report of prohibited conduct, students and School employees may request that their identity be kept anonymous, and reasonable steps shall be taken by the Director and others involved in the reporting and investigation to maintain the anonymity of such individuals, if possible. School employees must take strong responsive action to prevent retaliation, including assisting students who are subjected to prohibited conduct and his or her parents or guardians in reporting subsequent problems and new instances of prohibited conduct.

The Director or his/her designee shall promptly make a reasonably thorough investigation of all complaints of prohibited conduct, including, to the extent possible, anonymous reports, and shall, in accordance with the Consequences of Prohibited Behavior section below, administer appropriate discipline to all individuals who violate this policy. Formal disciplinary action is prohibited based solely on an anonymous report.

The Director may report to OCR all incidents of bullying, hazing, cyber-bullying, abusive conduct, or retaliation that he/she reasonably determines may be violations of a student's or employee's civil rights.

It is the School's policy, in compliance with state and federal law, that students have a limited expectation of privacy on the School's computer equipment and network system, and routine monitoring or maintenance may lead to discovery that a user has violated School policy or law. Also, individual targeted searches will be conducted if there is reasonable suspicion that a user has violated policy or law. Personal electronic devices of any student suspected of violation of this policy will be confiscated for investigation and may be turned over to law enforcement.

Investigation of Alleged Incidents

The School will investigate all allegations of bullying, cyber-bullying, hazing, retaliation, and abusive conduct in accordance with this policy and applicable law. The Director or his/her designee will investigate such allegations, and the School shall ensure that the investigator is provided adequate training to conduct such an investigation. The Director or his/her designee will be the point person with training and expertise to assist, direct, and supervise training of other employees in the responsibilities set forth in this paragraph.

The School will investigate these alleged incidents by interviewing:

- (1) the individual who was allegedly targeted;
- (2) the individual who is alleged to have engaged in the prohibited conduct;
- (3) the parents or guardians of the students who were allegedly targeted, and the individual who is alleged to have engaged in prohibited conduct;
- (4) any witnesses;
- (5) School staff familiar with the student who was allegedly targeted;
- (6) School staff familiar with the individual who is alleged to have engaged in prohibited conduct; or
- (7) Other individuals who may provide additional information.

The individual who investigates an alleged incident will inform an individual being interviewed that (1) to the extent allowed by law, the individual is required to keep all details of the interview confidential; and (2) further reports of bullying will become part of the review. However, the confidentiality requirement described in this paragraph does not apply to conversations with law enforcement, requests for information pursuant to a warrant or subpoena, a state or federal reporting requirement, or other reporting required by R277-613.

In conducting this investigation, the School may (1) review disciplinary reports of involved students; and (2) review physical evidence, including video or audio, notes, email, text messages, social media, or graffiti.

The School will report alleged incidents of bullying, cyber-bullying, hazing, retaliation, and abusive conduct to law enforcement when the Director reasonably determines that the alleged incident may have violated criminal law.

The School shall follow up with the parents or guardians of all parties to:

- (1) inform parents or guardians when an investigation is concluded;
- (2) inform parents or guardians what safety measures will be in place for their child, as determined by the investigation;
- (3) provide additional information about the investigation or the resolution consistent with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (**“FERPA”**); and
- (4) inform parents or guardians of the School’s Parent Grievance Policy if the parents or guardians disagree with the resolution of the investigation.

If the investigation results in a verification of an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct, the School shall create and implement an action plan for each such incident in accordance with Utah Code § 53G-9-605.5 and R277-613.

In addition, following verification of an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct, the Director may, if he/she determines it is appropriate:

- (1) use accountability practices in accordance with policies established by the School; **and**
- (2) provide supportive services designed to preserve the student’s access to educational opportunities and a sense of safety.

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However, a student to whom an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct is directed is not required to participate in a restorative justice practice with an individual who is alleged to have engaged in prohibited conduct. If the School would like any student to participate in a restorative justice practice, the School will notify the student’s parent or guardian of the restorative justice practice and obtain consent from the student’s parent or guardian before including the student in the process.

Parental Notification

The Director or his/her designee will timely notify a student’s parent or guardian if:

- (1) the student threatens suicide; or
- (2) the student is involved in an incident (including if the student is subjected to the incident or is the person who caused the incident) and of the action plan to address the incident.

The Director or his/her designee will attempt to contact the parent or guardian by telephone to provide this notification and to discuss the matter. If the parent or guardian is not available by telephone, the Director or his/her designee will provide the parent or guardian the required notification by email.

The Director or his/her designee will produce and maintain a record that:

- (1) verifies that the School notified each parent or guardian as required above. If an in-person meeting takes place, the Director or his/her designee may ask the parent or guardian to sign the record acknowledging that the notification was provided. If a telephone conversation takes place, the Director or his/her designee may document on the record such details as the date and time of the telephone call, who was spoken to, and brief notes regarding the notification

that was provided and the content of the conversation. If an email is sent, the Director or his/her designee will retain a copy of the email; and

- (2) tracks implementation of the action plan addressing the incident, if applicable.

The School will retain the record for at least as long as the student is enrolled at the School and will provide or expunge the record in accordance with Utah Code § 53G-9-604. The School will maintain the confidentiality of the record in accordance with the state and federal student data privacy laws referenced in Utah Code § 53G-9-604.

In addition to notifying the parent or guardian as set forth above, the Director or his/her designee will provide the parent or guardian with the following:

- (1) suicide prevention materials and information as recommended by the Utah State Board of Education in accordance with Utah Code § 53G-9-604(2)(b);
- (2) information on ways to limit a student's access to fatal means, including firearms or medication; and
- (3) information and resources on the healthy use of social media and online practices as provided in R277-613.

Action Plan to Address Incidents

Following verification of an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct, the School shall develop and implement an action plan. The action plan shall include:

- (1) with respect to the targeted student and in direct coordination with the student's parent or guardian:
 - (a) a tailored response to the incident that addresses the student's needs;
 - (b) a mechanism to consider consequences or accommodations the student may need regarding decreased exposure or interactions with the student who caused the incident;
 - (c) notification of the consequences and plan to address the behavior of the student who caused the incident, to the extent allowed by FERPA;
 - (d) support measures designed to preserve the student's access to educational services and opportunities; and
 - (e) to the extent available, access to other resources the parent requests for the student; and
- (2) with respect to the student who caused the incident and in direct coordination with the student's parent or guardian:
 - (a) a range of tailored and appropriate consequences, making reasonable effort to preserve the student's access to educational services and activities;
 - (b) a process to determine and provide any needed resources related to the underlying cause of the incident;
 - (c) supportive measures designed to preserve the student's access to educational services and opportunities while protecting the safety and well-being of other students; and
 - (d) a process to remove the student from School in an emergency situation, including a description of what constitutes an emergency.

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The School may not include in an action plan a requirement that the student to whom the incident was directed change the student's:

- (1) educational schedule or placement; or

(2) participation in a School sponsored sport, club, or activity.

The School shall try to involve the parent or guardian of a student who was involved in an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct in the development and implementation of an action plan. However, if, after the School attempts to involve a parent or guardian in the development and implementation of an action plan, the parent or guardian chooses to not participate in the process, the School may develop and implement an action plan without the parent or guardian's involvement.

The School shall communicate with the parent or guardian of each student involved in an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct about the implementation of the action plan. Specifically, the School shall provide regular updates on the implementation of the action plan to each such parent or guardian. The updates shall include:

- (1) the outcome of the School's investigation (if not already provided at the conclusion of the investigation);
- (2) a discussion of safety considerations for the student who is the subject of the incident; and
- (3) an explanation of the School's process for addressing the incident.

The Director or his/her designee shall oversee the implementation of the action plan, monitor the implementation of the communication plan/requirements within the action plan, and assist the School with case-specific needs when the School is addressing an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct.

Consequences of Prohibited Behavior

If, after an investigation, a student is found to be in violation of this policy by participating in or encouraging conduct prohibited by this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion, pursuant to Utah Code § 53G-8-205 and School policy, removal from participation in School activities, and/or discipline in accordance with regulations of the U.S. Department of Education Office for Civil Rights (OCR).

If, after an investigation, a School employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination, reassignment or other appropriate action.

School officials have the authority to discipline students for off-campus or online speech that causes or threatens a substantial disruption to School operations, including violent altercations or a significant interference with a student's educational performance and involvement in School activities.

Grievance Process for School Employees

As explained above, a School employee who has experienced abusive conduct must report the abusive conduct to the School Director orally or in writing. If the School employee is not satisfied with the Director or designee's investigation of the abusive conduct and/or the resulting disciplinary action (or recommended disciplinary action) against the perpetrator, the School employee may address/raise the issue in accordance with the School's Staff Grievance Policy.

Grievance Process for Parents and Guardians

A parent or guardian of a student who caused an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct may appeal one or more of the consequences included in an action plan in accordance with the School's Parent Grievance Policy.

Additional Provisions

The Director will ensure compliance with OCR regulations when civil rights violations are reported, as follows:

- (1) Once the School knows or reasonably should know of possible student-on-student bullying, cyber-bullying, or hazing, the School must take immediate and appropriate action to investigate.
- (2) If it is determined that the bullying, cyber-bullying, or hazing of a student did occur as a result of the student's membership in a protected class, the School shall take prompt and effective steps reasonably calculated to:
 - (a) end the bullying, cyber-bullying, or hazing;
 - (b) eliminate any hostile environment; and
 - (c) prevent its recurrence.
- (3) These duties are the School's responsibilities even if the misconduct is also covered by a separate anti-bullying policy and regardless of whether the student makes a complaint, asks the School to take action, or identifies the bullying, cyber-bullying, or hazing as a form of discrimination.

The Director will take reasonable steps to ensure that any person subjected to prohibited conduct will be protected from further hazing, bullying, cyber-bullying, abusive conduct, and retaliation and that any student or School employee who reports such prohibited conduct will be protected from retaliation.

If the Director believes that any person who was subjected to or who caused conduct prohibited by this policy would benefit from counseling, the Director may refer such individuals for counseling.

If the Director believes that it would be in the best interests of the individuals involved, the Director may involve the parents or guardians of a student who was subjected to or a student who caused hazing, bullying, cyber-bullying, or retaliation in the process of responding to and resolving conduct prohibited by this policy.

Incidents of bullying, cyber-bullying, hazing, and retaliation will be reported in the School's student information system as required.

Student Assessment

The Director or his/her designee will ~~assess the prevalence of bullying, cyber-bullying, hazing, and retaliation~~ in the School, specifically locations where students are unsafe and additional adult supervision may be required, such as playgrounds, hallways, and lunch areas.

Training

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The Director will ensure that School students, employees, coaches, and volunteers receive training on bullying, cyber-bullying, hazing, retaliation, and abusive conduct from individuals qualified to provide such training. The training shall meet the standards established by the Utah State Board of Education's rules and include information on:

- (1) bullying, cyber-bullying, hazing, retaliation, and abusive conduct;
- (2) discrimination under the following federal laws:
 - (a) Title VI of the Civil Rights Act of 1964;
 - (b) Title IX of the Education Amendments of 1972;
 - (c) Section 504 of the Rehabilitation Act of 1973; and
 - (d) Title II of the Americans with Disabilities Act of 1990;
- (3) how bullying, cyber-bullying, hazing, retaliation, and abusive conduct are different from discrimination and may occur separately from each other or in combination;
- (4) how bullying, cyber-bullying, hazing, retaliation, and abusive conduct are prohibited based upon race, color, national origin, sex, disability, or religion;
- (5) the right of free speech and how it differs for students, employees, and parents or guardians; and
- (6) safe digital citizenship.

The training will also complement the suicide prevention program required for students under R277-620 and the suicide prevention training required for licensed educators consistent with Section 53G-9-704(1), and also include information on when issues relating to R277-613 may lead to student or employee discipline.

The training shall be offered to:

- (1) new school employees, coaches, and volunteers within the first year of employment or service;
- (2) all School employees, coaches, and volunteers at least once every three years after the initial training; and
- (3) all students (regardless of whether they are involved in athletics or extracurricular activities or clubs) at a frequency determined by the Director.

In addition to the training requirements described above, any student, employee, or volunteer coach participating in a School sponsored athletic program, both curricular and extracurricular, or extracurricular club or activity, shall, prior to participating in the athletic program or activity, participate in bullying, cyber-bullying, hazing, retaliation, and abusive conduct prevention training. This training shall be offered to new participants on an annual basis and to all participants at least once every three years. The School will inform student athletes and extracurricular club members of prohibited activities under R277-613 and potential consequences for violation of the law and the rule.

The School will maintain training participant lists or signatures and provide them to the Utah State Board of Education upon request.

Liaison to Utah State Board of Education

The Director or his/her designee shall act as the School's liaison to the Utah State Board of Education regarding bullying, cyber-bullying, hazing, abusive conduct, and retaliation.

Distribution of Policy and Signed Acknowledgement

The School will inform students, parents or guardians, School employees, and volunteers that hazing, bullying, cyber-bullying, abusive conduct, and retaliation are prohibited by distributing a copy of this policy to such individuals annually. A copy of this policy will also be posted on the School's website and included in any student conduct or employee handbooks issued by the School.

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On an annual basis, School employees, students who are at least eight years old, and parents or guardians of students shall sign a statement indicating that they have received this policy.

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 Sidney Warnick, Board President 

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**North Star Academy
Policy: Hotline Complaint Policy
Policy Adopted:**



Purpose

R277-123-7, how North Star Academy (the "School") responds to and resolves Utah State Board of Education ("USBE") public education hotline complaints received as referrals from the USBE Internal Audit Department.

Policy

After the School receives a hotline complaint, if contact information for the complainant is available, designated School personnel will contact the complainant promptly and document (a) the School personnel that contacted the complainant; (b) the type of contact made (phone, email, etc.); (c) the date of the contact; and (d) the resolution of the concern or action steps to be taken.

The School will make at least two good faith attempts to contact a complainant when contact information is available.

The School will investigate, respond to, and attempt to resolve hotline complaints in accordance with the requirements set forth in R277-123-7 and School policy. If the School determines that a hotline complaint should have been addressed by way of the School's applicable grievance policy, the School may inform the USBE Internal Audit Department. To the extent allowed by R277-123 and applicable law, complainants should not use the hotline to bypass the School's grievance policies.



North Star Academy

Policy: Electronic Resources Policy

Adopted: June 23, 2014

Amended: June 25th, 2025

Approved: February 1, 2024

Purpose

North Star Academy (the “School”) recognizes the value of computer and other electronic resources to facilitate student learning and help the School’s employees accomplish the School’s mission. The School has therefore made substantial investments to establish a network and provide various electronic resources for its students’ and employees’ use. Because of the potential harm to students and the School from misuse of these resources, the School requires the safe and responsible use of computers, computer networks e-mail, Internet, and other electronic resources. This policy is intended to ensure such safe and responsible use and to comply with Utah Administrative Rule R277-495, Utah Code § 53G-7-227, Utah Code § 53G-7-1002, the Children’s Internet Protection Act, and other applicable laws.

Electronic Devices

The School recognizes that various forms of electronic devices are widely used by both students and employees and are important tools in today’s society. The School seeks to ensure that the use of electronic devices, both privately-owned devices and devices owned by the School, does not cause harm or otherwise interfere with the learning, safety, or security of students or employees.

Definitions

“Electronic device” means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument including but not limited to: a cellphone or smartphone, a smart or electronic watch, a tablet, a virtual reality device, or other emerging technology.

“Instructional time” means the hours during the School day designated by the School for class instruction.

“Privately-owned electronic device” means an electronic device that is not owned or issued by the School to a student or employee.

“School day” means the hours that make up the school day according to the School’s schedule.

“School-owned electronic device” means an electronic device that is owned, provided, issued, or lent by the School to a student or employee.

“School-sponsored activities” means field trips, curricular and extracurricular activities, and extended School-sponsored trips or activities, including School-provided transportation to and from such activities.

Student Use of Electronic Devices

Electronic devices may only be possessed and used by students during the School day and during School-sponsored activities in accordance with the following standards:

- Electronic devices may only be used in class at the teacher’s request and for educational purposes.

- Electronic devices may not be used to view, access, download, store, or transmit pornography or other obscene or inappropriate material.
- Electronic devices may not be used to bully, threaten, humiliate, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.
- Electronic devices may not be used in ways that violate local, state, or federal laws.
- Electronic devices may not be used during quizzes, tests, and standardized assessments except as otherwise provided herein.
- Electronic toys are not allowed in the School.
- Privately-owned electronic devices must remain out of sight in a bag or backpack (elementary), or in a locker (middle school), and be turned off during the School day except as otherwise provided herein.

Exceptions

The Principal may give permission for a student to possess and use an electronic device during the School day and during School-sponsored activities for good cause if the device does not distract from the instructional or educational process and is not otherwise used inappropriately.

Parents may request that the Principal allow a student to possess and use an electronic device that is on active mode at all times during the School day and during School-sponsored activities, with the exception of during tests and standardized assessments, for good cause, including medical needs or unusual family situations. Students may use an electronic device to address a medical necessity.

A student may possess and use an electronic device that is on active mode at all times during the regular School day and during School-sponsored activities, including during assessments, if such an accommodation is specified in a written Section 504 plan, an Individualized Education Plan, or in connection with other legitimate circumstances determined by the Principal.

Electronic devices may be possessed and used in the event of an emergency during the limited period of the emergency in order to protect the safety of a student or School employee, visitor or volunteer. This includes using an electronic device to respond to an imminent threat to health or safety of an individual or to respond to a school-wide emergency.

Students may also use an electronic device during the School day and during School-sponsored activities to use the SafeUT Crisis Line.

Parents may make other individualized requests for exceptions to this policy to the Principal.

Consequences for Violation

A student will receive one warning prior to discipline for violating this policy unless the violation involves cheating or constitutes a violation of the School's Student Conduct and Discipline Policy or at the discretion of the Principal.

On the second violation of this policy, if the violation involves a privately-owned electronic device, the privately-owned electronic device will be confiscated, labeled, and held in a secure location. The Principal, teachers, and other individuals designated by the Principal may confiscate privately-owned electronic devices under this policy.

Despite the foregoing, a privately-owned electronic device may be confiscated after an initial or other violation of this policy if the violation is deemed serious by the Principal, teacher, or another individual designated by the Principal. Serious violations include but are not limited to a student using an electronic device to:

- Threaten, harass, bully, or intimidate another person;

- Access pornography or obscene material;
- Engage in academic dishonesty;
- Participate in criminal behavior; or
- Repeatedly or egregiously disrupt classroom or other School instruction.

An individual other than a student who finds or confiscates a privately-owned electronic device may search the device for the purpose of determining the device's owner. Students may not search electronic devices. Electronic devices that are used inappropriately may be subject to search by the Principal or other individuals designated by the Principal if there is a reasonable suspicion that the device contains obscene or pornographic material or has been used to cheat or to threaten, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.

The School will make reasonable efforts to notify parents/guardians if the School has confiscated a student's privately-owned electronic device. Parents/guardians who show identification may retrieve confiscated electronic devices during School hours or by appointment. The School will retain unretrieved privately-owned electronic devices until the end of the School year, at which time the devices will be disposed of in a manner that ensures that no data stored on the device may be retrieved.

The Principal may, subject to applicable law, impose additional disciplinary consequences for a student's violation of this policy, considering the nature of the violation and other disciplinary actions in which the student has been involved. Such disciplinary actions may include:

- Loss of the privilege to possess or use electronic devices
- Disciplinary letter to the student's parent/guardian that is placed in the student's file
- Detention
- In-School suspension
- Suspension
- Expulsion
- Loss of the privilege of participating in School-sponsored activities or of receiving honor recognition

The School may contact law enforcement if School employees believe that a student has used an electronic device in connection with a violation of criminal law, and criminal penalties may arise from inappropriate use of electronic devices.

Notice of the Policy

The School will make the Electronic Resources Policy accessible on the School's website, including in the same location as the School's Data Governance Plan required in R277-487.

Creative and Innovative Uses for Electronic Devices

Teachers and other School employees are encouraged to use electronic devices creatively in order to effectively communicate with students and parents/guardians and to enhance instruction. Creative uses might include notifying absent students of assignments, communicating with parents when students excel or if they are behind or absent, notifying students and parents of news articles or events that would enhance the learning experience, providing feedback to students on tests and assignments, parents notifying the School when students are absent or tardy.

Other Provisions

Picture taking or sound or video recording by students is prohibited in School unless authorized by a teacher or the Principal. Picture taking or sound or video recording by students is

prohibited in private areas of the School such as locker rooms, counseling sessions, washrooms, and dressing areas. Violations of this may subject students to discipline, and any suspected illegal activity may be reported to law enforcement.

Students bring privately-owned electronic devices on School property at their own risk. The School is not responsible for lost, stolen or damaged privately-owned electronic devices.

Students are responsible for their privately-owned electronic devices and may be subject to discipline if their device is misused by another.

Parents, guests, and visitors to the School may use privately-owned electronic devices at School and at School-sponsored activities only in accordance with rules established by the Principal. Such individuals who use the School's electronic resources, including the School's equipment, services, or connectivity, whether on or off School property, may not use such resources to access inappropriate material or information.

Internet Safety

It is the School's policy to: (a) prevent user access to or transmission of inappropriate material over its computer network via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (section 254(h) of title 47, United States Code).

Definitions

Key terms are as defined in the Children's Internet Protection Act.

“Technology Protection Measure” means a specific technology that blocks or filters Internet access to visual depictions that are:

- 1- Obscene, as that term is defined in section 1460 of title 18, United States Code.
- 2- Child Pornography, as that term is defined in section 2256 of title 18, United States Code; or
- 3- Harmful to minors.

“Harmful to Minors” means any picture, image, graphic image file, or other visual depiction that:

- 1- Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- 2- Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- 3- Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

“Sexual Act” and “Sexual Contact” have the meanings given such terms in section 2246 of title 18, United States Code.

Access to Inappropriate Material

To the extent practical, the School will employ technology protection measures (or “Internet filters”) to block or filter Internet access to—or other forms of electronic communications containing—inappropriate information over the School's network or by School-owned electronic devices.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of child pornography or material deemed obscene, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes. Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the Principal or designated representatives.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the School's online computer network when using electronic mail, chat rooms, instant messaging, social media, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking" and other unlawful activities and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all School employees to educate, supervise and monitor appropriate usage of the School's online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act. This includes educating students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, as well as cyberbullying awareness and response. The School will also provide information regarding these matters to parents/guardians.

Student Acceptable Use of School Electronic Resources

The School makes various electronic resources available to students. These resources include computers and other electronic devices and related software and hardware as well as the School's network and access to the Internet. The School's goal in providing such electronic resources to students is to enhance the educational experience and promote the accomplishment of the School's mission.

Electronic resources can provide access to a multitude of information and allow communication with people all over the world. Along with this access comes the availability of materials that may be considered inappropriate, unacceptable, of no educational value, or even illegal. The School has initiated safeguards to restrict access to inappropriate materials, and use of the Internet and other electronic resources is monitored as well.

In order to use the School's electronic resources, students must be willing to abide by the rules of acceptable use. Use of the School's electronic resources is a privilege, and students have no expectation of privacy in connection with their use of the School's electronic resources.

Students who abuse this privilege by actions such as damaging the School's electronic resources; violating copyrights; bullying, hazing, intimidation, humiliation, harassment and threats; accessing pornography or other obscene or inappropriate material; inappropriate language; gambling; unauthorized games; hacking; invasion of the reasonable expectations of privacy of students or employees; or other unauthorized or inappropriate use, will be subject to discipline. Violation of policies and rules regarding use of the School's electronic resources may also result in confiscation of School-issued devices and denial of access to the School's electronic resources. This may result in missed assignments, inability to participate in required assignments and assessments, and possible loss of credit or academic grade consequences.

The School may contact law enforcement if School employees believe that a student has used School electronic resources in connection with a violation of criminal law, and criminal penalties may arise from inappropriate use of electronic resources. This applies to use of the School's electronic resources at any time and place, whether on or off School grounds.

Students are personally responsible for School electronic resources provided to them, and the students and their parents/guardians may be held responsible for loss or damage to such electronic resources.

Parents play an important role in helping students understand what does and does not constitute acceptable use.

The Principal shall ensure that additional rules and procedures regarding students' use of the School's electronic resources are established and clearly communicated to students and their parents/guardians. The Principal shall ensure that students receive appropriate training regarding these rules and procedures.

Staff Acceptable Use of School Electronic Resources

Improper use of the School's electronic resources by employees has the potential to negatively impact students, damage the School's image, and impair the School's electronic resources. Therefore, this policy is intended to govern employees' and volunteers' use of the School's electronic resources: employees must agree to these terms as a condition of employment.

At-Will Employment

Nothing in this policy is intended to create additional rights for any employee or to otherwise alter or amend the at-will nature of the employment relationship between the School and any employee.

The School's Rights

It is the School's policy to maintain an environment that promotes safe, ethical, and responsible conduct in all activities that involve the use of the School's electronic resources. The School recognizes its legal and moral obligation to protect the well being of students and to preserve the integrity of its electronic resources. The School's rights in connection with its electronic resources include but are not limited to the following:

1. All data, files, programs, and materials downloaded with or used, sent, received, or stored upon the School's electronic resources are the School's property, and the School may deal with such items as it deems appropriate.
2. The School may log network use and monitor server space utilization by users and assumes no responsibility or liability for files deleted due to violation of server space allotments.
3. The School may remove a user account on the network with or without notice.
4. The School may monitor all user activities on the School's electronic resources, including but not limited to real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
5. The School may provide internal and external controls of network usage as appropriate and feasible, including but not limited to restricting online destinations through software or other means.
6. The School may limit or restrict, with or without notice, access to the School's electronic resources for those who do not abide by this policy or other direction governing the use of the School's electronic resources.
7. The School may determine, in its sole discretion, what materials, files, information, software, communications, and other content or activity are permitted or prohibited.
8. The School may delete or remove, with or without notice, any files, programs, data or other materials from any of the School's electronic resources.
9. The School may provide additional policies or guidelines regarding acceptable use of electronic resources.

Employees' Responsibilities Regarding Students' Use of Electronic Resources

Employees who supervise students, control electronic resources, or otherwise have the ability to observe student use of School electronic resources are responsible for educating students on appropriate use of the School's electronic resources. Such employees shall make reasonable efforts to monitor such use to ensure that it is consistent with applicable rules. Employees should make reasonable efforts to become familiar with the Internet and the use of the School's electronic resources to help ensure effective monitoring, instruction, and assistance.

User Responsibilities

Use of the School's electronic resources is a privilege intended to help employees fulfill their responsibilities and promote the School's mission. In order to maintain this privilege, users must agree to comply with this policy. Users who are aware of any violation of this policy by any employee must report the violation to the Principal. Employees are responsible at all times for any School electronic resources issued to them and may be held responsible for any inappropriate use, regardless of the user.

Employees may use privately-owned electronic devices at School or at School-sponsored activities in accordance with rules and procedures established by the Principal. Employees may not use privately-owned electronic devices at School or at School-sponsored activities to access inappropriate matter.

Violation of this policy is grounds for discipline, up to and including termination. The School may also notify law enforcement as appropriate, and such actions may subject an employee to criminal penalties.

Acceptable Use

Standards for acceptable use of the School's electronic resources include but are not limited to the following:

1. All use of the School's electronic resources, including but not limited to use of computers and other electronic devices, use of e-mail, and network and Internet access must be consistent with the School's mission.
2. Network accounts are to be used only by the authorized user of the account for the authorized purpose.
3. Users must take reasonable steps to protect the privacy of students, School employees, and other members of the School community and must strictly maintain the confidentiality of information regarding such individuals.
4. Use of the School's electronic resources, whether inside or outside the School, must comply with the School's employee handbook, as established from time to time.
5. Employees must comply with applicable copyright laws, ethical rules, and other applicable laws and regulations.
6. Users must exercise appropriate professional judgment and common sense when transporting files to and from school, keeping in mind copyright and other legal issues, as well as ensuring that the non-School to which files are being transferred or from which files are being transferred are employing appropriate virus-control technologies.
7. Users must exhibit professionally appropriate behavior when using the School's electronic resources in order to professionally represent and preserve the image of the School.
8. Users must take reasonable precautions to protect the School's electronic resources in order to reduce repair costs, maintain the integrity of the network, and protect the School's assets. Employees who damage School electronic resources may be financially responsible for the cost of repair or replacement.
9. From time to time, the School will determine whether specific uses of the School's electronic resources are consistent with the intent of this policy.

Unacceptable Use

The following uses of the School's electronic resources are prohibited:

1. Excessive use of the School's electronic resources for personal matters. "Excessive use" includes but is not limited to use of electronic resources in a manner that interferes with an employee's performance of work-related responsibilities or with the functioning of the School's electronic resources.

2. Use of the School's electronic resources in connection with social networking sites for non-academic purposes is prohibited.
3. Use of the School's electronic resources for commercial or for-profit purposes.
4. Use of the School's electronic resources for product advertisement or political lobbying.
5. Connecting Personal electronic devices to the School's network without appropriate authorization.
6. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users, or impersonating or misrepresenting other users of the School's network.
7. Unauthorized use or disclosure of personal student information in violation of the Family Educational Rights and Privacy Act, 34 CFR, Part 99.
8. Use of the School's electronic resources in a manner that disrupts the use of the network by others.
9. Destroying, modifying, or abusing the School's electronic resources in any way.
10. Use of the School's electronic resources in a manner that threatens or impairs the integrity or security of the network.
11. Use of the School's electronic resources for hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors.
12. Downloading or installing any software, including shareware and freeware, for use on the School's electronic resources without the approval of the Principal or designee.
13. Use of any software on the School's electronic resources in violation of the applicable license or use agreement.
14. Use of the School's electronic resources to access, process, store, send or receive pornographic, sexually explicit, or otherwise inappropriate material (as determined by the Principal).
15. Use of the School's electronic resources for downloading entertainment software, files, or other material not related to the mission of the School. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the School.
16. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of federal copyright law.
17. Use of the School's electronic resources for any unlawful purpose.
18. Use of the School's electronic resources to intentionally access, process, store, send, or receive materials containing profanity, obscenity, racist terms, or other harassing, abusive, intimidating, threatening, discriminatory or otherwise offensive language or images.
19. Use of the School's electronic resources for playing games unless it is for instructional purposes or otherwise approved by the Principal or designee.
20. Participating in activities, including but not limited to the preparation or dissemination of content that could damage the School's professional image, reputation and/or financial stability.
21. Permitting or granting access to the School's electronic resources, including but not limited to granting use of an e-mail or network account or password to another individual, including but not limited to someone whose access has been denied or terminated.
22. Use of portable data storage devices for the operation of unauthorized portable applications.

23. Establishing connections to live communications, including text, voice, or video, unless done in a manner approved by the Principal or designee.
24. Malicious use of the School's electronic resources to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system.

Disclaimer

1. The School cannot be held responsible for information that is retrieved via the network.
2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 U.S.C. § 2510, et seq.), notice is hereby given that there are no facilities provided by the School's system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. The School is not responsible for any damage users may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by the School's negligence or your errors or omissions.
4. Use of any information obtained is at the user's own risk.
5. The School makes no warranties (expressed or implied) with respect to:
 - o The content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information;
 - o Any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
6. The School reserves the right to change its policies and rules at any time.

Privacy

Use of and access to the School's electronic resources is provided to employees as a tool for the School's business. The School reserves the right to monitor, inspect, copy, review, store or remove, at any time, without prior notice, any and all usage of the School's electronic resources such as the network and the Internet, including but not limited to e-mail, as well as any and all materials, files, information, software, electronic communications, and other content transmitted, received or stored in connection with this usage. All such information, content, and files are the property of the School. Employees should have no expectation of privacy regarding them. Network administrators may review files and intercept communications for any reason, including but not limited to maintaining system integrity and ensuring employees are using the system consistently with this policy.

Training

The School will provide, within the first 45 days of each school year, a school-wide or in-classroom training to employees and students that covers:

- The contents of these procedures;
- The importance of digital citizenship;
- The School's conduct and discipline related consequences as related to a violation of these rules;
- The School's general conduct and discipline policies;
- The benefits of connecting to the Internet and utilizing the School's Internet filters while on School property; and

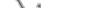
- Any specific rules governing the permissible and restricted uses of privately-owned electronic devices while in a classroom.

Each educator who allows the use of a privately-owned electronic device in the classroom must clearly communicate to parents and students the conditions under which the use of such a device is allowed.

The School will provide an annual notice to all parents of the location of information for in-home network filtering options (<https://consumerprotection.utah.gov/edu/filtering.html>) as provided for in Utah Code 76-10-1231.

This policy will be reviewed and approved regularly to ensure that it continues to meet the School's needs.

Signature:



Sidney Warnick, Board President

August 6, 2020

Date

Staff Acceptable Use of School Electronic Resources

Acknowledgement of Receipt and Understanding

I hereby certify that I have read and fully understand the contents of the School's policies regarding use of the School's electronic resources. Furthermore, I have been given the opportunity to discuss any information contained therein or any concerns that I may have. I understand that my employment and continued employment is based in part upon my willingness to abide by and the School's policies, rules, regulations and procedures. I acknowledge that the School reserves the right to modify or amend its policies at any time, without prior notice. I acknowledge that these policies do not create any promises or contractual obligations between the School and its employees and that my employment with the School continues to be at will. My signature below certifies my knowledge, acceptance and adherence to the School's policies, rules, regulations and procedures regarding the use of its electronic resources. I acknowledge that violation of any of these policies may be grounds for discipline, up to and including termination.

I understand that all electronic communication systems and all information transmitted by, received from, or stored in these systems are the property of North Star Academy. I also understand that these systems, including the Internet, are to be used solely for job-related purposes and not for personal purposes, and that I have no expectation of privacy in connection with the use of this equipment or with the transmission, receipt, or storage of information in this equipment.

I agree not to use a code, access a file, or retrieve any stored communication unless authorized. I acknowledge and consent to North Star Academy monitoring my use of this equipment at any time at its discretion. Such monitoring may include printing up and reading all E-mail entering, leaving, or stored in these systems as well as listening to my voice-mail messages in the ordinary course of business.

I acknowledge that viewing inappropriate material or transmitting / downloading inappropriate material is strictly prohibited and grounds for immediate termination.

Employee Signature

Employee Name

Date



Utah Division of Child & Family Services

2024 annual report



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Please note: Data in this report is measured by state fiscal year (FY) (July 1 through June 30) unless otherwise indicated.

Director's message



As we present this year's annual report, I want to express my deepest gratitude to our exceptional team and dedicated child welfare partners. These outcomes reflect not just the hard work of our division but the collective efforts of the entire child welfare community. Our work is complex and challenging, but we have made significant progress in supporting the safety and well-being of children and families.

Each day, we navigate difficult and sensitive situations while focusing on child safety and the well-being of families as a top priority. Despite these challenges, this year's annual report highlights the accomplishments that result from these efforts and reflects our shared commitment to positive change.

Together, focused on our shared goal, we are supporting positive outcomes that are truly making a lasting difference in the lives of Utah's children and families. Our commitment and collaboration are not just words but actions that provide care and support to the most vulnerable members of our community. Our work is a source of pride and a testament to our connection with the community we serve.

As we look to the future, we reiterate our unwavering commitment to our mission of safe children, strengthened families. We will build on this year's achievements and continue our efforts to create quality outcomes for all those we serve. Our dedication to this mission should reassure you of our continued commitment and the confidence we have in our collective ability to make a difference.



Tonya Myrup, LCSW
Director, Division of Child and Family Services

Utah Division of Child and Family Services (DCFS)

Safe children

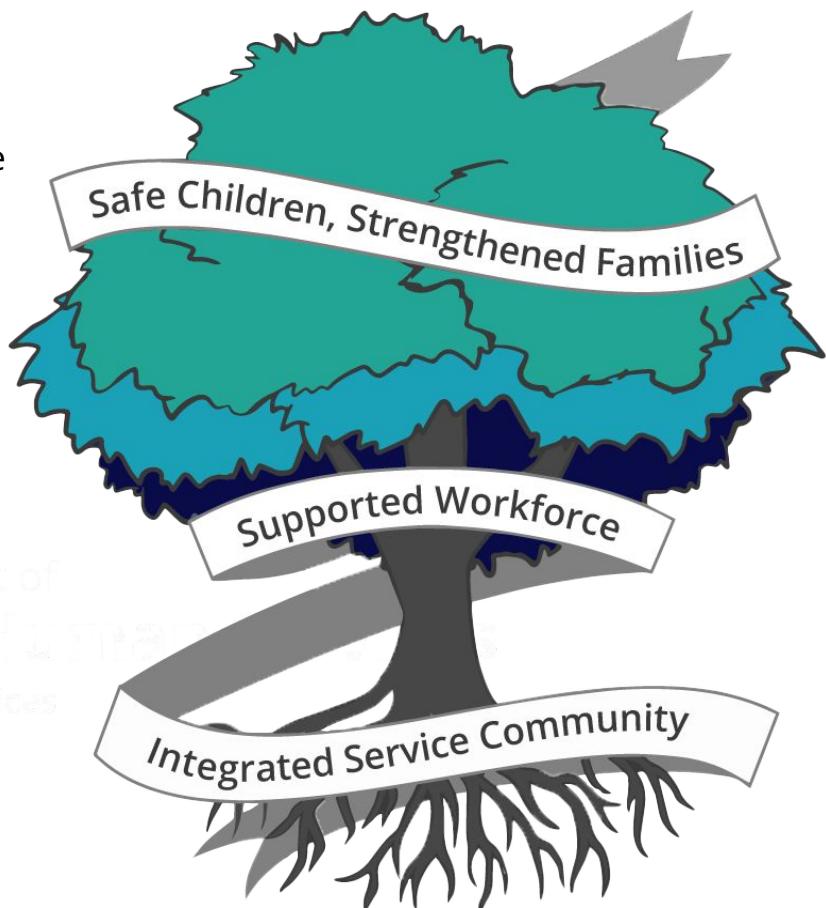
Safety is the reason we exist. At DCFS our mission is to keep children safe from abuse and neglect by working with communities and strengthening families.

Strengthened families

A child's physical and emotional well-being largely exists within the context of the adults in their life. When a family is strengthened through individualized, trauma-informed, community-based services that are both safety driven and family driven, an environment that promotes child safety and well-being is created.

Supported workforce

Our most important resource in achieving success with children and families is our staff. They enter the lives of children and families at times of crisis and vulnerability. The professionalism and skill of our staff in engaging, teaming, assessing, planning, and intervening with families are essential to good outcomes. Due to the complex and critical nature of child welfare, our community expects and deserves a well trained, experienced, ethical, compassionate, and supported workforce.



Integrated service community

DCFS is not the child welfare system – we are the child welfare agency within a much larger social service continuum. Our ability to provide timely, effective, and extensive services to our most vulnerable populations is integrated within a robust network of legal partners and private and public community providers.

Services provided

Child Protective Services is a short-term intervention to assess a child's risk for abuse, neglect, or dependency. Services are provided to keep children in the home and families intact whenever safely possible.

In-home services keep children who have been assessed to be at risk of abuse and neglect safely with their parents. Services may include parent supports, child safety planning, and linking the family to community resources.

Foster care is a temporary intervention for children who are unable to remain safely in their homes. Once a child is placed in DCFS custody the goal is to provide a safe, stable, and loving environment until they can be safely reunited with their family. DCFS must consider a placement with a non-custodial parent, relative, friend, or former foster parent before considering other placements.

Kinship care allows a child to stay in the care of a family member or friend who is willing to meet all of the child's needs, including working with the child's parents or guardian so they can return home. Sometimes kin placements provide a permanent home for the child in the event they cannot safely return home.

Transition to adult living (TAL) services provide support to youth ages 14 to 21 who are transitioning from foster care to adult living. The program utilizes a network of organizations and offers services including academic mentoring, financial planning, career preparation, and limited financial assistance.

Transition to adult living (TAL) aftercare services provide support to youth who have aged out of foster care, or who obtained permanency through adoption or custody and guardianship at the age of 16 or older through their 23rd birthday. Services include case management for independent living needs, and limited financial assistance for education, transportation, personal care, work related expenses, and housing.

Adoption services support children who cannot reunify safely with their family. Children may be adopted by relatives, families who fostered them, or other families seeking to provide a loving home for a child.

Prevention of child abuse and neglect is a focus of DCFS through the support of community programs. These services include parenting classes, evidence-based home visitation programs, statewide community and school-based education presentations, support to grandparents raising grandchildren, and 17 crisis and respite nurseries in local Family Support Centers across the state.

Domestic violence services funding is provided by DCFS to help support domestic violence shelters and outreach services, therapy for victims of domestic violence, and other resources including the state's domestic violence hotline.

Child Protective Services (CPS)

Reports of alleged child abuse or neglect come to a centralized intake office. A trained professional collects information to find out if the report meets the criteria to open an investigation.

Allegations must meet the child abuse and neglect statutes outlined in Utah state law in order for DCFS to open an investigation. Sometimes reports to our hotline may sound concerning, but don't qualify as child abuse or neglect under state law.

Reports that don't meet the criteria to open an investigation are documented in our child welfare information system as unaccepted. Reports that do meet the criteria of child abuse or neglect are then assigned to Child Protective Services (CPS) workers. Most of the time, the intake worker does not make this decision alone. A supervisor or licensed social worker helps make the decision whether it rises to the level of abuse or neglect under state law. They also look at any history of the involvement with DCFS to assist in this decision.

The moment CPS becomes involved with a family, our goal is to assess for safety concerns, work with the family to create a safety plan, and provide effective interventions that promote child safety and strengthen parents.

During a CPS investigation, a caseworker collects different types of information and evidence of child abuse or neglect, conducts interviews, and does safety and risk assessments.

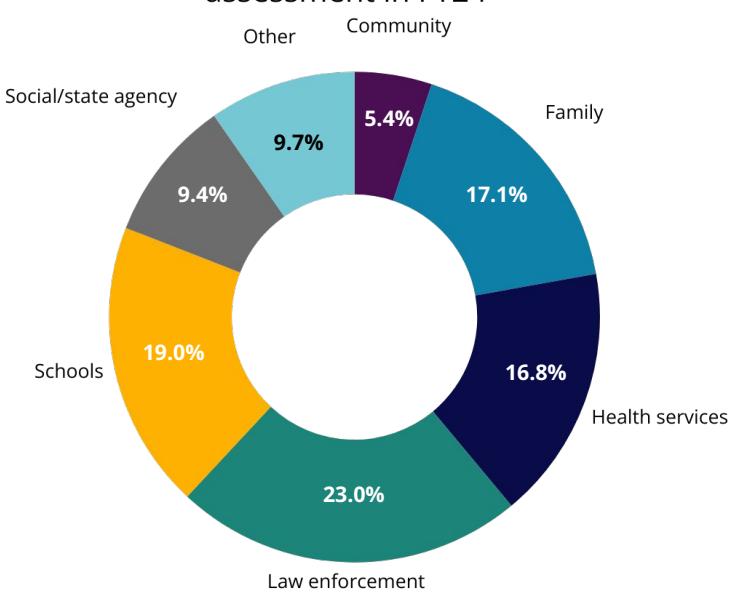
- Review any involvement the child or family had with DCFS in the past.
- Interviews with child, parent, and caregiver.
- Interviews with person alleged to be responsible for abuse or neglect.
- Interviews with third-party collateral contacts, like teachers or doctors.
- Conduct an assessment of safety and risk.
- Suicide screener on every child age 10 and older (this is also conducted regularly as a part of in-home and foster care services).
- Safe sleep assessment if a mother is pregnant or if there is a child 12 months or younger.
- Developmental milestone checklist for children who are non-verbal or younger than age 5.
- A home visit or unannounced home visit.

Child Protective Services (CPS)

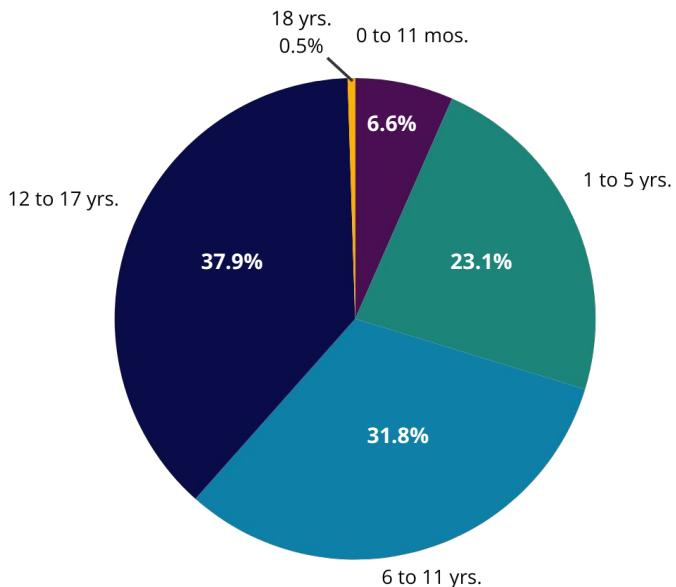
FY 24 in review:

- **48,542 reports** of abuse or neglect were received by intake in FY 24.
- **22,650 reports** met the criteria necessary to open CPS investigation.
- **8,791 confirmed victims** of child abuse or neglect.
- **70.2%** of the alleged perpetrators were the victim's parent. **16.2%** were other relatives.
- **18.1% of supported abuse or neglect cases** had domestic violence related child abuse as a contributing factor.

Sources of reports accepted for assessment in FY24



Victims by age in FY24



FY 24 in review continued:

- **6,706** of the 8,791 victims of child abuse or neglect were able to remain safely at home without subsequent DCFS involvement within the year.
- **1,967 cases** received in-home services from DCFS.
- **91.2%** of confirmed victims **did not** experience repeat maltreatment within 12 months of DCFS services.
- **Approximately 2 of every 1,000 children*** enter foster care in Utah, while the national average is 5 of every 1,000 children.

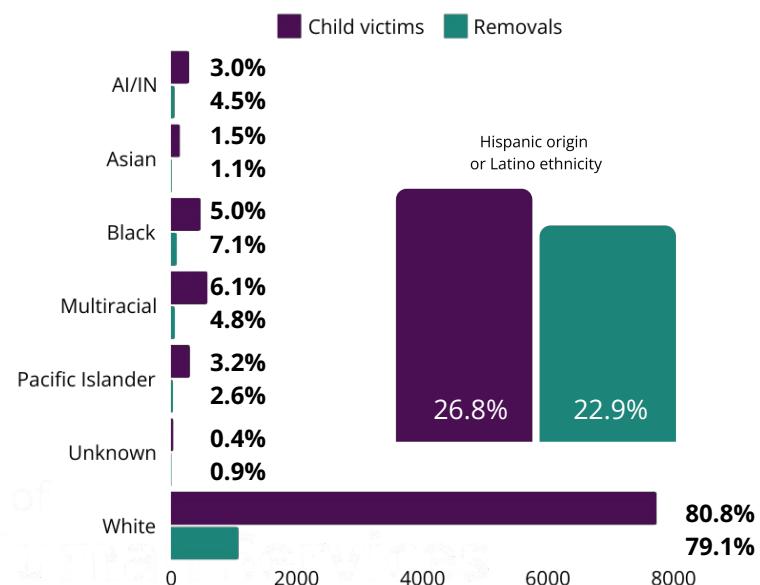
*Based on [2021 National Kids Count](https://datacenter.kidscount.org) data, datacenter.kidscount.org.

Child Protective Services (CPS)

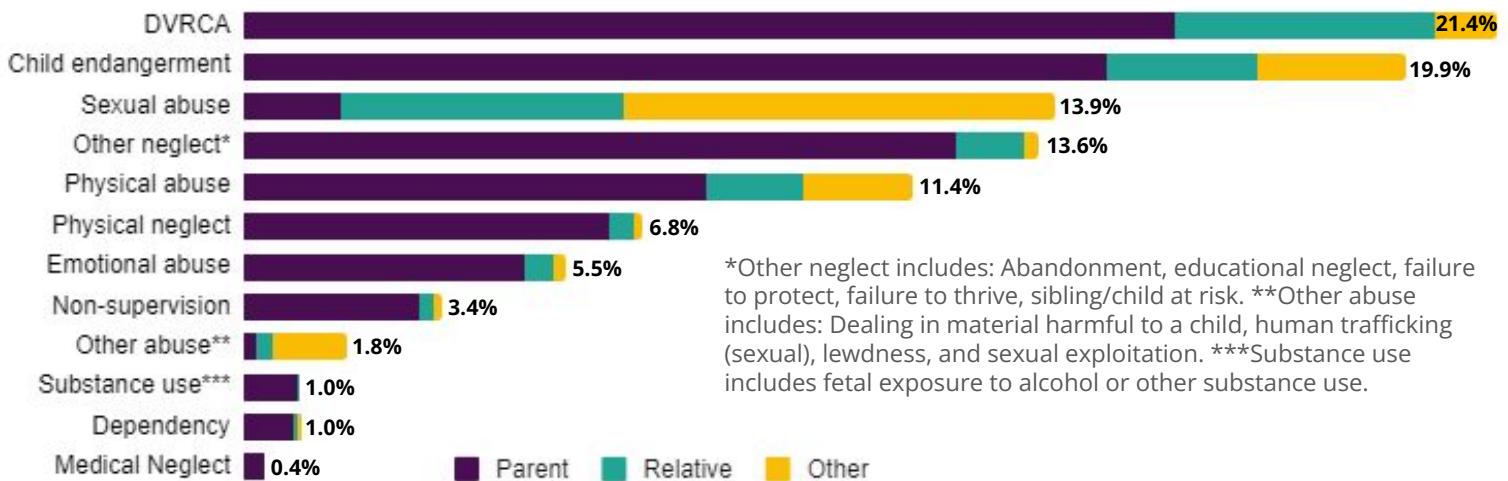
DCFS' work in child welfare brings us into communities and lives of diverse families with diverse needs. DCFS is committed to making every effort to treat all families with respect and dignity, while making sure they receive interventions that support the family's success.

DCFS continues to research best practices that focus on positive outcomes for children and families. DCFS seeks input from people with lived experience and partners with researchers while using data to develop strategies at various points in the child welfare process. These collaborative efforts increase effectiveness, reduce disparities, and improve the experience of the children and families we serve.

Race among confirmed child victims vs. removals into foster care in FY24



Confirmed allegations by type and relationship of individual responsible for abuse or neglect to child victim, FY24



In-home services

DCFS believes that children should remain with their families whenever safely possible. Most parents who are involved with DCFS are able to keep their children safely at home with the right help and support. We take a family-centered approach to providing services and support. Each family is unique and diverse. We try to tailor services to their strengths and needs by respecting their financial circumstances, beliefs, culture, values, practices, and traditions.

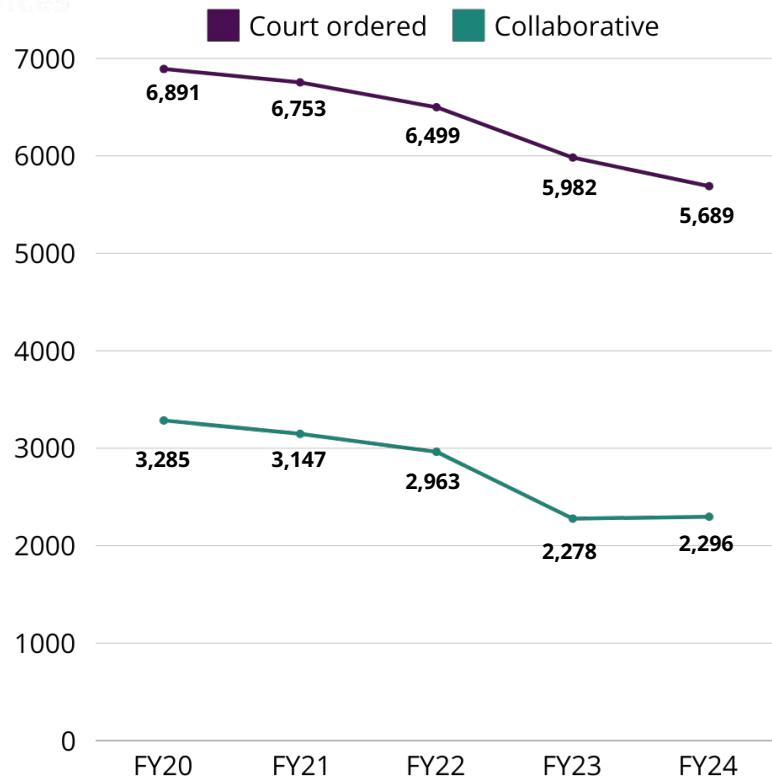
Kids have better outcomes if their parents are involved with their caseworker early on. We try to focus on strengths and needs that are most relevant to each child and involve the parents in selecting the services and resources they need most.

Services can include teaching parenting skills, developing child safety plans, teaching conflict resolution, and linking the family to evidence-based community resources including mental health treatment and substance use disorder treatment.

FY 24 in review:

- **1,967 cases** received in-home services.
- **88.1%** of in-home services child clients **did not** have a subsequent supported CPS case within 12 months of case closure.
- **95.6%** of in-home services child clients **did not** enter foster care within 12 months of the in-home case closure.
- On average court-ordered in-home services cases were open for **208 days**.
- On average collaborative (voluntary) in-home services cases were open for **131 days**.

Adult and child clients receiving in-home services



Kinship care

The first priority for DCFS is to maintain a child safely at home. When children are unable to safely remain in their own homes, foster care acts as a temporary intervention until children are able to be safely reunited with their family.

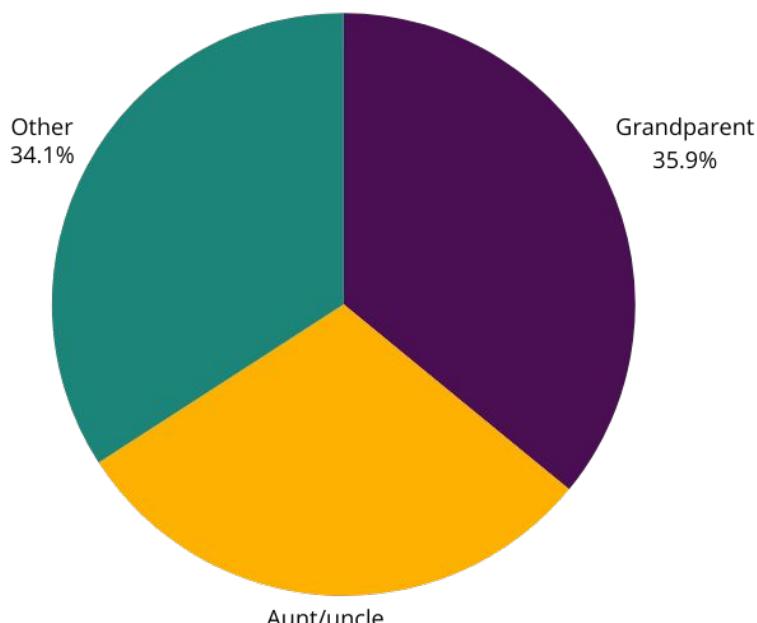
Safety, health, and the best interest of the child drive all placement decisions. Kinship is a priority if a child must be removed from their home. It reduces trauma to the child and helps keep them connected to their family and maintain a sense of belonging. Keeping siblings together is also critically important. We can help reduce the overall trauma by keeping kids connected to their family, school, community, and culture by placing them with relatives or someone familiar to them.

DCFS makes active efforts to locate potential kinship caregivers for placement to build and sustain family connections for the child. In cases where reasonable efforts to reunify the child and parent were not successful, custody or adoption by a relative is pursued.

FY 24 in review:

- **43.7% of days** foster children spent in foster care were spent in a kin placement.
- **90.4%** of children who exited foster care to a relative in FY 23 did not receive subsequent CPS services within 12 months.
- **95.0%** of children who exited foster care to a relative in FY 23 did not re-enter foster care within 12 months.

Relationship to kinship caregiver to children placed in kinship care



Foster care

Foster care is provided to children who cannot safely remain in their homes. Children in foster care may live with relatives or with unrelated foster parents. Foster care can also refer to placement settings such as group homes, residential care facilities, emergency shelters, and supervised independent living.

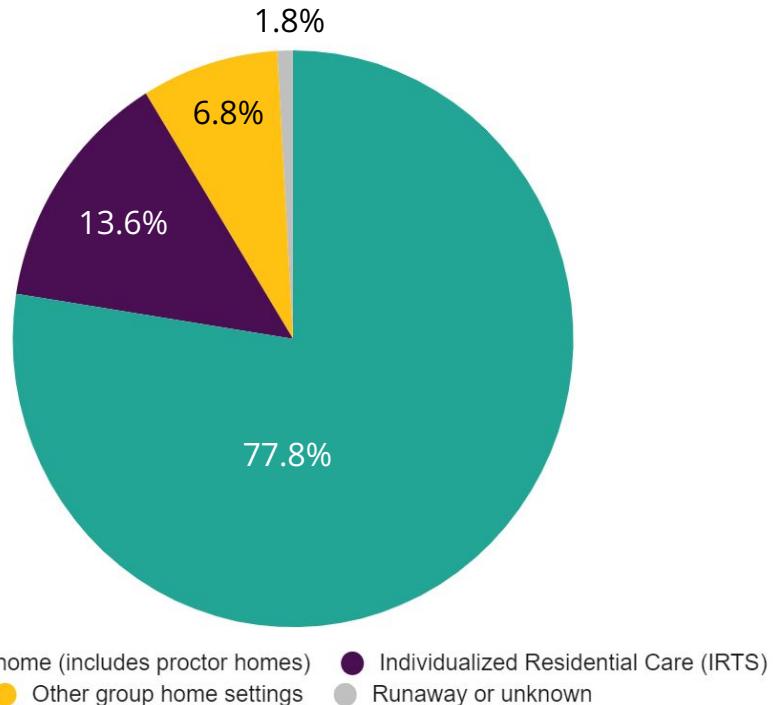
DCFS utilizes an evidence-based assessment tool to determine the recommended level of care for children in foster care, referred to as the Utah Family and Children Engagement Tool (UFACET). The UFACET has a built-in algorithm that utilizes identified patterns of need to determine an appropriate level of care for the child.

The first three levels, Level I, Level II, and Level III, are most frequently provided in foster family homes licensed by the DHHS Office of Licensing (OL). Occasionally these services are provided to children in proctor homes, i.e. when foster family homes are not available or when siblings of a child in proctor care are placed together. Children with severe emotional or behavioral difficulties that cannot be cared for in traditional family settings because of a need for more intensive supervision and treatment may be placed in higher levels of care (Levels IV, V, or VI) through contracts with licensed providers.

FY 24 in review:

- **3,133 children** received foster care services.
- **80.2%** of children that received foster care services for less than 12 months experienced 2 or fewer placements.
- **1,275** children were newly placed in foster care.
- **34.7%** of children in foster care were aged 0 to 5 years old.
- **34.4%** of children in foster care were aged 6 to 13 years old.
- **30.9%** of children in foster care were aged 14 to 18+ years old.

Placement level of youth in care, June 30, 2024



Exiting foster care

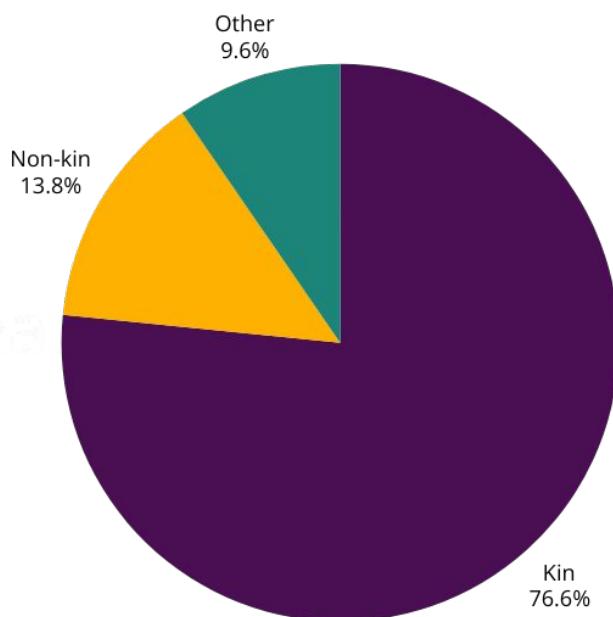
Reunification is the goal for the child and family in almost every case. While DCFS works to reunify the child with the parent, the court requires DCFS to also create an alternative permanency plan for the child at the same time—in case reunification is not possible. This helps make sure children do not linger in foster care.

Every child deserves safety, stability and permanency. For children who cannot reunify safely with their family, DCFS seeks to find a safe, nurturing and permanent family through adoption or guardianship.

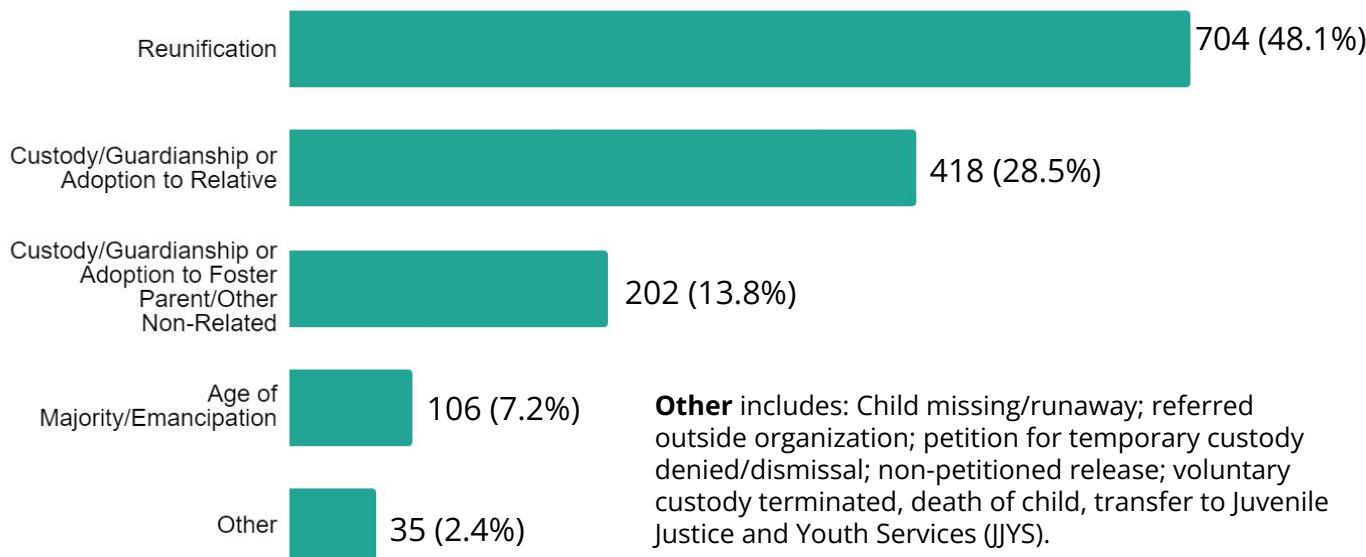
FY 24 in review:

- **1,465** children exited foster care.
- Average time in care for children exiting foster care was **12.9 months**.
- Average time in care for children reunified with their family was **10.5 months**.
- Average time in care for children that were adopted was **21.2 months**.

Relationship of caregiver to children when exiting foster care



Reasons children exited foster care



Substance use-disorder

We recognize substance use disorders (SUDs) as a health crisis that affects countless Utah families. The majority of cases requiring a child welfare intervention involve substance use.

Our goal is always for the child to remain in the home whenever safely possible while we work to connect the parent or caregiver to services to help build their long-term capacity to safely care for their children.

Utah has several residential substance use disorder treatment programs that allow young children, including children in foster care, to reside with their parents while completing treatment.

FY 24 in review:

- **829** children newly placed in foster care were from families affected by substance use.
- **244** children have been placed with a parent in a SUD residential treatment program to date since this service could be federally funded for children in foster care in Utah.
- **78%** of children placed with a parent in a SUD residential treatment program successfully reunified with a parent at the time of case closure.
- **85.2%** of children placed with a parent in a SUD residential treatment program did not have a subsequent supported CPS case.

Domestic violence services

Connecting adults affected by domestic violence to trauma-informed services also enhances stability, safety and permanency for children. Domestic violence services provided by local shelter and treatment programs with federal and state funding through DCFS include:

- 16 domestic violence shelters
- Trauma-informed therapy, financial planning and safety planning
- Assistance with protective orders
- LINKline domestic violence crisis hotline
- Lethality Assessment Protocol (LAP) program utilized by law enforcement and victims advocates to assist and educate victims
- Trauma-focused treatment for both survivors and offenders

More than \$14.1 million was provided through DCFS to support the domestic violence services program in FY 24.

FY 24 in review:

- **45,549** calls were made to the LINKline domestic violence crisis hotline.
- **2,822** adult and child clients received support from a domestic violence shelter.
- **2,617** children were victims of domestic violence related child abuse.
- **13.9%** of clients receiving in-home services cited domestic violence as a safety concern.

Child abuse prevention

Prevention of child abuse and neglect is a focus of DCFS through local community-based services that include:

- Parenting classes
- Six evidence-based home visitation programs
- Statewide community and school-based education presentations
- Support to grandparents raising grandchildren
- 17 respite and emergency nurseries in local Family Support Centers across the state

More than \$7 million of federal and state funds were provided through DCFS for these community-based prevention services in FY 2024.

Child Abuse Prevention services focus on upstream efforts that strengthen children, families and communities before abuse ever occurs. Families are strong when they have the skills to find resources when needed, have support of family, friends and their community, are prepared and able to handle stressful situations and parents have strong parenting skills and are able to build a positive relationship with their children.

FY 24 in review:

- **11,946** children received support from local community-based services.
- **10,092** adults received support from local community-based services.
- **7,893** families received support from local community-based services.
- **22,038** people received outreach support and services.
- Launched a child abuse prevention awareness campaign on social media reaching **over 3,000** community members.
- Shared family strengthening tips and child abuse prevention messaging with **5** local newsroom programs.



Utah DHHS



@Utah DHHS



@Utah DHHS

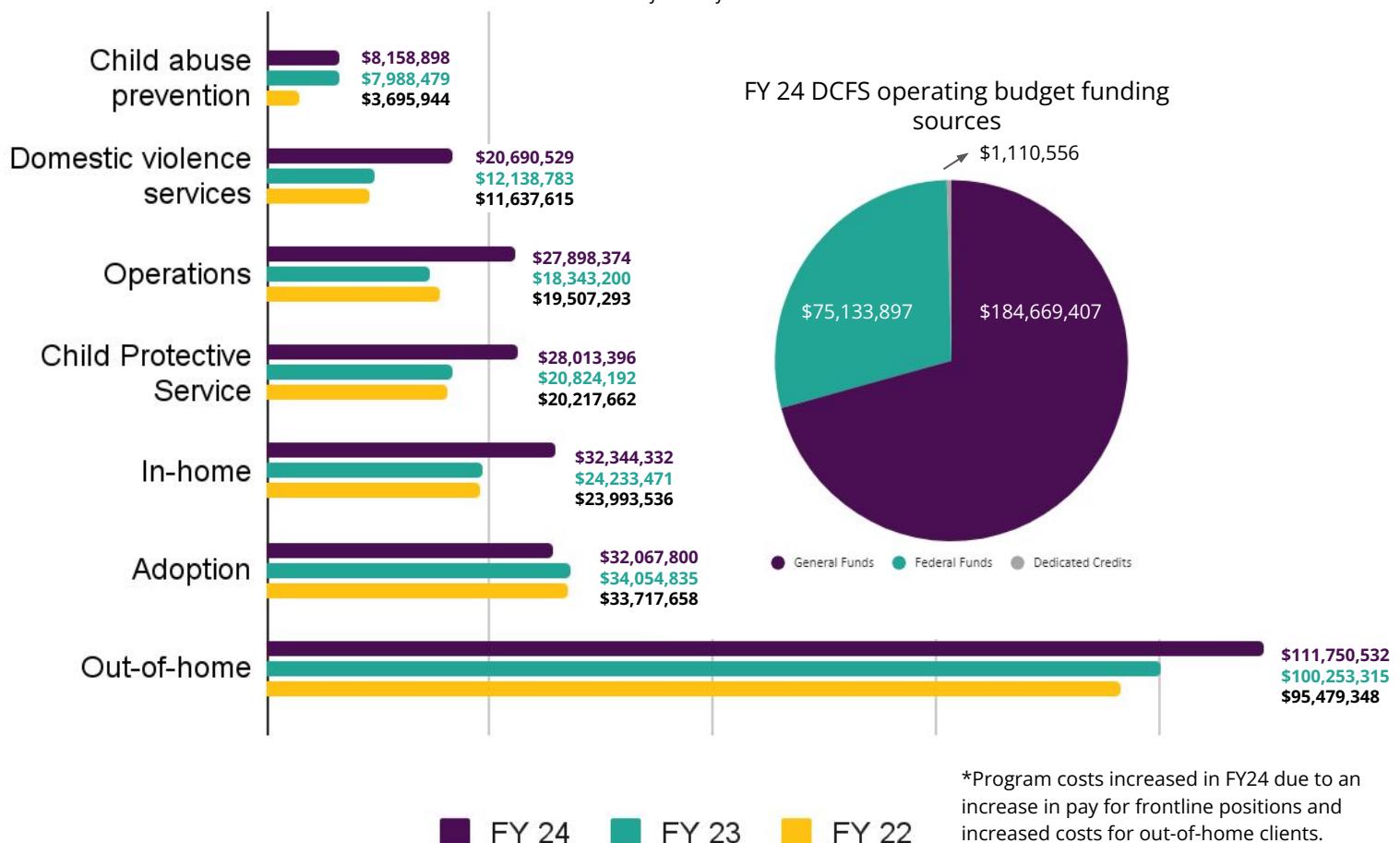
Annual budget

The budget for DCFS is primarily made up of a mix of state general fund, federal funds and dedicated credits. The following four general fund restricted accounts are appropriated by the Legislature and distributed through DCFS for services that focus on child abuse prevention and treatment programs, adoption, health and education programs for adults and children, and domestic violence services:

- Children's Account
- Choose Life Adoption Support Restricted Account
- National Professional Men's Basketball Team Support Women and Children Issues Restricted Account
- Victims of Domestic Violence Services Account

DCFS expenditures by program*

State and federal funds included



Workforce development

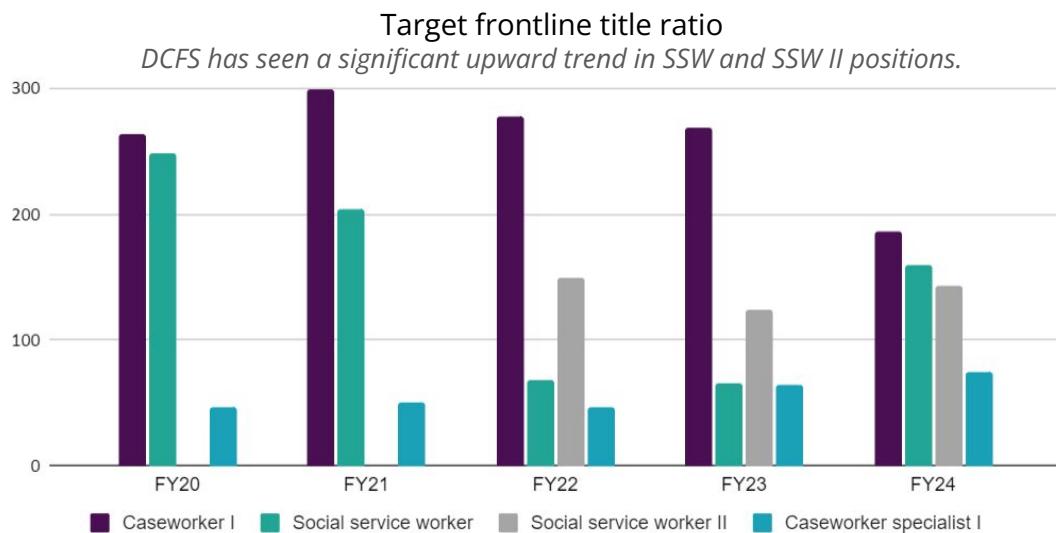
Our most important resource in achieving success with children and families is our staff. They enter the lives of children and families at times of crisis and vulnerability. The professionalism and skill of our staff in engaging, teaming, assessing, planning, and intervening with families are essential to good outcomes. Due to the complex and critical nature of child welfare, our community expects and deserves a well trained, experienced, ethical, compassionate, and supported workforce.

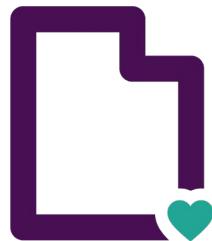
Required training includes:

- All DCFS direct service staff are required to complete practice model training before assuming any independent casework responsibilities
- Within 90 days of hire, direct services staff are required to complete online training on the 4th and 14th Amendment
- Within 90 days of hire, direct service staff are required to complete online training on the Indian Child Welfare Act and recognizing situations involving domestic violence and substance use
- After the first year, direct service staff must complete at least 20 hours of additional annual training

FY 24 in review:

- **100% of new case workers** completed the required onboarding training in their first year.
- **77.5% of employees** with 1 or more years with the agency completed 20 hours or more of training.
- **654 employees** in frontline positions.
- **55%** of all frontline employees have less than 3 years of experience.
- **28.1% turnover rate** for frontline positions.





Utah Department of
Health & Human Services
Child & Family Services

For an online copy of this report, or to find previous annual reports, please go to dcfs.utah.gov.

For questions about this report please contact the Department of Health and Human Services Office of Public Affairs and Education at dhhs@utah.gov.

North Star Academy
Board Profit and Loss
7/1/2025 - 9/30/2025

	Annual		Year-to-Date		
	June 30, 2026	September 30, 2025	Budget	Actual	% of Budget
Net Income					
Income					
Revenue From Local Sources		289,000		118,033	40.8 %
Revenue From State Sources		5,835,803		1,526,980	26.2 %
Revenue From Federal Sources		146,553		1,139	0.8 %
Total Income		6,271,356		1,646,152	26.2 %
Expenses					
Instruction/Salaries		3,303,787		555,322	16.8 %
Employee Benefits		854,116		143,940	16.9 %
Purchased Prof & Tech Serv		446,377		105,296	23.6 %
Purchased Property Services		306,920		106,559	34.7 %
Other Purchased Services		92,200		22,206	24.1 %
Supplies & Materials		611,286		296,670	48.5 %
Property		100,000		16,011	16.0 %
Debt Services & Miscellaneous		500,400		13,261	2.7 %
Total Expenses		6,215,086		1,259,265	20.3 %
Total Net Income		56,270		386,887	687.6 %

**North Star Academy
Board Balance Sheet
As of 9/30/2025**

	Period Ending 09/30/2025	Period Ending 09/30/2024
	Actual	Actual
Assets & Other Debits		
Current Assets		
Operating Cash		
Cash	720,595	861,212
Investments	3,875,337	3,409,708
Operating Cash	4,595,932	4,270,920
Accounts Receivables	850	459
Other Current Assets	46,176	0
Total Current Assets	4,642,958	4,271,379
Restricted Cash	853,284	830,892
Net Assets		
Fixed Assets	7,978,253	7,734,098
Depreciation	(2,627,518)	(2,363,433)
Total Net Assets	5,350,735	5,370,665
Total Assets & Other Debits	10,846,977	10,472,936
Liabilities & Fund Equity		
Current Liabilities	107,025	83,004
Long-Term Liabilities	6,807,479	7,068,147
Fund Balance	3,545,586	2,930,810
Net Income	386,887	390,975
Total Liabilities & Fund Equity	10,846,977	10,472,936