NCStar Bursts

May 7, 2018 (3 pages)

Archiving Your 'School Improvement Plans'

NCStar is about following a true continuous improvement cycle and constantly growing/adjusting the Comprehensive Plan. The only way to maintain a date-stamped permanent copy of a plan is by pressing the 'submit' buttons found in the Submissions section at the bottom of the school page. We highly recommend schools archive plans twice a year (i.e., fall & spring). The deadline for pressing the button for the spring submission is May 11, 2018.

If your school is completing the "needs assessment" form that is found in NCStar, this assessment can also be archived yearly by pressing its corresponding submit button. There is no deadline to the submission of the optional needs assessment.

The 105 List Will Be Growing to 125 for the 2018-19 School Year

As you probably heard, "Personalized Learning" and "Digital Learning" are two of State Superintendent Mark Johnson's major initiatives and we are currently working with Academic Development Institute (ADI) on the development of new indicators that will go into our NCStar next year. We created a survey and your votes have been counted. These are the 20 new indicators that will be added to NCStar for the 2018-19 school year:

➢ All teachers differentiate assignments to provide the right balance of challenge and attainability for each student.

➢ All teachers receive initial and ongoing training and support in effective use of blended learning methods.

➢ School leaders and peer mentors regularly observe and measure instances of online, hybrid, or blended teaching to ensure instruction is implemented fully and with fidelity.

➢ Online programs generate accessible and actionable student data about their use, performance, and progress.

➢ All teachers use appropriate technological tools to enhance instruction.

➢ All teachers use online curricula whose goals are measurable and clearly state what students will know or do at the end of instruction.

➢ All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national).

➢ All teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available in online instruction.

- All teachers enable students to place selected work into a digital portfolio that is updated throughout the student's school experiences and provides a picture of interests, skills, competencies, and growth over time.
- All teachers connect students' out-of-school learning with their school learning.
- All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them.
- Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations.
- All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.
- All teachers assign rich reading and the application of the reading in written work and discussion.
- All teachers and teacher teams plan instructions based on the aligned and expanded curriculum that includes objectives for student management of their learning.
- All teachers build students' ability to use a variety of learning tools.
- All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn.
- All teachers help students articulate their personal aspirations and connect their learning to the pursuit of these aspirations.
- The school ensures that all parents understand social/emotional competency and their role in enhancing their children's growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions.
- The school selects, implements, and evaluates evidence-based programs that enhance social/emotional competency.

NCStar YouTube Channel

With the success of our webinars, we started in February a YouTube Channel (http://bit.ly/NCStarYouTube). This channel will contain not only the videos found on the Weebly (www.ncstar.weebly.com), but also new recordings surrounding topics related to school improvement planning every couple of months.

The latest video that was uploaded in April was regarding indicator A4.01 which focuses on the implementation of a tiered instructional system and the connections between MTSS & NCStar. In late June, we should be uploading a video on using EVAAS and making data-driven decisions when improving schools. If you have any other suggestions for video topics, that we can cover in 20-30 minutes, please send those to Alessandro.Montanari@dpi.nc.gov .

Alignment of NCStar Indicators to Digital Learning Competencies

As some of you have heard, the Federal Program Monitoring and Support Division is working with the Digital Teaching & Learning Division to also create a filter in NCStar that will show which indicators align to the "focus areas" of the new Digital Learning Competencies. This filter will work like the one we currently have for Multi-Tiered System of Support in the Set Direction area of NCStar. Expect to see this in the tool for the 2018-19 school year. For more information regarding the Digital Learning Competencies please visit: http://www.dpi.state.nc.us/dtl/digitallearningnc/competencies/

Going Districtwide with NCStar in 2018-19?

Please remember that our calendar fills up quickly and if you are thinking of using NCStar districtwide in 2018-2019, you must first make sure every school has at least received an NCStar Beginner Training. If you need additional information on any of the private trainings below, please contact Alessandro Montanari (alessandro.montanari@dpi.nc.gov):

- **NCStar Beginner Training (5 hours) –** for new schools and/or districts that want to start using NCStar to manage their school improvement processes.
- **NCStar Q&A (2 hours) –** for districtwide implementations that would like a follow-up discussion and have school leaders with questions on utilizing the tool.
- **Student Success in High Poverty Schools (3 hours)** – entire school staff discussion on the impact of poverty and how to reach student success in schools with high economically disadvantaged student populations.
- **Family & Community Engagement (3 hours)** – districtwide training that focuses on family & community engagement with an emphasis on the impact of culture and the resources that are available to North Carolina schools.