

FIRE Alarm

Conni Carr, Room D104, Ext. 2104

Quarter 1 - Dates and Events

Please ask students to record in their agendas:

- Thurs., 09/18 – Back-to-School Night
→ BBQ @ 5:15 & Class Visits @ 6:15 p.m.
Fri., 09/19 – Late Start 1-6, 9:00 a.m. – 1:55 p.m.
Wed., 10/1 – Dining with Dragons
Mon., 10/6 – 2, 4, FIRE, 6, 7 Block Schedule
Wed., 10/8 – 9th Grade Project Launch
→ Special Schedule, 8:00 – 1:55 pm
Wed., 10/8 – Magic Mtn. for qualified 10-12
Wed., 10/8 – Special Schedule, on-campus 10-12
→ Early Dismissal, 8:00 – 1:55 pm
Fri., 10/17 – Last day of quarter 1
Mon. – Fri., 10/20-10/24 – Fall Break
Fri., 11/7 – VULC All District Dance
Mon., 11/10 – 2, 4, FIRE, 6, 7 Block Schedule
Tues., 11/11 – Veteran's Day – NO SCHOOL
Mon., 11/24 – 2, 4, FIRE, 6, 7 Block Schedule
Wed-Fri., 11/26-28 – Thanksgiving – NO SCHOOL

*NOTE: New dates to record are underlined

More Ways 2 Show Kids You Care

Use **SOCIAL** engagement with your FIRE students every day to increase positive interaction. Choose one or two new items below to use this week with each FIRE student.

41. Be relaxed.
42. Kneel, squat, or sit at their eye level.
43. Answer their questions.
44. Tell them how terrific they are.
45. Create a tradition with them & keep it.
46. Learn what they have to teach.
47. Use your ears more than your mouth.
48. Make yourself available.
49. Show up at concerts, games and events.
50. Find a common interest.

NEW FIRE Crew Training Seminar this week in D104 during FIRE this Thursdays, group 1. Seminar 1 notes are on the WIKI...
http://ftshwiki.org/index.php?title=Carr:_FIRE_08-09#FIRE_Seminars

FIRE Tutorials

Make signs/tent cards for tutorials by subject area.

Have all students complete the tutorial half-sheet daily at the start of FIRE while you are checking agendas (additional forms in D104 and on WIKI).

Teach FIRE students how to self-select the appropriate tutorial group. Model how to ask specific questions and higher level questions. Give students support in helping one another learn.

Help Develop Assets in Your Students

Developmental Assets are positive experiences and qualities that all of us have the power to bring into the lives of our students.

Internal Asset Category 1 –

COMMITMENT TO LEARNING

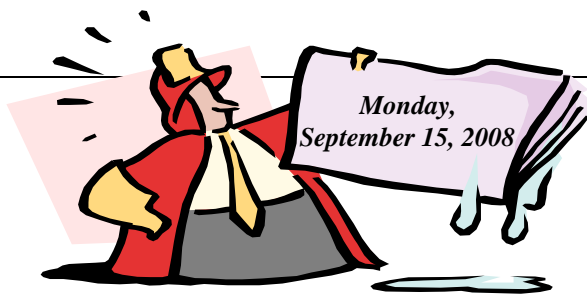
Young people need a sense of the lasting importance of learning and a belief in their own abilities.

- Achievement Motivation
 - Young person is motivated to do well in school.
- School Engagement
 - Young person is actively engaged in learning.
- Homework
 - Young person reports doing at least one hour of homework every school day.
- Bonding to School
 - Young person cares about her or his school.
- Reading for Pleasure
 - Young person reads for pleasure three or more hours per week.

FIRE Crew leaders (and the FTHS faculty) have the ability to directly affect their students in 1) Achievement Motivation (e.g., Renaissance Program); 2) School Engagement (e.g., AVID strategies in FIRE); and 3) Homework (e.g., FIRE work time).

What can you do during FIRE to ACTIVELY encourage students to be active participants in their education experiences? What experiences can you share with your FIRE students?

DO IT NOW!



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“Highly Effective” FIRE Crew Leaders

There are a number of identifiable behaviors that define a “highly effective” FIRE Crew leader. These are the expectations that we set for all FIRE Crew leaders at the start of the academic year. Activities and duties are NOT optional. Buy in is **REQUIRED!**

Organization

- Maintains a FIRE binder in the FIRE classroom with all documents, hand-outs, support materials and weekly newsletters – use crate and materials provided
- Binder is accessible on a DAILY basis & is used DAILY to facilitate FIRE activities
- Prints necessary documents from WIKI as needed or request copies from D104
- Checks email and WIKI for communication from FIRE coordinator DAILY

Structure

- Constantly expresses and enforces expectations of FIRE student behaviors
- Provides a predictable structure DAILY with both recommended and required activities as directed by FIRE coordinator and seminar instructors
- FIRE students know that agendas, binders, work and academic progress will be **ACTIVELY** monitored
- FIRE students are placed into tutorial groups as needed DAILY

Administration

- Strictly tracks and enforces attendance and assigned seating DAILY
- Reviews FIRE student agendas DAILY for homework assignments and deadlines, including check off/cross out of completed work
- Reviews and initials Travel Passes DAILY
- Assists with binder organization & completes Binder Checks as directed
- Runs/monitors FIRE tutorials groups as directed

Supervision

- Actively supervises FIRE students during the FIRE class period – limiting travel
- Enforces on-task behavior in every student for the full 30 minutes of FIRE
- Regularly completes random checks on “traveling” students
- Verifies DAILY that work is being completed & goals are being met by students
- Counsels and advises FIRE students on academic progress and requirements

Feedback

- Discusses problem behavior or lack of progress with students as situations arise
- Actively addresses problems & develops solutions to implement with FIRE students
- Enforces positive behavioral or academic change on a DAILY basis
- Communicates regularly with FIRE class teacher or FIRE coordinator to help address issues and problems as they arise