



Our Future, Our Commitment, Our Students

Friday Update 11/11/5

Meeting	Date	Time	Location
Veterans Day	11/11/5	----	No School
Principals' Meeting	11/16/5	8:30 a.m.	MMC
Early Release Day	11/16/5	----	Traditional and Year Round
United Way Educational Grants Reception	11/17/5	7:00 p.m.	MMC
APs Meeting/Academy	11/22/5	4:00 p.m.	FES
Thanksgiving Holiday	11/24+25	----	No School
BOE Policy Committee Meeting	11/28/5	5:00 p.m.	MMC
BOE Facilities Committee Meeting	11/28/5	6:00 p.m.	MMC
BOE Special Called Board Meeting	11/28/5	7:00 p.m.	MMC
STAC Meeting	11/30/5	4:00 p.m.	LHS
BOE C+I Meeting	12/1/5	4:00 p.m.	MMC

Internet Use ALERT

Computer Testing: As many of you are aware, there are problems with the internet during the computer skills testing. Please remind students and staff to refrain from non-essential internet use between 9:30 a.m. and 12:30 p.m. each day so we can give our students a fair opportunity to complete their tests. If there are too many people attempting to use the internet, our students get "kicked out" during their test. When students get "kicked out" of testing, it causes problems when they log back in. It means we have to declare a misadministration and retest them. Please help and ensure that there is no non-essential internet use between 9:30 a.m. and 12:30 p.m.

United Way Education Grants Announced: By the time the Friday Update is published, teachers will know if they have been awarded an Education Grant. The United Way will announce that they will award \$23,940.31 to FCS teachers. Congratulations to our 2005 Education Grant Recipients: Joe DeSantis (LHS), Dan Cathey (CCMS), Roxanne Gallup (RES), Pat Perry (FHS), 2nd Grade Team (LMES), Lisa Whitley (LMES), Laurie DeBerry (LMES), Jeanette Stewart (LMES), Joyce Mangum (LHS), Carol Cheves (BES), Susanne King (FHS), Lynn Powell (YES), Nicole Davis Cox (BHS), Kimberly Mitchell (BHS), Jill Massey (BHS), Barbara Jean Howell (BHS), Jonathan Phillips (FHS), Kristen Hensley (BMS), Jamie Pearce (BMS), Katie Tatum (TLMS), Cindy Strader (FHS), Beth Denton and Donna Jones (EBES). The awards ceremony and reception will be November 17th at 7:00 p.m. at the Mitchell Media Center.

WFSG: Last week, Carlene Murphy completed her second visit to FCS. In her exit report, there is a message worth sharing, "Put the Action Plans aside, and DO what is on the plan! A good, workable plan gives the group direction. Groups know where they are going and what they want to accomplish. When you are immersed in the work, it is hard to see your progress. I can see it! 90% of all the 115 study groups in the district have moved from the planning stage to the implementation stage. Super!"

WFSG – FAQs: The following are answers to questions you asked Carlene:

- **What paperwork is required?** Study groups develop one action plan (one page). The plan will guide the group's work for the remainder of the school year. Groups may add student needs and delete needs at any time. The plan should be revisited and updated as needed and appropriate. Once the plans are done on the electronic school network, updating should be quick and easy. After each meeting, one member completes one log. Using the template, entering notes from a meeting should be quick and easy. Logs reflect the "history" of a group and are the source for individuals external to the group to provide support and assistance. [Addressing this issue before representatives reported, eliminated or reduced the concern.]
- **We already collaborate so why WFSG?** There are levels of collaboration. The most common form and most shallow level having little or no effect on changing practice is what is called "story telling". It is what we hear in most conversations among teachers. Most of what teachers know about other teachers is the "stories" or descriptions of teaching episodes they tell. The highest or deepest form of collaboration is called "joint work". This happens when teachers fully and equally participate in the development of lessons, selection of strategies, and creation of teaching materials. The teachers take joint ownership and responsibility for the outcomes. Teachers doing joint work is rare in schools because traditional structures do not support this type of engagement. WFSG support joint work.
- **We were not given a choice as to whether or not we wanted to implement WFSG at our school. Why not?** When leaders have clear evidence that a set of procedures or instructional programs, models, and materials positively impact student learning, it is the responsibility of leadership to make the innovations an expectation. With expectations, responsible leadership provides the support and technical assistance for use of the innovations. If there is evidence that manipulatives in math and science increase student understanding, it is a responsibility of leadership to expect teachers to use manipulatives. If there is evidence that a particular reading strategy (e.g., Guided Reading) increases reading comprehension, leaders should expect those materials and strategies to be used. Likewise, if a set of professional development procedures have promise to increase learning for both teachers and students, responsible leadership expects those procedures to be followed.
- **Why not wait for "buy-in" before beginning a new initiative?** My question to you is: how long can students wait to be served by what we know will improve their achievement. I assume by "buy-in" you mean "commit". I don't think you can commit to something until you experience success with using the skill, material, procedure, or strategy. I share a quote: "Commitment follows competency rather than precedes it." Teachers become committed or "buy in" to Empowering Writers strategies after they begin using the strategies and see students become better writers. Likewise, we have seen teachers who only "buy-in" to WFSG after they see targeted student needs improve as a result of their study group's work. Our personal fears of something new (change) often blocks or clouds our judgment of what is in the best interest of the whole school.

NCWISE: We continue to get notices from DPI that they are doing upgrades and “patches” to improve operations. These cause NCWISE to be down for periods of time, usually late evening (after 6:00 p.m.), early morning (before 6:00 a.m.) or weekends. This is in addition to the scheduled maintenance weekend (the next one is November 18). We usually receive an e-mail indicating the start and end of the down times. Principals, assistant principals, data mangers, secretaries, counselors and the leadership team are sent an e-mail regarding these maintenance times. We will continue to make every effort to notify schools and users of these times, but sometimes we do not receive notification until late Friday evening or during the weekend.

We continue to work with teachers and the grade book component of NCWISE. Teachers should be encouraged to use this tool as this provides the data for progress reports, report cards, transcripts and GPA. It must be kept routinely to provide these reports and calculate grades for each grading period and the end of year. Please contact Jenny or Patty if you have staff members who need assistance. (Patty Jones)

STATE REPORT CARD: The STATE REPORT CARD will not be released to the public until December 6th. Principals will receive notification on December 1 of the web address for access to their school’s snapshot. These may be printed on that date in preparation for the December 6th release.

Great Opportunity for Administrators, Teachers and Teacher Assistants Needing Professional Development Renewal Credits: USDLC 2005-06 Professional Development (Distance Learning)

USDLC provides a wide variety of professional development opportunities for teachers and administrators. Teacher assistants needing hours for completion of the requirements of NCLB can also use this resource. During 2005-06, USDLC offers you a **single source** of powerful, **practical**, and yet very affordable, year-round professional development that includes: over 175 hours of video on demand; over 1,000 hours of online modules; and Certificates of Completion ([CEUs and Graduate Credit Available](#)).

Areas included are:

- [No Child Left Behind](#)
- [Literacy to Learn](#)
- [Media Programs](#)
- [Keynote Addresses](#)
- [Resources](#)
- [Technology Integration](#)

DPI has purchased a license for all districts in N.C., and the use of the USDLC site is free to educators. If you are interested, the site code is fraNO22, and the password is zH7362hl (these are case sensitive). The login is available from the Home Page, <http://www.usdlc.org>. Upon completion of any of the available sections, certifications of completion are available by completing the requested program evaluation and submitting it online. For CEUs, send the certifications of completion to Dianne Carter for a completed CEU documentation form. If you have any questions, please contact Dianne Carter at dianneecarter@fcschools.net or 496-2116 ext. 245.

Have a great long weekend, Bert L’Homme, Superintendent