

# Curriculum & Instruction Update

## Fairfield City School District

### Fairfield's District Leadership Team

For over eight years, Fairfield has been involved with the Ohio Improvement Process (OIP). The OIP is Ohio's strategy for establishing a statewide system of support that can provide high-quality services to all districts based on a commonly understood and implemented approach that uses a consistent set of protocols and tools. The OIP involves four stages across which processes, structures, tools, and people are connected:

1. Using data to identify areas of greatest need;
2. Developing a focused plan targeted at instructional practice and student performance;
3. Implementing and

monitoring the plan; and  
4. Evaluating the effectiveness of the improvement process in changing instructional practice and student performance.

The OIP is why Fairfield uses the TBT, BLT, and DLT structures – to increase students' success by continuing to improve instructional practices.

The first District Leadership Team (DLT) meeting of the 14-15 school year was held on October 9<sup>th</sup>. In attendance were two teachers from every building, all building principals, a few district office personnel, and members of the DLT Steering Committee. The overall goal

of the DLT is to empower the instructional leaders of the FCSD to work together to improve student achievement in every building. This group created our district's three year improvement plan, and this plan guides each building's improvement plan, drives our professional development, and sets the course for continuous improvement efforts. Being a part of this group means that, no matter what position you hold, you are a leader of our district. Please be sure to thank your BLT members who have attended DLT meetings to represent your building. They are ensuring that the needs of FCSD students are being met through adult collaboration.

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### Reminders

- Follow us on Twitter:  
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### Gifted Indicator on Our State Report Card

The Gifted Indicator reflects identification of, and service to, gifted students and how well they are performing and progressing academically. The Gifted Indicator will be reported for the first time on the 2014 State Report Card and then incorporated into the graded measure, Indicators Met, on the 2015 Report Card. To meet the Gifted Indicator, a district or school must meet a minimum threshold on all three parts of the indicator. Thresholds are scheduled to increase over time.

**PERFORMANCE**  
Gifted Performance Index: A numerical index based on gifted students' achievement levels on state tests, paired by test subject and academic area of giftedness (also includes superior cognitive) for students in grades 4-8 and 10.

**PROGRESS**  
Gifted Value-Added: The letter grade representing the amount of growth for gifted students on state tests, paired by test subject (reading and mathematics, only) and area of giftedness (also includes superior cognitive) for students in grades 4-8.

**INPUTS**  
Gifted Identification: The number of students identified as gifted in any of the seven areas of giftedness expressed as a percentage of total enrollment.

Gifted Served: The number of students receiving gifted services expressed as a percentage of all students identified as gifted.

Input Point Total: A point system will calculate total inputs based on identification and service within gifted area sets, student subgroups, and grade bands.

## What's New in MAP?

Over the past few months NWEA has made a number of changes to the Measures of Academic Progress (MAP) assessment. One such change is a move from the use of the DesCartes report to use of the Learning Continuum. The goals of the Learning Continuum are very similar to those of the DesCartes. Like the DesCartes, the Learning Continuum is designed to be a tool for instructors that provides meaning to student RIT scores so that the instructor can set student learning goals and differentiate student

instruction. One example of how an instructor can use the Learning Continuum to differentiate instruction is by using this tool when determining whether or not a student is ready for more challenging work.

Here's how you can access the Learning Continuum: Login to the MAP website (link can be

found at [Fairfield.cityschools.net](http://Fairfield.cityschools.net) at the center of the web page). Once logged in, select the VIEW REPORTS & INSTRUCTIONAL RESOURCES link located at the left side of the web page, and then select the Learning Continuum link. Once this link has been selected, you will have the ability to search desired student data to help you with instruction.

If you have questions regarding the Learning Continuum tool or regarding MAP, please do not hesitate to contact me by email, [beidelman\\_r@fairfieldcityschools.com](mailto:beidelman_r@fairfieldcityschools.com), or by telephone, 858-7125. I would be more than happy to attend a TBT meeting or work with you one-on-one in your classroom. Happy testing! *Rob Beidelman*

## Our Newest Gem – The Fairfield Academy

Every worthwhile endeavor begins with the desire to make a change and the willingness to endure the challenges that arise along the way. The Fairfield City Schools population consists of a multitude of students with various backgrounds and abilities. While the academic day of the student majority has been typical, there was a section of population in need of a different setting comprised of smaller classrooms where technology modernizes instructional methods. It was through this desire to make a difference in these students' lives that The Fairfield Academy was born.

The Fairfield Academy opened its doors this fall to a group of students that had previously received instruction at off-site

facilities. Not only did the funds for these students go to the other facilities, but the opportunity for these students to receive the FCSD education that makes our community proud was being left to another entity. The Fairfield Academy assures that these student have teachers representative of our outstanding Fairfield tradition. Classes began on August 20 with much excitement and enthusiasm.

Staff consists of teachers from each core discipline, a director, an office liaison, special education teachers, and other supports from the freshman and high schools. Patty Wiedman, The Fairfield Academy Director, is extremely confident that this core staff is perfect for making a successful transition. The Fairfield Academy has already made great

strides in welcoming new students and getting them acquainted with the high expectations and standards that are common with a Fairfield education. The design of the learning environment is conducive to allowing students to choose their success and make changes in how they view school and their own personal education.

The commitment of Fairfield City Schools is to make The Fairfield Academy a place where students thrive. More of our students can now face challenges knowing they have an ally in The Fairfield Academy. This endeavor may seem daunting, but our students deserve the chance to pursue success. The Fairfield Academy is another FCSD avenue to get there.

The Fairfield Academy provides students an innovative, individualized and student-centered learning environment by addressing the unique academic, social, and behavioral needs of each student to engage them in their education and prepare them for a successful future.