

Fairfield's C&I Update

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Our Future

The Fairfield City School District has a rich history of excellence – excellence in academics, athletics, music, art, and much, much, more. One of the ways to maintain this excellence is to ensure that we stay current with our students' needs, their family situations, and our community landscape. One way we do this is through the Ohio Improvement Process (OIP). Through the development of an OIP plan, the district sets goals and creates strategies which are targeted to meet the needs of our students and their families both now and in the upcoming years.

The development of an updated OIP plan has been happening throughout this school year with the District Leadership Team (DLT). The DLT consists of two teachers from each building, the principal of each building, district representation, and FCTA representation. This group of about 35 people have been working to create a plan that will guide our energy, work, and professional development for the next three years.

While the new OIP plan is still being finalized and shared with all buildings, there are basically two main goals. The first is academic. We, as a district, want to continue to ensure our students are growing and achieving at the highest possible levels. The second goal focuses on our students' needs to have opportunities to build meaningful relationships. As we all know, when students and their families know that we care about them, amazing things can be accomplished.

Be on the lookout for information from your principal and/or your BLT about the draft OIP plan which will soon be shared.

As always, thank you for all that you give to the students of the Fairfield City School District. Our kids are so very lucky to have each and every one of you as a part of their lives.

Lani



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An extraordinary life is all about
daily, continuous improvements
in the areas that matter most.

Robin S. Sharma

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To read more about Think-Pair-Share, please open this [link](#).

Think-Pair-Share Basic Steps

1. The teacher asks a question of the class.
2. Students think about the question.
3. Students share thoughts with a partner.
4. Students share thoughts with the class.

ESL Q & A

Have you ever used a "Think-Pair-Share" or "Timed-Pair-Share" in your classroom? If so, your students are participating in a simple and great interaction that allows your English learners to have time to process their thoughts (most likely in two languages), which takes more time than the native English speakers.

Many of your students, EL or not, could use time to think about questions and answers that are asked in class. If a student is new to the English language, however, he or she needs time to search "memory banks" to find words such as *isosceles*, *photosynthesis*, or *inference* in native language while thinking about the meaning as well. This process definitely takes extra time.

So, if you haven't tried a "Think-Pair-Share" or a "Timed-Pair-Share", consider building one into your next lesson plan. You may find that more of your ELs will participate in discussions if they have had time to think and share with a partner before speaking in front of their entire class.

You can find the directions to a "Think-Pair-Share" below or look in your Kagan book for the steps of a "Timed-Pair-Share" (or variations of this structure). Good Luck!

Steps of a Think-Pair-Share

In a think-pair-share, students are given think time to reflect on a question silently. They then have more time to process the question, translate into their native language, and think of the language needed to convey the answer. Through

discussing their answer with a partner and the class, students have the opportunity for increased interaction; teachers can then monitor comprehension.

In order to use this activity, follow these steps:

1. Ask a thought-provoking question of your class.
2. Give students some time to think about the question on their own, as well as the language they will need to respond.
3. Have students share their thoughts with a partner; this gives students the opportunity to 'check out' their answer with another student or hear another possible answer. If confused, the students can ask their peers for help.
4. Finally, ask students to share thoughts with the whole group. This serves as a form of accountability for the students. In this discussion/explanation, the teacher gets feedback on what the students do or don't know through informal assessment.

To read more about this process, please visit: <https://tinyurl.com/zfrk5u2>

As always, if you ever have questions, ask an ESL staff member in your building; or contact Laurie Gage via email or by calling 858-7140.

**Educators are the
only people who
lose sleep over
other people's
children.**

@NicholasFerroni

Tips for Packing Books

- All books are to be separated first according to like items (titles/ISBN), next according to series/subject area, and then fill the box. *Half-filled boxes are crushed under the weight of filled boxes.*
- Never place a book in a box with its spine facing upwards, because the binding may get damaged under its own weight.
- Books should be packed FLAT and STACKED in no larger than copy-paper-sized boxes.
- Use wadded-up paper to fill any remaining spaces.
- Always check that the box is sturdy and that the box bottom is secure.
- Reserve heavier books for the box bottoms.
- Keep boxes packed with books under 50 lbs.
- *Please be considerate ...* Someone has to lift boxes in order to remove them from your classroom and building. Boxes of books are REALLY heavy!

We do wish you speedy book packing, safe book moving and a happy classroom cleaning.



Spring Cleaning in the Classroom?

The process to dispose of classroom materials begins prior to filling the box!

We are heading into that time of year for cleaning out unneeded materials from your classrooms.

Did you know that we have a procedure in place that allows not only for the smooth removal of materials from your classroom, but also offers the opportunity for our district to receive new materials in trade? Since our materials relocation procedure has been put into place, teachers have helped our district earn nearly \$50,000 in new materials for classrooms.

PRIOR to sending materials to your office, hallway, or district office, the following are steps to remove materials from classrooms:

1. Teachers must complete the *Instructional Items – Removal from Classroom* form. This form can be found in SharePoint, Office of Curriculum & Instruction, Documents & Forms. Information needed includes teacher name/building name/room number, item name, grade level, publisher, ISBN, quantity, copyright, and disposal reason. Multiple items can be put onto one form.

2. Completed form(s) must be sent to the building secretary, who will obtain administrator signature prior to sending the information to Debbie Rulon in the Office of Curriculum & Instruction.

3. Books and materials will be scheduled by Curriculum for one of three options: RELOCATE, RESALE or RECYCLE.

Always remember, any teacher who has textbooks scheduled for resale or recycle and who wants to keep books as reference materials may feel free to do so. Otherwise, once the determination is made, further instructions for materials removal are as follows:

1. **RELOCATE:** All materials are to be separated first according to like items (Item/ISBN), next according to series/subject area, and then fill the box. Books must be packed FLAT and STACKED in no larger than copy-paper-sized boxes and marked with the relocation label provided by Curriculum. Use wadded-up paper to fill any remaining spaces, since materials can shift easily during the move, causing damage.

2. **RESALE:** All books are to be separated according to like items (ISBN). These titles do not usually need to be boxed, since textbook buyers will often pick up books based on availability.

3. **RECYCLE:** These items can be offered as gifts to students; if so, the Fairfield City Schools stamp must be blacked out with a heavy-duty marker. Unless otherwise notified, please pack books in no larger than copy-paper-sized boxes and mark TEXTBOOK RECYCLE on the outside of boxes. Use wadded-up paper to fill any remaining spaces.

Once the materials are ready for the correct option, please contact Debbie Rulon in the Office of Curriculum & Instruction to make final arrangements for removal.

Change the 'Reply' Default Settings

Outlook Desktop version – In the desktop version, click the appropriate button in the ribbon for your response: 'Reply' or 'Reply All'.

Outlook Browser version – Click 'Reply' in the top right of the email you wish to respond. If the button says 'Reply All', change your default by following these steps:

1. From Office 365, click the 'Settings' icon. ⚙️
2. Type 'reply options' in the search bar.
3. Click 'Reply options'.
4. Make sure 'Reply' is selected and click Save.

Reminder Tips for District Email

As we head down the final stretch of the 2017-18 school year, please take a look at a few gentle reminders about issues that have come up this year...

- Reply All – Please make sure you review the items in the To: field of all emails you send. It is very common for us to 'Reply All' when we only need to email the sender.
 - ALL CAPS in an email – Remember that a reader cannot determine the tonality of an email. When a sender uses ALL CAPS in an email, it gives the impression of 'yelling' at the reader. Readers may then experience a heart

rate increase and a willingness to listen decrease. If this is not your desired outcome, please limit your use of ALL CAPS in email.

- !!! in an email – The same goes for the use of the !. Readers cannot see your expression or hear the tone of your voice. Your email may come across with the wrong message. Please be judicious in the use of the exclamation point.
 - Discovery Education (formerly United Streaming) – If you are experiencing the 'buffering' pause when sharing a Discovery Education video with your

students, remember that you can download the video directly to your machine. This will allow the video to play regardless of the speed of internet connection and to even play without an internet connection. Please let us know if you have any trouble downloading a video.

If there are other areas you would like to know about, please make sure to check out SharePoint, Office of Curriculum & Instruction, Technology. There are Smartsheets in nearly every folder in the section.

If you can't find an answer, please do not hesitate to contact us.

Around the District ...

