

The TURNAROUND

Digest Review

September 23, 2022 - Volume 1/Issue 8

Thomas D. Rogers, Ed.D.

Assistant Superintendent
2022-2023 Broad Fellow | Yale School of Management

From the Desk of Dr. Rogers...

Aligned Staff

At the very least, an aligned staff is **one where everyone is on the same page**. To successfully turn schools around in an effort to exit the priority list, all employees must clearly understand how their actions, attendance, and other contributions make deposits to the broader goals of the school. One way to ensure alignment is to monitor and evaluate staff performance with observation and feedback that is grounded in bite-size actions. While "The Great Resignation" continues to plague us in our turnaround efforts, we are totally committed to using what we have to achieve and accelerate academic outcomes for all students. No excuses, just results. We believe in the power of yet!



Click the icon to the left to view the video "How to Align Your Employees with Company Goals".

With Relentless Collective Efficacy!
Dr. Thomas D. Rogers

Leadership - Director Alisha Kiner, Zone 11 ILD

According to Aristotle, "Excellence is never an accident. It is always the result of high intention, sincere effort, and intelligent execution; it represents the wise choice of many alternatives - choice, not chance, determines your destiny". In other words, it takes intentionally on the "right work" in order for us to achieve our goals. John Maxwell said of the difference between the unintentional and the intentional, "An unintentional life accepts everything and does nothing. An intentional life embraces only the things that will add to the mission of significance". The "significant mission" of instructional leaders should always lead to helping students to create their own academic passports so that those students will ultimately receive stamps of freedom, a future, and fulfillment.

Anything that pulls you away from instruction (significant mission) is a failed system or a person not following a system. What choices will you make today?



Woodstock Middle School

The MSCS S.E.E.D. Department will highlight one school per month that has been identified as a TOP performer in the areas of attendance and discipline.

Mr. Willie Bolden and the Woodstock Middle School family will be the very first school highlighted this year due to the extreme growth indicated by their year-over-year data!

The data show that Woodstock has a 13% drop in their suspension rate and a 20% drop in their chronic absenteeism rate from this time last year.

Way to Go, Aggies!





The Focal Point...

K-8 Literacy - Dr. Matara Harris

Greetings Great Leaders,

Instructional Practice 1 ensures that students engage in an objective-driven lesson and that standards are utilized in tasks to help students make meaning from texts.

IZone 2.0 Expectations for Instructional Practice 1 are:

- Each student should have a personal copy of the PBO.
- Standards/PBO should be identified using the coding system found in the curriculum map.
- PBOs should be displayed in two locations in the classroom.

PBOs can be found by accessing the "Teachers Click here for Curriculum Maps" button on the Curriculum and Instruction webpage.

Below are possible look-fors in implementation of Instructional Practice 1 - Indicator 1.9. This is a non-exhaustive list.

- Did students use the PBO as a resource in class during instruction?
- Did the teacher explain that the PBO is a resource to students to support their understanding of the academic language?
- Did the teacher or students use academic vocabulary while engaging in the learning throughout the lesson (reading, writing, or verbal)?

K-8 Science - Mrs. Angela Rowe-Jackson

M.A.D. Scientists at Work

Masters of 5E with **Ambition** and **Determination**

How Engagement Strategies Live in Science - Pt.3 Technology (Simulations)

Online simulations provide educators with additional opportunities to integrate hands-on, brain-based strategies. Simulations encourage students to use inductive/deductive reasoning and engage students' logical-mathematical intelligence. Online simulations also provide students with opportunities to engage with technology which helps prepare them for postsecondary education and/or the workforce. Simulations are useful because students can engage in developing conceptual relationships between theory and natural phenomena, allowing them to explore simulations that would be too dangerous or expensive to experience in real life.

Articles:

- [6 reasons why science teachers should use simulations](#)
- [Why Teach with Simulations?](#)

Links to Online Simulation Platforms:

- [STEMscopes](#)
- [BrainPop](#): see in Clever
- [PBS Learning Media](#)
- [PhET.colorado.edu](#)
- [Annenberg Learner - Science Resources](#)

"Together we are **ONE** in **SCIENCE!**"

K-8 Math - Mr. Romond Arnold

Hello IZone 2.0 Mathematicians,

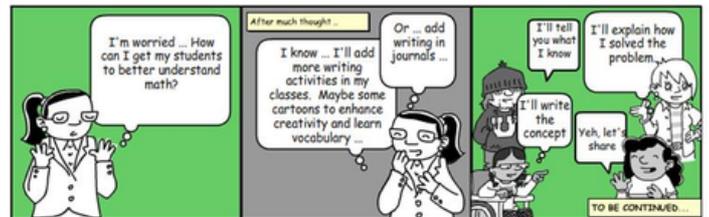
STEM generation math learning requires writing out the problem-solving process. Writing in math allows students to reflect, organize their ideas, and reveal their problem-solving methodology to others.

Writing is a metacognitive task. As such, the process of writing can help students work through complex concepts. Education expert, Dr. Marcia Tate, notes that when students defend their mathematical solutions in writing, they provide clear evidence of their understanding. Writing forces them to slow down and explain a solution in their own words.

When it comes to writing in math, you can engage your students by helping them make real-world connections to the content. Here are a few writing strategies to incorporate:

- Use graphic organizers to help students clarify their thoughts.
- Ask students to write a one-page journal entry explaining a mathematical concept.
- Give students a few minutes to write down their thoughts before sharing them in a class discussion (The "think-write-share" strategy).
- Provide a space for students to discuss a concept in small groups.
- Encourage the use of Math Stems

Resource: [10 Ways to Get Students Writing in Math](#)



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

High School - Dr. William Kinard

Caught You Doing Something Good

To ensure that all students were provided high-level instruction with a focus on annotation and citing evidence, Principal Julia Callaway, of Westwood High School, taught ELA I students in the absence of the teacher (pictured below).

To all of you "multi-tasking superheroes, with nerves made of steel, living to inspire and loving to encourage" (published by Anne Spring Press), we see your hard work, relentless effort, and commitment to educating our scholars. We thank the following teachers for creating instructional videos for schools to use as resources to support student learning and teacher lesson implementation: Ms. Paige Stubbs (BTW), Mrs. Candace Suber (Oakhaven), Mr. DeAries Shannon (Trezevant), and Mrs. Sophia Foli (Westwood).

"Teaching is not a job. It's a lifestyle. It permeates your whole life."
Dr. Jill Biden,
First Lady of the United States & Community College Educator

