IZone 2.0
Memphis-Shelby County Schools

The TURNAROUND *Digest Review*

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From the Desk of Dr. Rogers...

As we prepare to engage in the baseball game of TCAP/EOC, our goal is to come out swinging in an effort to hit home runs. We have had lots of practice since August; therefore, we will not strike out. Let's take the next few weeks to ensure all key stakeholders are in the game with us: parents, teachers, students, staff, and the community. This baseball game of education is everybody's business.

Winning With Relentless Collective Efficacy!
Dr. Thomas D. Rogers

IN THE *Spotlight:*

Women's History Month Spotlight:
Principal Julia Callaway

We are "Peacock Proud" to celebrate the fact that one of our IZone 2.0 school leaders, Principal Julia Callaway, has been recognized by MSCS for her dedication to the field of education and to the students of Westwood High School. Click the image to the left to learn more!

(The image links to a Facebook page and may need to be viewed on a non-MSCS network).

Leadership - Dr. Debra Stanford, Zone 9 ILD

With only 10 school days until the Championship Game...

- Select up to three strategic plays.
- Maximize your resources.
- Stay focused. Move with confidence, determination, and drive.
- **See Victory. Taste Victory. Experience Victory.**

Every Minute Counts!

Click the image above for a little inspiration!

Header Photo: Principal Travis McGlothian welcomes members othe TDOE Division of Turnaround team for a milestone visit at Georgian Hills MS.

IZONE 2.0

The Focal Point...

K-8 Literacy - Dr. Matara Harris

Greetings Great Educators and Leaders,

We are now less than three weeks away from TCAP testing. While you're working hard to prepare your students, make sure you are "TNReady" by reviewing pertinent assessment information provided by the TDOE:

- The English Language Arts (ELA) assessments will be administered in four subparts for grades 3-8 and in three subparts for high school end-of-course exams.
- The time allotted for each subpart and the total time for ELA is similar to last year.
- The first subpart is the writing portion of the assessment, which must be completed during the first week of the testing window because student responses are scored individually by hand.
- The ELA assessment will measure students' mastery of the Tennessee Academic Standards through literary and informational texts. It will require students to demonstrate the ability to read closely, analyze text, answer text-dependent questions, provide a written response to a prompt, and demonstrate command of the English language.

For more assessment information, including testing times, dates, blueprints, rubrics, and more, click the link below:

TDOE Website - ELA

K-8 Science - Mrs. Angela Rowe-Jackson

M.A.D. Scientists at Work
Masters of 5E with ***Ambition*** and ***Determination***

Getting Ready for TNReady

Tip #4 - Engage Students in Fun Recap Activities

Testing season is vastly approaching! The state assessment (TNReady) measures students' learning annually. The idea of compacting 181 days of learning into one assessment can cause students anxiety. Using science games as a review when preparing for the TNReady can help reduce students' anxiety.

Playing review games in your classroom provides students with so much more than exciting activities. They provide a chance to practice social skills in real-world situations that build the classroom community. These educational games also allow students to take risks in a safe and novel environment. Review games also provide motivation to work hard and build stamina ahead of a standardized test. Most of all, they allow students to feel confident in their learning!

Engaging Tools to Help Reduce TestingAnxiety:

- Quizizz
- Nearpod (Time to Climb)
- Science Jeopardy
- Kahoot!
- Legends of Learning
- Musical Chairs with Q&A

Here's a great read for more information:

17 Test Review Game Ideas for Middle & High School

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

K-8 Math - Mr. Romond Arnold

Understand the Cultures of Your School and Students

Hello IZone 2.0 Mathematicians,

As we deal with the issue of equity, one must consider the culture of your school and what have been the "cultural norms." We can start by talking to our veteran teachers and leaders on the campus to gain insight into the unique attributes that help define the school's culture and its success. Learning about the traditions of your students' families and communities is key. Embracing the whole child and celebrating their culture can significantly contribute to the academic success of each learner. As we consider the norms, our goal is to create an environment that is safe and conducive to learning while making all students feel welcome and supported.

Listed below are characteristics of an equitable mathematics classroom:

- Teachers allow productive struggle before assistance is offered to communicate that students can solve the problem (adults can remind students they are there to help when students need it).
- Students' discourse outweighs teacher talk; these classrooms are full of students talking about the work.
- Teachers ask questions about students' thinking and supporting evidence. (Ex. "How do you know that's the correct answer?"; "Can you tell me more about your thinking?"; "What is your evidence?").
- Teachers debrief with students to ensure they understand the content, context, and why a specific process is being used.

Click the image to the right to view an enlarged version of the "Building Equity in Your Teaching Practice" document.

High School - Dr. William Kinard

Reteaching

As we get closer to EOC Testing, content covered during the year will need revisiting based on students' misunderstanding of the concepts. When students don't demonstrate mastery of the standards, educators often find themselves having to reteach. During reteaching, it is important that teachers use instructional strategies that differ from those implemented during the original lesson. Teachers should identify and address the primary reason(s) students did not master the objective and then strategically plan for reteaching.

According to the author of *Get Better Faster*, teachers should consider the following when planning to reteach:

- What elements of the reteach target specific student gaps?
- What key questions or phrases should be used consistently to make the reteach "sticky" for students?
- What is the structure of the reteach? Is it a think-aloud/direct model or discourse around exemplary work?
- What do students need to think about during the reteach?

Bambrick-Santoyo, P. (2016). *Get Better Faster: A 90-Day Plan for Coaching New Teachers*. San Francisco: John Wiley & Sons.

Reteach!

Summer Learning Institute

July 24-26, 2023

Early Return Days

July 27-28, 2023