IZone 2.0
Memphis-Shelby County Schools

The TURNAROUND *Digest Review*

May 19, 2023 - Volume 1/Issue 36

Thomas D. Rogers, Ed.D.
Assistant Superintendent
2022-2023 Broad Fellow | Yale School of Management

From the Desk of Dr. Rogers...

From There to Here...

"Research shows that children who don't learn to read by the end of third grade are likely to remain poor readers for the rest of their lives, and they're likely to fall behind in other academic areas, too. People who struggle with reading are more likely to drop out of high school, to end up in the criminal justice system, and to live in poverty. As a nation we've come to accept a high percentage of kids not reading well. More than 60 percent of American fourth graders are not proficient readers, according to the National Assessment of Educational Progress, and it's been that way since testing began in the 1990s."

~Emily Hanford, Hard Words~

Going back to phonics is just the first step to making our schools teach again

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

Leadership - Dr. Janice Tankston, ILD IZone 2.0

How to Implement the 5 Rs in Your Life

We have all heard the old saying, "We must Work HARD and Play HARD" in order to have a well-balanced life. But how many people really take the time to PLAY HARD? We all know that answer. We spend most of our days working HARD but SMART, and at the end of some days, we are almost falling APART. I challenge each of you, starting this month, to implement the 5 Rs to resetting your PLAY HARD LIFESTYLE since you have the WORK HARD component mastered. In the article below, you will explore ways you can Relax, Refresh, Renew, Refuel, and Recharge. Hit "Reset!"

12 Ways to Relax, Refresh, Renew, Refuel, and Recharge This Month

Enjoy your Summer!! You Deserve It!!!

Header Photo: Olympics & Academics: Craigmont High School Band

IZONE 2.0

The Focal Point...

K-8 Literacy - Dr. Matara Harris

As we approach the close of this school year, it is essential to begin thinking about how to start the upcoming school year. Effective Tier 1 instructional strategies are essential to supporting students in the classroom. Therefore, high-quality instruction for students and building a robust instructional strategy is an excellent place to start. The Reading Prescription is a resource provided by our District that can help to inform and lift the load when planning Tier 1 instruction. Continue to use this resource to begin to reflect on instructional strategies used this year to support instructional moves for next year! You can find this resource on the MSCS Curriculum & Instruction Website. To view, click the link below.

Curriculum and Instruction

K-8 Science - Mrs. Angela Rowe-Jackson

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

Teaching with the use of science and engineering practices describes what scientists do to investigate the natural world and what engineers do to design and build systems. The science and engineering practices are what students do in science! The practices better explain and extend what is meant by "inquiry" in science and give specific suggestions about how students should be engaged in the scientific process. Students engage in practices to build, deepen, and apply their knowledge of the disciplinary core ideas and crosscutting concepts.

Teaching with the use of crosscutting concepts helps students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design. We use crosscutting concepts to engage students by asking questions.

The crosscutting concepts give the students a lens that shows them how to think about the problem at hand. The crosscutting concepts also let the teacher know what types of questions to ask when teaching science.

The Disciplinary Core Ideas (DCI) are the key ideas in science that students must learn at each level. They build on one another at each grade level. There are disciplinary core ideas in each domain of science: Physical Science, Life Science, Earth and Space Science, and Engineering. Students from kindergarten and up should be getting science instruction. Science is a spiraling curriculum. If early grades do not teach it, students may end up with gaps in their education.

An extension to insert can be found here: https://teachingscience.us/the-five-best-practices-for-teaching-science/

K-8 Math - Mr. Romond Arnold

High-Quality Math Instruction

Hello IZone 2.0 Mathematicians

High-quality math instructions should provide all students access to mathematics through collaborative engagement with challenging math tasks. All students are expected to participate in some form of mathematical discourse. Each discussion should be designed to develop student thinking and understanding of math concepts. With high-quality instruction, students should be provided the opportunity to scaffold questions and discussions toward the learning goals. The classroom should be alive with chatter and student engagement. As a reminder, we retain 90 percent of the information with which we are physically and mentally engaged.

Here is a link with standards for mathematical practice look-for examples.

High School - Dr. William Kinard

We often express concerns about how to best keep our students motivated. Ensuring that students are interested in a new topic or concept can be tough at times. However, we can utilize our innovation strategies to incorporate gamification into instruction to promote and increase student engagement. Ryerson University Learning and Teaching Office provides the following five gamification strategies you can use in your class to help your students find a love of learning while avoiding extrinsic motivation:

- Instead of class worksheets, assign students "quests" to learn about a new subject or complete a project.
- Use team-building games like Jeopardy to study as a class before a test.
- Instead of class parties or treats, have students earn points towards a class field trip by behaving and doing their assignments.
- Pair subjects that a student struggles with or dislikes with fun books or activities to encourage motivation.
- If you're having a hard time getting your class invested in learning, talk with them together or individually about what motivates them as a student and incorporate it into your student engagement strategies.

Ryerson University Learning and Teaching Office. Teaching with Gamification. Retrieved from ryerson.ca: *https://www.ryerson.ca/content/dam/lt/resources/handouts/gamification.pdf.*

Summer Learning Institute

July 24-26, 2023

Early Return Days

July 27-28, 2023