



THE TURNAROUND DIGEST

Review

VOLUME 2, ISSUE 3 • AUGUST 18, 2023

DR. THOMAS D. ROGERS, ASSISTANT SUPERINTENDENT - 2022-2023 BROAD FELLOW-YALE SCHOOL OF MANAGEMENT



Dr. Rogers, Principal Young-Berry, and Dr. Brittenum during the first week of school

FROM THE DESK OF

Dr. Thomas D. Rogers



Attendance

Let's define good attendance as 95% or above with the goal of lowering chronic absenteeism.

Attending school regularly is crucial for several reasons: 1) It ensures consistent learning and engagement with the curriculum; 2) promotes a better understanding of concepts; and 3) allows students to interact with teachers and peers for improved social development.

Regular attendance amongst faculty and students also aids in building a strong work ethic, time management skills, and a sense of responsibility - all of which are essential for success, both academically and professionally.

Article: [Millions of Kids are Missing Weeks of School as Attendance Tanks Across the U.S.](#)

ATTENDANCE MATTERS

Missing a day of school here and there may not seem like much, but absences add up!

When a student misses **2** days a month..

They will miss **20 DAYS** a year.

They will miss **30 HOURS** of math over the school year.

They will miss **60 HOURS** of reading & writing over the school year.

They will miss over **1 YEAR** of school by graduation.

When a student misses **4** days a month..

They will miss **40 DAYS** a year.

They will miss **60 HOURS** of math over the school year.

They will miss **120 HOURS** of reading & writing over the school year.

They will miss over **2 YEARS** of school by graduation.



CONNECT WITH US!



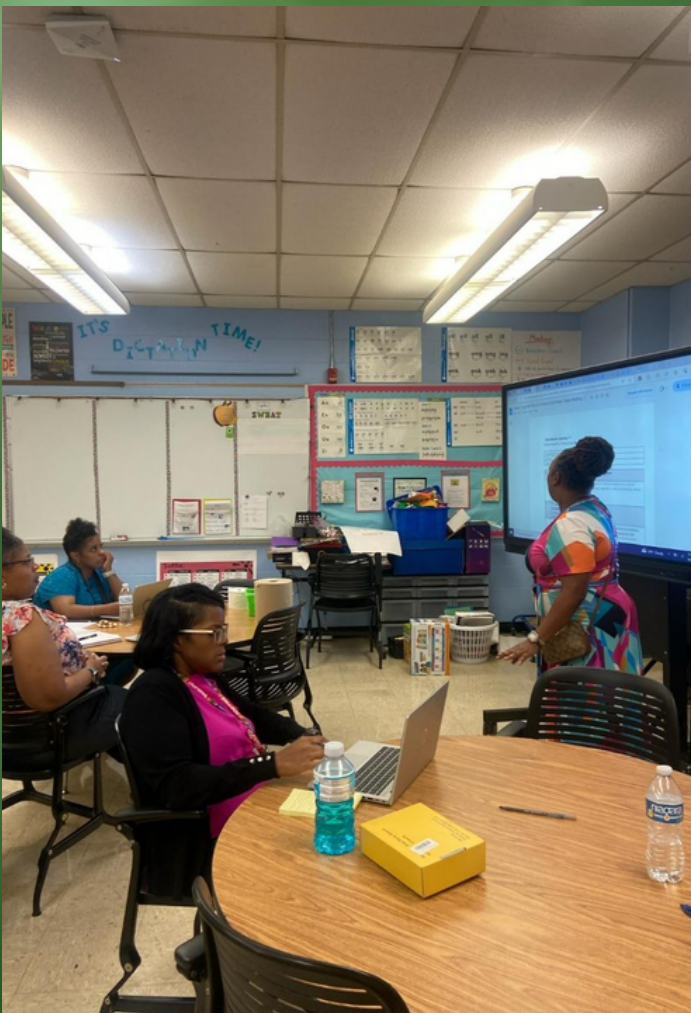
LEADERSHIP

DR. TERRENCE BRITTENUM, ZONE 10 ILD

Honoring Teachers' Needs

In this climate of high teacher burnout, principals must be able to facilitate environments that support the varied needs of staff members. According to the article, *9 Ways for Schools to Honor Teacher Needs this Year*, "School leaders have the power to honor these needs—to reduce stress, carve out planning time, rebuild teachers' work-life balance, and more". In this article, you will learn strategies that can be utilized to honor teacher needs, facilitating a positive school culture and climate.

Article: [9 Ways for Schools to Honor Teacher Needs This Year](#)



IN THE SPOTLIGHT

RIVERVIEW K-8 ELA EDUCATORS

The 3rd – 8th grade ELA educators at Riverview K-8 are preparing to WIN at all costs!

As seen in the photo on the left, each teacher was deeply engaged the process of collaborative planning during a PLC meeting in the first week of school.

We are looking forward to seeing this practice in place at all 36 IZone 3.0 schools throughout the year!



CONNECT WITH US!



K-8 ELA

DR. MATARA HARRIS, MANAGER

Greetings Eminent Educators,

Literacy instruction begins with a clear plan of action. By using the ELA Direct Teaching Model, teachers can create a clear plan for ELA instruction, and students have the opportunity to receive well-informed instruction. The ELA Direct Teaching Model highlights all four sections of the Gradual Release of Responsibility (GRR). Remember, not all lessons will allow for every phase to be included. However, all components of the GRR should be addressed within the weekly series of lessons. Please note in elementary, the Direct Teaching Model focuses on the components to be delivered during meaning-based instruction. It is understood that explicit foundational literacy instruction happens outside of the meaning-based lesson.

Review/use the link below to access a clear plan of action for teaching ELA:

[ELA Direct Teaching Model](#)



K-8 MATH

ROMOND ARNOLD, MANAGER

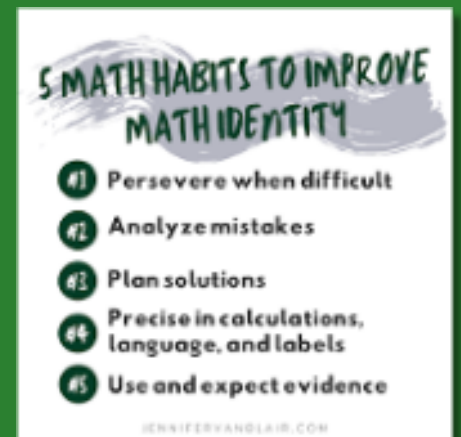
Dr. Yvette Solomon is a Professor of Education and researcher in the area of mathematics education. In her book *Mathematical Literacy* (2008), she explores the development of learner identities. A math identity is defined as:

- beliefs about one's self as a mathematics learner,
- one's perceptions of how others perceive them as a mathematics learner,
- beliefs about the nature of mathematics,
- engagement in mathematics, and
- perception of self as a potential participant in mathematics.

As mathematics teachers, it is imperative that we incorporate the concept of "math identity" into our lesson planning, daily instruction, and assessment of learning. By articulating our students' mathematical strengths and identifying what sparks their participation in learning, we can help scholars shape their math identity.

Click the link to the article below to learn more about how to help students to develop a healthy math identity.

Article: [Guiding Students to a Healthy Math Identity](#)



CONNECT WITH US!



K-8 SCIENCE

ANGELA ROWE-JACKSON, MANAGER

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

Why Incorporate H.O.T. Learning for Students?

Implementing H.O.T. Learning (Hands-on Tuesdays) is a great way to support a variety of learning styles. Through hands-on lessons:

- **kinesthetic learners** can learn by doing because they enjoy experimenting and testing new things;
- **visual learners** can create and interpret charts, graphs, and diagrams as a part of engaging experiments; and
- **auditory learners** can participate in group discussions/debates that require them to share or defend ideas.

The use of hands-on learning uniquely positions teachers to support all learners by bringing core concepts to life. These practical experiences allow students to “anchor” the learning by tying scientific concepts to hands-on lessons.

Hands-on learning is a rewarding way for students to explore, experiment with, and retain content knowledge and can be the saving grace for students who struggle to pay attention during a lecture or stay focused when reading a lengthy text. We look forward to seeing your H.O.T. Learning lessons in action!



"Together We are ONE in SCIENCE!"

HIGH SCHOOL

DR. WILLIAM KINARD III, MANAGER

Empowering Graduation Coaches

When students are not on track to graduate, learning disabilities, challenges at home, lack of parental involvement, and similar factors are usually found to be root causes. Such factors negate the social and psychological development (i.e. community involvement, positive student engagement, etc.) necessary for student success. Schools' retention and graduation rates are severely impacted when students are forced to navigate the aforementioned challenges on their own. With the help of a graduation coach, students will have an opportunity to “transition successfully into high school, succeed academically, and graduate with a plan for their future” (*Across the Stage*). Graduation coaches are vital to high schools because their support bridges the efforts of counselors, teachers, administrators, and staff to increase on-time graduation rates. If you have accepted this role, you are ready to tackle the rewarding challenges of helping students achieve success. “Coaching is a hands-on form of mentoring that provides support for students” (*Graduation Coaching Model*), and by adopting some of the approaches and practices highlighted in [this video](#), you will be well-equipped to guide students toward academic and personal success.

For the State of Tennessee's graduation requirements, please click [here](#).

References:

- Graduation Coaching Model. CSU. CSU is an AA/EO institution. ©2020 University Marketing
- “Graduation Coach Camara Edwards.” Simcoe County District School Board. January 30, 2023. <https://shorturl.at/vwy29>.
- “Graduation Requirements.” TN Department of Education. July 20, 2023. <https://www.tn.gov/education/families/graduation-requirements.html>.
- American Federation of Teachers. *Across the Stage*. https://www.aft.org/sites/default/files/media/2014/if_acrossthestagegradsupportmanualace.pdf

Submitted by: Ms. Vickie Walton, IZone 3.0 Graduation Coach



CONNECT WITH US!

