



THE TURNAROUND DIGEST

Review

VOLUME 2, ISSUE 12 • OCTOBER 27, 2023

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



IZone 3.0 and UVA-PLC Leadership gather for a photo after concluding the Cohort 19 Core Partnership Visit #3 on October 25, 2023

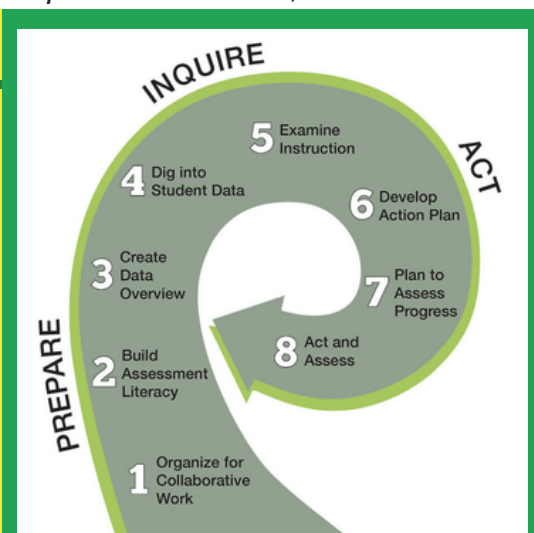
FROM THE DESK OF

Dr. Thomas D. Rogers

Use Data Wisely

Leveraging data strategically in every school can significantly transform instructional outcomes for students. Educators can identify individual strengths and weaknesses by collecting, analyzing, and using student performance data, thus enabling targeted instruction and personalized learning experiences. This data-driven approach allows for timely interventions, tailored support, and adjustments to teaching methodologies, ultimately fostering improved understanding and academic growth among students. Moreover, educators can use this valuable data to adapt and refine curricula, ensuring that learning materials and methods align with students' needs and optimize educational outcomes.

Are you obsessed with winning? I am!



Boudett, K. P., City, E. A., & Murnane, R. J. (Eds.). (2013). *Data Wise: a step-by-step guide to using assessment results to improve teaching and learning*, Revised and expanded edition. Cambridge, MA: Harvard Education Press.

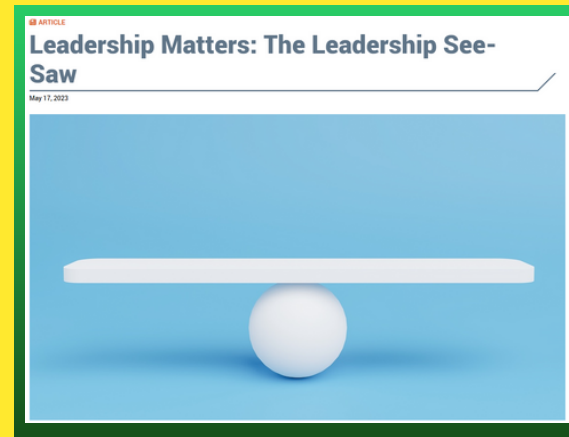
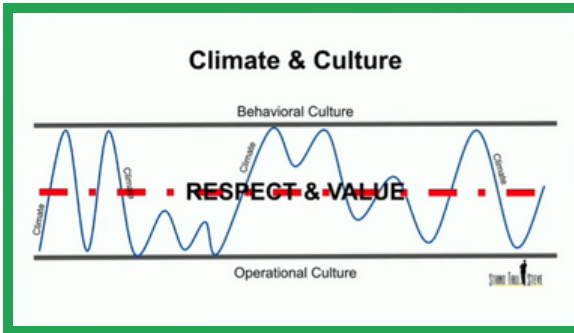
LEADERSHIP

DR. DEBRA STANFORD, ZONE 9 DIRECTOR

Leadership and Culture & Climate

Leadership is not about who's boss or who's in charge; it's about who gains respect from others. A true leader does not have to announce their position to others. The positional status is earned by merit. May this video serve as a reminder to lead with a protector mentality, relentless drive, a selfless spirit, and heart. How you show up every minute of every day is of paramount importance in establishing and sustaining a positive culture and climate for students and staff. So, the question becomes...are you the boss or the leader of your building?

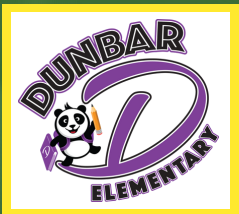
Click the image below to view a video on culture and climate and click the link to the right to read an article on leadership.



IN THE SPOTLIGHT DUNBAR ES & TREZEVANT HS

Congratulations are in order for the faculty, staff, and leadership at Dunbar Elementary and Trezevant High School!

The MSCS Student Equity, Enrollment & Discipline Department (S.E.E.D.) and WKNO have recognized both schools for the positive trends found in their 2022-2023 end-of-year discipline data and because of the great work they did with implementing restorative practices.



Ms. LaWanda Shaw
Principal



Mr. Eric Brent
Principal



If you have made mistakes, even serious ones, there is always another chance for you. What we call failure is not the falling down but the staying down.
-Mary Pickford

K-8 ELA

DR. MATARA HARRIS, MANAGER

Greetings,

Are you ready to engage with the next mode of writing so that your students can be prepared for TCAP? The IZone ELA Team will provide Informational Writing training for ELA/Writing teachers in grades 3-5 on November 1st and grades 6-8 on November 2nd. Two sessions will be offered each day from 8:00 a.m. - 11:00 a.m. and 12:00 p.m. - 3:00 p.m. However, you will only need to attend one session. The sessions will take place at Trezevant High School-IZone Annex. Registration/PLZ information will be provided during the session to record attendance accurately. All other information is included in the flyer. Bring a fully charged device to the session. Click the image to the right to access the full-sized version of the flyer.

Discuss this training opportunity with your principal to determine which session you will attend and clarify substitute coverage.

K-8 MATH

ROMOND ARNOLD, MANAGER

Hello IZone 3.0 Mathematicians,

We are in week two of our deep dive exploration of real-world and practical examples of the eight effective math practices highlighted by the National Council for Teachers of Mathematics (NCTM).

In this issue, we explore **Practice 2: Using and Connecting Mathematical Representations** and **Practice 3: Facilitating Meaningful Mathematical Discourse**. Using and connecting mathematical representations and facilitating meaningful mathematical discourse in a K-8 mathematics classroom can help students understand math concepts better. Here are some real-life and practical examples:

1. Visual Aids for Fractions:

Use visual representations like pie charts, number lines, or fraction strips to illustrate fractions. Have students discuss and compare fractions in real-life contexts, such as dividing a pizza.

2. Bar Models for Word Problems:

Teach students to create bar models to represent word problems. They can then explain and discuss their solutions with classmates, fostering mathematical discourse.

3. Graphical Data Analysis:

Analyze real data sets using various types of graphs (bar graphs, line graphs, and pie charts). Encourage students to interpret the data and discuss trends and patterns.

4. Hands-on Geometry:

Provide students with geometric shapes and objects to explore. They can connect geometric properties with real-life objects and discuss their findings with peers.

These examples encourage students to connect mathematical representations to real-life situations and engage in meaningful mathematical discourse with their peers, helping them develop a deeper understanding of mathematical concepts.

[Click here](#) to see eight additional examples.

K-8 SCIENCE

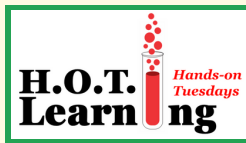
ANGELA ROWE-JACKSON, MANAGER

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

Why is the Explore Phase so Unique?

Following an engagement phase that promotes a mental focus on the concept, the exploration phase provides students with a common, concrete learning experience. This phase is also student-centered and incorporates active exploration. **"Students are encouraged to apply process skills, such as observing, questioning, investigating, testing predictions, hypothesizing, and communicating, with other peers"** (*The Science Education Review*, 3(2), 2004).

This phase of the learning cycle tends to incorporate the main inquiry-based activity or experience, which encourages students to develop skills and concepts. The teacher's role is one of facilitator or consultant. In addition, students are encouraged to work in a cooperative learning environment without direct instruction from the teacher. **This phase is also unique because the students are given a "hands-on" experience before any formal explanation of terms, definitions, or concepts is discussed or explained by the teacher.**



Together, We are ONE in SCIENCE!



HIGH SCHOOL

Graduation Coaching: Thinking About Best Practices

DR. WILLIAM KINARD III, MANAGER

Submitted by: Vickie Walton, Graduation Coach



When assisting students, it is important to develop impactful strategies and best practices that are aligned with each student's personalized goals. There may be general practices that work well for all students but it is imperative to differentiate or begin to think about specific methods for certain students' needs.

Best Practices for Getting Started with Supporting Students:

Get to know the people you will work closely with.

- It is critical to get to know the counseling staff. Graduation coaches complement—but do not supplant—the work of high school counselors. Graduation coaches provide additional support to the most highly at-risk students. (*Across the Stage*)

Know your students. Know the risk factors. Know who is at risk.

- Use available school data to identify students with risk indicators. Pull transcripts and view grades. Look for credit deficiencies. This includes reviewing the records of incoming ninth graders.

Best Practices for Moving Forward with Supporting Students:

Assess the Data, Plan and Offer Services

- Some services may already be in place and coaches must ensure that their students access them. (*Across the Stage*)
- Work with your school's cohort team to plan interventions and next steps for at-risk students.

Parental Contact

- Send an introductory letter or make calls to parents to build a foundation and relationship.
- Listen to students and parents. Empathize with and validate frustrations, then collaborate to create solutions. (*Across the Stage*)

Video - Pilot project

References:

Across the Stage. Doing What it takes to help every Student Graduate from high School.

"CBC News: The National." Pilot project that pairs Black students with a graduation coach. Feb 11, 2021. <https://rb.gy/3fcvl>.

THE IZONE 3.0 COMMITMENTS

***Your school is
my school.***

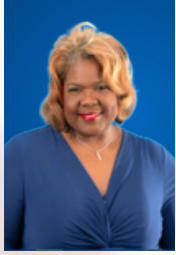
***My school is
your school.***

***Your kids are
my kids.***

***My kids are
your kids.***

Happy Principal Appreciation Month!!

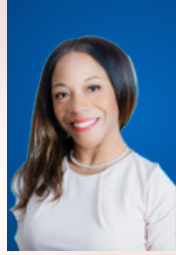
Thank you for your dedication to our students and teachers!



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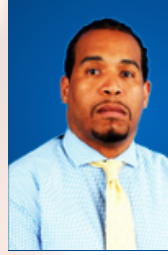
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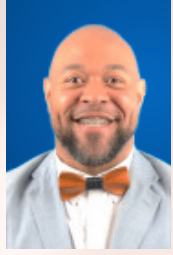
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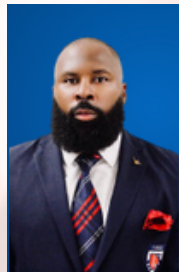
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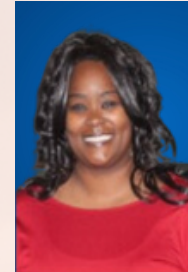
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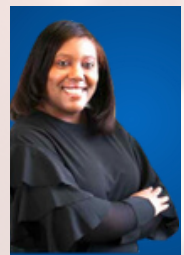
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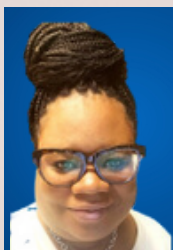
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