

COUNTDOWN TO TCAP!



Instructional days left
before the TCAP begins
on April 15th!



THE TURNAROUND DIGEST *Review*

VOLUME 2, ISSUE 15 • NOVEMBER 17, 2023

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



Clockwise: Director Harris-Giles, ILD Kiner, and Dr. Rogers snap a quick photo during their time in St. Louis for the UVA-PLE Supervisor & Shepherd Summit.

FROM THE DESK OF

Dr. Thomas D. Rogers

Turnaround School Principal Presence

Leadership presence is a crucial attribute for a principal in turnaround schools, where the need for transformative change and unwavering guidance is paramount. Such leaders must exude confidence, authenticity, and a compelling vision to inspire their staff, students, and the broader school community. Their presence should command respect, instill hope, and convey a sense of purpose in the face of often daunting challenges. Effective communication, active listening, and the ability to build trust are central to this presence, as they enable collaboration and foster a shared commitment to improvement. In turnaround schools, a principal's leadership presence serves as a stabilizing force, instilling a belief in the potential for positive change and providing the necessary direction and support to turn the school's trajectory around.

Article: [Are You Sending the Signals of Leadership Presence?](#)



"Your school is my school. My school is your school. Your kids are my kids. My kids are your kids."



CONNECT WITH US!



LEADERSHIP

DR. JANICE TANKSON, ZONE 12 DIRECTOR

WHAT ARE YOU THANKFUL FOR?

With the Thanksgiving Holiday right around the corner, I mean literally next week, I thought it would be fitting to explore what you are thankful for. Yes, we are thankful for the many, many possessions and materials things we have acquired over time, but sometimes gratitude and the spirit of appreciation go a little deeper. Have you ever taken the time to give special thanks to people for what they do and say? Yes, it is easy to say thank you. We are in the South and Southern hospitality and politeness come second nature for many of us, but people know when you are truly grateful. They know it in your actions and how you say it. This season, take time to tell and show how grateful you are to the people in your life. Not only will it make them feel appreciated and good, but it will make you feel good, too. If you want to learn more about how being grateful can change your life, please read the article [The Importance of Being Grateful](#) by Deborah Jepsen.

After reading the article, I encourage each of you to take the 30-Day Gratitude Challenge and see what a little gratitude can do.



IN THE SPOTLIGHT

MELROSE HIGH SCHOOL



Pictured Above: Denise Williams Greene, President of THE Association, Felicia Cummings, Alum plus Melrose High School Admin, Kristopher Davis, Melrose High School Principal, and Shirley Hardaway Collins, Recording Secretary of THE Association.

"The Melrose Alumni Association, in conjunction with Methodist Healthcare Systems, donated Apple computers to The Melrose High School College Readiness Program, Community & Parents Job Skills Empowerment Program, and Alumni Volunteer Tutoring Initiative.

The Association awarded \$33,000 in scholarships for 2023!

Thanks to all of our financial alumni members, "Golden Wildcat" classes 61, '64, '75, '78, '80, '83 PLUS.....supporters, Charlie & Judy Jackson, The Melrose Alumni Association - Chicago Chapter, and The Bailey-Madlock Family, that so graciously joined us in our efforts to bless OUR babies in a HUGE way!!!

GOD IS GOOD! The more YOU give, the more HE gives to YOU!!!

'WE SERVE WITH PRIDE AND HUMILITY!!!'

Blurb Courtesy of Melrose Alumni Association President Denise Williams Greene



MELROSE HIGH SCHOOL GOLDEN WILDCATS
We Serve with Pride and Humility

ALUMNI ASSOCIATION



K-8 ELA

DR. MATARA HARRIS, MANAGER

Submitted by: Mrs. Tiffany Dixon, ELA Coach

Greetings Amazing Educators,

Thank you for attending our Informational/Explanatory Writing Training on November 1st and 2nd. We appreciate your commitment to your students and your enthusiasm for engaging in the work.

During our sessions, teachers and leaders were able to analyze student writing samples, understand how to implement writing instruction with a focus on Informational Writing, and engage in a model of instruction for informational writing aligned with the IZone Writing Guide.



Above: A few snapshots of the great work teachers and leaders participated in during the Informational Writing trainings.

Click the image of the pen to access the IZone Writing Guide



WRITING



K-8 MATH

ROMOND ARNOLD, MANAGER

Hello IZone 3.0 Mathematicians,

A teacher in a K-8 mathematics classroom can strengthen place value understanding and build student capacity and application through various strategies:

1. Concrete Manipulatives: Use physical objects like base-ten blocks, counters, or coins to help students visualize and physically manipulate numbers to understand place value.

2. Visual Representations: Utilize place value charts, number lines, and drawings to visually represent numbers in different place value positions, helping students see the relationships.

3. Place Value Games: Incorporate games and activities that make learning fun, such as bingo, card games, or interactive online tools that reinforce place value concepts.

4. Real-World Examples: Connect place value to real-life situations, such as money, measurements, or population figures, to show the practical application of place value understanding.

[Click here](#) to see strategies 5-9.

What is place value?

A numerical value that a digit has by virtue of its position in a number such as units, tens, hundreds, etc.

Example: 243

200 + 40 + 3

2 Hundreds + 4 tens (forty) + 3 ones

Hundreds	Tens	Ones
2	4	3

© 2019 Secondary Math

Place Value Chart

Hundred Billions	Ten Billions	Billions	Hundred Millions	Ten Millions	Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths	Hundred Thousandths	
2	1	0	9	8	7	6	5	4	3	2	1	2	3	4	5	6

This Chart shows the place value of the number 210,987,654,321.23456
This is how you say it.
Two hundred ten billion, nine hundred eighty seven million, six hundred fifty four thousand, three hundred twenty one, and twenty three thousand four hundred fifty six hundred thousandths.

Math-Aids.com

K-8 SCIENCE

ANGELA ROWE-JACKSON, MANAGER

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



To elicit conversation with your students and determine their level of understanding, improve your questioning skills by including these types of questions during your science lessons. Three types of questions to ask during a science lesson include probing, follow-up, and pressing.

Types of Probing Questions:

- What did you notice happening (before, during, or after) the experiment?
- Did you think that was going to happen?
- Have you had any experiences that relate to this topic?

Types of Follow-up Questions:

- Can you tell me more about that?
- How can you explain/describe what you are thinking in a different way?
- What do you mean by that?

Types of Pressing Questions:

- Why do you think that?
- What evidence do you have for the claim?
- Can you give me an example of that?
- When would this hold true?

Learn more about the meaning of probing, follow-up, and pressing questions by reading this article: [Three Questions to Ask During Every Science Lesson](#)

Together, We are ONE in SCIENCE!

HIGH SCHOOL

DR. WILLIAM KINARD III, MANAGER

Submitted by: Mrs. Brenda Wells, ELA Coach

Culturally and Linguistically Responsive Teaching and Learning

Using Culturally and Linguistically Responsive (CLR) strategies in the classroom empowers students, shifts mindsets, and changes skillsets. The strategies are inclusive and they celebrate diversity. As educators, it is imperative that we motivate and have high expectations for **each** member of our community of learners. Review the strategies below and consider how you can immediately implement them in your lessons.

Let Me Hear You — Students respond concurrently, orally, and/or with movement to a speaker—the teacher or another student—to an improvised or pre-taught “call,” such as “Got It/Yes.”

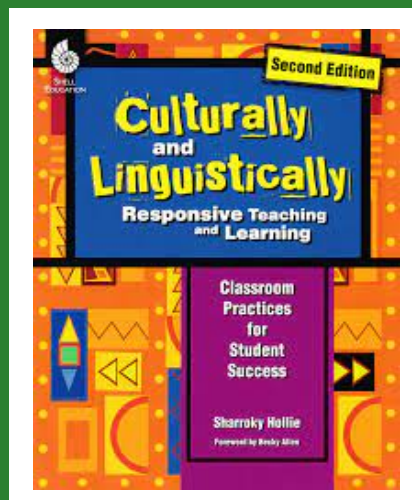
My Turn Your Turn — One person will talk at a time to answer a question, give instruction, or present to the class.

Whip Around — The teacher asks a question that requires a short answer. Beginning on one side of the room, each student takes a turn answering the question, moving quickly around the room in an orderly fashion until each student has responded.

Give a Shout Out — Students softly shout out correct answers or a variety of short answers at the same time. The teacher can record the shout-outs on the board, if appropriate.

Train or Pass it On — Students call on one another to answer or ask questions.

Hollie Sharroky. *Culturally and Linguistically Responsive Teaching and Learning*. Huntington Beach, CA: Shell Education, 2018.



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
THANKSGIVING