

COUNTDOWN TO TCAP!



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



THE TURNAROUND DIGEST

Review

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



WHERE COULD
YOU TURN
THINGS UP
THAT ONE
**EXTRA
DEGREE?**

FROM THE DESK OF

Dr. Thomas D. Rogers

Achieving success in a turnaround school hinges on the commitment to go the extra mile, embodying the metaphorical "extra degree" that transforms potential challenges into opportunities. Elevating students before state assessments requires a multifaceted approach, including targeted interventions, personalized learning, and a supportive environment. By investing additional effort, educators can inspire students to surpass expectations, fostering a culture of resilience and academic excellence. This proactive stance not only improves test scores but also instills a lasting sense of accomplishment, empowering students to overcome obstacles and thrive beyond the assessment setting. The extra degree becomes a catalyst for positive change, creating a transformative impact on both students and the turnaround school community.

The Cost of Winning...O.R.A. + the extra degree

[6 Steps to Set New Year's Resolutions for 2024 Like a Leader](#)



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



CONNECT WITH US!



LEADERSHIP

MS. ALISHA KINER, ZONE 11 ILD

A leader who does not take advice is not a leader - Kenyan Proverb

Leadership is as much about listening and learning as it is about directing and deciding. A true leader is not someone who acts solely on their own ideas and judgments but rather someone who is open to the perspectives and counsel of others. Good leadership involves collaboration and consideration of different viewpoints, and the humility to acknowledge that one does not always have all the answers.

Are you an intentional listener? Do you seek out wise counsel?

Check out what Simon Sinek has to say about listening:

[The Art of Listening | Simon Sinek](#)



IN THE SPOTLIGHT

HAMILTON HIGH SCHOOL

On December 29, 2024, Hamilton High was recognized on CBS News Channel 3 for its partnership with Rutgers-Camden and increasing access to college for eleven students from their Class of 2023.

Love Hamilton, Absolutely!



Click the photo above to see the news story!

K-8 ELA

DR. MATARA HARRIS, MANAGER

Greetings Teachers and Leaders,

Welcome back to a new year with new opportunities! I hope you were able to use the Winter Break to rest and rejuvenate. As we embark on this second semester, let's be reminded to keep standards-aligned instruction as a focus. TN Ready will be here soon, so it is critical to use intentional planning strategies to impact student learning. The District has included a valuable resource (Standards Guides) within the Reading Prescriptions to ensure that teachers and leaders thoroughly understand the standards. The Standards Guides provide clear thinking steps for students to replicate throughout the gradual release of responsibility. Use the path below to access the Standards Guides.

3 rd GRADE Reading/Language Arts Ready Reading/Reading Wonders					
Quarter 3 Reading Prescription 2023-2024					
Foundational Literacy Guidance: To support systematic and explicit learning opportunities around foundational literacy instruction, a foundational literacy and writing addendum has been added that focuses on the <i>Wonders</i> curriculum resources available that support grade-aligned reading foundations.					
Writing Guidance: To support systematic and explicit learning opportunities around writing instruction, writing guidance has been included in the Foundational Literacy and Writing Plan Guidance, which is a part of the Writing Plan . The Writing Plan provides a year-long overview of the <i>Wonders</i> curriculum writing resources and grade-aligned writing practice and supports.					
Performance-Based Objectives: A performance-based objective (PBO) is linked to the content, a higher order thinking opportunity and accessible to students, teachers, and observers. For ease of use click here to access grade specific Annotated PBOs .					
January 4-5 Review Opportunities: Upon returning from Winter Break, teachers are encouraged to utilize January 4-5 as opportunities to review focus standards addressed during semester one. Ready Reading lessons that can be used for review on these days can be found here . Teachers should choose the lesson that will best support the needs of their students based on CFA and iReady Reading Assessment data.					
Text Title	Skill	Focus Standard	Unit/Week	Time Frame	PLC Planning Protocol
Ready Reading (Main Text) Lesson 14: What Are Plays Made Of? Pages: 228a-241 "Danger in Deep Space, Scenes 1 and 2" (Drama), pg. 230 "Danger in Deep Space, Scene 3" (Drama), pg. 232	Explain Structure of Literary Text	3.RL.CS.5	Unit 4 WEEK 1	January 8 th - January 12 th	Planning Guide

1. Access Curriculum Maps in Sharepoint
2. Click Curriculum Tools
3. Select ELA- Prescriptions
4. Select your grade band
5. Select Q3
6. Standards Guides are linked in the "Focus Standard" column.

K-8 MATH

ROMOND ARNOLD, MANAGER

Welcome back, IZone 3.0 Mathematicians!

As we return from a rejuvenating winter break, I'm thrilled to welcome our dedicated teachers and eager students to a new semester of mathematical exploration and growth. To ensure a seamless transition, let's focus on some effective strategies to reacclimate students to the intricacies of error analysis, algebraic operations, and, of course, number operations—with a special emphasis on fractions.

Mistake Mysteries

Description: Present students with "Mistake Mysteries" where intentional errors are embedded in mathematical problems. Task students with identifying and correcting the mistakes collaboratively. This sharpens their error analysis skills and encourages a growth mindset by embracing mistakes as learning opportunities.

Implementation: Create worksheets or digital exercises with carefully crafted errors related to the current curriculum. Engage students in group discussions to share their observations, correct mistakes, and explain their reasoning. Celebrate the process of identifying errors as a valuable part of the learning journey.



Fractional Storyboards

Description: Integrate fractions in storytelling by using manipulatives to create fractional storyboards. Students visually represent stories or scenarios using fraction manipulatives and foster a connection between real-world situations and mathematical concepts. This strategy enhances comprehension and engagement in number operations with fractions.



Implementation: Provide students with a variety of manipulatives representing different fractions. Task them with creating storyboards that incorporate fractions to illustrate scenarios. Encourage creativity and collaboration as students share their fractional stories, promoting a deeper understanding of number operations within a meaningful context.

Visual Aids and Manipulatives: Utilize visual aids and manipulatives to represent mathematical concepts. Create visual models for algebraic operations and fractions, allowing students to grasp abstract ideas more concretely. This visual approach supports a deeper understanding.

Equation Balancing Scales

Description: Introduce balancing scales as a visual representation of algebraic equations. Utilize classroom resources like physical scales or digital simulations to demonstrate the concept of maintaining balance in equations. This hands-on approach aids in understanding the fundamental principles of algebraic operations.

Implementation: Provide students with equation cards and corresponding manipulatives. Task them with physically balancing the scales by arranging manipulatives on both sides to represent equal values. This interactive method reinforces the concept of maintaining equality in algebraic equations, laying a strong foundation for algebraic thinking.



Remember, our collective commitment to fostering a positive and engaging math environment sets the stage for a successful semester. Together, we'll inspire a love for mathematics and empower our students to confidently navigate error analysis, algebraic operations, and the world of fractions. Here's to a fantastic return to the world of numbers and problem-solving! [Click here](#) for more resources.

The Focal Point

K-8 SCIENCE

ANGELA ROWE-JACKSON, MANAGER

Let's Make it **HOTTER** this Semester!

IZone, I challenge you to make K-8 Science hotter than last semester! Here are some reminders to help ensure you turn up the heat on science instruction. Let's make it **HOTTER**!

1. **Start with a Real-World Phenomenon**
Starting with a Phenomena
2. **Implement an Effective Explore Activity**
5E Explore Activities for the Elementary Science Classroom
3. **Anchor the Learning from the Lesson**
Anchor Charts: 8 Tips to Maximize Effectiveness - The Science Duo

4. Display Student Work from Explorations

Displaying student work sends several important messages to students, staff, and visitors:

- As teachers, we value what students do.
- This is the students' classroom as much as the teacher's.
- In this classroom, students share their work and learning with one another.

Students will naturally look at their own work more frequently than they'll look at commercial pieces.

Classroom Displays: Keep the Focus on Student Work - Mike Anderson Consulting

Together, We are ONE in SCIENCE!

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



Shout out to our M.A.D. Scientist at Work, Eunice Conner of American Way Middle, for displaying her students' work after their exploration! Keep up the heart work!



HIGH SCHOOL

DR. WILLIAM KINARD III, MANAGER

Peer Feedback



As educators, we are always seeking opportunities to increase student engagement with the content and student engagement between students. From a Constructivist view, we know that learning is a collaborative process that helps students build on each other's understanding through peer-to-peer interaction. One way to ensure that students are both interacting with the content and interacting with each other is to allow students to critique each other's work. Students can review each other's submissions and provide feedback through peer review activities. Once the assignment is returned to the original owner, students can partner up and discuss the work and critique provided. Students may revise their original work, if necessary, and turn in their final update.

Peer review as an instructional strategy can be used to help students increase their engagement with learning activities, build confidence in their community of learning, and increase their comprehension of the course material.

While peer review can increase engagement, students are most accepting when instructors inform them of the importance and potential benefits of such activities. Take time to establish peer review norms and expectations so that students can trust they will be treated respectfully, which prompts them to be more open to feedback. Ask students to account for how and why they incorporated the feedback and when they did not. Consider how and when you give feedback on student work so it does not unintentionally undercut the peer review process. If your feedback comes after a draft incorporating peer feedback, that is an opportunity for you to reinforce the value of that peer feedback by pointing to places where they successfully integrated the feedback or places where they should have.

Stanford University, Teaching Commons

THE IZONE 3.0 COMMITMENTS

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my school.***

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your school.***

***Your kids are
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