

# 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

“

Leave everything on the court. Leave the game better than you found it. And when it comes time for you to leave, leave a legend.

—  
KOBE BRYANT



*Leave your classrooms and your schools better than you found them . . . LEAVE A LEGEND!*

## FROM THE DESK OF

*Dr. Thomas D. Rogers*

### Transformational Leadership for Turnaround Schools

Transformational leadership is paramount for success in a turnaround school, where profound change and revitalization are imperative. This leadership style emphasizes inspiring and motivating others towards a collective vision, fostering innovation, and cultivating a positive organizational culture. In a turnaround setting, a transformational leader is a beacon of hope, rallying stakeholders around a shared goal of academic excellence and student achievement. By empowering teachers and staff, encouraging collaboration, and championing continuous improvement, transformational leaders can drive meaningful change, instill a sense of purpose, and ultimately elevate the school to new heights of success despite previous challenges.

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

Article: [3 Leadership Styles of Highly Effective Leaders in 2024](#)





# LEADERSHIP

MS. ALISHA KINER, ZONE 11 ILD

As stewards of our schools, it's crucial for us to constantly reflect on our direction and the paths we are charting for our students' future.

I'm reminded of the profound wisdom encapsulated in the quote, "If you do not change your direction, you may end up where you are heading." These words resonate deeply in the context of education, where the decisions we make today profoundly impact the trajectory of tomorrow.

In the ever-evolving landscape of education, it's easy to get caught up in the routines and traditions that have defined our institutions for years. Yet, we must not lose sight of the imperative to adapt, innovate, and evolve in response to the changing needs of our students and society.

As leaders, we have a responsibility to assess our current direction critically. Are we fostering an environment that nurtures creativity, critical thinking, and inclusivity? Are we equipping our students with the skills and knowledge they need to thrive in an increasingly complex world? Are we embracing diversity and leveraging it as a strength within our school communities?



If the answers to these questions reveal areas where we may be falling short, it's incumbent upon us to initiate meaningful change. We must be willing to challenge the status quo, explore new methodologies, and embrace innovation to ensure that we're not merely maintaining the course but actively steering toward excellence.

Let's seize this opportunity to recalibrate our direction, recommit to our shared vision of providing the best possible education for our students, and endeavor to lead by example in embracing change for the betterment of all.

## IN THE SPOTLIGHT

RALEIGH-EGYPT MIDDLE SCHOOL



Raleigh-Egypt Middle School's 7th Grade Team is gearing students up for success on the TCAP! The 2023-2024 AMO/Double AMO Goals are prominently posted on the 7th-grade hall along with lists of students who met or exceeded expectations for each CFA in math, ELA, social studies, and science!

Way to go, REMS Pharaohs!



Greetings, Teachers and Leaders!

TCAP data over a 3-year cycle (2020-2021, 2021-2022, 2022-2023) reveals that some promising practices are being implemented in IZone for certain standards and some areas for improvement. Data analysis of trends over two years revealed decreases in percentages of standards mastery. Our goals are to highlight the standards indicating the lowest percentages of mastery for our IZone schools and to determine the standards worth 4-5 points (see below).

Craft and Structure standards 4.RI.CS.4, 5.RL.CS.5, 6.RI.CS.4 were worth three points on last year's assessment. However, in grades 6-8, standards for Key Ideas and Details, except one 7th grade Craft and Structure standard, were worth 4-5 points.

### 6.RL.KID.2 Negative 1.30 change with correct responses and worth 4 points

*Noteworthy information: Two parts of this standard show up for the first time: Analyzing the development of a theme or central idea and writing an objective summary of a text.*

#### Sample Classroom Tasks for 6.RL.KID.2:

- In reading tasks: Students could read a short story and describe in their reading log the message the author is attempting to convey through the resolution of the plot's conflict.
- In writing tasks: Students could write an essay on a poem and analyze how each successive stanzas contribute to the theme.

### 6.RL.KID.3-Negative 4.68 percent change and worth 5 points

*Noteworthy information: One part of this standard shows up for the first time: Describe the relationship between character development and plot development.*

#### Sample Classroom Tasks for 6.RL.KID.3:

- In reading tasks: Students could read a short story or novel excerpt and use a graphic organizer to compare and contrast characters before and after key events. Students use their graphic organizer to analyze further why characters may have changed due to those key events.
- In writing tasks: Students may write a multi-paragraph response explaining how the events in a novel influenced a character's actions.

### 7.RI.KID.1-Negative 3.15 percent change and worth 5 points

*Noteworthy information: One part of this standard shows up for the first time: Citing several pieces of textual evidence to support conclusions.*

#### Sample Classroom Tasks for 7.RI.KID.1:

- In reading tasks: Students may read an informational text (e.g., a science, history, or news article) and highlight and annotate what explicitly happens or is said in the text, citing several examples of evidence from the text that support their inferences.
- In writing tasks: Students may write an informational essay that analyzes the development of the central idea and provides textual evidence supporting their conclusions.

### 7.RL.CS.5-Negative 31.99 percent change and worth 4 points

*Noteworthy information: This standard focuses on text elements' sequencing, ordering, or placement.*

#### Sample Classroom Tasks for 7.RL.CS.5:

- In reading tasks: Students may read a poem, annotating what they notice about the number of lines, stanzas, and stanza breaks.
- In writing tasks: Students may use their notes from reading and discussion to compose an essay describing how the structure of the narrative poem contributes to the overall meaning, citing specific lines or stanzas to support their ideas.

### 8.RI.KID.1 - Negative 17.59 percent change and worth 4 points

*Noteworthy information: This standard should be embedded in all lessons as they revolve around text. Students should always be required to cite textual evidence to support conclusions.*

#### Sample Classroom Tasks for 8.RI.KID.1:

- In reading tasks: Students could read a scientific article and highlight/annotate the key ideas and supporting details.
- In writing tasks: Students may write an argumentative essay in which they choose what evidence to include to support their claims about a text or topic. Students attend to the most relevant evidence from the text(s) to support their claims.

### 8.RL.KID.1 - Negative 7.40 percent change and worth 5 points

*Noteworthy information: This standard should be embedded in all lessons as they revolve around text. Students should always be required to cite textual evidence to support conclusions.*

#### Sample Classroom Tasks for .8.RL.KID.1:

- In reading tasks: Students could read a poem and highlight or underline concrete details related to the speaker.
- In writing tasks: A student composing an expository essay may describe how the speaker of the poem conveys a theme of the poem, including only relevant textual details.

You can use the information above to effectively support students as we get closer to TNReady. Next week's submission will focus on Writing data and ways to increase possible points earned!



# The Focal Point

## K-8 MATH

ROMOND ARNOLD, MANAGER

## K-8 MATH DATA DIG!



Hello IZone 3.0 Mathematicians,

As the K-8 math Instructional Support Manager for IZone 3.0, it's essential to conceptualize key math standards and address misconceptions. In this exploration, we'll focus on Grades 3-8 standards and devise strategies to overcome deficits revealed by TCAP data over a 3-year cycle: 20-21, 21-22, and 22-23.

### **Grade 3 - 3.MD.A.1:** 3-Yr TCAP Trend in Percentage of Correct Responses: +2% change; Weight: Possibly 3 pts.

- **Conceptual Understanding:** 3.MD.A.1 centers on understanding and measuring time intervals. Students should grasp the concepts of hours, minutes, and seconds, fostering a foundation for future mathematical concepts.
- **Misconceptions:** Misunderstanding units of time and struggling to relate these concepts to real-world scenarios has been a common pitfall.
- **Classroom Strategies:**
  - 1. Integrate real-world examples: Use daily routines and activities to illustrate time intervals.
  - 2. Collaborative learning: Encourage group discussions to reinforce understanding.
  - 3. Visual aids: Implement clocks and timers to provide a tangible representation.

### **Grade 4 - 4.OA.A.3:** 3-Yr TCAP Trend in Percentage of Correct Responses: 0% change; Weight: Possibly 3 pts.

- **Conceptual Understanding:** 4.OA.A.3 requires students to solve multistep word problems using the four operations. Students need to comprehend the sequence of operations to arrive at accurate solutions.
- **Misconceptions:** Misinterpreting the order of operations and struggling with word problem comprehension are common challenges.
- **Classroom Strategies:**
  - 1. Step-by-step approach: Break down word problems into sequential steps.
  - 2. Visual aids: Utilize diagrams or charts to represent multistep problems.
  - 3. Real-world applications: Incorporate practical scenarios to make problem-solving more relatable.

### **Grade 5 - 5.NBT.B.6 and 5.NBT.B.7:** 3-Yr TCAP Trend in Percentage of Correct Responses: -24% (5.NBT.B.6) and -7% (5.NBT.B.7); Weight: Possibly 3 pts.

- **Conceptual Understanding:** Grade 5 standards involve understanding division of decimals (5.NBT.B.6) and adding, subtracting, multiplying, and dividing decimals (5.NBT.B.7).
- **Misconceptions:** Struggling with decimal concepts, especially concerning real-world applications, has its challenges.
- **Classroom Strategies:**
  - 1. Concrete examples: Use visual aids and manipulatives to demonstrate decimal operations.
  - 2. Real-world problems: Integrate scenarios involving money or measurements to contextualize decimal concepts.

### **Grade 6 - 6.EE.C.9a:** 3-Yr TCAP Trend in Percentage of Correct Responses: -2% change; Weight: Possibly 3 pts.

- **Conceptual Understanding:** 6.EE.C.9a revolves around understanding statistical variability in measures of central tendency.
- **Misconceptions:** Difficulties in interpreting and analyzing statistical data has hindered conceptual understanding.
- **Classroom Strategies:**
  - 1. Hands-on activities: Engage students in collecting and analyzing data sets.
  - 2. Visual representations: Use graphs and charts to illustrate central tendency concepts.

### **Grade 7 - 7.EE.A.2 and 7.EE.B.4a:** 3-Yr TCAP Trend in Percentage of Correct Responses: -4% (7.EE.A.2) and -22% (7.EE.B.4a) change; Weight: Possibly 3 pts.

- **Conceptual Understanding:** Grade 7 standards involve understanding relationships between proportional relationships (7.EE.A.2) and solving word problems leading to equations (7.EE.B.4a).
- **Misconceptions:** Misunderstanding proportional relationships and struggling with equation formulation.
- **Classroom Strategies:**
  - 1. Proportional reasoning: Utilize visual aids and real-world examples to illustrate proportional relationships.
  - 2. Problem-solving approach: Teach systematic methods for translating word problems into equations.

### **Grade 8 - 8.G.C.7:** 3-Yr TCAP Trend in Percentage of Correct Responses: -24% change; Weight: Possibly 3 pts.

- **Conceptual Understanding:** Grade 8, 8.G.C.7 focuses on understanding and applying the Pythagorean Theorem.
- **Misconceptions:** Difficulties in applying the theorem to solve real-world problems.
- **Classroom Strategies:**
  - 1. Hands-on exploration: Engage students in activities demonstrating the Pythagorean Theorem.
  - 2. Real-world applications: Connect the theorem to practical scenarios, fostering a deeper understanding.

Analyzing this data allows for targeted interventions, ensuring a tailored approach to address specific deficits and reinforce conceptual understanding across grades. By implementing these strategies, IZone 3.0 coaching supports can continue to foster mathematical proficiency and bridge gaps for both students and teachers.

## K-8 SCIENCE

ANGELA ROWE-JACKSON, MANAGER

## K-8 SCIENCE DATA DIG!



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

### Strategic Focus for Enhanced Learning with Data

Data can be very powerful in helping to pinpoint students' strengths and instructional priorities. Dedication time to review data regularly allows you to take on-the-spot action, implement solutions, and assess prior action steps to improve student achievement. We will dig deep into different data stories to help prioritize your small groups and TCAP Blitz sessions.

Let's dig into those standards from the past two years (2022 and 2023) that had the highest exam points for elementary and middle schools. All other standards not listed were worth 1 - 2 points. In educational assessment and standards evaluation, analyzing exam points is a pivotal process in understanding student performance, curriculum efficacy, and the overall effectiveness of educational standards.

These standards represent key domains of knowledge, skills, and competencies that students are expected to acquire within a specified educational framework. When focusing on standards that have high exam points compared to others in science education, teachers can employ various strategies to ensure comprehensive coverage and mastery of these standards while maintaining balance across the curriculum.

**Together, We are ONE in SCIENCE!**



#### Elementary Exam Points

**3rd - 5th Grade**  
**3.LS2.1 - 3pts**  
**3.LS4.3 - 3pts**  
**3.PS3.3 - 3pts**  
 4.ESS3.1 - 3pts  
 4.LS2.1 - 3pts  
 4.LS2.3 - 3pts  
 5.ESS1.2 - 4pts  
 5.ESS1.4 - 4pts  
 5.ESS1.5 & 1.6 - 3pts  
 5.PS1.2 - 4pts  
 5.PS1.4 - 3pts  
 5.PS2.1 - 4pts  
 5.PS2.3 & 2.4 - 3pts  
 5.LS3.2 - 4pts

#### Middle Exam Points

**6th Grade**  
 6.ESS2.4 - 3pts  
 6.ESS2.6 - 3pts  
 6.ESS3.1 - 3pts  
 6.ESS2.2 - 3pts  
 6.ESS3.3 - 4pts  
 6.LS 2.2 - 4pts  
 6.LS2.5 - 3pts  
 6.LS4.1 - 4pts  
 6.PS 3.3 - 3pts  
 6.PS3.4 - 4pts



#### Middle Exam Points

**7th Grade**  
 7.ESS3.2 - 4pts  
 7.LS1.1 - 3pts  
 7.LS1.2 - 4pts  
 7.LS1.4 - 4pts  
 7.LS1.5 - 3pts  
 7.LS1.6 - 4pts  
 7.LS3.1 - 4pts  
 7.LS3.2 - 3pts  
 7.PS1.1 - 4pts  
 7.PS1.2 - 3pts  
 7.PS1.5 - 4pts

#### Middle Exam Points

**8th Grade**  
 8.ESS1.2 - 3pts  
 8.ESS2.2 - 3pts  
 8.ESS 2.5 - 3pts  
 8.ESS3.1 - 3pts  
 8.ESS3.2 - 3pts  
 8.LS4.1 - 4pts  
 8.LS4.3 - 4pts  
 8.PS2.4 - 4pts  
 8.PS4.1 - 4pts  
 8.PS4.2 - 4pts





# The Focal Point

## HIGH SCHOOL

DR. WILLIAM KINARD III, MANAGER

Submitted by Mrs. Beneidra Wadlington, ELA Coach

## Narrative Writing

Even though students have been exposed to the art of storytelling through various genres of literature since early elementary school, some students stare at a blank page when it's time to create a personal narrative. Historically, we have been challenged in maximizing the number of points that we could earn on the writing portion of the TNReady. Given that the writing portion of the test counts for 16 points, here is a suggestion for the following part of the standard.

### Standard of Focus:

**9-10.W.TTP.3 - Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**

- **d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to convey experiences, events, and/or characters.**

To support students with mastering **Standard 9-10.W.TTP.3**, be sure that students understand they are creating a continuation of the text's basic plot elements, plot, setting, and characters. To develop a plot, students should consider presenting a problem or conflict requiring resolution. To create the setting, students should vividly describe where the story takes place. To bring a character to life, students must write in a manner that helps the reader figuratively "see" what the character does, "hear" what the character says and what other characters say about the character, and understand how the character thinks or feels. Finally, be sure to remind students that using figurative language is an imaginative and powerful way to make their writing come alive.

(Narrative Writing: A Complete Guide for Teachers and Students, n.d.)

## NARRATIVE WRITING





**ATTENTION PRINCIPALS,  
TEAM #2 ARTIFACTS ARE DUE**

**APRIL 5, 2024**





# 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.***