

COUNTDOWN TO TCAP!



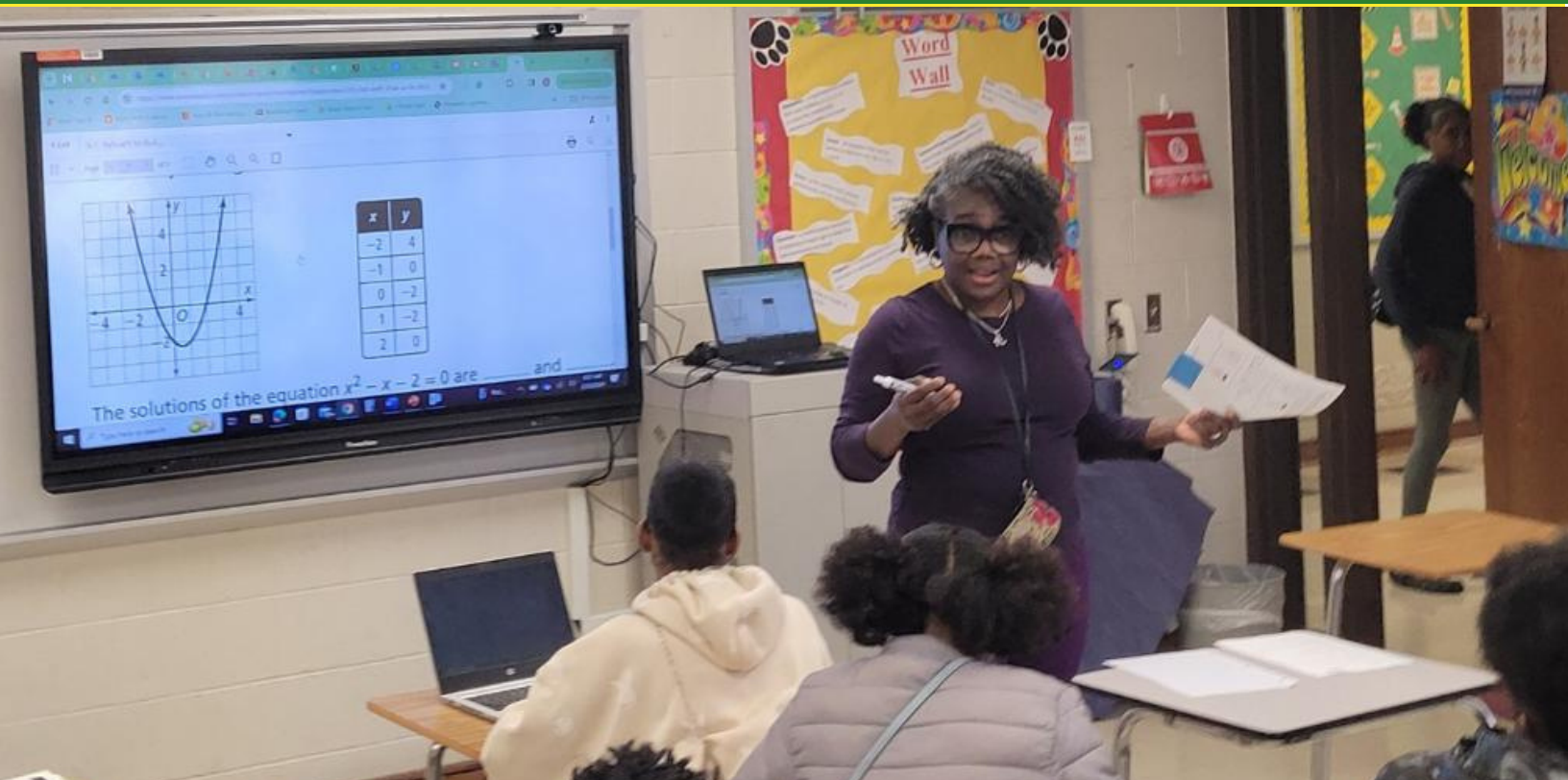
Instructional days left
before the TCAP begins
on April 15th!



THE TURNAROUND DIGEST *Review*

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



Dr. Camilla Horton, HS Math Coach, pitches in to teach Algebra I at Mitchell High School! #TheExtraDegree

FROM THE DESK OF

Dr. Thomas D. Rogers

Leadership Styles

Effective leadership styles such as directing, discussing, and delegating, play pivotal roles in transforming schools. Directing, characterized by clear instructions and authoritative guidance, ensures efficient execution of tasks and fosters a sense of direction among faculty and staff. Discussing encourages collaboration, idea-sharing, and collective problem-solving, promoting innovation and adaptability within the school community.

Delegating empowers individuals by entrusting them with responsibilities, fostering a culture of accountability and autonomy. Together, these leadership styles inspire and influence positive change within schools by fostering communication, collaboration, and empowerment, ultimately leading to a total transformation in the educational landscape.

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



Article:

[Are You Using the Most Appropriate Leadership Style?](#)

LEADERSHIP

PAMELA HARRIS-GILES, IZONE DIRECTOR



With less than thirty instructional days left before state testing begins, I feel compelled to remind us of something that we likely know but might not be top of mind as the weight of leadership can be especially heavy during this time of the year. If you've engaged in any leadership study, I'm sure you are familiar with John Maxwell's *21 Irrefutable Laws of Leadership*. While all 21 laws are pertinent, **The Law of Intuition** and **The Law of Victory** can be crucial game changers as we work to stay focused and motivated during these last few weeks before TCAP.



LAW #8 - THE LAW OF INTUITION

Maxwell says, "Every person possesses intuition," and, "People are intuitive in their area of strength." Therefore, this law says that by using intuition, "leaders evaluate everything with a leadership bias." The Law of Intuition is based on facts, instinct, and other ever-changing factors such as "employee morale, organizational momentum, and relational dynamics." Intuition may be the hardest of all the leadership skills one can develop over time because it relies on more than just leadership experience. It has much to do with your natural aptitude for seeing all these factors simultaneously and naturally discerning possible actions and probable outcomes.

How are you using the Law of Intuition to make the necessary leadership for the students who depend on you?



LAW #15 - THE LAW OF VICTORY

The Law of Victory states that leaders find a way for the team to win. Maxwell writes, "Every leadership station is different. Every crisis has its own challenges. But I think that victorious leaders have one thing in common: they share an unwillingness to accept defeat. As a result, they figure out what must be done to achieve victory. They take responsibility, get creative, and throw all their experience and passion into reaching success. These leaders are always inspiring to those behind them, even when the challenge gets difficult."

What does victory look like for you and your team for this year; and what are the strategic, intentional leadership moves you are making right now to lead your team to victory?

IN THE SPOTLIGHT

DR. VONDA BEATY, WHITNEY ELEMENTARY



Dr. Vonda Beaty, Principal
Whitney Elementary School

Two years after returning to MSCS from the Achievement School District (ASD), Whitney Elementary School has been named a 2023 Reward School by the Tennessee Department of Education! This extremely noteworthy achievement was highlighted on the MSCS Facebook page with the caption, "...Whitney Elementary School's journey from state takeover to Reward School status is a testament to perseverance and dedication. Their transformation was nurtured by a supportive culture. Together, staff and students are shaping a brighter future at Whitney ES!"

Congratulations, Whitney Owls!!!!



Click the image above to view the video featured on the MSCS YouTube Channel!

Click here to view the video featured on the MSCS Facebook Page!





Writing is the focus within IZone 3.0. However, the Reading Informational and Reading Literature standards work in tandem to increase Writing scores. After analyzing the data for the 22-23 school year, there were standards that reflected an increase from the number of possible points earned during the 21-22 school year (see below).

Grade Le	Content Area	Standard	Percent Correct 20-21	Percent Correct 21-22	Percent Correct 22-23	Change From 21 to 22	Change From 22 to 23	Change Over Two Years	Exam Points 20-21	Exam Points 21-22	Exam Points 22-23
3	ENG	3.RI.KID.1		35	44	0	9	9.01		5	3
3	ENG	3.RI.KID.2	29		29	0	0	0.00	3		3
4	ENG	4.RI.KID.1		36	37	0	1	0.93		4	4
4	ENG	4.RI.KID.2	28	38	39	10	1	11.12	4	4	3
5	ENG	5.RI.KID.1	4	34	29	30	-4	25.28	1	2	3
5	ENG	5.RI.KID.2	27	22	32	-5	10	5.21	3	6	4
6	ENG	6.RI.KID.1	39	23	27	-16	4	-12.21	1	3	6
7	ENG	7.RI.KID.1		36	32	0	-3	-3.15		3	5
7	ENG	7.RI.KID.2	25	39	45	13	6	19.40	5	5	4
8	ENG	8.RI.KID.1	54	32	37	-22	5	-17.59	2	4	4
8	ENG	8.RI.KID.2	28	34	29	7	-5	1.60	5	5	4

Notice how students could earn from 3-6 points on the selected standards based on the assessment from the 22-23 school year. These are also the same standards that represent 32%-34% of the test, according to the TN Blueprint. These standards should be addressed daily as we continue to prepare for the TCAP assessment.

Use the Standards Guides provided by Curriculum and Instruction to review the standards above. The Student Practice Steps and Criteria for Success (Look-Fors) will be most beneficial as you review these pertinent standards.

Clickpath to access Standards Guides:

1. Access Edugoodies, **Select** General Ed. Curriculum Guides.
2. **Click** Curriculum Maps.
3. **Select** Curriculum Tools.
4. **Select** ELA.
5. **Select** Prescriptions and Standards Guides.
6. **Select** your respective grade band.
7. **Choose** a guide based on the standard of study.



Fourth Grade Standards Guide

To master many of the TN ELA Academic Standards, students must learn several specific skills within a standard. To provide targeted supports for understanding the academic standards, this standard guide shows core instructional moves for a given skill within the standard. For each skill, the standards guide also includes criteria for success, potential student misconceptions, and scaffolding ideas.

4.RI.KID.1

STANDARD
Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.

SKILL (1)
Explain Text and Draw Inferences

TEXT-BASED QUESTIONS

- What is the central message (lesson or moral) of the story?
- What happens in the story?

Noteworthy: Text-specific, standard-aligned questions are found in the teacher's editions. For additional standard-aligned questions, teachers should reference the PLC Planning Protocols.

STUDENT PRACTICE STEPS

4.RI.KID.1. EXPLAIN TEXT AND DRAW INFERENCES

Step 1 What do you want to figure out?

Step 2 Look for clues in the text.

- nearby details
- text features
- visuals

Step 3 Think about what you already know.

- Visualize
- What makes sense?

Step 4 Put the clues from the text and your knowledge together. Explain what the text means?

CRITERIA FOR SUCCESS (LOOK FORs)

- correctly explains what the text means
- draws an inference to figure out what the text means
- includes details from text and visuals that show the inference is true
- includes background knowledge that show the inference is true

POTENTIAL MISCONCEPTIONS AND SCAFFOLDING IDEAS

If students...	Then ask/say...
Cannot connect details to draw an inference...	<ul style="list-style-type: none"> What is happening in this part of the text? What would make sense or explain the events or ideas? What would these words sound like if the author spoke them aloud? Make a movie in your mind that includes these details. What do the details teach you?

Above: An example of the 4th grade Standards Guide for RI.KID.1



Elevating Mathematics Education: Unpacking Standards and Strategies for Grades 3-8 in IZone 3.0

Hello IZone 3.0 Mathematicians,

As the Instructional Support Manager for IZone 3.0, focusing on math standards is paramount to drive improvement in student performance. In this article, we'll explore specific standards across Grades 3-8, analyzing conceptual understanding, potential misconceptions, and classroom strategies to address identified deficits. The following standards exhibited a change in percent correct between positive 3 and 10 over the 3-year TCAP cycle.

Grade 3 - 3.MD.D.8 (Positive 10% change)

- **Conceptual Understanding:** 3.MD.D.8 centers on solving word problems involving time intervals. Students are expected to measure and compare intervals, applying this knowledge to real-world scenarios.
- **Misconceptions:** Common misconceptions may include difficulties in interpreting word problems involving time intervals and determining appropriate units for measurement.
- **Classroom Strategies:**
 1. Real-world scenarios: Create scenarios involving daily activities to reinforce time interval concepts.
 2. Interactive activities: Use clocks and timers for hands-on exploration of time intervals.
 3. Visual aids: Utilize visual representations such as timelines to enhance understanding.

Grade 3 - 3.OA.B.6 (Positive 8% change)

- **Conceptual Understanding:** 3.OA.B.6 focuses on understanding the relationship between multiplication and division. Students are expected to apply multiplication and division within word problems.
- **Misconceptions:** Common misconceptions may include difficulties in recognizing when to use multiplication or division in word problems.
- **Classroom Strategies:**
 1. Modeling: Demonstrate problem-solving strategies, explicitly showing when to use multiplication or division.
 2. Word problem practice: Provide varied word problems for students to solve, emphasizing the application of multiplication and division.

Grade 3 - 3.OA.D.8 (Positive 4% change)

- **Conceptual Understanding:** 3.OA.D.8 involves solving two-step word problems using the four operations. Students are expected to represent the problem-solving process with equations.
- **Misconceptions:** Misunderstandings may involve difficulties in breaking down two-step problems and translating them into equations.
- **Classroom Strategies:**
 1. Step-by-step approach: Guide students through breaking down two-step problems into sequential steps.
 2. Equation representation: Emphasize the translation of each step into a corresponding equation.
 3. Visual models: Use visual aids and diagrams to support the representation of two-step problems.

Grade 4 - 4.NBT.A.2 (Positive 5% change)

- **Conceptual Understanding:** 4.NBT.A.2 focuses on understanding and using standard algorithms for addition and subtraction of multidigit numbers.
- **Misconceptions:** Common misconceptions may include errors in regrouping and understanding the place value concepts in multidigit addition and subtraction.
- **Classroom Strategies:**
 1. Concrete examples: Use manipulatives to demonstrate regrouping and place value concepts.
 2. Step-by-step practice: Break down the standard algorithms into manageable steps for practice.

Grade 8 - 8.EE.A.3 (Positive 6% change)

- **Conceptual Understanding:** 8.EE.A.3 involves understanding and using scientific notation. Students are expected to perform operations with numbers expressed in scientific notation.
- **Misconceptions:** Common challenges may include errors in converting numbers to scientific notation and performing operations accurately.
- **Classroom Strategies:**
 1. Step-by-step practice: Break down the process of converting and performing operations with scientific notation.
 2. Real-world applications: Connect scientific notation to practical examples in science and mathematics.
 3. Peer collaboration: Encourage students to work together on scientific notation problems, fostering peer learning.

Grade 4 - 4.NF.A.2 (Positive 8% change)

- **Conceptual Understanding:** 4.NF.A.2 involves comparing fractions with different numerators and denominators. Students are expected to use visual models and reasoning to make comparisons.
- **Misconceptions:** Difficulties may arise in comparing fractions when denominators are different, and misinterpreting the visual representation of fractions.
- **Classroom Strategies:**
 1. Visual aids: Use fraction bars and models to visually represent and compare fractions.
 2. Comparative analysis: Engage students in discussions comparing fractions with different denominators.
 3. Real-world scenarios: Relate fraction comparisons to practical examples, making the concept more tangible.

Grade 4 - 4.OA.B.4 (Positive 3% change)

- **Conceptual Understanding:** 4.OA.B.4 centers on understanding factors and multiples. Students are expected to identify and generate these mathematical concepts.
- **Misconceptions:** Difficulties may arise in distinguishing between factors and multiples and applying these concepts to problem-solving.
- **Classroom Strategies:**
 1. Interactive games: Engage students in games that reinforce identifying factors and multiples.
 2. Problem-solving scenarios: Incorporate word problems requiring the application of factors and multiples.

Grade 7 - 7.EE.A.1 (Positive 5% change)

- **Conceptual Understanding:** 7.EE.A.1 involves applying properties of operations to solve equations. Students are expected to understand and apply the properties of operations to generate equivalent expressions.
- **Misconceptions:** Common challenges may include difficulties in recognizing and applying properties of operations in equation-solving.
- **Classroom Strategies:**
 1. Modeling properties: Explicitly demonstrate the application of properties of operations in solving equations.
 2. Interactive exercises: Provide opportunities for hands-on practice with equations and properties.

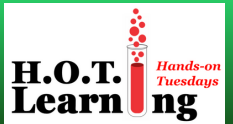
Grade 7 - 7.EE.B.4b (Positive 6% change)

- **Conceptual Understanding:** 7.EE.B.4b focuses on solving word problems leading to inequalities. Students are expected to represent the solution graphically on a number line.
- **Misconceptions:** Difficulties may arise in translating word problems into inequalities and accurately representing them on a number line.
- **Classroom Strategies:**
 1. Guided practice: Lead students through the process of translating word problems into inequalities.
 2. Visual representations: Use number lines and graphs to visually represent solutions to inequalities.
 3. Collaborative problem-solving: Engage students in group activities to solve word problems involving inequalities.

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**

Digging in the Data to Determine the Critical Area of Improvement

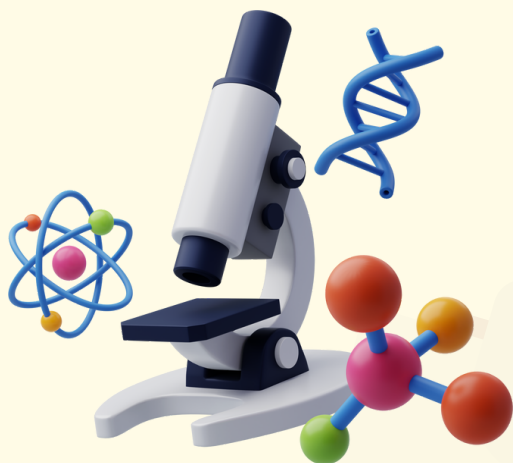
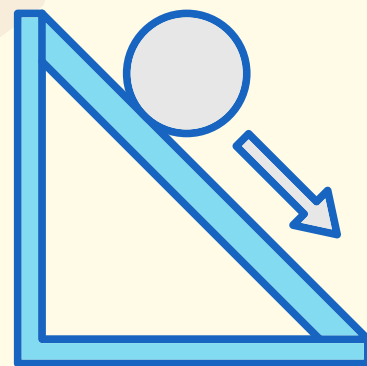
Analysis of TCAP data spanning two years (2021-2022, 2022-2023) highlights the implementation of promising practices within the IZone for specific standards, as well as areas requiring improvement. Examination of trends over two years indicates a decline in the mastery percentages of certain standards. This week we will take a closer look at middle school standards.

6th Grade:

6.PS3.3 - Analyze and interpret data to show the relationship between kinetic energy and the mass of an object and its speed.

Common Misconceptions: Students may think that energy is only associated with moving objects. Students may think that gravitational potential energy depends only on the height of the object.

Click the link to see how this standard was tested:
[6th Grade - 6.PS3.3](#)



7th Grade:

- **7.PS1.2** - Compare and contrast elemental molecules and compound molecules.
- **7.PS1.3** - Classify matter as pure substances or mixtures based on composition.
- **7.PS1.5** - Use the periodic table as a model to analyze and interpret evidence relating to physical and chemical properties to identify a sample of matter.

Common Misconceptions: Students may think elements randomly join to form compounds.

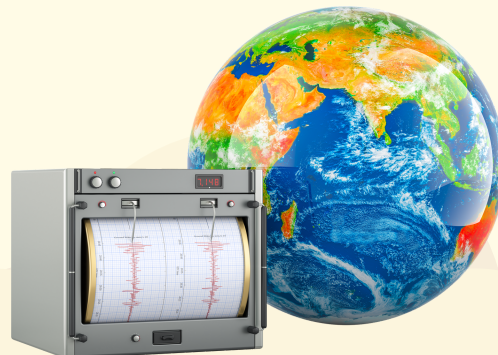
Click the link to see how this standard was tested:
[7th Grade Standards - LS1.2, 1.4, 1.5](#)

8th Grade:

8.ESS2.2 Evaluate data collected from seismographs to create a model of Earth's structure.

Common Misconception: Students may be unaware that waves can travel through the various layers of the Earth.

Click the link to see how this standard was tested:
[8th Grade Standard - 8.ESS2.2](#)



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

HIGH SCHOOL

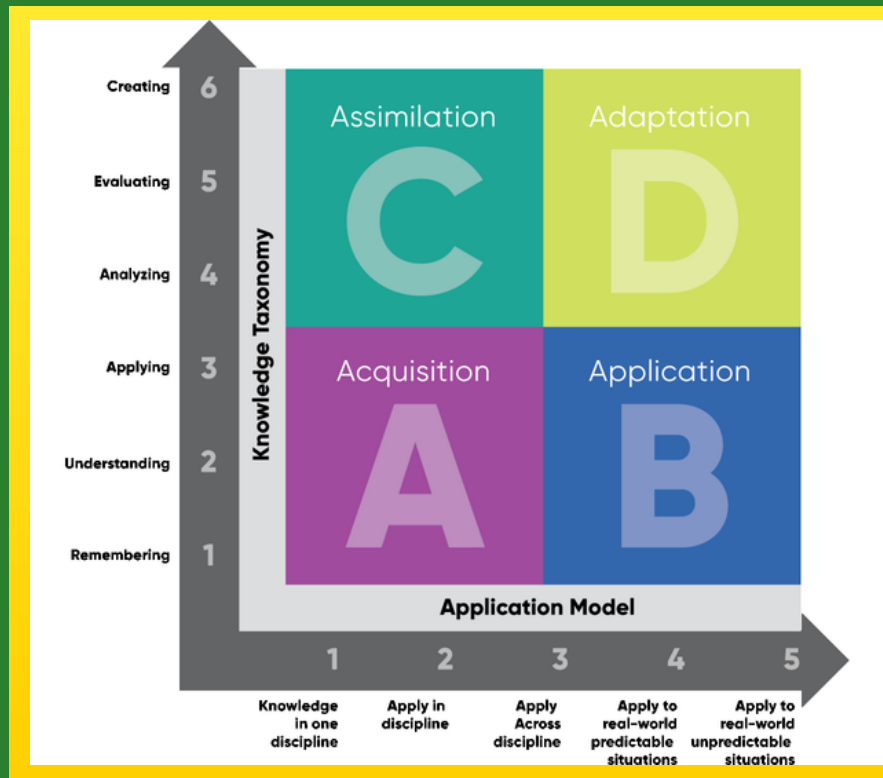
DR. WILLIAM KINARD III, MANAGER

Submitted by Brenda Wells, ELA Coach

Teach Up! Relationships, Rigor, and Relevance

The following Quad D strategies will increase student engagement and investment in learning:

1. **Justify Your Position:** Students take a position on a real-world issue that impacts someone and develop a rationale to defend it with a logical argument.
2. **Original Answers:** Students arrive at a unique answer to an open-ended problem or create an original way to display knowledge or data.
3. **"Why" Questions:** Students pose "why" questions on content for inquiry, exploring additional learning, or reflect on why learning is important to their lives and future.
4. **Around You:** Think analytically and build relevance of a curriculum to self, community, and the real world.
5. **At Your Service:** Students participate in service learning to benefit individuals, schools, neighborhoods, and more.
6. **Current Events:** Students connect content to current events by writing published pieces and debating after they have read and researched.
7. **How Did That Happen?:** Students use cause-and-effect analysis to determine why a real-life phenomenon, event, or action occurred.
8. **What If?:** Students analyze current conditions and imagine the impact of change.



Mason, Venola L. *Teach up!: Empowering Educators through Relationships, Rigor, and Relevance*. International Center for Leadership, 2021.

Focus Standards

9-10.RI.CS.6: Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

9-10.RL.CS.6: Analyze how point of view and/or author purpose shapes the content and style of diverse texts.

"Point of view" is the speaker's opinion or perspective on a topic. "Purpose" is the reason why an author composed a text. "Rhetoric" is the art of using language well.

It is critical that people break down how a speaker or writer uses persuasive language to promote their perspective or goals. Understanding diverse cultures and viewpoints are essential life skills.



**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.***