

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



*It's Spring and now a great time to get physically active to support healthy brain function!
Pre-K Assistant Ms. Warren and these little Hanley K-8 Tigers are certainly up for the challenge!*

FROM THE DESK OF

Dr. Thomas D. Rogers

Motivating Students for Success

Motivating students to be successful on standardized tests in turnaround schools requires a multifaceted approach that addresses both intrinsic and extrinsic factors. Firstly, fostering a positive and supportive learning environment where students feel valued and encouraged is essential. This can be achieved through personalized attention, mentorship programs, and celebrating small victories along the way. Secondly, providing targeted interventions and resources to address any academic gaps is crucial for building students' confidence and competence. Additionally, setting realistic goals and tracking progress regularly can help students stay focused and motivated. Incorporating interactive and engaging teaching methods, such as hands-on activities and project-based learning, can make test preparation more enjoyable and effective. Finally, highlighting the importance of standardized tests in paving the way for future opportunities and emphasizing the value of hard work and perseverance can inspire students to give their best effort. Overall, a holistic approach that considers students' individual needs and cultivates a culture of support and achievement is key to motivating students for standardized tests in turnaround schools.

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



"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. TERRENCE BRITTENUM, ZONE 10 ILD

5 Ways to Make Teacher Professional Development Effective (& 7 Powerful Resources)

How do you plan professional development for your teachers? What data do you use when you plan professional development for your teachers? Are teachers engaged and active participants during professional development sessions? Are teachers required to implement the professional development provided into their daily classroom instruction? Are you monitoring the effectiveness of the professional development on student outcomes? All of these questions MUST be addressed, as you plan relevant, professional development for your teachers. If there is not a measurable increase in student outcomes, you may need to revisit the quality of the professional development and its implementation. The article linked below outlines five ways to make professional development effective.

[Article: 5 Ways to Make Professional Development Effective \(& 7 Powerful Resources\)](#)



IN THE SPOTLIGHT

ZONE 11 ACADEMIC TRIATHLON



All Zone 11 high schools participated in the 2nd Annual Academic Triathlon held February 29th - March 7th. During the event, AMO Scholars engaged in various competitions that sparked exciting, innovative, and memorable learning experiences.

Several students expressed gratitude for the opportunity to participate in the triathlon. The competitions offered students an additional chance to identify areas where they need to build content knowledge or strengthen skills to meet and/or exceed expectations on the 2024 EOCs!

Way to go, Director Kiner, Zone 11 Educators, and Zone 11 Scholars!!



Zone 11 - 2024 Academic Decathlon Winners

Categories	1st Place	2nd Place	3rd Place
English 9	Mitchell HS	Hamilton HS	Oakhaven HS
English 10	Trezevant HS	Oakhaven HS	Mitchell HS
Algebra I	Oakhaven HS	Hamilton HS	Wooddale HS
Algebra II	Mitchell HS	Westwood HS	Trezevant HS
Geometry	Mitchell HS	Manassas HS	Westwood HS
Biology	Oakhaven HS	Westwood HS	Wooddale HS
Overall	Mitchell HS	Oakhaven HS	Trezevant HS

K-8 ELA

DR. MATARA HARRIS, MANAGER

K-8 ELA DATA DIG!



Greetings Teachers and Leaders,

As we push toward the final few weeks of preparation for the state assessment, be mindful of the techniques used to support student achievement. Check out the link below to remind you of the probable percentage of items represented on the assessment. The Blueprints also provide information about the range of points that could be earned on the assessment.

[Blueprints for 2023-24 \(tn.gov\)](https://www.tn.gov/blueprints)

The following dataset has been drilled down to RL.CS.4 in grades 3-8 for this week's submission. (Check out TDR-Issue 27 if you are interested in seeing possible points earned from previous years for RL.CS.5 and RL.CS. 6.)

IZone 3.0 ELA Standards 2022-2023

School Set	Grade Level	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
IZone 3.0	3	ENG	3.RL.CS.4		44	33	0	-11	-10.78		3	1
IZone 3.0	4	ENG	4.RL.CS.4	50	48	41	-2	-6	-8.41	3	3	1
IZone 3.0	5	ENG	5.RL.CS.4	43	51	54	8	3	11.03	1	1	2
IZone 3.0	6	ENG	6.RL.CS.4	39	14	31	-25	17	-7.93	5	3	2
IZone 3.0	7	ENG	7.RL.CS.4	43	49	34	6	-16	-9.59	3	3	1
IZone 3.0	8	ENG	8.RL.CS.4	43	44	46	2	2	3.06	3	4	4

Notice how students could earn from 1-4 points on the selected standard above based on the assessment from the 22-23 school year for grades 3-8. Nevertheless, this is also the same standard that noted as representing 13-18% of the test according to the TN Blueprint. Overall, the cornerstone of this standard is: **Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** Therefore, it is imperative that students are provided daily instruction that supports understanding of words and phrases in all texts.

Keep pushing Tier 1 instruction and insert scaffolds as needed so that our students can meet the demands of Standard 4! By making this move in instruction, students will be able to access grade-level text and put forth greater effort in responding to questions.

Say it with me... **Get More with Standard 4!**



The Focal Point

K-8 MATH

ROMOND ARNOLD, MANAGER

Enhancing Math Proficiency:
Strategies for Grades 2-6 in IZone 3.0

K-8 MATH DATA DIG!



Hello IZone 3.0 Mathematicians,

As the Instructional Support Manager for IZone 3.0, it's essential to empower both teachers and students with targeted strategies to navigate math standards effectively. Let's dig into specific standards across Grades 2-6, dissecting their conceptual understanding, addressing potential misconceptions, and implementing classroom strategies for success.

Grade 2 - 2.OA.C.3

- **Conceptual Understanding:** 2.OA.C.3 focuses on understanding odd and even numbers within 100, recognizing patterns and properties of these numbers.
- **Misconceptions:** May include challenges in distinguishing odd and even numbers and recognizing the patterns they exhibit.
- **Classroom Strategies:**
 - Hands-on activities: Use manipulatives like counters or cubes to visually demonstrate odd and even numbers.
 - Interactive games: Engage students in games that reinforce the concept of odd and even numbers through play.

Grade 3 - 3.NBT.A.1

- **Conceptual Understanding:** 3.NBT.A.1 focuses on understanding place value, particularly the relationship between digits and their positions within a number.
- **Misconceptions:** Recognizing the value of digits based on their placement within a number may be challenging, especially with larger numbers.
- **Classroom Strategies:**
 - Place value charts: Utilize visual aids like place value charts to reinforce the concept of place value.
 - Comparative exercises: Engage students in comparing numbers based on their place value.
 - Real-world applications: Relate place value concepts to practical scenarios involving money or measurements.

Grade 3 - 3.NBT.A.3

- **Conceptual Understanding:** 3.NBT.A.3 involves using place value understanding to round whole numbers to the nearest 10 or 100.
- **Misconceptions:** These may include difficulties determining which place value to focus on when rounding and applying the rounding rules accurately.
- **Classroom Strategies:**
 - Rounding games: Incorporate games and activities that reinforce the rounding process in a fun and engaging way.
 - Step-by-step practice: Break down the rounding process into sequential steps for students to follow.
 - Real-life examples: Provide real-world examples where rounding is applicable, such as estimating quantities or distances.

Grade 4 - 4.NBT.B.4

- **Conceptual Understanding:** 4.NBT.B.4 focuses on understanding and using standard algorithms for multiplying multidigit numbers.
- **Misconceptions:** Mastering the steps of the multiplication algorithm, particularly with regrouping and carrying over.
- **Classroom Strategies:**
 - Visual representations: Use visual aids like arrays or area models to demonstrate the multiplication process concretely.
 - Word problem application: Provide word problems that require the use of the multiplication algorithm for problem-solving.

Grade 4 - 4.NBT.B.5

- **Conceptual Understanding:** 4.NBT.B.5 involves using place value understanding and properties of operations to perform multi-digit multiplication.
- **Misconceptions:** Difficulties may arise in applying place value concepts and properties of operations effectively during multi-digit multiplication.
- **Classroom Strategies:**
 - Hands-on manipulatives: Utilize base-ten blocks or other manipulatives to demonstrate place value concepts during multiplication.
 - Problem-solving scenarios: Provide word problems that require students to apply place value understanding and properties of operations.

Grade 5 - 5.OA.A.1

- **Conceptual Understanding:** 5.OA.A.1 focuses on understanding and interpreting numerical expressions and evaluating expressions involving addition, subtraction, multiplication, and division.
- **Misconceptions:** Correctly interpreting the order of operations and evaluating expressions with multiple operations.
- **Classroom Strategies:**
 - Mnemonic devices: Teach students mnemonic devices like PEMDAS to remember the order of operations.
 - Guided practice: Provide guided practice sessions where students evaluate expressions step by step.
 - Real-world applications: Connect numerical expressions to real-life scenarios to enhance understanding.

Grade 5 - 5.OA.A.2

- **Conceptual Understanding:** 5.OA.A.2 involves writing and interpreting numerical expressions and equations.
- **Misconceptions:** Difficulties in translating verbal expressions into mathematical equations and vice versa.
- **Classroom Strategies:**
 - Verbal to mathematical: Provide exercises where students translate verbal expressions into mathematical equations.
 - Mathematical modeling: Encourage students to model real-world situations with mathematical expressions and equations.

Grade 6 - 6.EE.A.2c

- **Conceptual Understanding:** 6.EE.A.2c involves evaluating expressions with rational numbers.
- **Misconceptions:** Correctly performing operations with rational numbers and understanding their properties.
- **Classroom Strategies:**
 - Concrete examples: Use visual aids like number lines to demonstrate operations with rational numbers.
 - Step-by-step practice: Break down the process of evaluating expressions with rational numbers into sequential steps.
 - Error analysis: Provide opportunities for students to identify and correct errors in evaluating expressions with rational numbers.

Grade 6 - 6.EE.B.5

- **Conceptual Understanding:** 6.EE.B.5 focuses on understanding the relationship between expressions, equations, and inequalities.
- **Misconceptions:** Recognizing the differences between expressions, equations, and inequalities and applying appropriate strategies to solve them.
- **Classroom Strategies:**
 - Graphic organizers: Utilize graphic organizers to visually represent the relationships between expressions, equations, and inequalities.
 - Comparative analysis: Engage students in comparing and contrasting different types of mathematical statements.
 - Problem-solving tasks: Provide tasks that require students to translate between expressions, equations, and inequalities within context.

Grade 6 - 6.EE.B.6

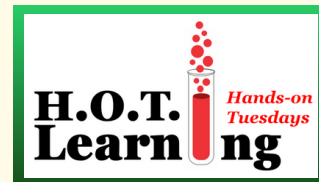
- **Conceptual Understanding:** 6.EE.B.6 involves understanding the concept of variables and their use in expressions and equations.
- **Misconceptions:** Interpreting variables and understanding their role in mathematical expressions and equations.
- **Classroom Strategies:**
 - Concrete examples: Use real-life scenarios to illustrate the concept of variables and their applications.
 - Variable substitution: Provide practice exercises where students substitute different values for variables in expressions and equations.
 - Modeling with variables: Encourage students to create their own mathematical expressions and equations using variables to represent unknown quantities.

K-8 SCIENCE

ANGELA ROWE-JACKSON, MANAGER

The Focal Point

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



Quick Tips for Teachers: Preparing Students for Standardized Testing in a Few Weeks

As standardized testing season approaches, teachers may find themselves tasked with the challenge of getting their students ready for these assessments in a relatively short amount of time. While comprehensive preparation typically requires long-term planning and implementation, there are several strategies educators can employ to maximize student readiness within the next few weeks. Here are some quick tips to help teachers effectively prepare their students for standardized testing:

Focus on High-Impact Content: Identify the most essential concepts and skills that are likely to be tested and prioritize their review in your instruction. Focus on topics that have been consistently emphasized in previous assessments or are known to pose challenges for students. By concentrating on high-impact content, you can ensure that students are well-prepared for the most critical aspects of the test.

Utilize Practice Tests and Sample Questions: Incorporate regular practice tests and sample questions into your classroom routine to familiarize students with the format, structure, and types of questions they'll encounter on the standardized test. Use released test items or create your own practice materials to simulate testing conditions and provide students with opportunities for hands-on practice.

Targeted Review Sessions: Allocate dedicated time for targeted review sessions focused on addressing areas of weakness or misconception identified through diagnostic assessments or previous classroom performance. Use formative assessment data to tailor your instruction to meet the specific needs of individual students or small groups, providing additional support and reinforcement where necessary.

Review Test-Taking Strategies: Teach students effective test-taking strategies to help them approach the standardized test with confidence and competence. Cover techniques such as strategic guessing, process of elimination, time management, and careful reading of instructions and questions. Encourage students to practice applying these strategies during practice tests and classroom activities.

Create a Positive Testing Environment: Foster a supportive and positive classroom environment that alleviates students' anxiety and builds their confidence as they prepare for the standardized test. Offer words of encouragement, provide reassurance, and emphasize the importance of effort and perseverance. Remind students that standardized tests are just one measure of their academic abilities and that their hard work will pay off.

Provide Resources for Independent Study: Equip students with resources and materials for independent study outside of the classroom, such as review guides, online tutorials, educational websites, or interactive learning platforms. Encourage students to take ownership of their learning and engage in self-directed review activities to reinforce their understanding of key concepts.

Balance Preparation with Normal Instruction: While it's important to prioritize test preparation, strive to maintain a balance between preparing for the standardized test and covering regular curriculum content. Incorporate test review activities seamlessly into your daily lessons without sacrificing the breadth and depth of instruction in other subject areas. Keep students engaged and motivated by connecting test-related concepts to real-world applications or hands-on activities.

By implementing these quick tips, teachers can effectively prepare their students for standardized testing within the next few weeks, maximizing their readiness and confidence on test day. Remember that while standardized testing is a significant aspect of education, it's essential to maintain perspective and prioritize student well-being and holistic development throughout the preparation process. With strategic planning, targeted instruction, and a supportive learning environment, teachers can empower their students to perform to the best of their abilities on standardized assessments.

Together, We are ONE in SCIENCE!

HIGH SCHOOL

DR. WILLIAM KINARD III, MANAGER

Submitted by Vickie Walton, Graduation Coach

Possible Setbacks and Needed Support for Overage for Grade Students

Overage for Grade (OAG) Definition: OAG is defined as being two or more years older than the standard age for a grade. (MSCS, The Office of Student Support Services)

ATTENDANCE:

Monitoring overage for grade students' attendance will increase schools' ability to employ early intervention for excessive absences. Students need to be present to be successful. If students have excessive absences it is difficult to provide support. Students must attend school regularly.

GRADES:

Monitoring overage for grade students' grades prior to the distribution of quarterly report cards is another early intervention strategy. It is important that teachers "clearly communicate the common grading procedures to parents and students in writing under the direction of the principal and mastery criteria for projects or other assignments that are used to evaluate multiple concepts using tools such as rubrics or criteria charts."

BEHAVIOR:

Monitoring overage for grade students' behavior throughout the school year can prevent behavioral problems. It is important to track and document any potential student's conduct to avoid a possible expulsion. If a student is expelled, an appeal can be processed and "at the discretion of the parent and upon assignment by the district, participate in alternative school or may attend other appropriate educational settings during the remainder of the expulsion." If the overage for grade student doesn't attend an alternative school or educational setting, the likely chance of dropping out or being retained is a potential outcome for the student.

Please click the links below to access additional resources:

[School Truancy Intervention](#)

[Grading Protocols for High School Courses](#)

[MSCS Student-Parent Handbook](#)





ATTENTION PRINCIPALS,
TEAM #2 ARTIFACTS ARE DUE
APRIL 5, 2024



[Click here to Access and
DOWNLOAD the Team #2
Artifacts Template.](#)



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.***