

COUNTDOWN TO TCAP!



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



THE TURNAROUND DIGEST

Review

VOLUME 2, ISSUE 29 • MARCH 28, 2024

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



Assistant Superintendents join the new MSCS Superintendent, Dr. Marie Feagins, on school walks ahead of her official April 1st start date! (L-R: Dr. Daniel Jack, Mrs. Docia Generette-Walker, Dr. Marie Feagins, and Dr. Thomas D. Rogers)

FROM THE DESK OF

Dr. Thomas D. Rogers

The Power of Turnaround Principals

Turnaround principals exhibit remarkable steadfastness in the lead-up to state tests, embodying resilience and determination amidst mounting pressure. These educational leaders steadfastly navigate challenges, fostering a culture of perseverance and focus within their school communities. With unwavering commitment, they strategically empower teachers and students alike, instilling confidence and providing unwavering support. By maintaining a steadfast resolve, these principals inspire a sense of unity and purpose, ultimately driving positive outcomes and academic achievement, even in the face of adversity.

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



LEADERSHIP

MS. ALISHA KINER, ZONE 11 ILD

No Regret Results

With ten days remaining until the race, ample time exists to lace up our shoes, hit the track, and fine-tune our techniques. Make every moment count and approach these final weeks of preparation with the same determination, grit, and authenticity that have carried us through countless trial runs. While some of our previous attempts may not have ended as we'd hoped, we've continued to train tirelessly, refining our techniques and strengthening our resolve. It's crucial that we channel our unwavering commitment, courage, and deliberate effort into every step of our preparation. These qualities don't just propel us forward; they epitomize achieving "no regret results." This phrase embodies the victories and triumphs we'll secure when we pour our hearts into training, confront challenges with unwavering bravery, and remain steadfast to our principles.

As we navigate these final strides towards the starting line, let's carry with us the weight of Kurt Vonnegut's profound words: "Of all the words of mice and men, the saddest are 'it might have been.'" These words serve as a poignant reminder of the disappointment accompanying missed opportunities and unfulfilled potential. But let's not dwell on what could have been. Instead, let's press forward with determination, resolve, and authenticity, striving for "no regret results" that will stand as shining beacons of our dedication and hard work when we cross the finish line of this journey.



Zone 11 Principals Sporting their "NoRegretResults" Gear

Bottom Row (L-R): Dr. Tonya Diggs, Tara Harris, Jocelyn Mosby, Eric Cooper
Middle Row (L-R): Dr. Trenton Watson, Blanchard Diavua, Kelvin Meeks, Eric Brent
Top Row (L-R): Latonja Robinson, Kristopher Davis
Not Pictured: Alisha Kiner, Zone 11 ILD

IN THE SPOTLIGHT

EARLY LITERACY DEPARTMENT HIGH FLYER

Congratulations to Dunbar Elementary's Jalesa Wallace for recently being recognized as a "High Flyer" by the Early Literacy Department!!!

Highflyers

Jalesa Wallace Dunbar ES Kindergarten



Greetings Teachers and Leaders,

TCAP is fast approaching, and so are emotions that coincide with taking a state assessment. You have given your absolute best to focus on providing standards aligned instruction and to ensure that students have engaged with all modes of writing. As the weeks to TCAP get shorter, stress and anxiety tend to build up as well. Not all stress is bad. Good stress pumps us up and can help us perform well. However, too much stress can create opportunities for stress and fear to hinder students from showing what they actually know on the test. Students have been preparing since August for the state assessment, yet anxiety can become prevalent as we make it to the final weeks before TCAP. Therefore, we would like to offer 8 helpful strategies about how to tackle anxiety before the test.

1. Prioritize Classroom Preparation Efforts:

- a. Encourage students to study and prepare beforehand.
- b. Provide a well-thought-out review plan to boost confidence and peace of mind.
- c. **Familiarize students with the test environment, especially if it's online.**

2. Ask Students About Their Fear:

- a. Engage in open conversations with students.
- b. Understand where their anxiety is coming from.
- c. Address specific concerns and provide reassurance.

3. Keep Things in Perspective:

- a. Remind students that tests are just one aspect of their learning journey.
- b. Emphasize growth, progress, and overall development.

4. Empower Students with Simple Strategies:

- a. Teach relaxation techniques, such as deep breathing and mindfulness.
- b. Encourage positive self-talk and visualization.
- c. **Provide coping skills to manage anxiety during the test.**

5. Teach Effective Test-Taking Strategies:

- a. Share practical tips, like reading instructions carefully and managing time.
- b. Discuss strategies for tackling different question types.
- c. Practice mock tests to build familiarity and confidence.

6. Help Students Create a Study Schedule:

- a. Guide students in organizing their study time.
- b. Break down topics into manageable chunks.
- c. Avoid last-minute cramming, which can exacerbate anxiety.

7. Focus on the Positives:

- a. Celebrate small victories and progress.
- b. Encourage a growth mindset—mistakes are opportunities to learn.
- c. Highlight strengths and areas of improvement.

8. Practice with the Pressure Off:

- a. Conduct low-stakes quizzes or practice tests.
- b. Create a supportive environment where mistakes are part of the learning process.
- c. **Gradually build students' confidence for the actual test day.**

Remember, a compassionate and understanding approach can make a significant difference in helping students overcome test anxiety.



The Focal Point

K-8 MATH

ROMOND ARNOLD, MANAGER

Navigating Math Standards: A Guide
for Grades 2-7 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 crucial to equip both students and teachers with the necessary tools to understand and master math standards effectively. Let's delve into specific standards across Grades 2-7, highlighting their conceptual understanding, potential misconceptions, and implementing targeted classroom strategies to address learning deficits.

Grade 2 - 2.MD.A.3

Conceptual Understanding: 2.MD.A.3 centers around understanding and estimating lengths using standard units of measurement.

Misconceptions: Students may struggle with estimating lengths accurately and understanding the concept of standard units of measurement.

Classroom Strategies:

- **Hands-On Measurement:** Incorporate hands-on activities where students can measure objects using standard units such as inches, centimeters, or feet.
- **Visual Representations:** Utilize visual aids like rulers or measuring tapes to help students visualize and estimate lengths accurately.
- **Comparative Exercises:** Provide opportunities for students to compare and order lengths using different units of measurement to reinforce understanding.

Grade 3 - 3.NF.A.3c

Conceptual Understanding: 3.NF.A.3c focuses on understanding and comparing fractions with the same numerator or denominator.

Misconceptions: Students may struggle with comparing fractions accurately and understanding the relationship between fractions with the same numerator or denominator.

Classroom Strategies:

- **Fraction Manipulatives:** Use fraction manipulatives like fraction bars or circles to help students visualize and compare fractions concretely.
 - **Fraction Games:** Engage students in interactive games and activities that reinforce the concept of comparing fractions with the same numerator or denominator.
 - **Real-World Examples:** Provide real-life examples where fractions are used, such as recipes or measurements, to help students see the relevance of comparing fractions.

Grade 4 - 4.MD.B.4

Conceptual Understanding: 4.MD.B.4 involves understanding and interpreting data displayed in various graphs and charts.

Misconceptions:

Students may struggle with interpreting the data accurately and understanding the different types of graphs and their purposes.

Classroom Strategies:

- **Graph Exploration:** Provide students with opportunities to explore different types of graphs, such as bar graphs, line graphs, and pictographs, and discuss their characteristics.
- **Data Analysis Tasks:** Engage students in analyzing and interpreting data presented in graphs and charts, asking questions to prompt critical thinking.
- **Graph Creation:** Encourage students to create their own graphs using collected data, reinforcing the process of organizing and presenting information visually.

Grade 5 - 5.OA.B.3a

Conceptual Understanding:

Grade 5, 5.OA.B.3a focuses on understanding and applying the properties of operations to generate equivalent expressions.

Misconceptions: Students may struggle with identifying and applying the properties of operations accurately when generating equivalent expressions.

Classroom Strategies:

- **Hands-On Manipulation:** Use algebra tiles or other manipulatives to help students physically manipulate expressions and observe how they change.
- **Property Identification:** Teach students to identify and apply specific properties of operations, such as the distributive property or the commutative property.
- **Problem-Solving Tasks:** Provide real-life scenarios or word problems that require students to generate equivalent expressions, emphasizing the application of properties of operations.

Grade 6 - 6.SP.B.5d

Conceptual Understanding: 6.SP.B.5d involves understanding and interpreting statistical measures, including mean and median, and using them to analyze data sets.

Misconceptions:

Students may struggle with calculating and interpreting measures of central tendency accurately, particularly when dealing with skewed data sets.

Classroom Strategies:

- **Data Exploration:** Provide students with various data sets and guide them through calculating the mean and median, discussing the significance of each measure.
- **Real-World Applications:** Connect measures of central tendency to real-life examples, such as analyzing sports statistics or survey results, to make the concept more relatable.
- **Comparative Analysis:** Engage students in comparing different data sets and discussing how the mean and median can provide insights into the data distribution.

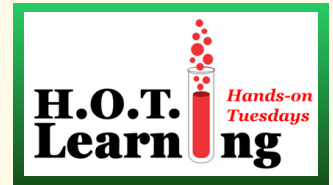
Grade 7 - 7.NS.A.1a & 7.NS.A.3

Conceptual Understanding: 7.NS.A.1a and 7.NS.A.3 involve understanding and applying operations with rational numbers and solving real-life problems involving rational numbers.

Misconceptions: Students may struggle with accurately performing operations with rational numbers and applying them to solve real-life problems effectively.

Classroom Strategies:

- **Concrete Representations:** Use visual aids like number lines or fraction strips to help students visualize operations with rational numbers concretely.
- **Step-by-Step Practice:** Break down the process of performing operations with rational numbers into sequential steps, providing guided practice and feedback.
- **Problem-Solving Tasks:** Provide real-life problem-solving tasks that require students to apply operations with rational numbers, emphasizing the relevance of mathematical concepts.



Igniting Motivation: Fostering Enthusiasm for State Testing Among Students and Teachers

As state testing season approaches, it's natural for both students and teachers to experience a mix of emotions ranging from apprehension to excitement. However, with the right mindset and approach, this period can become an opportunity for growth, learning, and even a sense of accomplishment. Motivating students and teachers about state testing is crucial to ensure that everyone approaches the assessments with enthusiasm and confidence. Here are some strategies to ignite motivation and foster a positive attitude towards state testing:

Highlight the Purpose: Start by emphasizing the importance and purpose of state testing. Help students understand that these assessments serve as a way to measure their progress and mastery of essential skills and knowledge. By framing testing as a tool for personal and academic growth, students are more likely to approach it with a positive attitude and motivation to perform well.

Set Clear Goals: Work with students to set clear and achievable goals for the state tests. Encourage them to reflect on their strengths and areas for improvement and set specific targets for improvement. By having concrete goals to work towards, students are motivated to put in the effort and dedication needed to succeed on the assessments.

Celebrate Progress: Throughout the preparation process, celebrate students' progress and accomplishments. Recognize their hard work, perseverance, and dedication to their studies. Whether it's mastering a challenging concept or improving their performance on practice tests, acknowledging their efforts boosts morale and motivates them to continue striving for success.

Create a Supportive Environment: Foster a supportive and encouraging classroom environment where students feel valued, respected, and empowered. Provide opportunities for collaboration, peer support, and constructive feedback. Encourage students to support and motivate each other, creating a sense of camaraderie and teamwork as they prepare for the state tests.

Empower Students: Empower students to take ownership of their learning and preparation for state testing. Provide them with resources, study materials, and strategies to help them succeed. Encourage self-directed learning and critical thinking skills, allowing students to develop the confidence and independence needed to excel on the assessments.

Incorporate Engaging Activities: Make state test preparation engaging and interactive by incorporating hands-on activities, games, and real-world examples into your lessons. Use multimedia resources, simulations, and experiential learning opportunities to reinforce key concepts and skills. By making learning enjoyable and relevant, you can keep students motivated and focused on their academic goals.

Lead by Example: As educators, it's essential to lead by example and demonstrate a positive attitude towards state testing. Show enthusiasm for the assessments, highlight their importance, and share your own strategies for success. Be open about your own experiences with testing and emphasize the value of perseverance, resilience, and continuous improvement.

In conclusion, motivating students and teachers about state testing is essential for fostering a positive attitude and ensuring success on the assessments. By highlighting the purpose, setting clear goals, celebrating progress, creating a supportive environment, empowering students, incorporating engaging activities, and leading by example, educators can inspire enthusiasm and confidence in their students as they prepare for state testing. With the right mindset and approach, state testing can become an opportunity for growth, learning, and achievement for both students and teachers alike.

Together, We are ONE in SCIENCE!

HIGH SCHOOL

DR. WILLIAM KINARD III, MANAGER

Submitted by Dr. Camilla Horton, Math Coach

Scaffolding

We all have students that may demonstrate gaps in their learning. Therefore, we are stuck with the dilemma of moving on or revisiting. In our best efforts, we still may miss the mark of helping our students. Some practices may not be successful because we try to fill in gaps that stem from several grade levels ago. What if we tried scaffolding in the context of the current skill?

Scaffolding is the inclusion of temporary supports to help students access and complete grade-level work. Examples of scaffolding include:

- Asking questions that guide students' thinking
- Giving simpler versions of problems before introducing more complex versions
- Providing a worked example
- Preteaching vocabulary
- Breaking learning content into smaller pieces

While scaffolding can look very different from one class to another, it always involves more questions, not fewer. For more information, please refer to these articles: [What is Scaffolding in Math?](#) and [Scaffolding in Math | Steps, Activities, & Examples](#)



A high-leverage standard on which to focus is **A1.A.CED.A.1**: Create equations and inequalities in one variable and use them to solve problems in a real-world context.*

- This is a modeling standard and test items are limited to linear, quadratic, and absolute value equations and inequalities.
- For students to be successful with this standard they must be able to do the following:
- Create and solve a one-variable linear, quadratic, or absolute value equation that represents a realworld situation.
- Create and solve a one-variable linear inequality that represents a real-world situation.
- Create and solve a one-variable quadratic or absolute value inequality that represents a simple real-world situation.

Instruction should include opportunities for students to write and solve equations and inequalities in one variable to answer questions about a real-world situation. Students should understand that equations and inequalities are examples of mathematical models. Facilitate classroom discussion where students make meaning of the context of a real-world problem in order to connect it to the structure of a mathematical equation. Provide opportunities for students to discover if a real-world situation can be represented by a linear, quadratic, or absolute value equation or inequality. They consider not only whether the equation or inequality appropriately models the situation, but also reflect on whether the solution or solution sets make sense in context

As this is a modeling standard, students need to encounter equations and inequalities in one variable that evolve from real-world situations. Students should be formulating equations and inequalities, computing solutions, interpreting findings, and validating their thinking and the reasonableness of attained solutions to justify solutions to real-world problems. Real-world situations should elicit equations and inequalities from situations which are linear, quadratic, and absolute value in nature. It is imperative that students have the opportunity to work with each of these equation types equally.

If you are looking for problems related to this standard, please refer to the Reteach Calendar that is located in the Curriculum and Instruction Sharepoint folder.



2024 IZone High School Commencement Schedule

MSCS 2024 Commencement Ceremonies

High School	Graduation Date	Graduation Time	Venue
B T Washington	May 18, 2024	10:00 AM	Orpheum
Hamilton	May 16, 2024	6:00 PM	Cannon
Manassas	May 18, 2024	4:00 PM	Cannon
Melrose	May 21, 2024	7:00 PM	Renasant
Mitchell	May 20, 2024	6:00 PM	Cannon
Oakhaven	May 18, 2024	9:00 AM	Cannon
Trezevant	May 17, 2024	7:00 PM	Renasant
Westwood	May 18, 2024	12:00 PM	Cannon
Wooddale	May 17, 2024	6:00 PM	Cannon





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

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



Dear IZone Educators,


I wish you and your family a wonderful Easter filled with joy, good health, and prosperity. I truly thank you for heart work and dedication.

Sincerely,

Dr. Thomas D. Rogers



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.***