

The TURNAROUND *Digest Review*

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From the Desk of Dr. Rogers...

Culture & Climate

Climate describes the shared perceptions of the people in a group or organization, while culture includes how people feel about the organization and the beliefs, values, and assumptions that provide the identity and set the standards of behavior (Stolp & Smith, 1995). The foundation to turnaround transformational work in education is culture and climate. Clearly, culture and climate are not exactly the same; however, they work in concert to provide and create the conditions to accelerate learning for students. A positive school climate is one that supports student success, demonstrates staff retention, and provides a safe and healthy learning environment. With that stated, let us unite as one IZone 2.0 to effectively educate our children in all 26 schools.

With Relentless Collective Efficacy!

Dr. Thomas D. Rogers



**Culture
&
Climate**

Click the "Culture & Climate" icon above to learn more about how school culture and climate impact students' learning ability.

Leadership - Dr. Janice Tankson, Zone 12 ILD

The POWER of AFFIRMATIONS

If I shared the statements below with you, would you believe me?

- You will be a millionaire one day;
- You will retire in 3-5 years;
- You will take the 7-Day family vacation that you always wanted;
- Your students will exceed your expectations on the EOC and TCAP test in April/May 2023;
- Your suspension rate will be below 5% this school year;
- Your chronic absenteeism will be below 15% this school year

In leadership, many people speak of having a changed mindset, but I dare you to go deeper. In order to attain the things you truly want, you MUST speak them into existence. These goals or affirmations must be spoken daily. It is very important to visualize your goals, write them down and make them plain to anyone who sees them. We tend to put attention on the things that matter most to us. However, what if your attention was placed on all of your written affirmations? I dare you to try something different.

In the article, [The Power of Affirmations](#), by Intelligent Change, they explore how to make every affirmation that you have come true.

This is the year of double-digit achievement in every IZone 2.0 School. This is one of the affirmations I will speak every day!
I hope you will too!

We are in this together!



Mr. Ralph Thomas

3rd Grade Math & Science Teacher
Whitney ES

Click Mr. Thomas' photo above to learn more about why he's the focus of this week's "In the Spotlight"!



The Focal Point...

K-8 Literacy - Dr. Matara Harris

Greetings Exceptional Educators,

Instructional Practice 1 ensures that students engage in an objective-driven lesson and that the standards are utilized in tasks to help students make meaning from the text(s). The Performance Based Objective (PBO) is a roadmap for all lessons and should be referred to throughout the lesson, not just at the beginning of the lesson.

Below are possible look-fors for implementation of 1.8. This is a non-exhaustive list.

- Does the teacher clearly call out how the PBO lives in the lesson?
- Was intentional focus placed on the higher order thinking skill (IOT portion of the PBO)?
- Did this happen in real time?
- Did the teacher provide a real-world example to support learning of the PBO?
- Did the teacher discuss how the PBO will be achieved throughout the lesson?
- Did checking for understanding of the PBO occur within the lesson?

Instructional Practice 1-1.8 - 1.8b

- 1.8 - Does the lesson text(s), task(s), or process(es) align with the PBO?
- 1.8b - Does the lesson text(s), task(s), or process(es) allow students to engage in connecting the learning to the PBO?

[Click here to view all indicators for Instructional Practice 1](#)

K-8 Science - Mrs. Angela Rowe-Jackson

M.A.D. Scientists at Work

Masters of 5E with **Ambition** and **Determination**

How Engagement Strategies Live in Science - Part 2

First, students engage in the topic. Then they are given sufficient time and opportunity to explore the content. The foundation is laid, and they begin to wonder about what they are experiencing. Students are now ready for the Explore phase of the 5E instructional Model. One recommendation is to use an instructional engagement strategy that incorporates body movement.

Engagement Strategy (Movement): Stand or Sit
When: During a lesson (Beginning, middle, or end)
Content Standard(s): All (K-12)

One way to incorporate body movement when you're posing questions is to have students stand if they agree and remain seated if they disagree. Standing provides more blood and oxygen flow throughout the body and keeps your students' minds more alert. Try to incorporate this Movement Strategy: Stand or Sit in an upcoming lesson. Have a great week. 😊

Video: [Anatomy of Student Engagement](#)

"Together we are **ONE** in **SCIENCE!**"

K-8 Math - Mr. Romond Arnold

Hello IZone 2.0 Mathematicians,

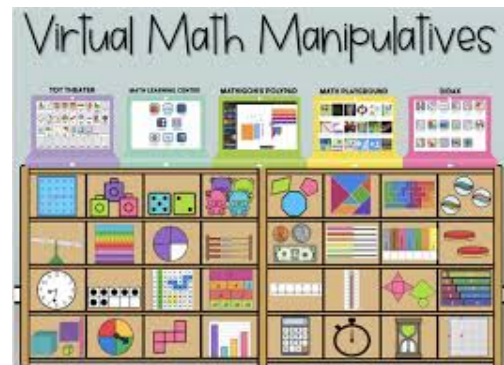
Well-known educator Dr. Marcia Tate considers manipulatives essential for teaching math to students of all levels. She finds that manipulatives help make math concepts accessible to all learners, while at the same time offering ample opportunities to challenge students who catch on quickly to the concepts being taught.

Manipulatives can be key in providing effective, active, and engaging mathematics lessons. Studies have shown that students using manipulatives in specific mathematical subjects are more likely to achieve success and such use allows students to move from concrete experiences to abstract reasoning.

With long-term use of manipulatives in mathematics, educators have found that students make gains in:

- verbalizing mathematical thinking
- discussing mathematical ideas and concepts
- relating real-world situations to mathematical symbolism
- working collaboratively
- gaining confidence in their abilities to find solutions to mathematical problems using methods that students create themselves without relying on directions from the teacher.

Resource: [Virtual Manipulatives](#)



High School - Dr. William Kinard

Data Driven Instruction

Shoutout to the Mighty Hawks of Oakhaven High School for the outstanding achievement, accomplishments, and rewards garnered over the past few days as a result of students' performance on the 21-22 EOC Exams.

We also want to congratulate our high school teachers for the successful implementation and presentation of the first round of DDI Analysis from IZone Common Formative Assessment (CFA) #1. We would like to acknowledge the schools listed below for having the highest percentage of correct responses on IZone HS CFAs.

Algebra I - Westwood HS	English I - Oakhaven HS
Algebra II - BTW HS	English II - Sheffield HS
Biology - Oakhaven HS	Geometry - Oakhaven HS

Let's continue to work hard and strive daily to provide access to high-quality education for ALL of our students.

"Striving for success without hard work is like trying to harvest where you have not planted."

David Bly (American Politician & Retired Teacher)



"Out Front Where We Belong!"

IZONE 2.0

Thomas D. Rogers, Ed.D.
ASSISTANT SUPERINTENDENT

CONNECT WITH US

