



Sumner County Schools News

Committed and Focused on Growing Learners
2014-15, Quarter 2, Issue 2



The faces of Sumner County Schools' leadership are varied in age, size, and experience. However, all leadership roles are focused on our district's vision through actions such as communication, modeling, setting high expectations, accountability for results, commitment, and collaboration. Richard Teerlink, Chairman of the Board of the Harley Davidson Company, said, "As a leader . . . your principal job is to create an operating environment where others can do great

things." Sumner County Schools believe in this philosophy and are making it our purpose and vision for our employees and students. Our focus for the newsletter for this nine weeks is on growing leaders and building capacity in those roles for students and teachers. We are sharing the stories from our district's schools on how each is addressing the leadership vision within their school. Please join us in celebrating the wonderful work that is occurring in Sumner County Schools!

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Leadership in Sumner County Schools

Leadership roles such as Director of Schools, Assistant Director for Instruction, Principals, and Assistant Principals have been vital positions present in Sumner County Schools for many years. However, the district is always searching for proven practices to strengthen our students academically and to empower our teachers, support staff, and administrators professionally. That search led to an initiative that added teacher leaders and lead educators to supplement leadership needs in our schools.

Research from the National Comprehensive Center for Teacher Quality indicates that teacher leadership can improve teacher retention, build teacher capacity, facilitate school staffing innovations, and ultimately, strengthen the teacher profession. A recent MetLife survey of the American educator found that 75% of school administrators feel that the principal's role has become more challenging and complex than in the past. Therefore, they welcome support in leadership duties.

To meet the need for this assistance, Sumner County Schools applied for and received a grant to fund the boosting of the skills of teachers in the area of collaborative professional learning. Lipscomb University and the Ayers Institute were selected to partner with our district to provide training for one teacher leader from every school as well as several lead educators who divide their time between two or three schools with a focus on RTI2 and instructional coaching. These Sumner County educators are participating in graduate-level courses

at Lipscomb University as well as in support sessions provided by The Ayers Institute. They are focused on goal-setting initiatives, PLC implementation, data-driven decision-making, and peer coaching. The knowledge that they gain will be shared to shape school culture, influence classroom practices, increase teacher effectiveness, and improve student learning.



"Principals cannot do it all, and they cannot affectively implement the change needed to impact student learning without the help of leaders within their buildings," said Dr. Jennifer Brown. "When teachers are able to participate in the decision-making process, they are likely to become committed to decisions and work diligently towards the implementation, thus fostering teacher empowerment (Barth, 2001). These two programs are designed to assist principals as they increase and progress monitor student learning."



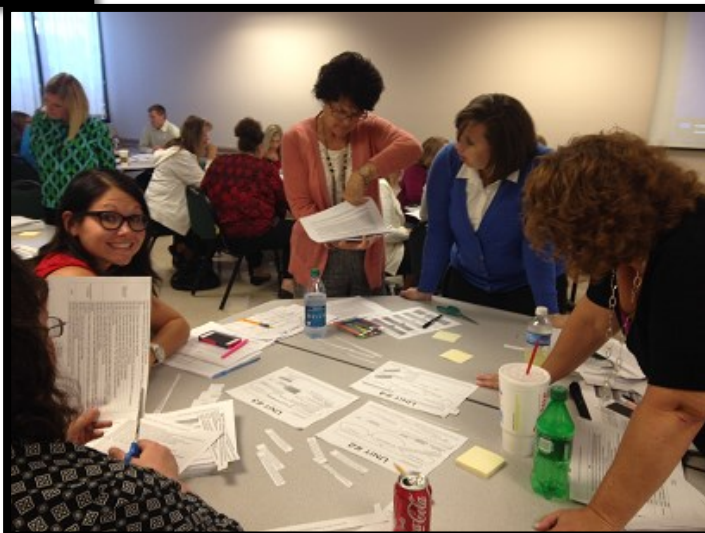
Leadership in Sumner County Schools



Some responsibilities of a Teacher Leader are:

- Support between the Instruction Department, Lead Educator, and Teachers
- Provide guidance regarding Scopes of Work and Tier I best practices
- Develop and maintain a collaborative culture that focuses on learning for all, achieves results, and promotes collegiality and shared responsibilities

Dr. Jennifer Brown, Sumner County Schools' Assistant Director for Instruction, states, "I am very proud of our teacher leader and lead educator program. Our district has gone from no formally trained and recognized teacher leaders to over 46. We have also expanded our lead educator program from less than a handful to 23, and all of these leaders have earned an instructional coaching certificate."



Some responsibilities of a Lead Educator are:

- Liaison between Instructional coordinator and Faculty
- Data analysis of common assessments and paced interims
- Support progress monitoring cycles, timelines, and accountability
- Coordinate data teams around problem solving of student's most basic skill deficit

Developing Leaders in Elementary Schools



Indian Lake Elementary teachers meet monthly in grade level PLCs (Professional Learning Communities) and have the opportunity to meet twice a month with teachers across grade levels in vertical PLCs. Teachers share ideas about guided reading and what would work best for students during these meetings. This time enables teachers to increase leadership capacity.

Students at ILE have the ability to participate in a variety of clubs to develop leadership. National Honor Society students are pictured representing ILE during a community service project for the Humane Society. What a great way to take the lead and learn about the importance of supporting our community!



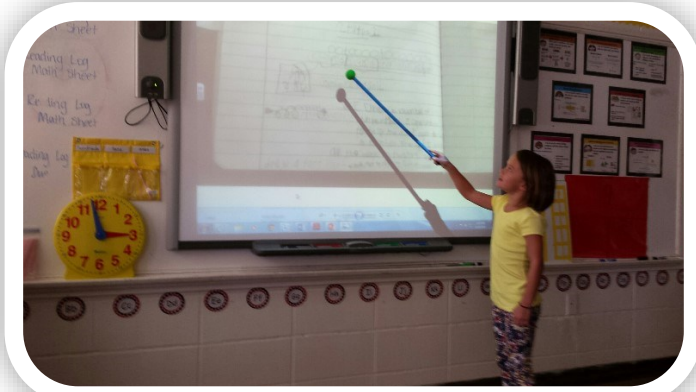
***What is a PLC?** It is a Professional Learning Community which is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.*



Madison Creek Elementary

reminds students that striving for success is a key component of quality leadership. During the month of October, MCE's students competed in a national Study Island Master Challenge with 952 other schools . . . and against 209,561 students. Madison Creek persevered and finished in **SECOND** place! Forty of the top 200 blue ribbon earners in the nation were from MCE. The average total of blue ribbons per student for October was 25.52. Future leaders in the making!

Developing Leaders in Elementary Schools



Nannie Berry Elementary is committed to growing leaders with an intentional focus on improving student learning. All stakeholders set high expectations and hold themselves and others accountable for results. In the picture above, a group of second graders are helping to improve their classmates' learning by demonstrating how to regroup in math. The second priceless picture is another second grader explaining how her strategy worked for her in solving a problem in a whole group setting.

Nannie Berry strives to have classrooms which are student-centered. Students provide specific feedback to each other. They work in groups as individual leaders to perform their roles and work expectations. Their interactions demonstrate respect and support for the reciprocal learning relationships within their classrooms. While fostering this student-led culture, individual skills in speaking, writing, and communication are enhanced.

Reciprocal learning — two students form a learning partnership committed to helping each other reach a particular learning goal.



Jack Anderson Elementary offers weekly learning sessions for teachers called Loads of Learning. These sessions are led by teachers and provide a wonderful opportunity for developing leadership capacity as well as sharing strengths with other educators. Teachers have presented numerous topics including questioning strategies, co-teaching in an inclusion classroom, and conferencing with students.

Developing Leaders in Elementary Schools



George Whitten Elementary offers an after school enrichment opportunity, The Boys and Girls Clubs, to create leaders within the school. The clubs are made up of 50 boys and girls from 5th grade and are financed through a Compass Grant. High expectations are set for the members as they are expected to be role models for others. Each child signs a contract and must abide by the principles set forth in it. The hope of the adult leaders at GWE is that students will gain life skills that will follow them in their future endeavors as well as the workplace.



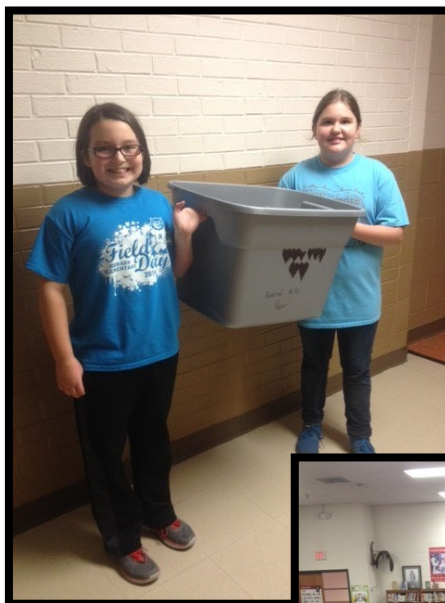
The groups meet twice a month with motivational speakers focusing on life skills such as manners and etiquette, goal setting, communication tools, personal finance, personal hygiene, personal safety, career opportunities, and character and team building. They take several field trips throughout the year including a visit to the State Legislature, a State Capitol tour, a dinner to practice etiquette and manners, and attendance at a Predators game and Sounds game. In addition, this year the club members will travel to Volunteer State Community College for a tour of the campus and information about the Tennessee Promise. Finally, a Community Service project (e.g., lap blankets were made and gifted to the elderly during a visit to NHC last year) is conducted by the clubs each year as well.



Developing Leaders in Elementary Schools

Howard Elementary is building student leaders while the teachers collaborate with each other and partner schools to strengthen their leadership abilities. The school has its very own Recycling Club. This club is led by students. They are responsible for distributing and collecting all aluminum and paper recycling in the school. Club members are responsible for encouraging their classmates to recycle when possible.

In supporting the district's initiative for creating student writers, HES teachers hosted a K-5 writing PLC in November. They had approximately 15 teachers from Howard and Guild attend. Teachers shared ideas and discussed what was and wasn't working in their classrooms as they facilitate making connections between reading and writing for students.



Many Sumner County Schools have recycling programs for paper, newspaper, and aluminum. Please check with your child's school to determine if they have recycling bins. Schools make money to purchase needed items through our recycling efforts!



Westmoreland Elementary

has a rooted tradition of SHARED Leadership. The faculty and staff work together with the administration of the building to make decisions on student placement, intervention, building needs, and the overall workings of the school. Faculty and staff members are empowered by their active involvement in decision making.

Developing Leaders in Elementary Schools

The Vena Stuart Elementary

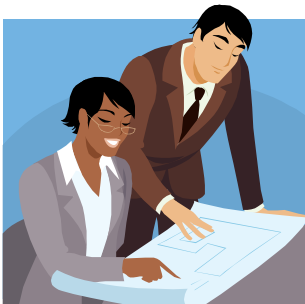
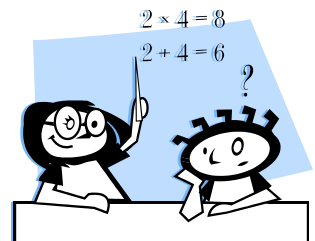
tary RTI2 team meets regularly to measure student growth and to determine levels of intervention needed by our students; student by student, skill by skill, the team analyzes weekly rates of improvement.



What is RTI²?

Response to Instruction and Intervention, or RTI², is a teaching system that uses data to identify students' specific needs and match those needs with appropriate instructional strategies. Its framework has 3 tiers for differing levels of support for students. Our next district newsletter will provide more information on this valuable system.

Some of **Benny Bills Elementary** fifth graders volunteer to be peer mentors to K-5 students. They meet daily each week in the library. This program was established in 2012 and proves to positively develop student leaders and improve academic achievement. Tutors meet each morning between 7:00 – 7:30 to assist any K-5 student needing help with extra academic skills.



Because collaboration is such a crucial piece of school success, Jami Warren, Lead Educator, has provided professional learning opportunities for teachers each month of this first semester. Her focus is to train teachers on how to use graphic organizers to enhance vocabulary, writing, and higher order thinking skills. Each session allows teachers hands-on learning and collaboration among grade levels to best use these organizers to help overall student achievement.

Developing Leaders in Elementary Schools

Walton Ferry Elementary has been on the move! Teachers have taken leadership roles on numerous vertically aligned teams within the school. Each team is responsible for determining a common area of instructional need or focus. The teams are also responsible for developing plans, goals, and strategies to effectively monitor and implement any changes needed in the areas of instruction. The goal is to continue to meet in vertically aligned teams to look at ways to assess the progress and effectiveness of the change for each grade level.

Teachers are excited about the leadership roles they have taken on and are developing a passion for their areas of focus. One teacher commented, "Meeting in our teams has created in us a partnership that has not only given us a strong sense of ownership in our area, but also a stronger sense of responsibility for all grade levels, not simply our own." Another teacher mentioned that she was excited about the practical and positive direc-

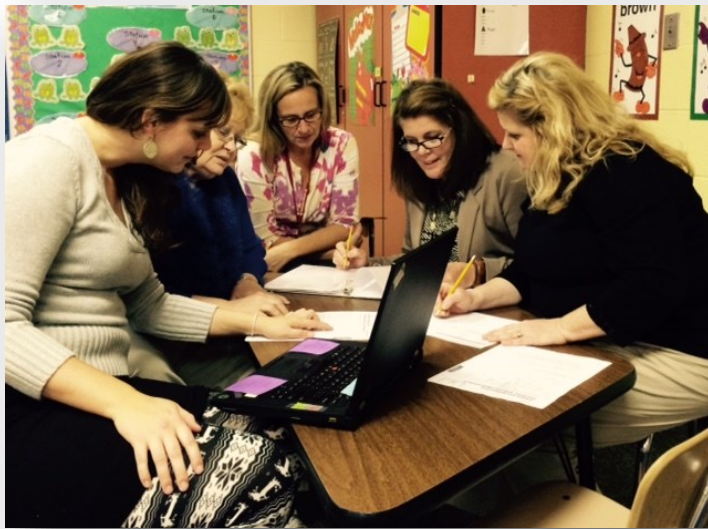
tion in which her team was moving. She stressed the value of having a program tailored to fit the needs of the students of Walton Ferry. We are certain that Walton Ferry Wildcats are excited to have a front row seat for participating in and witnessing the power of collaboration!



The Leadership Team at **H. B. Williams Elementary** meets to focus on student data and set the standards for teachers and students. Pictured from left to right: Mr. Jeff Witt, Principal, Mrs. Sheri Haynes, Mrs. Kris-Ann Christian, Mrs. Susan Rogers, Lead Educator, and Mrs. Vicki Drake.

Teachers participate in ELA, Math, and Science PLCs on a regular basis. After school programs lead by our teachers include an Art Club, Sound Effects and Encore (Music Clubs), Math Club, 4-H, Fit Club, and Cross-Country and Running Club.

Developing Leaders in Elementary Schools



At **Bethpage Elementary**, teachers collaborate on RTI2 efforts during teacher planning time. The school psychologist, Rosey Welch, BPE's teacher leader, Cheryl Young, and Lead Educator, Amanda Rippy, participate actively in this process with different grade groups from week to week.

Has your child set a
SMART goal this year?

On November 20, 2014, **Oakmont Elementary** held its second Title I Parent Night of the year. At this event, teachers led discussions with parents about Response to Intervention, AIMSweb, and other new programs that students are using at the school to increase student achievement. Information was provided to the parents about these programs so that they may help their students grow academically. After sharing this information with the parents, the students and their families went to the OES bonfire to take part in a story time led by the teachers. Everyone then enjoyed roasting hot dogs and marshmallows. Before the night was over, families were able to go to the book fair.

SMART Goals	
S pecific	Know exactly what you are wanting to accomplish
M easurable	How will you know you met your goal?
A chievable	Make sure your goal is not too far to reach, but far enough to be challenging
R elevant	Link the goal to something important to you, something that inspires you
T imely	When do you want your goal to be met?



Developing Leaders in Elementary Schools

At **Union Elementary**, students are learning to be leaders in the area of computer science. Recently, the STEM & Demonstration school kicked off Computer Science Education Week by participating in an Hour of Code. The Hour of Code is a national initiative organized by the nonprofit organization, Code.org, aimed at encouraging students, especially girls and minorities, to pursue careers in computer science. Students in grades third through fifth at Union Elementary participated this year. However, next year, the school plans to include all students beginning with kindergarten.

Participants took advantage of free tutorials and online programs developed for the Hour of Code, with characters such as Angry Birds and Frozen, to learn computing coding. Rather than just playing video games, students learned how to create video games, interactive cards, and animations. "The students were encouraged when an adult visiting the classroom explained they were using the same type of blockly program to write code as was being taught in his class at Volunteer State Community College," said Mrs. Moran, librarian at Union Elementary who coordinated the Hour of Code at the school.

Students were shown resources they can use outside the classroom to continue building on their coding skills. One student at the school has already successfully written over 500 lines of code. Anyone wanting more information on students learning to code is encouraged to visit HourofCode.com.



Tennessee's state standards for Computer Technology may be found at the link: http://www.tennessee.gov/education/standards/computer_technology.shtml

Developing Leaders in Elementary Schools



Lakeside Park Elementary Fifth Grade students participate in the A-Team. Every classroom has a representative that forms the G-Force. The Employee Appreciation Program is designed to teach leadership skills to students while they are learning to recognize and express appreciation to those who make a difference in their lives each day. Although students may provide tokens of appreciation to the employees being honored, the emphasis is upon sincere expressions of appreciation.

Recently, LPE's A-Team showed their appreciation to the district director, Dr. Phillips, by collecting and donating warm scarves, hats, and mittens to the Samaritan Center in his honor.



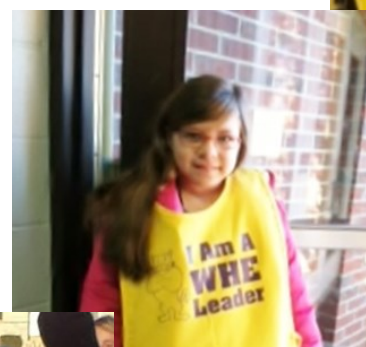
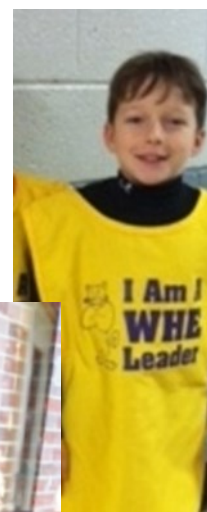
The A-Team is a group of students responsible for planning, leading, and enlisting others to help with activities and celebrations for those who work with them daily. The team promotes an "attitude of gratitude"!



Gene Brown Elementary is a school full of leaders, and they work diligently to build new leaders in the school every day. Besides a Leadership Team, B-Team, and other individual leadership opportunities, we have developed a strong CASE team (Community and Student Enrichment) at GBE. This team is responsible for connecting the school to the community and for enriching the lives of the student body. They meet informally daily and formally once per week to make decisions that positively affect the entire school and students on an individual level.

Developing Leaders in Elementary Schools

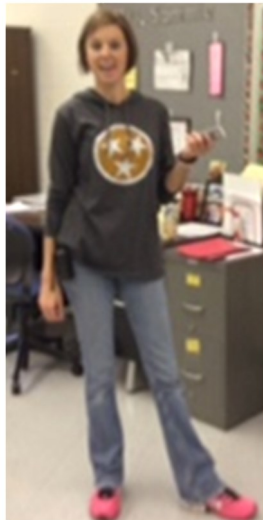
Watt Hardison Elementary's telephone is often answered with the greeting, "Watt Hardison Elementary: Growing Leaders!" The 4th and 5th graders apply for leadership positions. These leaders serve others in a variety of ways. They assist students in getting out of their cars and safely into the building. They hold doors open for those with their hands full and monitor and guide students in the hallways, cafeteria, and on the walking track in the mornings. These leaders count Box Tops for Education and run the library's healthy snack cart. The 5th graders also assist kindergarten through second graders academically in the Peers & Pals Program. At WHE, they are proud of all of their leaders—Ms. Turner, principal, the faculty, and the staff. However, they are most proud of their growing leaders, the student leaders!



Developing Leaders in Elementary Schools

JW Wiseman Elementary has begun implementing a teacher-led professional learning time, Wise Wednesdays, every other Wednesday. This is a time that teachers volunteer to share an area of expertise with their colleagues. Participation is voluntary and is held for thirty minutes after the regular school day. JWW teachers are eager to add to their toolboxes of learning strategies to engage students in productive learning.

JWW'S first volunteer was fourth grade teacher, Sabrina White. Mrs. White shared how to use clickers with Study Island during Tier I instruction. Every grade level had at least one representative present. Teachers are excited to use this unique piece of technology to capture students' interests in an effort to raise student achievement.



Mrs. White was asked—How has using clickers with Study Island helped your students learn?

“Using clickers with Study Island provides an instant platform for class discussion. It is a self-motivating tool and provides me with instant data to help make decisions about my students' learning. It is great for formative assessment.” -Sabrina White

North Sumner Elementary had a wonderful first semester. They saw great things happen with NSE students. This excellence has been facilitated by their extraordinary school leadership team. Mr. Herndon, principal, along with Amanda Rippy, Lead Educator, and Frances Gillespie, Teacher Leader. Together, they continue to present innovative teaching practices to enhance classroom instruction as well as the Special Areas. The students are enjoying all the "new stuff" going on in the building. The student body of 223 and the faculty and staff have seen outstanding learning going on at North Sumner and are looking forward to bigger and better things to come.



Developing Leaders in Elementary Schools



Station Camp Elementary is working toward school improvement via teacher-led PLCs. It was two short years ago when turning a seldom-used conference room into a brainstorming space called the “PLC Room” began a great trend at Station Camp Elementary. The PLC Room was designed to hold teacher-led meetings where quarterly assessments, AIMS data, and curriculum could be discussed. The desire to meet the students’ varied learning needs and having their own private PLC room led the teachers and staff of SCE to partici-

pate in various types of PLCs throughout the year.

***Curriculum Planning** - SCE teachers are encouraged to work together and meet to analyze curriculum. They come together weekly and work to track growth and pace students based on this data while creating lesson plans to build on these findings.

***Student Data** - Teachers gather on a monthly basis to analyze student data, determine student needs, and develop new teaching strategies.

***Leadership Teams** - Station Camp Elementary has 12 Leadership Teams that range from Writing to Technology to Crisis Management. These teams are made up of teachers as well as classified staff. They gather on a regular basis for student-centered discussions. Shared leadership at SCE means empowered teachers and achieving students!



Developing Leaders in Elementary Schools

Beech Elementary School is building leadership capacity with students and adults.

Student leadership: Recently, BES students voted for a “Mayor” of their BizTown. Jake Steen, a fifth grader, was elected. Sumner County Schools’ newsletter representative, Erin Oakes, sat down with Jake to ask him questions about what drives him to be a leader both in and out of school. Jake’s answers follow:

Q: How did you get elected?

A. I ran against other candidates in 5th grade. I made up a campaign partner and I made signs. The entire 5th grade voted.

Q. What did your friends say when you were elected?

A. They said, “Hope you do well,” and “I’m glad you’re mayor.” I thought that was really nice of them.

Q. What does the mayor of BizTown do?

A. He/She shows leadership to others. I had to open and close BizTown too. Without the mayor no one would get money back or have checks signed. I signed plenty of papers.

Q. What did you learn being the mayor?

A. Be prepared for anything that comes your way. There were a lot of random things that ended up on my desk.

Q. Do you think being the mayor prepared you for the future?

A. Yes. It taught me to do a lot of things at once. My dad said I could be a leader, and I believed him. Now that I’ve conquered that task, I do believe my brain is bigger.

Q. If you had it to do over, what would you do differently as mayor?

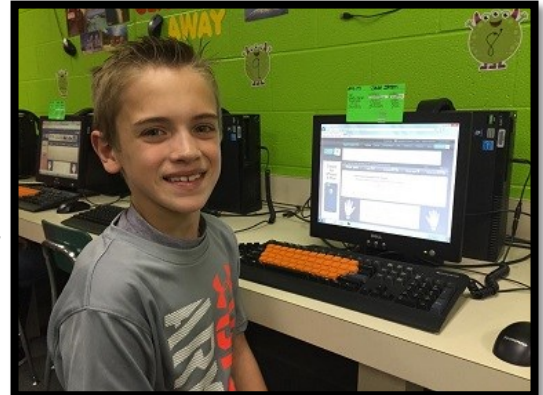
A. I would have enjoyed myself more. If I knew it was going to be as stressful as it was, I would have prepared myself better. Maybe I would have had more fun.

Q. Who are some examples of people in your life you consider to be good leaders?

A. My dad because of the position he plays at work and life. He’s someone I look up to.

Q. What are some of the leadership roles you have outside of school?

A. I have leadership roles at church in youth group. I also sing. I’m a point guard on my basketball team. That is a very important position, so I feel like I have to show leadership on my team.



Being an effective student leader is never easy, but Jake Steen sure makes it look easy!

What IS Biztown?

Biztown is the name for Junior Achievement’s experiential-based elementary school Capstone Program. BizTown encompasses important aspects of work readiness, entrepreneurship, and financial literacy, providing students in grades four through six with a solid foundation of business, economics, and free enterprise education. The program content also augments students’ core curriculum in social studies, language arts, and mathematics.

Developing Leaders in Elementary Schools



A recent opportunity for one of **Beech Elementary School's** teachers to fill an adult leadership role can be defined as "stepping up" says Erin Oakes who also shares that trying to pin down what makes an effective school leader can be like trying to eat soup with a fork. Principals and assistant principals vary in strategies, temperaments, and leadership styles. Lucky for Beech Elementary, Nina Carroll is truly a "jack of all trades". She's been everything from a middle school girls' basketball coach to an elementary school reading specialist. She currently serves as PE teacher at Beech Elementary, a position she's held for eight years. However, her newest endeavor, interim assistant principal, is a new role for her. Ms. Carroll has assumed these responsibilities while Ms. Devore is on leave.

According to Mr. Bobby Elrod, principal of Beech Elementary, choosing Ms. Carroll for the position was not hard. "She has shown leadership qualities in the school. Her background in the classroom helped too. She has a great rapport with the kids," states Mr. Elrod. Ms. Carroll appreciated the vote of confidence and said, "I really wasn't worried about doing the job. We have an amazing staff and wonderful students at BES. I have really enjoyed being an educator here and over the last 30 years."

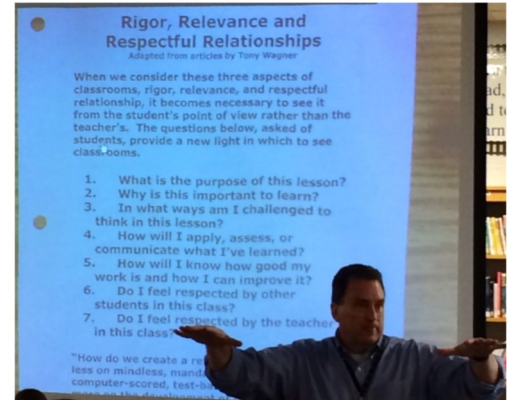
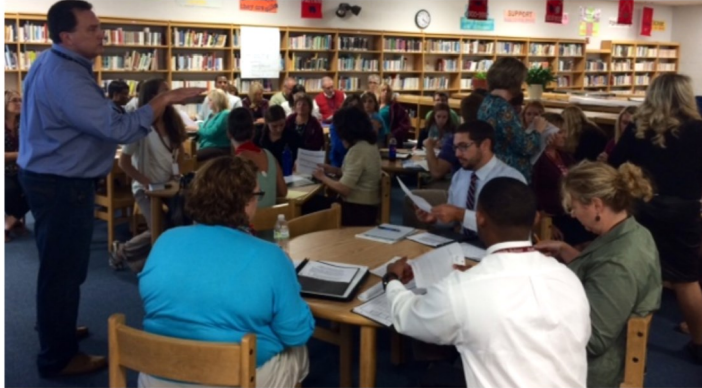
As she reflected on her career, Ms. Carroll shared that the first principal she ever worked for, as well as her father, are examples of great leaders because both of them are great listeners and always available. When asked what has been the best part of the job, she said, "It's working closely with parents and teachers—particularly the BES special education department. I'm amazed every day at what this entire staff does to make learning fun." Ms. Carroll also said if she could give one piece of advice to those graduating today with an education degree, she would remind them to be flexible. "When I graduated from college, I thought I was going to teach first grade. I ended up in a middle school and coaching 7th, 8th and 9th grade girls' basketball. New graduates need to keep an open mind about where they will work and remember that there are lots of jobs out there," she offers.

BES is truly thankful to Ms. Carroll for stepping into this essential position. Because of her willingness to take on the challenge of interim assistant principal, BES has been able to continue to serve parents, teachers, and most importantly, the students of Sumner County.



Developing Leaders in Middle Schools

Rucker-Stewart Middle School has some exciting events happening in the building! The faculty and administration are setting high expectations and holding themselves accountable as they team with Union University and Dr. Michael Shackelford to strengthen rigor, relevance, and relationships within the classroom. RSMS is honored to have been chosen as the Sumner County school for this partnership. Also, the school has formed Professional Learning Communities with parent volunteers and teachers to ensure that all stakeholders are involved in improving the school.



Building Leadership through Extracurricular Activities

Participating in school clubs is a great way to develop leadership skills. Below are links to our middle schools' club pages on their websites: **SMS-** <http://sms.sumnerschools.org/index.php/activities/clubs>

KDDCMS- <http://kdm.sumnerschools.org/clubs.html> **SCMS-** <http://scm.sumnerschools.org/clubs.html>

TWHMS- <http://twh.sumnerschools.org/index.php/clubs> **EMS-** <http://www.ellisms.com/emsclubs.htm>

PWMS- http://pwm.sumnerschools.org/index.php?option=com_content&view=article&id=49&Itemid=53

WHMS- http://whm.sumnerschools.org/index.php?option=com_content&view=article&id=6&Itemid=8

WMS- http://wms.sumnerschools.org/index.php?option=com_content&view=article&id=5&Itemid=8

PEMS- http://pem.sumnerschools.org/index.php?option=com_content&view=article&id=26&Itemid=10

RSMS- http://rsm.sumnerschools.org/index.php?option=com_content&view=article&id=4&Itemid=6

HMS- http://hms.sumnerschools.org/index.php?option=com_content&view=article&id=38&Itemid=32

Developing Leaders in Middle Schools

Portland West Middle School's

National Junior Beta Club met in November and December to create Christmas cards for residents of The Bridge at Highland, a local nursing home. Upcoming service projects include serving meals for the homeless, supporting students in their learning, and many other exciting opportunities to develop leadership skills. The PWMS Beta Club members truly embody the school's mission of Prepare, Work, Master, and Succeed as they strive to better their school and community!



The mission statement for the National Beta Club involves **ACHIEVEMENT** - Recognizing and honoring high academic achievement, **CHARACTER** - Preparing young people for life and empowering them to be successful, **LEADERSHIP** - Developing the leaders of tomorrow, and **SERVICE** - Demonstrating our motto: *Let Us Lead by Serving Others*. Many of our Sumner County Schools have chapters of the club.

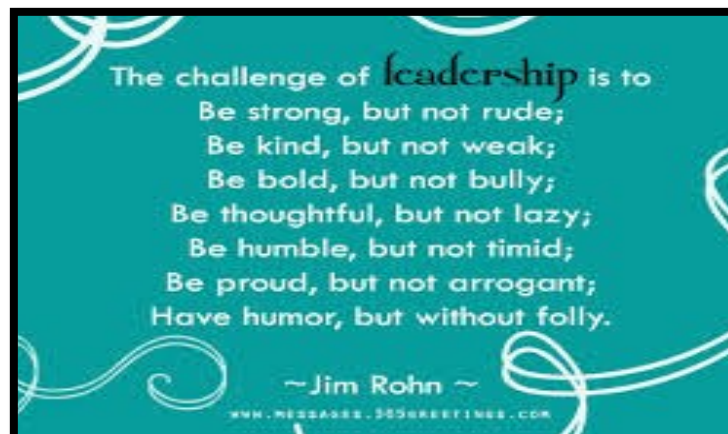


The Knox Doss Middle School at Drakes Creek chapter of the National Beta Club is like many other chapters – they work to serve the community. However, there is one aspect of community service that is unique to the service they provide. Each year KDDC's Beta Club, sponsored by Stacey Brent and Traci Overholser, hosts an annual food drive. This food drive is different because each first period class in the school is assigned a specific food item to collect and a goal to meet. This is to ensure the pantry has a variety of items to provide for families. The students rally to the cause, often creating friendly competition between first period classes to see if their goals can be met. Beta students go to each home-room during the food drive to collect items then organize the food in an empty classroom. Families in need within the school community are allowed to access and utilize the food pantry as needs arise. This is just one of many ways the KDDC Beta Club promotes giving back to the community.

Developing Leaders in Middle Schools



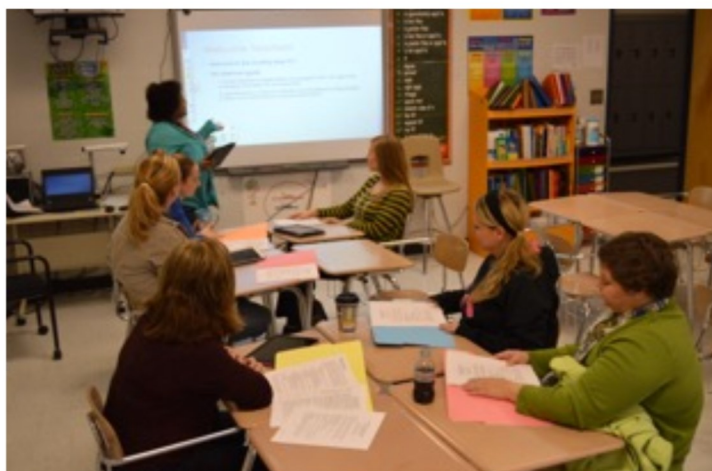
The faculty of **V.G. Hawkins Middle School** recognizes the need to constantly assess and strengthen the academic core of the school as well as establish a caring, supportive environment for the students, faculty, and staff. In order to meet the challenge, Mr. Mitch Flood, the school's principal, has created a leadership team. The team includes teacher leaders from each subject area including Language Arts, Math, Science, Social Studies, Related Arts, and Special Education. Regular meetings are scheduled to discuss various issues relating to the school's vision and mission. The main goal is to ensure that practices and policies within the school are effective and are continually focused on student achievement and success. Recent topics for discussion have included professional learning communities, school discipline policies, improving parent and family communication, and implementing procedures for teacher to teacher observation and feedback. The team is also responsible for communicating relevant information to the school community. The team shares the belief that by working together, discussing important issues relevant to the students at HMS, and taking a significant role in the school's decision-making process, they can effectively meet the school's goals.



Developing Leaders in Middle Schools

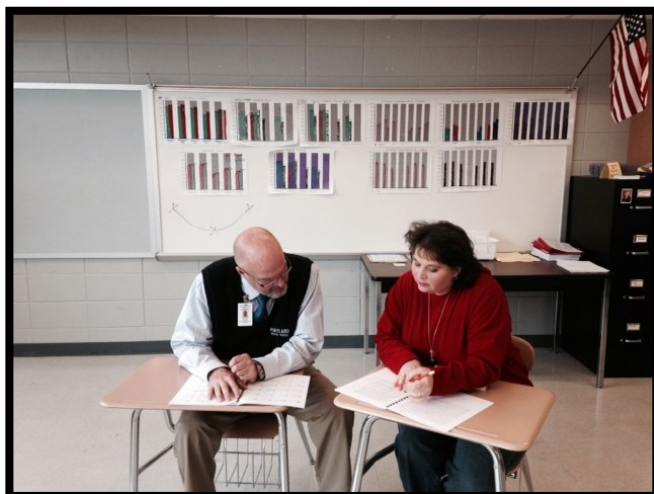
On October 30, 2014, a teacher-led PLC was offered at **White House Middle School**. Teachers were presented with alternative grading apps using iPads and Tablets. They received a one-hour training on ZipGrade, Mastery Connect, and Quick Keys. These apps provide data collection needed to guide instructional practices of standards within the classroom as well as immediate feedback to teachers and students. This snapshot approach allows teachers to spend less time identifying missed questions and pinpoint students who may require additional assistance and enrichment. Mastery Connect and Quick Keys are free to teachers while ZipGrade can be purchased at a minimal cost. This

professional development was chosen to help our teachers understand ways to test, analyze, and utilize assessment data that is beneficial and time-efficient.



You will find vision and purpose statements for all Sumner County Schools in Issue 1 of our 2014-15 newsletter at sumnerschools.org.

Portland East Middle School is developing leaders and increasing leadership capacity in conjunction with their newly established school vision. The leadership team, which consists of 9 people (one teacher from each grade level, a special education representative, a related arts representative, the teacher leader, the lead educator, assistant principal, and principal), has met frequently to establish the framework of PEMS's professional learning community. The team meets every other Thursday and the latest problem-



solving strategies have been concentrated on finding teacher collaboration time during the school day. Through the latest research and best practices, they established a collaborative meeting time for teachers. This led to the discovery of tuning protocols, data alignment with targeted students, and approaching their SMART goals in constructive, definitive ways throughout the school year. As PEMS continues to develop school leaders and increase leadership capacity, they will use this collaborative time to institute school-wide, problem-based learning for students during the second semester.

Developing Leaders in Middle Schools

TW Hunter Middle School strives to promote excellence in leadership for teachers and students alike. Staff and students at TWHMS work continuously and with determination to build leadership skills within their school community. They have so many wonderful teacher and student-led programs happening and take great pride in all of their successes! A few of these successes are:

All Things PLC at TW Hunter

Professional Learning Communities are alive and well at TW Hunter Middle School. After an introductory year in 2013-2014 of learning how these groups support and encourage them as educators, the teachers at TWH have taken on weekly meetings within their departments for this school year. The main goal of PLCs this year has been to create common assessments for ELA and Math. Science and Social Studies have been designing and implementing the problem-based learning models that students in all grade levels will be studying. All PLCs have analyzed student data and have used it to inform their instruction. In fact, the 7th grade ELA teachers have taken it one step further and have grouped their students into skill groups based off of their common assessments in order to re-teach or enrich skills needed for their students.



* Are you looking for a quality summer education program that could *
* help enhance leadership skills in your child? If so, see the list of Ten- *
* nessee Summer Programs and Camps for High School and Middle *
* School Students in 2015 at [http://](http://www.studenteducationprograms.com/tennessee.html) *
* www.studenteducationprograms.com/tennessee.html *

Developing Leaders in Middle Schools

TW Hunter Beta Club Leadership Rocks the State



T.W. Hunter Beta Club attended their State Convention at Opryland Hotel November 24-25, 2014. Over 6,000 students were present representing over 100 schools from across the state. T.W. Hunter Beta continues to achieve at a high level as they took home several awards again this year. The Quiz Bowl Team received 1st Place in the entire state. Individual students received 2nd Place in both the Speech and Essay competitions. 3rd Place was awarded for the club's artistic abilities in Banner design. Five students built a tower of straws and masking tape 13 feet tall in 15 minutes garnering a 3rd Place finish in the "Tower of Power" competition. The club took 4th Place in Spelling and received 5th Place awards in Woodworking and Spotlight Your Club. The T.W. Hunter Beta Club exists to promote academic achievement, leadership, character, and service. Sponsors of the club are Eric Bowman, Anna Connor, Sandi Scott, and Wanda Scott.

*I've learned
that people will forget what you said,
people will forget what you did,
but people will never forget
how you made them feel.*

Maya Angelou

Developing Leaders in Middle Schools

At **Station Camp Middle School**, administration and faculty know that leaders model qualities desired in others and work collaboratively. These traits are being cultivated with the production of a school newspaper. The Bison News started out as an idea in late August in a study skills class. The teacher, Joy Meade, suggested that the students use their skills to write a newspaper. She informed them that there had not been a school newspaper since Knox Doss Middle School separated from Station Camp Middle School. She felt like the school needed a newspaper and thought these students were the crew for the job. They soon started on the first issue hoping and aiming for a release date of the first Wednesday of October . . . and they made it!

Following the “creation” of the initial Bison News, the students soon found their leadership roles. Bill Mouchette became Chief Editor, Tanner Carson is the Graphic Designer, and Jason Southall helps as Co-Graphic Designer. Everyone else in the club became reporters by taking on the duties of writing articles and interviewing fellow Bison and Station Camp teachers.

The crew started out just wanting to see if and how they could accomplish the task. Now, with three issues gone to print, they have begun to put together a team for next semester. They also are planning a more systematic process for future Bison News Staff. It took two months to put out their first issue of Bison News, but now, it is a permanent monthly publication at Station Camp Middle School. Leaders working together can accomplish great things!



Developing Leaders in Middle Schools



Westmoreland Middle School is committed to building and growing student leaders. A key component in achieving this goal is the National Beta Club. The members of the club attended the 2014 State BETA convention in Nashville, TN at the Opryland Hotel to help develop their leadership skills. A WMS eighth grader, Summer Thompson, shares her experience in the paragraph below:

The Beta Convention was the most fun thing we've done in the club so far. Our school won several awards including Social Studies, Essay, Scrapbooking, and many more. We watched talent competitions, campaign skits, and a performance by Voices of Lee. I loved competing in the Tower of Power competition. In this event, the participants must create a tower out of straws and tape. It must be suspended in the air and able to support the weight of a tennis ball. Our team tried our hardest; yet, after our best effort, we still came up short and lost to another team. Nevertheless, I enjoyed the event and the opportunity to experience all the conference had to offer. I would recommend the conference to any student in the Beta Club, and I definitely look forward to attend the conference at the next level.

Developing Leaders in High Schools

Gallatin High School is excelling in leadership capabilities as exhibited by both faculty and students. A veteran Social Studies teacher, Mrs. Danielle Smith, is leading the way as a model teacher. She is currently featured on a video on the Ayers Institute website demonstrating an excellent TN Standards History lesson plan. Mrs. Smith's video can be viewed at: <http://www.lipscomb.edu/ayers/video/play/38>.



Mrs. Mechelle Fralinger, Science teacher, heads up a GHS Spirit Committee. Its purpose is to unite the faculty, while also showing the students that teachers can have fun as well as accomplish academic goals. The committee is made up of volunteers who have thus far spear-headed face-painting on ball-game days, a bonfire, dress-up days, and a Trunk-or-Treat for children at the Halloween football game.

Leadership opportunities for GHS students are available often as well. Fifty one students from the Business & Marketing Departments attended the Leadership Learning Lab with the Tennessee Titans on November 11th. The students learned about ten different aspects of the business side of the franchise such as marketing, PR, media, and equipment management. In addition, the students toured The Titans' facilities and developed ideas on how to enter into some of these exciting occupations.

Why are classes such as Business and Marketing taught in Sumner County high schools?

These classes are part of the Career and Technical Education (CTE) programs in Tennessee. CTE is helping our nation meet the very real and immediate challenges of economic development, student achievement, and global competitiveness. CTE programs are organized by 16 Career Clusters to offer a complete range of career options for students, helping them discover their interests and the educational pathway that can lead to success in high school, college and their chosen career/profession. Students gain the skills, technical knowledge, and the rigorous academic foundation and real-world experience they need for high-skill, high-demand, high-wage careers.

Developing Leaders in High Schools

Westmoreland High School is growing leaders for their community. Dr. Warren Rose, a physician in Westmoreland, wants to give back to the community. Therefore, he is planning to build "Turning Point", a youth/adult education center, which will be utilized by all community members in the city.

To help with this endeavor, students in Mr. Lasater's ACT prep class and Ms. Woodard's advanced art class combined their efforts to aid with the center. The ACT Prep class researched different grants available for this project and will help aid in the writing of the agreed-upon grants. The Advanced Art class built three dimensional models of their ideas for the building. Both groups presented their ideas and findings to Dr. Rose and other city officials. The time and effort put into this project provided the students of WHS with the opportunity to truly take a role in the future leadership and growth of their city.



SENIORS, are you looking for opportunities to complete your 8 hours of community service for the TN Promise Scholarship? If so, here are links that might be useful:

<http://www.unitedwaysumner.org/funded-partner-agencies>

http://www.gallatintn.net/community_services.htm

http://www.portlandtn.com/community_services.htm

<http://tennessee.hometownlocator.com/cities/resources.n.westmoreland-tn.fid.1304492.cfm>

<http://greatnonprofits.org/city/Gallatin/TN>

<http://www.volunteermatch.org/search/?r=20.0&aff=&l=White+House%2C+TN%2C+USA&o=recency>

<http://www.hendersonville.com/community/volunteer.html>

Developing Leaders in High Schools

If one stepped into the **Beech High School** library on the third Tuesday of the month, he/she would find a group of Youth Rotarian Interact students that are motivated to help their community and the world. These students volunteer their afternoons and weekends to help others while having fun. Right from the beginning of each school year, Interact students are hard at work collecting donations for various organizations and charities while planning the year's events.



The students have already raised money for UNICEF and made Thanksgiving boxes with a full Thanksgiving meal for families who would not normally be able to have one. Interact students volunteer every year to help with the Last Minute Toy Store on 61st Avenue in Nashville and the Christmas for Kids event at the Hendersonville Walmart. Interact students organize a 24-hour famine and fast every year to raise money for the World Vision Organization which tackles the causes of poverty and injustice for children around the world.

In the spring semester, Interact students volunteer their time to organize a major International Project. In the past, students have organized Battle of the Bands competitions, a golf tournament, Movie By the Lake, and the Beech-Beach-Bash volleyball tournament. Recipients of the money raised by the Beech Interact International events include the Free Wheelchairs Mission, World Vision Organization, the Jason Foundation, End Polio NOW, Mercy29, Global One Foundation, and ShelterBox. Beech Interact International Projects have raised over \$21,000 collectively for international organizations over the last nine years. The Interact students exemplify the words of Donald McGannon . . . "Leadership is action, not position."

THE EIGHT KEYS OF EXCELLENCE AND SUCCESS



Developing Leaders in High Schools

Back Row, Left to Right: Tara Campbell (Teacher Leader), Helena Baier (Social Studies Captain), Brenda McNeil (CTE Captain), Linda Starnes (Fine Arts Captain), April Lane (Physical Education Captain). **Front Row, Left to Right:** Amy Howell (STEM Coordinator), Whitney Goostree (Math Captain), and April Spears (Foreign Languages Captain). **Not Pictured:** Julia Coots (Science Captain) and Sherry Woods (ELA Lead Educator)



This school year, Portland High School has organized every faculty member into an active Professional Learning Community. Each PLC meets monthly with a primary focus for the meeting centered around instruction and student learning. At the beginning of the school year, key members of the faculty and PHS Principal, David Woods, developed a plan to foster leadership opportunities in as many faculty members as possible.

In doing so, PLC captains were named for every discipline at PHS. Existing department heads for each discipline were intentionally not chosen because they already serve the school in a leadership capacity. One of the primary aims of creating PLC captains was to spread the opportunities of leadership to multiple individuals within each department in hopes to further perpetuate a collaborative culture throughout Portland High School.

PLC captains were chosen for their organizational and motivation skills as well as their results-driven attitudes. Portland High School's PLC captains have been instrumental in the development of each PLC and are the gatekeepers for ensuring that meetings occur in a timely manner and are focused on student learning and improving instruction. Their latest endeavor is the start of a book club for proven practice study to further develop as professional leaders and to advance the students of PHS.

**"Leadership and learning are
indispensable to each other."
-John F. Kennedy**

Portland High School's Teacher Leader, Tara Campbell, sums up the work of the leaders by saying, "Without these individuals serving as PLC captains in our building, our school would still be stuck in a cycle of teacher isolation. Because of their efforts, their interventions, and their communications, our school has made massive strides at becoming a collaborative machine that I have no doubt, with time, will improve the quality of education we offer our students." The leaders at PHS know that positive influence creates empowerment and leaders of others.

Developing Leaders in High Schools

At Hendersonville High School, the Leadership class, one of the offerings from our Agricultural Department, is designed to build leadership capacity in students. This is accomplished by learning targets that foster specific leadership skills including understanding parliamentary procedure, developing communication and listening skills, building self-esteem, cultivating respect for the opinions of others, and acquiring decision-making and problem-solving skills. These skills are developed through a variety of innovative hands-on experiences that can lead to college credit. Classroom experiences for leadership opportunities are highlighted in the pictures on this page.



Cassie demonstrates how to remove rust from iron objects using chemistry.



Isaiah shows his basketball skills while teaching the class how to dribble a ball.



Carrie instructs the class on how to make homemade lip scrub.



Ally teaches the class how to braid hair.

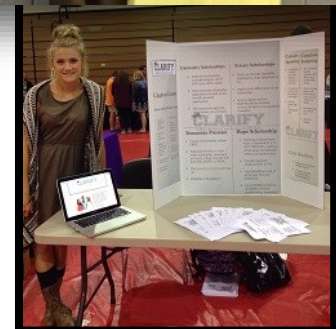
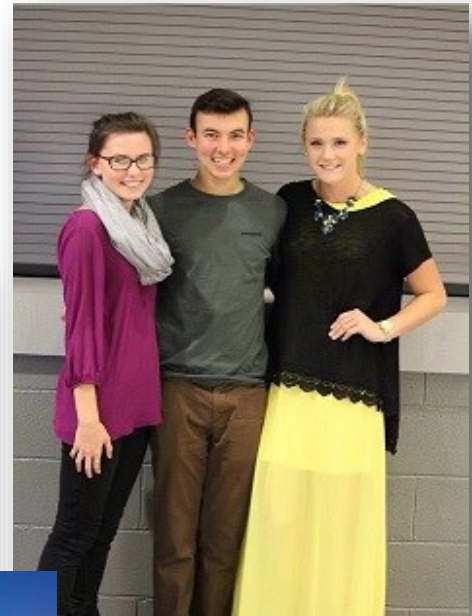
Developing Leaders in High Schools

Station Camp High School takes many pathways to develop leaders of their students. One of those is the DECA program. Students use the program to develop business and entrepreneurial leadership skills. Recently, three Station Camp DECA students launched an initiative to raise awareness about the student loan debt crisis. Over 40 million Americans are in debt due to student loans for college educations. Blake Stinson, Ellie Dittes, and Megan Tracy, all SCHS seniors, started "Project Clarify: College Financial Planning Made Clear". In the process of figuring out their own college financial process, they realized that many of their peers had an unclear understanding of the true cost of college, different financial aid options, and how they were going to finance their education. Through DECA, this trio has started a countywide campaign to inform their fellow peers about what exactly it takes to financially prepare themselves for higher education.

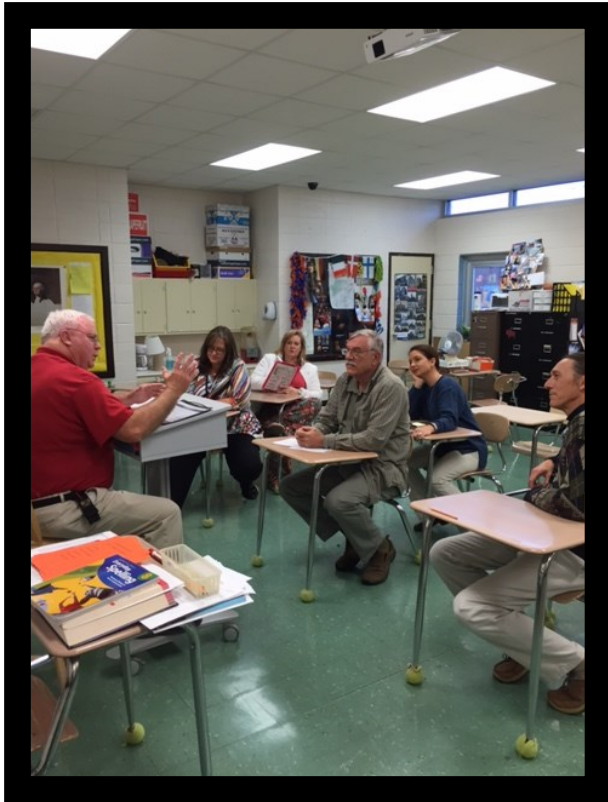
For their initial research, Team Clarify surveyed high school seniors at SCHS about their college finance knowledge. Their sur-

vey showed that 65% of high school seniors are stressed about financing their college education, and 98% of them need help financially planning for college. With these statistics as their guide, Team Clarify began planning events to inform high school juniors and seniors, as well as Sumner County parents, about their initiative. Project Clarify has held both school-specific and countywide events to increase awareness for their campaign.

These DECA students have an array of upcoming events that include a countywide "FAFSA Challenge," countywide credit seminar, and more lessons to be taught at each Sumner County high school. If you would like this group to come speak to your students, you can contact them at [@projectclarify2015](https://www.projectclarify2015.com) or visit their website: www.projectclarify.com.

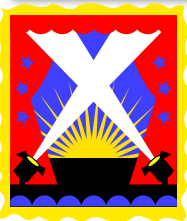


Developing Leaders in K-12 Schools



R.T. Fisher Alternative School

has teachers such as Robert Bates, a middle school Science teacher, stepping up to leadership roles. Here, he leads the group of middle school teachers in a PLC to discuss the ways in which each of them are staying true to their smart goal of ensuring that behavior modifications are being implemented in all areas of study. Project-based Learning (PBL) plans for the next nine weeks were discussed too.



Spotlighting "Positives" in Sumner County Schools

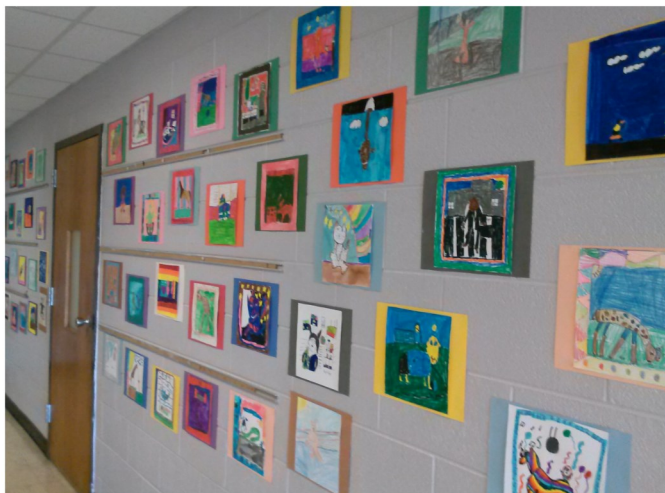
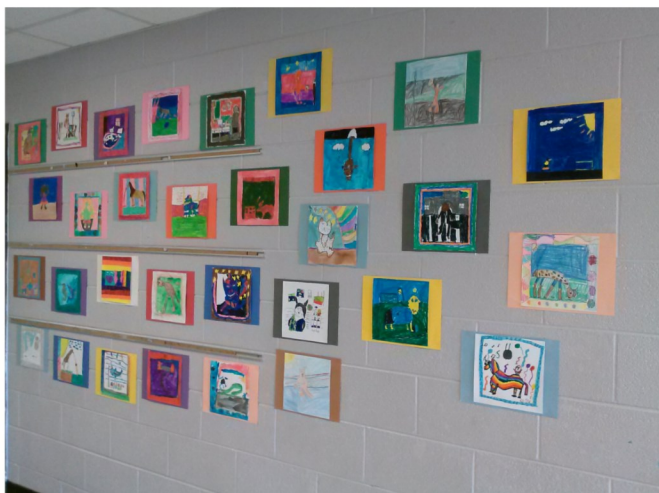
The Gallatin High School student body, as a whole, is also leading the way in academics. GHS was recognized by the TN Dept. of Education as being one of only five high schools in the state to have positive growth in their composite ACT score for each year over the past five years. Gallatin's composite ACT score has grown 2.1 points over this same time frame. Fantastic progress, GHS students!

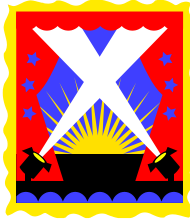




Spotlighting "Positives" in Sumner County Schools

Mrs. Rhonda Roach, the principal of George Whitten Elementary, shares pictures of the K-5 students' artwork. "GWE's art teacher, Mrs. Heidi Saunders, is a fabulous art teacher and can pull the talent from each student," states Mrs. Roach.





Spotlighting "Positives" in Sumner County Schools

Santa, coffee, and BOOKS! **Guild Elementary School** celebrated the holiday season with the Grand Opening of Bookbucks Café! Students spent the weeks prior to the grand opening bringing books from home to donate. These were books that were no longer a good fit for them or ones that no longer held their interests. For every book they donated, they received a book buck. On Saturday, December 6, 2014, students brought their bookbucks to the Bookbucks Café to shop for books that were a good fit for them. While shopping they enjoyed coffee, cocoa, or hot apple cider.

Santa arrived just in time to ensure that students knew how to pick a good fit book. Prior to the students having their holiday photo with Santa, they helped Santa pick out a good fit book for him! The student also entered into a book raffle.

This event filled all who came with the holiday spirit and the love and appreciation for good fit books. The success of Bookbucks Café would not have been possible without the help and support of everyone at GES. From handing out bookbucks and collecting books to making drinks and helping Santa arrive safely, every job was an integral part of the success of this event.





Spotlighting "Positives" in Sumner County Schools

Students in the English Learner classes from **Station Camp High School** showed compassion recently by visiting and reading to the memory care residents at Emeritus by Brookdale Assisted Living Facility in Hendersonville. The students carefully selected books that were age-appropriate and simple to read/understand from the school library for the residents. Some of the favorites were the Best of the 19__'s (decades of the twentieth century) books. Students brought books about the 1930s, 1940s, and 1950s in hopes of triggering some memories for the folks at Emeritus. Students also brought beautiful handmade Veterans' Day cards for an elderly gentleman who served in the US military as a Green Beret.

One might wonder what teenagers from Cuba, India, China, El Salvador, Mexico, and Honduras could have in common with elderly Alzheimer's and dementia patients,

but it didn't take them long to form a special bond. Everyone, young and old alike, benefited greatly from the time spent together. While the practice of their reading and conversational skills in English were useful to the students, perhaps the more important leadership lesson learned was that of honoring and respecting our elders and contributing positively in our communities. The students' teachers were impressed with the way the students conducted themselves. Each of them smiled, shook hands, and some even hugged their reading partners. Many of the students have already asked if they can go back on their own to visit their new friends. These SCMS students have learned that 'The things you do for yourself are gone when you are gone, but the things you do for others remain as your legacy.' Kalu Ndukwe Kalu





Spotlighting "Positives" in Sumner County Schools



This semester, teacher representatives from all Sumner County high schools went through a 3-day training on Project-Based Learning. Each teacher had to create a PBL plan to take back and implement into his/her classroom. Here are pictures of the representatives presenting the PLB plans to other teachers who then gave feedback to the presenter on possible refinements to the plan.



John Lasater, a Westmoreland High School teacher, began a Project-Based Learning unit after fall break. He had several community members attend the initial introduction of the plan. The driving question for the project was, "What can we, as high school students, do to have a lasting, positive impact on the Westmoreland community?" Dr. Warren Rose, a local physician and mentor, spoke to students and challenged them with this task. More information about the project can be found on page 29 of this newsletter.





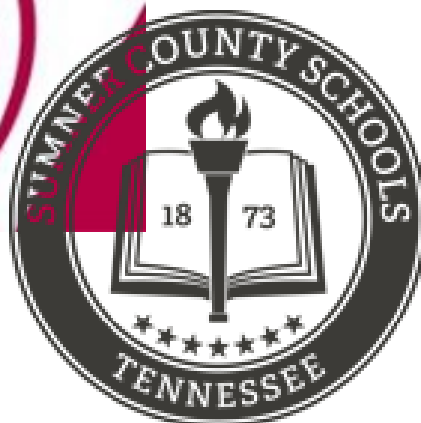
Spotlighting "Positives" in Sumner County Schools

As the first semester ends at Sumner County Middle College High School at VSCC, the students are reflecting on the choice that they made to attend. One student, Cheyenne Hanloh, shares her thoughts with us.

When I applied for Middle College, I was terrified that I had made a huge mistake giving up positions in my extracurricular activities, but when I got my acceptance letter I realized this would be a new chapter in my life. I was very correct, and it has been a wonderful experience. For many of the students that are in this program, other opportunities have come about for them. Many hold jobs and have been involved in activities on the VSCC campus. This program is a great honor and comes with many advances for school and future careers, but with great privilege comes great responsibility. The classes require critical thought and effort. The teachers are supportive and willing to help, if you approach them with questions. Be aware that this is not like high school honors courses, we can not sleep through classes or do the minimum and cross our fingers hoping to pass. This is the hardest I have ever worked, but it is a very rewarding thing to know I earned my grade. This program is for the people that are not just going with the flow, they are students who want something out of their education. Middle College has helped me and many other students realize our abilities and what future career will be best for us personally. Each and every student here has specific talents and interests, and this program is the one that gives true scholars a place to realize their full potentials. - Cheyenne Hanloh



Partnerships for
the students of
Sumner County
Schools!





Spotlighting "Positives" in Sumner County Schools



Lights! Camera! Action! Words that could be heard around **Portland High School** recently when they created a video to showcase their need for a technological makeover. That video led to PHS being one of three finalists nationwide for receiving tech upgrades in the amount of \$70,000! The prize came from the Classroom Refresh Contest of Austin, Texas-based Compass Learning. The money will be used to purchase 25 Chromebooks and an interactive white board. Also, the software, hardware, and support packages for utilizing these items in multiple disciplines will be purchased. PHS received almost 10,000 votes in the contest, and Compass was very impressed with the effort and thought that the students and teachers put into the contest.

In addition, PHS's Health Science STEM Academy is a state finalist in the Samsung Solve for Tomorrow contest. This contest is nationwide also, and PHS students addressed the issue of the country's growing problem with prescription drug abuse while using science and technology for a solution. Two Galaxy tablets were awarded and two teachers received professional development courses. PHS was one of four schools in the state to become a finalist in this contest. Keep "STEM-ulated", PHS students!



Spotlighting “Positives” in Sumner County Schools

All in the Family at Nannie Berry Elementary

The **Nannie Berry Elementary School** building has stood for over fifty years. Throughout those years, the school has been through cosmetic changes such as the addition of a Kindergarten wing, a wing of office suites, a library media center, and a computer lab. However, through each of these changes, there have been some constants. Bob Poyner, the principal in 1980, penned these words on the dedication page of the yearbook...“There is a genuine spirit of concern and cooperation here that is unique. There is a sincere desire to offer the best educational experience possible for each child.” Many of today’s parents still would use those words to describe the NBE teachers, students, support staff, and parents today.

This commitment to students has created generational ties to Nannie Berry as well. The family of Susan Keen is one of those generational families. Mrs. Keen’s daughter, Jennifer Frazier, attended NBE in grades K through 6th. This year, her twin grandchildren, Tyler and Taylor, enrolled in Kindergarten.

Ms. Frazier’s memories of her years at NBE are ones of feeling safe, never feeling afraid to be away from her mother, and making many lifelong friends. She also has a fond memory of being rewarded with a ride on the NBE float during the Hendersonville Christmas parade due to an excellent score on an essay. Mrs. Keen’s grandchildren are beginning to make those memories too. When asked about the first day of school at NBE, Taylor commented, “I saw the school and I said yay!” Words which would melt any educator’s heart.

There are many other generational school families at NBE. The faculty and staff find that upon returning to the campus, most families share excitement and joy in their elementary school journey memories. The often-heard comment is that the friendly faces and great attitudes show that Nannie Berry Elementary and its faculty and staff still possesses a genuine spirit of concern for the students and the desire to offer the best educational experience possible.



Sumner County Schools Calendar

Second Semester — School Year 2014-15

January 7-9	Report Cards issued.
January 19	Professional Learning Day for teachers (No students)
February 5	Progress Reports issued.
February 16	Professional Learning Day for teachers (No students)
February 17	Parent-Teacher Conferences
March 25	Report Cards issued.
March 27	Professional Learning Day for teachers (No students)
March 30—April 3	Spring Break
April 15	Progress Reports issued.
April 24	Kindergarten registration for incoming students SY 2015-16
April 27-May 4	TCAP testing
May 19, 20, 21	Exam Days
May 23	Report Cards issued.

