



# Sumner County Schools News

**Committed and Focused on Growing Learners  
School Year 2016-17, Issue 3**

Sumner County Schools (SCS) is a district of effective teachers, high-achieving students, and supportive stakeholders. Collectively and individually, schools in the district have earned the right to boast about their achievements due to the terrific work and high-quality results produced daily. This edition of *Sumner County Schools News* is the second of three issues to focus on academic and social development “bragging rights” for SCS students and schools. (If a school isn’t featured in this issue, it should be in one of the other two.) Please celebrate these accomplishments with the district!



## A Lifelong Mission

Sumner County Schools commits to growing learners who are college and career ready through quality instruction, effective use of resources, building a collaborative culture, and strong leadership.

## **2016-17 Sumner County Schools News School Contributors**

**BBE** Melody Stevens

**BES** Erin Oakes

**BPE** Donna MacFarland

**CRE** Dana White

**GBE** Michele Roddy

**GES** Kim Harkreader

**GWE** Ellona Shelton

**HBW** Joeli Humphries

**HES** Julie Strickland

**ILE** Jennifer McCay

**JAE** Jami Warren

**JWW** Allison Hester

**LPE** Vicki Shelton

**EMS** Adam Cripps

**HMS** Amy Knick

**KDDC** Rebecca Bene

**PMES** Kyle Roberts

**PMWS** Kelly Smith

**RSMS** Jamie Mckenzie

**BHS** Alice McPherson

**EBW** Tanya Coleman

**GHS** Glenda Hart and Sarah Wolf

**HHS** Ray Henson

**MHMS** Darren Frank

**RTF** Crystal Jacobs

**MCE** Shelby Shanes

**MES** Mycah Vaden

**NBE** Emma Lovell

**NSE** Ann Meador

**OES** Kimberly Reynolds

**PGE** Timberly Denning

**SCE** Vickie Moser and Kristy Raymond

**UES** Mel Delarosa

**VSE** Katy Cash

**WBE** Karen Jarratt

**WES** Kacie Gaw

**WFE** Michele Lampton and Latoya Newson

**WHE** Sarah Chandler

**SCMS** Joy Meade

**SMS** Patti Adams

**TWHS** Chere Talbott

**WHMS** Sandra Bauer

**WMS** Bridgett Summers and Susan Bellonis

**PHS** Leigh Peterson

**SCHS** Josh Ray

**WHHS** Jennifer Moss

**WHS** John Lasater

**SCMCHS** Betsy Hunter and Brad Schreiner

**SCMTCHS at Portland** John Parker

## Hendersonville High— A Distinguished Band



Pictured Front Row L-R: Morgan Frost, Angelina Waller, Beth Nguyen, Annabelle Mayes, Olivia Muyskens, Grace Pfeiffer, Maddy Brown, Johnathan Woods, Lane Smith, Matt Mitchell, Eve Van Hoose, Natori Simmons. Back Row L-R: Sean Grant, Naoki Tanaka, Josh Levine, Seth Swafford, Michael Luttrull, Grant Kohls, Caleb Eldridge, Garrett Rowlett, Harrison Moulton, Matthew Batson, Rodrigo Frias, Steven Stinson, Riley Mills. Not Pictured: Emily Church, Kaylee Butler, Kaitlyn Jurgens, Madison Church, Leonardo Frias, Hannah Pursley, Luke Tyler, Ari Avant.

This year, thirty-two members of the Hendersonville High School (HHS) Band were selected by audition to perform with the Sumner All-County Band. Students were nominated by their directors to participate in the audition process. Those chosen spent three days in rehearsals with guest conductor, Dr. Kip Crowder from Barren County High School in Glasgow, Kentucky, preparing a concert program which took place at Station Camp High School.

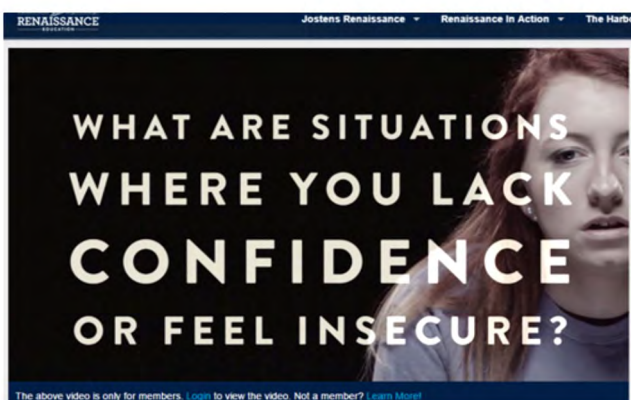
Twelve musicians from the HHS band recently performed in the Middle Tennessee School Band and Orchestra Association's All Mid-State Honor Bands at MTSU. Students were selected in December by audition from over 1200 applicants throughout the region. In January, these students took part in three days of intense rehearsals with world-class conductors and performed in concert. HHS continually places a high number of students in honor ensembles, and this year was no exception.

Pictured: Sean Grant, Naoki Tanaka, Harrison Moulton, Grace Pfeiffer, Michael Luttrull, Matthew Batson, Lane Smith, Matt Mitchell, Skylar Etherington, Riley Mills, Natori Simmons. Not Pictured: Emily Church.





## Portland High —A Proud Legacy



Portland High School (PHS) has a long legacy of success stories and accolades, and the 2016-17 school year has proven to continue that legacy. Last summer at the National Renaissance Conference, students were given the opportunity to apply to be on an episode of the *Harbor* series (PHS has used the program multiple times in *CREW* over the past couple of years). The school asked its entire committee to apply for this opportunity. Eight PHS students were chosen to

participate in the filming, and five of them made it past the cutting floor to be a part of the episode that went live in February. The episode topic was "insecurities," and students featured in the episode discussed several things related to that topic including social media. The *Harbor* series is used by schools all over the United States as a curriculum guide for advisory periods and leadership classes. PHS students got to be a part of starting deep dialogue for their peers in schools all over the country.



Also, for the first time in Coach Helena Baier's eight-year history with the team, the PHS Senior Academic Team set its sights on qualifying for the Tennessee Academic Coaches Association State Championship, and it met that goal! In addition, PHS Senior Brent Kibbey qualified for National History Bowl/Bee in the written test portion.

This semester, PHS HOSA (Future Health Professionals) competed at the regional level conference held at Volunteer State Community College. The team took home 12 ribbons! Winners and awards are: April Baltimore and Brooklyn Brito placed 4th

in *Forensic Medicine*; Meghan Covrig placed 3rd in *Clinical Nursing*; Samantha Vance and Kyleigh Wampler placed 3rd in *CERT Skills*; Jaz Crook, Kobey Butcher, and Caleb Schmittou placed 3rd in *Bio-medical Debate*; Savannah Summers, Katie Humphrey, and Bethanie Bergman placed 1st in *Public Health*; and Debbie Rush placed 1st in *Medical Assisting*. These students will travel to Chattanooga for the state conference in April.



## **T. W. Hunter Middle—Awards and Celebrations**

### **Middle School Model United Nations**

T.W. Hunter Middle School (TWH) students participated in the 28th Annual Tennessee YMCA Middle School Model United Nations conference. The conference offered students an opportunity to experience an introduction to the roles and responsibilities of the United Nations. Teams from across Tennessee and surrounding states were assigned countries and participated in evaluating a current problem for that country. The teams then developed a solution to the problem and presented it to the Model United Nations through a resolution and speeches. TWH eighth grade students, Daniel Renfro and Sydney Reeves, were recipients of the award for "Best Resolution."

### **2016 Hunter Buccaneer All-County and Honorable Mention**

**All-County:** Chandler Crowley, Caden Cutrell, Braden Edwards, Tysean Jefferson, Kanon Lewis, Cameron McClanahan

**Honorable Mention:** Caleb Clayton, Luke Fleming, Shem'Uel Osteen, Logan Simms

### **Middle Tennessee-Middle School Honors Choir**

Andrew Williams, Conner Peek, Nicolas Mendoza, Reed Palmer, Zach LaLumondier, Lisa Lanas, Christian Newton

### **Junior Beta Club State Convention**

Over 7,000 students from across Tennessee participated in the Junior Beta Club State Convention at Opryland Hotel last semester. The Junior Beta Club exists to promote leadership, service, character, and achievement. TWH was one of the best performing schools and took home multiple awards in academic and art competitions. Congratulations to the following students on their achievements:

**1st Place Visual Arts Sweepstakes:** School (TWH)

**1st Place Quiz Bowl:** Adam Alvis, Daichi Kobayashi, Kai Foster, Daniel Schmidt

**1st Place Battle of the Books:** Heidi Hall, Taylor Dalton, Savannah Ichikawa, Faith Boswell

**1st Place Painting:** Campbell Vaudrey

**1st Place Pastels/Charcoals:** Veen Sweidan

**2nd Place Essay:** Mindy Cassada

**2nd Place Advertising Design:** Luke Curry, Veen Sweidan, Morgan Negus, Elena Cothorn

**2nd Place Banner:** Campbell Vaudrey and Alison Stewart

**3rd Place Technology:** Chanel Hunter

**3rd Place Tower of Power:** Emilie Christian, Ethan Midgette, Ty Lawrence, Olivia Davis, and Benjamin Samoila

**4th Place Fiber Arts:** Breonna Boyd

**5th Place Special Talent:** Avery Stenzel



## Portland West Middle—Learning in Action!

One doesn't have to dig too far into research to read about the great benefits of hands-on, project-based learning (PBL) activities. Portland West Middle School (PWM) teachers know these benefits and do an excellent job of helping students learn through action with grade-level PBL activities. Through teacher facilitation, PWM students develop critical thinking skills, experience real-world situations, practice problem-solving, and are better prepared to face life in the 21<sup>st</sup> century!

Last semester, PWM sixth grade students learned more about the socioeconomic makeup of the Portland community. Except, instead of only learning, the students took action! For several weeks, students studied the community and identified its needs. The culminating activity for this PBL project was a penny war with proceeds going to a local organization that supports the needy – Portland CARES (Christian Association for the Relief of Economic Suffering). In the picture below, Penny Martin, Portland CARES director, received a \$471 check from PWM sixth grade students. With this project, awesome life lessons of benevolence and philanthropy created a greater purpose than just the grade that PWM students received for their work!





## White House Middle—Principal, Improv, and Robotics

### Parent Night with the Principal

To communicate effectively with stakeholders, White House Middle School (WHM) invites parents, guardians, and families to the school for “Parent Night with the Principal.” Mr. Mills and WHM faculty cover a variety of topics such as general information, handbook items, clubs, technology, or instruction. This opportunity allows families to meet teachers, discuss issues, and ask questions about important topics. There will be four meetings this year.

### “Coffee House Night” with WHM Improv Club

WHM hosted its second “Coffee House Night” featuring its Improv Club. The Authentic Coffee Company in White House provided refreshments. This club offers WHM students the opportunity to learn about acting and expression.



### WHM Robotics Team

WHM Robotics Team is doing amazing things this year. In October, the team went to a robotics competition in Brentwood and won for its age group. Team members were guests of the White House Rotary Club in January. In February, WHM Robotics Team hosted a tournament at the school. Way to go, team members and sponsors!



WHM Robotics Team with School Board member, Ted Wise, at Rotary Club



Robotics Tournament hosted at WHM

## Watt Hardison Elementary Loves Quantum Learning!



When it comes to academics, wonderful things are happening at Watt Hardison Elementary School (WHE)! This year, WHE faculty had a unique opportunity to engage in a three-part training on Quantum Learning (QL). QL is a highly effective program that utilizes neuroscience research to create and implement a positive learning environment. It also uses various physical motions and music to assist in memorizing and learning new skills in the classroom. Positive dialogue is promoted in a QL classroom during “power swooshes” and

encouraging chants. All components of QL are designed to foster a sense of belonging as well as an engaging and cognitive-rich classroom environment.

Mrs. Ivanits, a fourth grade teacher at WHE, utilizes QL in her classroom daily. Each morning, she greets students at the door, and they recite a chant together. All of her students start the school day saying, “Today is a good day. I feel great! I am full of life, energy, and enthusiasm. I can choose to have a great day, and I choose to have a great day today!” The students enter her classroom feeling enthusiastic and ready to learn. Mrs. Ivanits’ class also uses QL strategies during learning opportunities. When a student answers a question correctly, all others give him/her encouragement such as a power swoosh.

In addition, kindergarten classrooms are using QL strategies when new content is introduced. Mrs. White’s class uses a QL approach, peg-system mnemonics, which is a memorization tactic that connects content to a basic list of numbers and items. Mrs. White used pegs while teaching penguin facts to her students and found the strategy to be very successful.

Overall, the QL trainings and usage are creating a significant impact on school culture at WHE. Students feel safe and have a sense of belonging. Most importantly, QL allows students to genuinely enjoy themselves while learning important content in the classroom!





## Proud to be Indian Lake Elementary!

Indian Lake Elementary School (ILE) is proud of its students, teachers, parents, and all those involved in cultivating learners. ILE teachers work hard to do what is best for students, inside and outside of the classroom, to help encourage well-rounded, lifelong learners. A few things happening at ILE to foster this support include a focus on the school's vision, Tennessee Reward School status, STEM clubs, flexible and alternative seating, and empowering teachers to lead professional learning.

In recent years, ILE made changes to its vision to continue to meet the needs of students. These changes were made with the hope that all stakeholders will not only know, but also understand, the current vision: Imagine . . . Believe . . . Achieve . . . Excel. The most recent promotions for the ILE vision are signs housed in the cafeteria. These signs feature ILE students exhibiting characteristics of the vision.

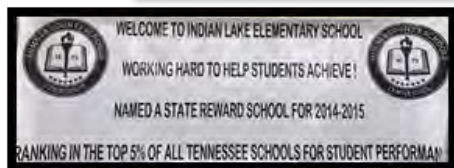
Throughout the years, state Reward School status and national Blue Ribbon status are distinctions that ILE teachers and students have worked hard to earn. ILE is honored to have received these recognitions and will strive to continue to achieve academic success accolades in the future.

This year, students have been offered a "STEMtastic" experience through the ILE Makers Club. Teacher sponsors, Stephanie Dillon and Caleb Bullock, plan STEM learning activities for students participating in this popular club. With such success for the Makers Club, both teachers decided to support another initiative, the Coding Academy. This club will utilize a STEM approach while working with technology.

Many ILE teachers have decided to try alternative seating in classrooms. This seating allows students flexibility and choice when deciding where to sit. This model centers on the best learning "spot" for each student.

In addition, ILE teachers have been building leadership capacity and sharing knowledge. Professional learning presented by peers provides new ideas to ILE teachers. Together, the faculty has learned about questioning for all learners and using the seven effective habits in a classroom. ILE is eager to maintain this approach by learning from the experts.

While there is always room for growth and not enough page space to share all the great things occurring at ILE, they still know that they can say, "We are **PROUD TO BE ILE!**"



## Clyde Riggs Elementary—Movement, Technology, and Goals



Student achievement at Clyde Riggs Elementary School (CRE) is being enhanced in a variety of ways. Through a *Lowe's Toolbox for Education Grant*, scholars are using *Math & Movement* mats and materials to meet the learning expectations of Tennessee math standards, to increase engagement and ability to focus, to boost self-confidence, to speed learning of math facts, and to become kinesthetic learners. The use of the *Math & Movement* materials also increases physical fitness and combats obesity in students. CRE is pleased with the integration of math practice this program offers and showcased the program for families at a recent family engagement night.

Furthermore, CRE has completed a three-million-dollar renovation project that included the addition of new technology. Bright Link projectors were installed in every classroom. This addition allows teachers and scholars the hands-on ability to utilize technology while enhancing learning experiences and staying engaged in differentiated learning strategies. Each month on *Tech Tuesdays*, Kathy Pryor, Title I Technology Coordinator, visits CRE to train teachers on integrating technology and resources into instruction. Another technology support occurs prior to the start of each school day when CRE computer labs are open for students to use as Tech Time. This time allows opportunities to work on designated websites, increase proficiency, and level the playing field for those who might not have access to technology at home. This is a tremendous chance for CRE students to gain valuable and necessary skills that will help them reach academic and personal goals.

CRE students also set challenging SMART goals each nine weeks for ELA, math, and/or behavior. Through student conferencing, goals are developed or evaluated, and progress is monitored. The guidance program encourages students to recognize the impact these goals can have on their future lives and the way in which they interact with others. Scholars use visual reminders of posted goals as personal incentives toward attaining them. Collected data shows that CRE students are making huge strides in goal achievement. CRE stakeholders are proud of students' achievements and celebrate them in numerous ways!

## Madison Creek Elementary—Impactful Practices to Increase Learning

For the 2016-17 school year, professional development at Madison Creek Elementary School (MCE) is built around John Hattie's *Visible Learning* work. Specifically, the focus is teacher training on three impactful practices which are all designed to increase learning. Feedback, metacognition, and student ownership of learning are planned into MCE instruction across all core subject areas.

### Feedback

Teachers spent one day of professional learning on how to identify and implement the three different types of feedback for student performance. They learned that all feedback can be impactful, but the depth of learning is dependent upon the type of feedback. In order of priority, teachers are encouraged to plan for and reflect upon student-to-student feedback, student-to-teacher feedback, and teacher-to-student feedback. The result of this feedback model is a more student-centered classroom, resulting in an improved depth of learning.

### Metacognition

MCE students began this year by completing a learning styles inventory to identify whether they are visual, auditory, and/or kinesthetic learners. The inventory started an ongoing conversation between students and teachers to create academic success. As new academic standards are introduced, each student is encouraged to focus on his/her primary learning style to determine the best way to absorb new material. "Thinking about our thinking" has become an important part of learning at MCE.

### Student Ownership of Learning

Students in second through fifth grades at MCE keep data binders to track their mastery of state standards and to record set goals for upcoming benchmark assessments. Student achievement and growth are celebrated at MCE. The celebrations provide students with a feeling of success necessary to reinforce effort. All students are praised for their grit and determination, and they are excited about updating goal sheets after benchmarking.

A worksheet titled 'How Do I Learn?' with a pencil icon in the top left corner. Below the title, it says 'Place a check (✓) in all the blanks that describe you. The list with the greatest number of checks is how you like to learn best.' There is a 'Visual Learning Style' section with a hand icon pointing to the first item. The list contains 10 statements, each with a checkmark box to its left. The statements are: 1. I remember best by writing things down or drawing pictures. 2. I ask for directions to be repeated. 3. I like to read about something rather than hear about it. 4. I am a good speller. 5. I like to learn with posters, videos, and pictures. 6. I am good at reading maps and graphs. 7. When someone is talking, I create pictures in my mind about what they are saying. 8. After school, I like to read books. 9. I like it when my teacher uses lots of pictures when teaching. 10. I can remember something if I picture it in my head. At the bottom, there is a line for 'How many checks (✓) did you have?' and a pencil icon.



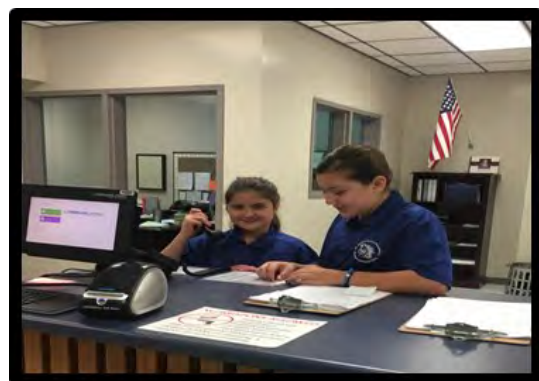
## William Burrus Elementary—Visible Learning and Student Leadership

Dr. William Burrus Elementary School (WBE) is excited about involvement in the SCS *Visible Learning* pilot. As a school, WBE developed an area of focus and visible learning goals to begin the pilot work. Students and teachers were surveyed and videotaped regarding what it means to be an effective learner. Many students related learning to behavior – “being quiet or good in class.” Thus, this exercise revealed a need to use common language to identify and develop a school-wide definition for effective learning at WBE. Teachers worked collaboratively to develop the following definition: **An effective learner at WBE sets goals based on learning intentions and success criteria, is actively engaged, and is accountable for his/her own learning.** By applying this definition in classrooms, teachers recognize the need to use purposeful learning intentions and to help students understand what it takes to be a successful learner.

In addition, WBE is focused on feedback and self-assessment strategies. Teachers participated in several professional learning sessions in January to build understanding of visible learning and feedback strategies. One session, led by Angela White, involved teachers juggling snowballs and receiving specific types of feedback. The group receiving only praise quickly realized their juggling performance did not improve. However, the group receiving specific feedback from others on the juggling process and task improved their skills based on that feedback. Application of this information will be used in WBE classrooms.



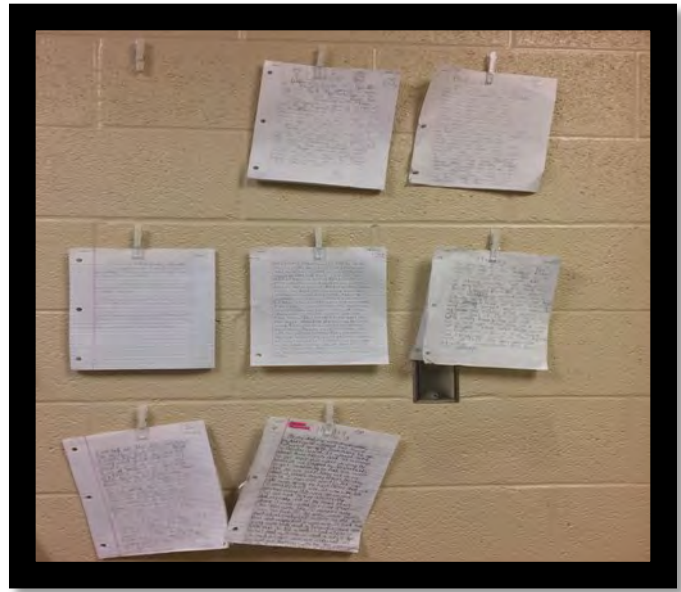
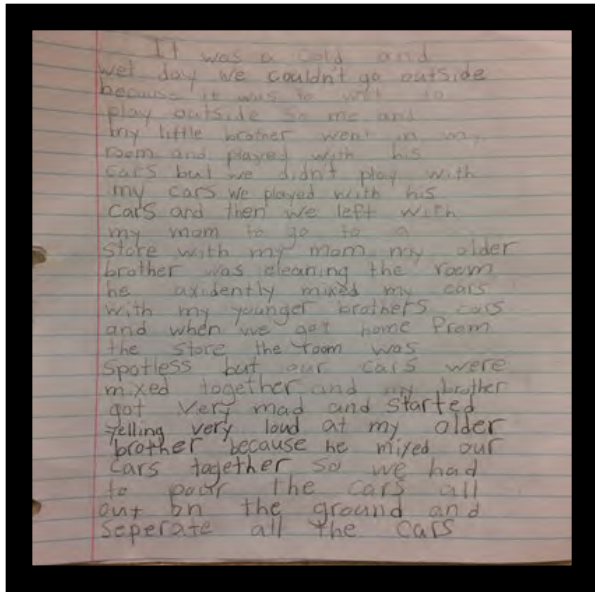
Ms. Wheeler “coaching” Ms. Bryant using task feedback.



Student leaders helping with announcements in the office.

WBE wants to “brag” about its Student Leadership Team as well. Students in fourth and fifth grades who participate in the leadership team are actively engaged in building their own leadership skills and take pride in helping around the school. WBE Leadership Team members work in the office, computer lab, library, special needs classes, and before-school offerings. Students are also involved in monthly training sessions with community leaders to improve communication skills and to sharpen their leadership tools. The team will be hosting a community lunch later this year to showcase student abilities. Additionally, WBE encourages stakeholder partnerships as evidenced by the relationship between its Grandparents Club and Leadership Team. The WBE Grandparents Club provided leadership shirts for all student leaders, and WBE is very appreciative!

## Westmoreland Elementary and Lucy Calkins



Westmoreland Elementary School (WES) is always looking for proven practices that will increase student achievement. This year, WES started full implementation of one such practice . . . the Lucy Calkins' *Writing Workshop and Units of Study*. Writing instruction is done in a workshop format. It is based on core writing standards that align with Tennessee academic standards. Each grade level at WES works with Calkins' *Units of Study* in the following areas: opinion/argument, informational, and narrative writing.

For WES students to be successful writers, teachers have found that the workshop model has effective and necessary approaches to learning. One of the positive aspects of the workshop is a grade-level rubric for writing. The rubric allows teachers to differentiate instruction for each student's specific needs.

Another feature of the workshop model that promotes success for students is the use of an abundance of student samples. The exemplars are helpful to teachers and students because they offer genuine examples of what a student's writing should look like. However, mini-lessons that facilitate reflective reading and the use of comprehension connections (e.g., students look back in texts and refer to models of effective writing) are probably the most beneficial aspects of the Lucy Calkins' *Writing Workshop and Units of Study*.

To increase student engagement in the writing program, WES students work daily and diligently on the writing process. Then, students have the opportunity to share their hard work with peers through conferencing and presentations. After sharing the work, the students' finished products are displayed in the hallways of WES.

WES believes that student writing success is influenced tremendously by the workshop approach. The ultimate goal is to have students master grade-appropriate writing skills and build upon those skills each year. Consistency throughout writing instruction at WES will allow students to become the best writers possible.

## H.B. Williams Elementary—The Reading and Writing Revolution!

### **“READ” all about it!**



During the 2015-16 school year, H.B. Williams Elementary School (HBW) was presented with a check from the Dollar General Corporation for \$50,000! This generous gift provided the school with the opportunity to start a **READING REVOLUTION!** Resources have been purchased throughout the current school year to enhance the instruction of reading. The opening of a “book room” has supported teachers in guided reading and individualized instruction for HBW students. The purchase of Accelerated Reader and Follett book programs has allowed the library at HBW to meet new heights in developing and motivating young readers.



### **“WRITE” all about it!**



Writing is a focus at HBW! As they encourage students to become better writers in the 2016-17 school year, supports are established for both teachers and students. Enrichment groups are provided in grade levels to enhance student abilities during small group writing instruction. Writing is happening everywhere! HBW fourth grade students wrote letters to soldiers at Christmas, writing pieces are displayed in the hallway, and the writer’s workshop model is implemented by teachers. A writing team and PLC group made up of HBW teachers are working hard to develop writing portfolios, kid-friendly rubrics, and grade-level writing expectations.







## Spotlighting the Positives in SCS

Sumner County Schools offers before and/or after school child care through various providers. Some schools furnish services through the YMCA Fun Company or the Unity Learning Center. Other schools have established their own school-operated programs that provide care for the school's students. No matter the program's origins, the purpose is the same. SCS child care programs provide a safe, engaging place for students to be while parents/guardians are at work. If you have any questions about the program at your child's school, please contact the school. You may also find more information at [sumnerschools.org](http://sumnerschools.org) by clicking on the tab, *Parents and Students*, at the top of the site page. Then, select *Programs* from the drop-down menu. Pictures of some of the fun activities that occur in the programs are included on the next several pages.



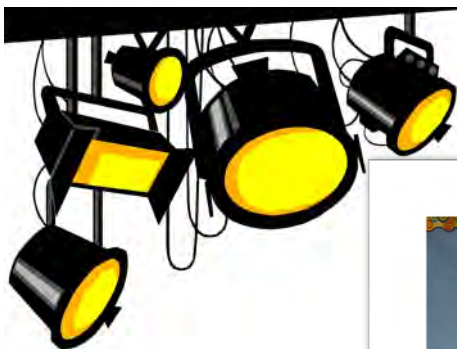
GHS Waves Anatomy Unity programs teaching RSMS Unity students how to do CPR.



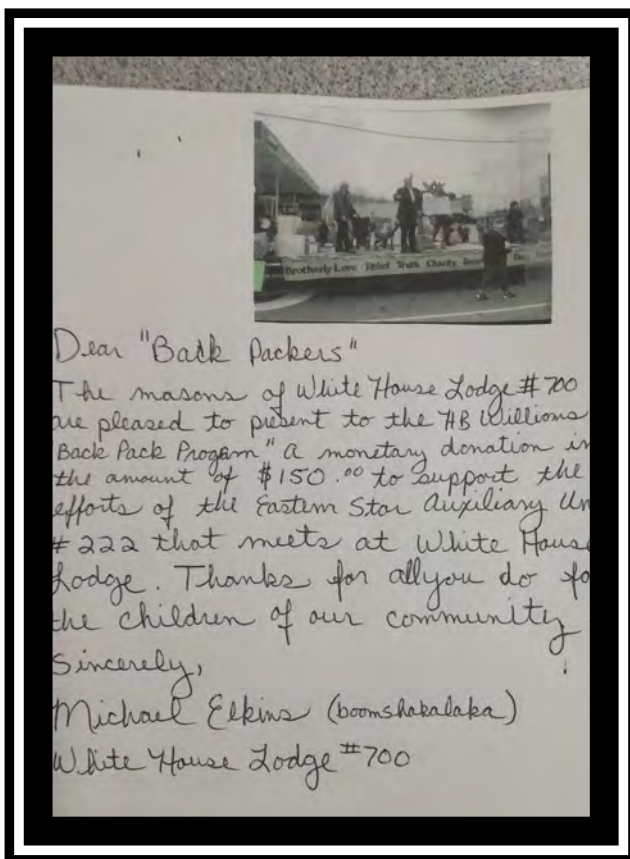
WES Eagles' Nest students make Valentine's Day crafts.



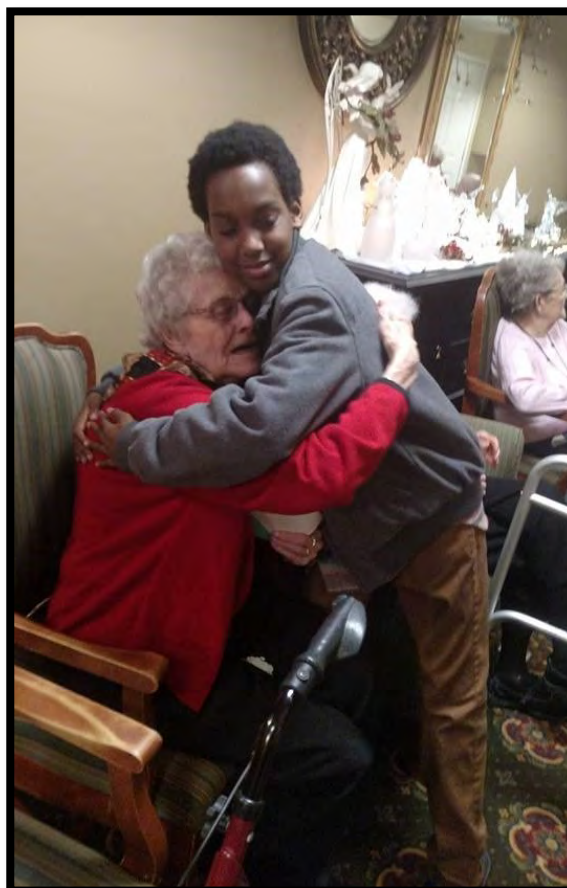
HES  
Owls'  
Nest  
enjoys  
activities.



NSE Tigers' Den celebrated Dr. Seuss and Read Across America.



HBW Backpacks program and community partnerships reap great benefits.



SMS Unity students visited with seniors in assisted living as a service learning project.





Hendersonville High FCCLA read with NBE Berry Patch students to celebrate Read Across America.



TWH Unity students working with clay and pottery equipment.



CRE Panther Pals were Cat-in-the-Hat prepared!



WES Eagles' Nest students working on STEM projects.





WES Eagles' Nest students love STEM activities.



The Cat in the Hat visits NBE Berry Patch!



WES  
Eagles' Nest  
has centers  
galore!



MHMS Unity experiencing  
Greek food and culture!  
Beth Collins, chef of Greek  
restaurant, Kalamatas, and  
parent to one of MHMS 4th  
grade students, led the  
demonstration.