



Sumner County Schools News

Committed and Focused on Growing Learners
School Year 2017-18, May Issue

This issue of *Sumner County Schools News* is the last in a series of articles written by students and teachers for school year (SY) 2017-18. The commentaries share examples of learning, instruction, and students' thoughts on their work toward academic success in Sumner County Schools. Also, pictures of Kindergarten Registration for SY 2018-19 are included as we take a look toward the future!

Standards Goals Objectives

STEM

science • technology • engineering • math

Every Student Succeeds Act:
Building on Success in Tennessee
ESSA State Plan

Tennessee RTI² Model

Guiding Principles

- Leadership
- Culture of Collaboration
- Prevention & Early Intervention

TIER I All 80-85%
ALL students receive research-based, high quality general education instruction using Tennessee Standards in a positive behavior environment that incorporates ongoing universal screening and ongoing assessment to inform instruction.

TIER II Some 10-15%
In ADDITION to Tier I interventions are provided to students that fall below the 25th percentile on universal screening and are struggling academically and/or behaviorally. Research-based interventions will be provided to students within their specific area(s) of deficit. These students are progress monitored using a tool that is sensitive to change in areas of deficit and that provides a Rate of Improvement (ROI) specific to the individual deficit.

TIER III Few 3-5%
In ADDITION to Tier I interventions are provided to students who have not made significant progress in Tier II, are 1.5-2.0 grade levels below or are below the 20th percentile. Tier III interventions are more explicit and more intensive than Tier II interventions. Research-based interventions will be provided to students within their specific area(s) of deficit. These students who are struggling academically and/or behaviorally are progress monitored using a tool that is sensitive to change in areas of deficit and that provides a Rate of Improvement (ROI) specific to the individual deficit.



2017-18 Sumner County Schools News Representatives

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BHS Alice McPherson	PHS Leigh Anne Peterson
EBW Tanya Coleman	SCHS Josh Ray
GHS Glenda Hart and Morgan Desposito	WHHS Ann Miller
HHS Ray Henson and Debbie Sheets	WHS John Lasater
MHMS Elizabeth Dorris	SCMCHS Betsy Hunter and Brad Schreiner
RTF Crystal Jacobs	SCMTCHS at Portland John Parker
Central Office Jeff Yawn	

SCS News District Editor Selena Elmore



Station Camp Elementary: Experimentation Using Science Standards

Mrs. Watkins, a third grade teacher at **Station Camp Elementary School (SCE)**, strives to create lessons that allow students an interactive, hands-on approach to learning. In her lesson on matter and its interactions, Mrs. Watkins takes students beyond the everyday textbook and makes science come to life. The class recently conducted experiments on heat, mixtures, and solutions to learn the following standards: **3.PS1.1 Describe the properties of solids, liquids, and gases and identify that matter is made up of particles too small to be seen.**

3.PS1.2 Differentiate between changes caused by heating or cooling that can be reversed and that cannot.



In third grade, students love to conduct hands-on experiments. Mrs. Watkins knows using food to create these experiments proves to be even more exciting! In a heating experiment conducted by the class, students were asked an essential question: how does heat affect things? Students then conducted an experiment using their body heat and chocolate! They observed their chocolate, discussed observations with their groups, and recorded their results through writing and illustrations. Students also conducted experiments with red Kool-Aid, goldfish, and animal crackers to determine the difference between mixtures and solutions. The class was able to eat their experiments after all their hard work! Mrs. Watkin's class shared what they learned through this lesson:



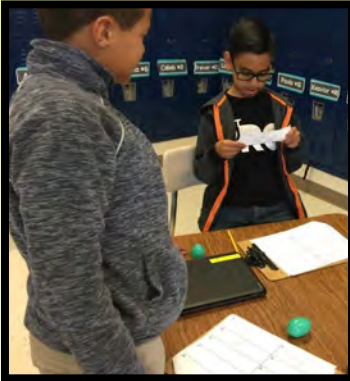
Lealand: "We had to draw how the chocolate bar melted when we used our body heat. I like to draw my observations because it is how I best express myself."

Kinley: "I learned how mixtures and solutions are different. The experiments were really fun! Experiments help me understand science."

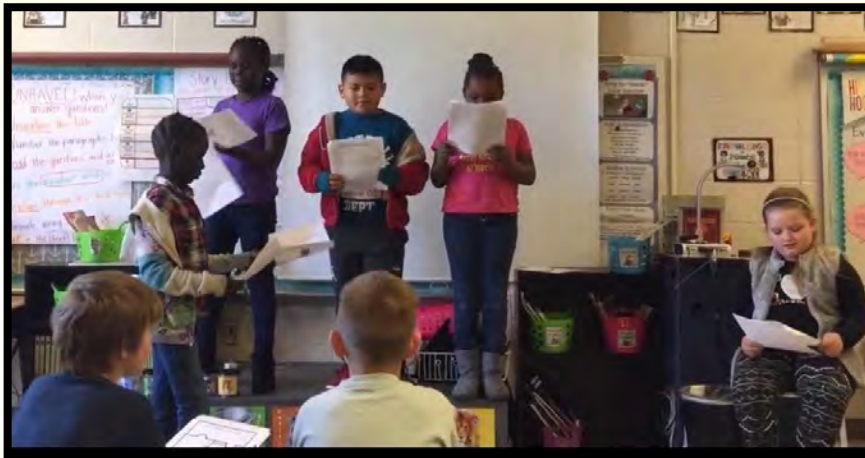
Ally: "The experiments were fun! It was cool how the chocolate bar absorbed the heat so quickly!"

Vena Stuart Elementary and Lessons from Mrs. Copeland's Third Grade Class

At Vena Stuart Elementary School (VSE), students in Mrs. Copeland's class shared learning from school year 2017-18. Their reflections follow:



"I am about to tell you about an exciting lesson we did this year in preparation for TCAP. It was in math. In this lesson, there were Easter eggs around the room, and they had math problems in them. It was fun and exciting because you didn't know what math problem you were going to get. I learned math facts and two-step word problems. I just told you about an exciting lesson we did this year. Have you done it too?" - Colton Overbey



"During the year, we did skits about folktales and novels. One skit we did was on a book called *In the Year of the Boar and Jackie Robinson*. The teacher picked a part of the novel for us to act out. My partner was Ameena. She was acting very funny and even made me laugh. The skit we got was when Shirley went into the basement with her dad. I was the dad, and Ameena was Shirley. I think it was fun because we got to do the skit with a partner. What I

learned from it is the character's point of view. Our class compared the character's point of view to their own points of view. That is something fun that we did in class." - Kylee Burnett



"On the first day of school we participated in something exciting called friendship sushi. I liked it because we got to eat a fruit roll up, a Rice Krispies treat, candy, and cereal. Another thing that was exciting was when we did the volcano (after reading the text *My Mouth is a Volcano*). Mrs. Copeland got the Coca-Cola and put a mint in it. It exploded. It got on me. I got soda on me. The last exciting thing was when we did a play (skit). My group won both times. The first time we got a trophy because we were acting everything out. The rest of the class determined the central message of the skit. The other time we won because my partner and I were dramatic. The class determined the character's point of view from the skit." - Nyawang Kuoth

Jack Anderson Elementary and STEM Roller Coasters



Each student at **Jack Anderson Elementary School (JAE)** spends a day every quarter in the STEM lab. JAE teachers work together in conjunction with the STEM teacher to address Tennessee academic standards in a way that allows students to design, create, test, and improve their ideas. Recently, JAE fourth graders spent a day in the lab designing roller coasters. Through this project, students were able to apply the following standards to their learning:

SPI 0407.11.2 Identify factors that influence the motion of an object.

SPI 0407.11.3 Determine the relationship between speed and distance traveled over time.

Fourth grader Gavin Marcy from Mrs. Riggins' class had this to say about his time in the lab:

The day our class went to the STEM lab to build our roller coaster was such an amazing day. Basically, we were building roller coasters out of paper. We all thought it was so incredible how a paper structure could support a metal marble with the mass it had. The planning process was first. We would build the poles that held it up. We had to cut slots on the sides, so it could tape on easier. We had to fold the pieces of paper, so they remained sturdy.

Then, our STEM teacher had us draw names of structure pieces out of a bowl. The names were written on paper. We had someone write down all the pieces we would need, and then we got to work. We started out by putting the funnel, the first piece we would need, at the top. Then, we proceeded to put on different parts such as connecting tracks. The project displayed centripetal force, a force that makes things go in circles, using a loop we put on.

After we finished our project, we decided to test it. We put the marble at the top, and it proceeded to roll. The funnel at the top held it for a good ten to twenty seconds. This was good as the goal of the project was to build the roller coaster that took the longest to finish. I was content with the result because we did splendidly. The reason I liked the project was it combined fun with school even though school is already fun. It displayed good science, technology, engineering, and math lessons. Go STEM!



H.B. Williams Elementary and Fourth Grade Social Studies



H.B. Williams Elementary School (HBW) student Emilie Malahick is a fourth grader. This year, she learned Tennessee academic standards for social studies with an emphasis on the Revolutionary War. In the following essay, Emilie shares the learning she acquired from her studies:

This essay explains what I learned about the American Revolutionary War. It will tell you some of the causes of the war, and it will tell you some of the events that happened in the war. It will also tell you the years the events occurred.

The main causes for the Revolutionary War were the events which followed the French and Indian War. To pay for the war, Great Britain began to tax the colonists. First was the Sugar Act which happened in 1764. Then, the Stamp Act occurred in 1765. Following the Stamp Act was the Townshend Act in 1767. After that event, the Boston Massacre occurred in 1770 followed by the Boston Tea Party in 1773. The Intolerable Acts then happened, leading to the First Continental Congress Meeting in 1774. Finally, shots were fired at Lexington and Concord in 1775 and started the American Revolution War. Those were some causes of the war.

Some of the battles of the American Revolutionary War following Lexington and Concord were Bunker Hill in 1775 and the Battle of Trenton in 1776. The last fight occurred at Yorktown in 1781.

I chose this topic for my essay because I love history, reading about the events that occurred, and knowing the learning is not as hard as it looks! I enjoyed learning about the causes, the battles, and the dates of the American Revolutionary War. I also like this topic because these events led to the start of our country.

Social Studies Standards:

4.30 Determine the meaning and identify the terms Loyalists, Patriots, Minutemen, Overmountain Men, and Redcoats to describe people during the Revolution. (C, G, TN)

4.31 Locate and identify the major military battles, campaigns, and turning points of the American Revolution, including: Lexington and Concord, Bunker Hill, Valley Forge, Princeton and Trenton, Saratoga, King's Mountain, and Yorktown. (G, H, TN)

Walton Ferry Elementary and Social Studies Standards

At Walton Ferry Elementary School (WFE), fifth grade student Etta Mann studied the social studies standard 5.56: **With supporting facts and details, provide reasons for rationing, victory gardens, the design of the Rosie the Riveter ideal, and the women Airforce Service pilots with Cornelia Fort.** Etta's response regarding what she learned follows:

Women and the Homefront in World War II

While learning about the actual fighting in World War II, our class also studied the citizens back at home in the United States. We learned about the Women Airforce Service Pilots (WASP) and Cornelia Fort, women at work, Rosie the Riveter, rationing, and victory gardens. A lot of people forget women made most of the supplies in the war. When you think about World War II, you think of Adolf Hitler, V-J Day, and all the battles. But here on the home front, residents were also contributing greatly to the war effort.

Rosie the Riveter was an icon, created by the government, to encourage women to work while the men were at war. This resulted in thousands of women across the nation putting on their pants and getting to work! They made tanks, weapons, and even flew planes.

The WASP was a group of women who flew planes to the naval bases. One of these women was Cornelia Fort, a skilled woman from Tennessee. She was the first female American pilot to die in active service, and she was only the second woman to join the WASP.



Another effort to help the military at war was rationing which was a way to save food for the soldiers who were away at war. Ration books told people how much of a rationed item they could buy each week. Some examples of rationed items included cheese, butter, gasoline, and silk. In order to have vegetables, people started victory gardens and had fresh grown veggies every night! The people of the United States did a lot of things to help the war effort.

To wrap it up, I enjoyed this standard because part of this history started the fight for gender equality rights. Women were contributing to the war as much as men were, and

they started feeling like they were equal. People should always remember the citizens on the home front who helped the Allies win the war.

Lakeside Park Elementary and “Interactions Over Time”

Throughout the school year, the Scholar’s Workshop students of **Lakeside Park Elementary School (LPE)** have focused on the theme “How Interactions Cause Change over Time.” This aligned well with LPE celebrating its 50th anniversary in the 2017-18 school year. To showcase the school’s history, as well as its faculty’s commitment to excellence, students researched the school’s past using a variety of materials (**5.W.RBPK.7**) such as newspaper clippings, scrapbooks, yearbooks, and school archives. Then, the students used their research notes to put information into chronological order (**5.SL.PKI.4**). Once necessary data had been collected, the students created one poster for each of the five decades LPE has been a part of the community.



Project completed by:

Anna McDowell

Evan Alexander

Teacher: Katie Presley

To further expand on their project, the posters were hung along the main hallway in the manner of a timeline. Pictures, newspaper clippings, other interesting information such as the first annual Dolphin Dash, and the addition of a back wing to the school were also included chronologically in the timeline. At LPE’s 50th anniversary celebration and open house, students were able to meet and speak with many of the past teachers and principals they had researched. For a night, this opportunity brought full circle the community learning which highlights LPE’s commitment to excellence.

Portland Gateview Elementary and Standards-based Instruction

In Mrs. Thompson's fifth grade class at **Portland Gateview Elementary School (PGE)**, standards-based instruction, along with the integration of all content areas, is an integral part of the curriculum. Mrs. Thompson is able to share these practices with other teachers as a facilitator of a Sumner County Schools' demonstration classroom in English/Language Arts.

This school year, Mrs. Thompson's students read and discussed the novel *The Boy in the Striped Pajamas*. The book is a powerful story about a young boy named Bruno who lived during the war in Nazi, Germany. A student in Mrs. Thompson's class, Hailey Rosasco, was nominated to share her understanding of the learning which takes place during Tier 1 ELA instruction block. Hailey reveals how she determined the theme of the novel.



Standard: 5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.

Hailey states, "One of the standards I struggled to understand is how to find the theme of a story. I didn't understand how to use the words to find out the theme, but Mrs. Thompson taught a strategy to help us." The strategy useful to Hailey was a Z chart. She said, "When we read a passage we create a Z chart. After we read, we select a powerful quote and facts (or important details) from the story. We also draw a picture of what the story is about. These give you a good understanding of what the author is trying to tell you."

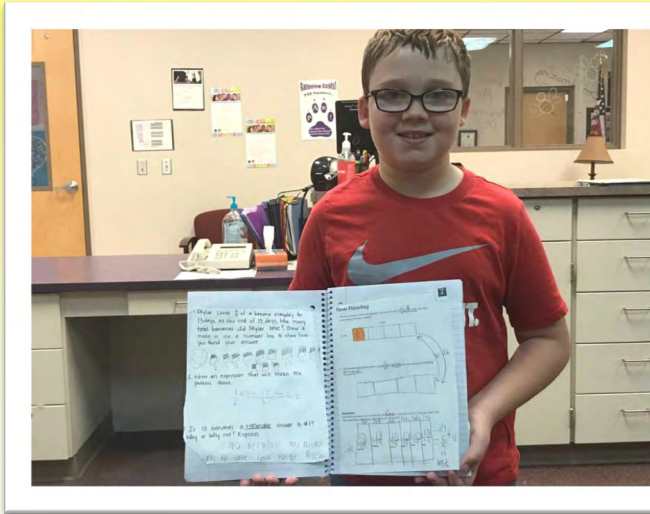


After completing a Z chart for *The Boy in the Striped Pajamas*, I determined the theme of the story is don't judge people by their looks." When asked how that theme applies to her life, Hailey said, "For example, when kids bully each other about looks, some kids can develop eating disorders. The 'perfect' kids judge others by how big or small they are. The lesson learned is we should not judge each other by looks. That is wrong. You never know what goes on at home or how another person must live." The Z chart is a tool used by Hailey and other students in the classroom to determine the theme, or central message, of a book, story, or poem. The Z chart may also be used with informational text when determining its central idea and explaining how it is supported by key details (5.RI.KID.2).

Standard 5.FL.VA.7 a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. i. Use context as a clue to the meaning of a word or phrase.

Hailey also said she uses context clues when reading to help her determine the theme of a story. She states, "I look at the first sentence of the introduction of a paragraph. Next, I find the harder words and use my context clues to find out what the words mean. Then, I put those words together and use my knowledge to see what the author is trying to tell me. Finally, I read and use the evidence to put together the theme."

Portland Gateview Elementary (continued)



In Mrs. Thompson's mathematics class, Jayden Parrish disclosed he had struggled at the start of fifth grade when trying to complete a math task. He said, "At the beginning (of fifth grade), I was really confused, but by the end, I started to get the hang of it." When asked how he made progress toward solving math tasks, Jayden stated, "Mrs. Thompson taught us how to use a model to complete a task. We also use our math notebook as a resource to look through and remember how to do things." Jayden also shared when he begins a task, one of the strategies he uses is, "... to read the task, then read the question, so you can start to solve it. My reading strategies help me to solve my math tasks." When asked why math tasks are

important, Jayden said, "Math tasks help me think about real world problems and how to solve them. For example, if I forgot my lunch and my friends gave me parts of their sandwiches, I would know how many parts I would need to make a whole sandwich."



Hailey and Jayden indirectly proved academic subject/content areas are interconnected pieces, and in order to support the whole child, we must integrate instruction.

Writing Workshop in Fifth Grade at Merrol Hyde Magnet

Writing Workshop covers a vast number of fifth grade standards including **5.FL.SC.6**, **5.W.TTP.1**, **5.W.TTP.2**, **5.W.TTP.3**, **5.W.PDW.4**, and **5.W.PDW.5**. In Writing Workshop, **Merrol Hyde Magnet School (MHMS)** students are taught strategies for organizing, researching, and developing essays (narrative, informational, and opinion). With these strategies in place, students select their topics for essays. Then, they take their choices through the writing process. It typically takes two weeks for students to go from topic selection to a typed, published piece to share with the class. Once the Writing Workshop expectations and structures are in place, the students' writing is extremely powerful because they write about what they know, what they are interested in, and what is meaningful to them.

Below is an excerpt from an informational essay written in March by MHMS fifth grader Amory Hopper titled "What Does It Mean to be an Artist?"



Excerpt: A common question is "What is an artist?" Sure, an artist is somebody who makes some form of art in some form or fashion, but it's more than that. An artist is someone who brings colors to life. An artist is someone who puts personality into each smooth stroke of a brush. An artist is someone who makes dreams become a reality. An artist soars on silver wings of failure, yet creation. An artist puts vast emotion into image and turns pain into plans! You may not realize it, but artists have a very large impact on the world! Paid or not paid, art will nourish your soul, your wallet, or maybe even both. Also, art is a great way to express yourself.

When asked what Writing Workshop means to her, Amory replied, "Writing Workshop allows me to be creative and helps me focus at school."

Knox Doss Middle and Math

Knox Doss at Drakes Creek Middle School (KDDC) engages students in learning activities to clarify curriculum in all core subjects. Ava G., a KDDC student, wrote an article, *Wants It*, regarding one such learning opportunity.

Absolute Value--When studying math concepts, many say, "I don't understand this at all. I never will." I was one of the people to say that. The first time I saw absolute value I was so confused. With all the lines and the different symbols in between and outside the lines, it just looked like too much. It took time and effort to feel comfortable with this concept, but once I got the hang of it, understanding it was much easier than I thought.

After beating myself up over not comprehending absolute value, I studied more. The concept began to become clear. I understood if there is nothing outside of the lines but a negative number is inside, it means the opposite of the negative number, or positive version, is the absolute value. If there is a negative number inside, the absolute value is the opposite, or negative version, of the positive number.

Yes, absolute value can seem complicated and very difficult, but if a student listens and takes the time to understand the skill, the learning will come easily. In addition, absolute value can help with other lessons, so it would be in a student's best interest to practice the concept. Eventually, this effort will show!

As a student, I felt I needed to write about absolute value because I believed I would fail math class from my total lack of understanding it. I really struggled to figure out absolute value. Because I am my own greatest critic and always try to understand everything, it hurt my self-confidence when I had this difficulty.

My brain did not seem functional every time my teacher would talk about absolute value. This nearly caused me to give up which is unlike me. I share these feelings because I do not want anyone else to feel like a failure as I did. I chose the topic of learning absolute value as an important skill this year because the standard is important. I want other students to know it is o.k. to relate to the emotions I went through to find my assurance in math again.



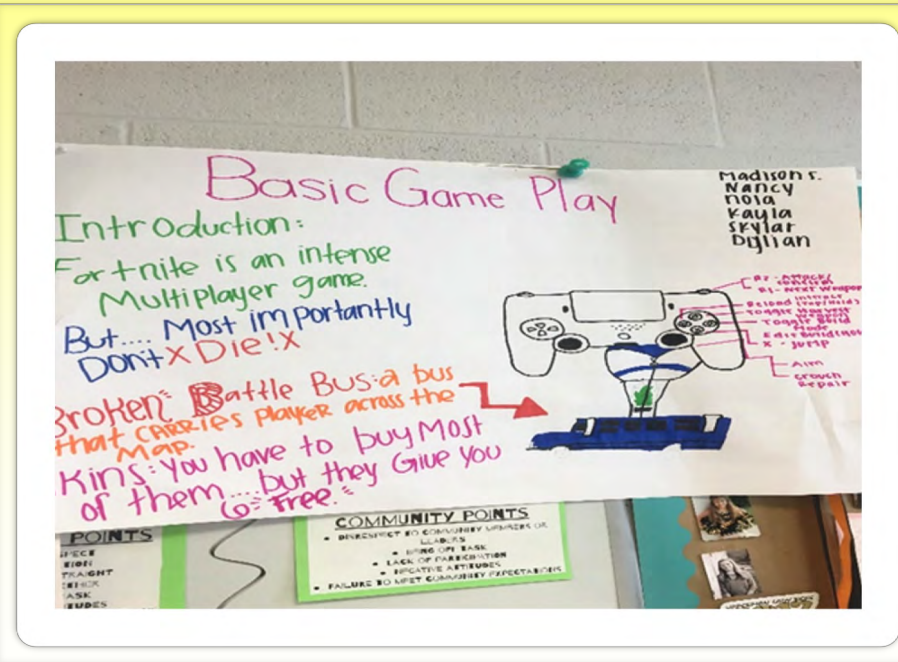


Hawkins Middle and Exploring Literature: *The Outsiders*

Charna Quaglia is a student in Mrs. Myers' English Language Arts (ELA) class at **Hawkins Middle School (HMS)** this year. Charna shares her thoughts on the study of theme through literature:

My name is Charna Quaglia, and I am an eighth grade student at HMS. One of the lessons Mrs. Myers' ELA class engaged in this year was to read *The Outsiders* by S.E. Hinton. This novel had a wonderful message that not everything is as it appears. This was my favorite lesson, because not only is the story fantastic, but the message it sends is a powerful one. Some of the themes in the book include don't judge a book by its cover, show honesty, and have integrity. These themes are displayed within the novel as the story unravels and reveals the heartbreak and tragedy of living on the wrong side of the tracks. As we read the novel, we kept our learning, thoughts, and summaries in an Outsiders folder. The work in these folders clearly captured the essence of what *The Outsiders* was about.

After we read *The Outsiders* novel, we had a dress up day where we dressed as the Socs, the preppy rich kids, or the Greasers, the misunderstood poor kids. This day was a fun way to put ourselves in the shoes of *The Outsiders* characters.



Shane Pearson, a student at **Rucker-Stewart Middle School (RSMS)**, expresses his thoughts on an activity used by one of his teachers, Ms. Dyer, to present **Standard 8.RI.1.KI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and reasoning is sound.**

This school year, students in Ms. Dyer's class did a lesson to strengthen our annotative and informative writing abilities. We were struggling with these specific skills when our teacher, Ms. Dyer, had the genius idea of combining

education and Fortnite. Fortnite is a game which had an explosive debut and now has a player base in the millions. Practically every teenager has heard about the game, and a huge majority are actively playing it. Using this fever for Fortnite, Ms. Dyer created a very relatable and intriguing lesson, encouraging us to take a closer look at the game. Exploring bias and quality of information, we examined articles on pros and cons, made a how-to guide for Fortnite, and played segments of the game according to the guides to test our accuracy in describing the game. Overall, this was a great lesson with interactive learning focused on strengthening weaknesses as well as incorporating an element of fun to keep our attention and increase our understanding of subject matter. Thanks, Ms. Dyer!



A First Year in Robotics – Portland East Middle

Madalyn Averill is a sixth grade member of Panther Tech, the **Portland East Middle School (PEMS)** competitive robotics team. In this article, Madalyn conveys her thoughts on the expectations of teamwork with the group.

During my year on *Panther Tech*, my school's robotics team, I learned many new things. Some examples of these are the art of coding a robot, driving it, and the true meaning of teamwork. Coding was a little harder than I expected. I thought it was just typing in an action and seeing the robot perform the action when you tell it to, but I found it to be a little more in-depth. Coding involves programming everything the robot does including button control configuration, power, speed, and even timing. After some practice with these concepts, coding became a breeze. We had many failures in this process, but these always led to success.

Driving, on the other hand, took a bit more practice. I had to do a lot to get better at driving. However, the work paid off, and I lead “Junior,” my team's robot, into the semi-finals of our very first competition.

Even though learning to code and to drive the robot were very important, the most important thing I learned through my experience is the true meaning of teamwork. Some people may say driving or coding is the most important part of making the robot work correctly. While they may think they are correct, I would say they can also be wrong.



The most important part of the robot is the team. Whether the team be two people or 10,000, it is essential to making the robot work. Without the team, the robot would just be some metal in a pile.

My team cooperated closely through the design, construction, and coding aspects of our first season in competitive robotics. This commitment led to several victories in our first year. Throughout my one-year experience on a robotics team, I've learned many things that will help me grow as a person. I know there will be more things to come next season.

(Find *Panther Tech*, the PEMS competitive robotics team, on Facebook.)

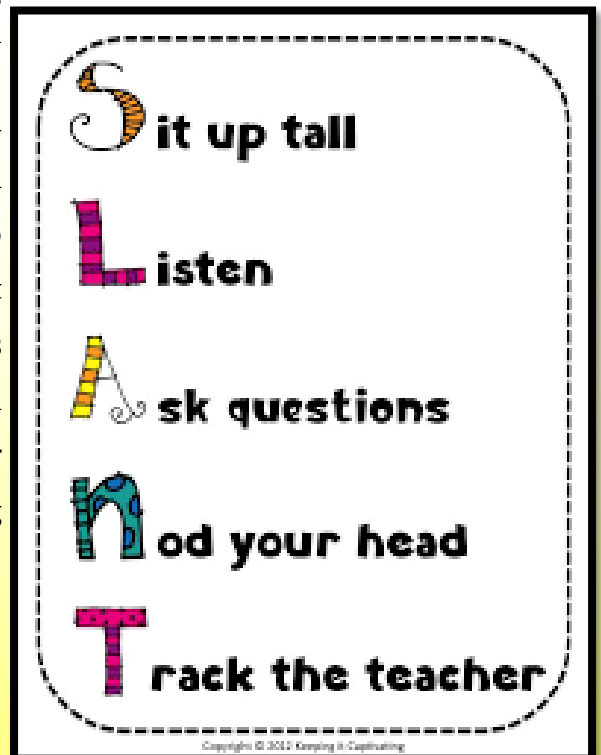
SLANT Works at Hendersonville High



Some teachers have concerns regarding SLANT, a Quantum Learning behavior approach designed to keep learners attentive and involved in learning. The strategy acronym SLANT stands for Sit up straight, Listen, Ask (and answer) questions, Nod your head, and Track the teacher (speaker). Will the strategy work with high school students, particularly students with disabilities who might have barriers which prevent them from excelling in the classroom? Amanda Crutcher, a special education teacher at **Hendersonville High School (HHS)**, answers with a resounding “YES!”

Ms. Crutcher and her students have embraced the concept and practice. The theory behind SLANT is this: SLANT is a strategy which uses positive body language to teach the behavior technique. Students with attention or learning needs sometimes have issues with maintaining focus on instruction. Developing the SLANT approach for attending to tasks improves learning. Ms. Crutcher comments on its use in her classroom:

I like the idea of using a fun phrase for what you want your students to do. Instead of nagging them to sit up straight, look at me, and listen, all I have to do is chirp out, “SLANT.” The students really get into it also by actually reminding each other. This method was originally developed for students with special needs. The strategy works well for regular education students as well as students with learning disabilities.



Westmoreland High's Reflection on Personal Ownership –The Sixth Key

Westmoreland High School (WHS) student Patience Vance wrote this month's article with a focus on Quantum Learning's Eight Keys of Excellence. Patience wants everyone to know:

WHS students and staff are expected to follow through on helping with the superb cleanliness of the school. WHS often scores 100% with district inspections for the upkeep of the facility. Senior students participating in senior project regularly complete tasks set by custodians such as sweeping, mopping, and taking out trash. Teachers also help by not permitting students to eat or drink inside their classrooms.

WHS students are also held accountable for their actions through academic achievements. Staff teach students to be responsible for their school. WHS staff provides tutoring for students who take the initiative to seek extra help with schoolwork. Students are expected to be responsible for any missing work while absent. They are not permitted to attend school functions without passing all classes and avoiding any school infractions.

Seniors at WHS are held to a higher standard than other grade levels because they are preparing to enter the "adult" world. Seniors are used as model students; they are taught to act as examples for underclassmen. Modeling how others should proceed in their high school careers is an important duty of the seniors. Underclassmen are shown, through actions of upperclassmen, how to interact socially and respectfully with their peers.





Kindergarten Registration 2018-19

Lakeside Park Elementary



J.W. Wiseman and Oakmont Elementaries



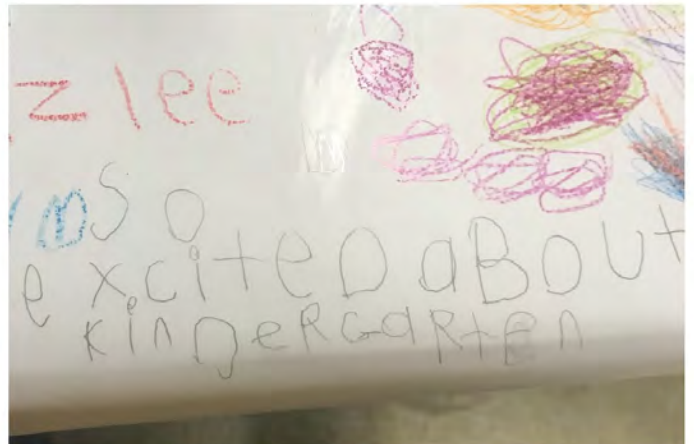
Walton Ferry Elementary



Madison Creek Elementary



North Sumner Elementary



George Whitten and Jack Anderson Elementaries



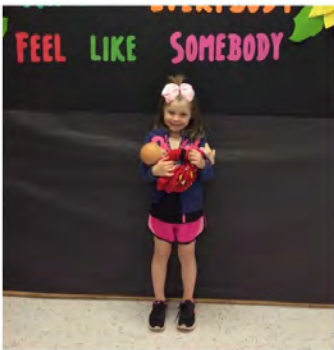
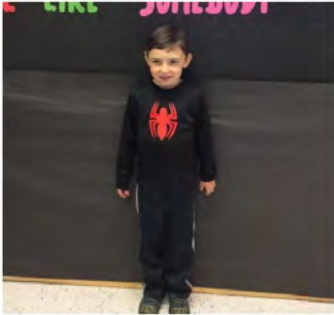
Watt Hardison Elementary



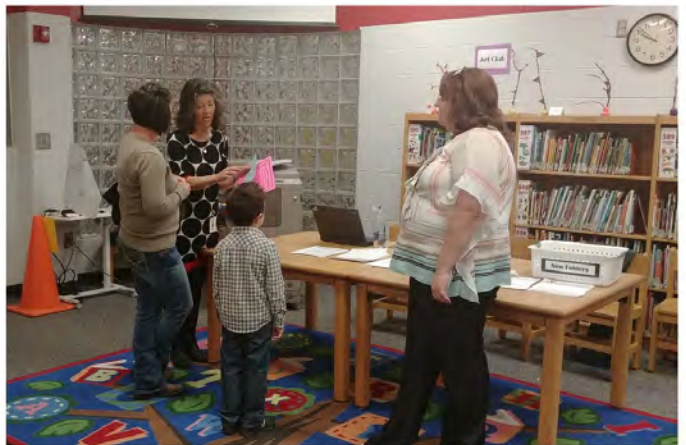
Gene Brown Elementary



Clyde Riggs Elementary



Benny Bills Elementary



Howard Elementary & Merrol Hyde Magnet



Portland Gateview Elementary



Station Camp & William Burrus Elementaries





Sumner County Schools 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.