Sumner County Schools News

Committed and Focused on Growing Learners
School Year 2015-16 Issue 3

The mission statement for Sumner County Schools (SCS) is "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." This statement was developed in the 2014-15 school year by SCS stakeholders and is being used to identify areas for goal setting by the district and its schools. Subsequently, for students to recognize their ambitions and dreams, all faculty and staff of SCS commit to purposeful goals for academic success for students.

In addition, to ensure that those goals have impact and substance, schools in the SCS system use the mnemonic acronym, SMART, as the criteria to determine goals. SMART goals are set for academic achievement for students and instructional practices for faculty and staff. A **SMART** goal is:

S—specific, clear, concise, and tangible

M—measurable by evaluative tools/feedback; accountability

A—action oriented, attainable, steps to accomplish the goal

R—relevant, realistic, reachable

T—time bound, timely, timeframe for actions

SCS strives to keep its families and communities informed and knowledgeable of its schools' work and goals. Therefore, this edition of *Sumner County Schools News* shares *2015-16* SMART goals and the actions to attain them from most of the district's schools. As you learn more about each school, remember, "A dream is just a dream, [but] a goal is a dream with a plan and a deadline," said Harvey Mackay, a bestselling author and businessman. It is each school's plan to meet its SMART goal by the school year's end deadline; thus, addressing the dream of many of its students.

Sumner County Schools Achieves a Goal—AdvancED Accreditation

On March 6-9, Sumner County Schools hosted an AdvancED External Review Team that reviewed the system and a cross section of its schools to evaluate the system's adherence to the AdvancED Accreditation Standards and to make a recommendation for AdvancED School System Accreditation.

The team found that Sumner County Schools met the requirements for accreditation and announced that it will be recommending the system for AdvancED School System Accreditation. Their recommendation will be reviewed and acted upon by the national AdvancED Accreditation Commission within the next few months.

To earn AdvancED School System Accreditation, systems must: 1) meet the AdvancED Accreditation Standards; 2) implement a continuous process of improvement; and 3) host an External Review team once every five years.

As a part of the accreditation process, a team of trained professionals from across the state and nation, reviewed Sumner County's documents and performance data; interviewed system, school and community stakeholders; conducted site reviews to several schools; and observed system and school practices in action. The team offered both recognition of strong practices, as well as areas for improvement to the system.

"AdvancED School System Accreditation is a rigorous process that demonstrates to our students, parents and community that we are focused on raising student achievement, providing safe and enriching learning environments, and maintaining efficient and effective operations staffed by highly qualified educators," stated Del Phillips, Director of Schools.

In two years, the system must report to AdvancED its progress in addressing the team's Improvement Priorities. "We believe strongly that the AdvancED School System Accreditation Process will make us even better. Students win when the entire school system commits to examining all of its processes and systems to determine what more we can be doing to benefit the students we serve. This is the essence of the accreditation process," said Jennifer Brown, Assistant Director of Schools for Instruction.

"We are proud of our teachers, principals, and students, and we are so very appreciative of the many community, business, and parent stakeholders who assisted us through this process," Brown said.

Members of the community, who wish to review the commendations and recommendations made by the AdvancED External Review Team, may contact the system to review the report. Parents and interested community members also may learn more about the AdvancED School System Accreditation Process at www.advanc-ed.org.

About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 schools and school systems—enrolling more than 20 million students—across the United States and 70 countries.

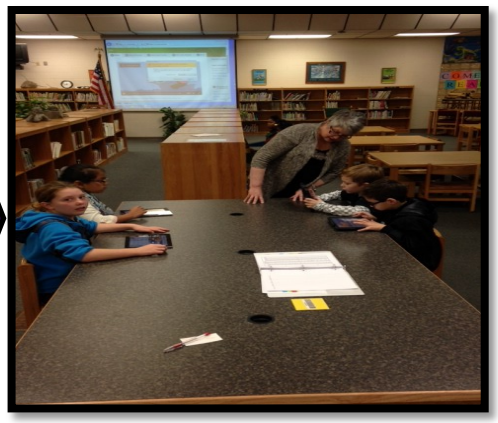
The North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Sumner County Schools Achieving 2015-16 SMART Goals

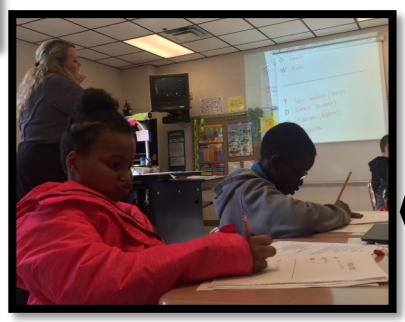
A 2015-16 SMART goal for **Vena Stuart Elementary School (VSE)** is that each elementary student in grades 3-5 will achieve a proficient or advanced level in E/LA as measured by the 2015-2016 TNReady assessment. To meet this high expectation, VSE is focusing its efforts on instructional training and practice. The school is engaging teachers in research-based professional learning focused on the school's goals which will build stronger teachers and academically successful students.

VSE developed a school "platter" that demonstrates its focused professional learning areas for the school year. Each of those learning targets will be brought back into classrooms for productive application. Professional learning is concentrated on strengthening the RTI^2 model, implementing a reading/writing workshop model, establishing effective and powerful professional learning communities (PLCs), developing TNReady common assessments, tracking student mastery of standards, facilitating cross-curricular writing, and integrating technology into instructional practice.

myON training and practice



A PLC on writing leads to classroom practice



Modeling *Tapping Out with Tiles* and practicing

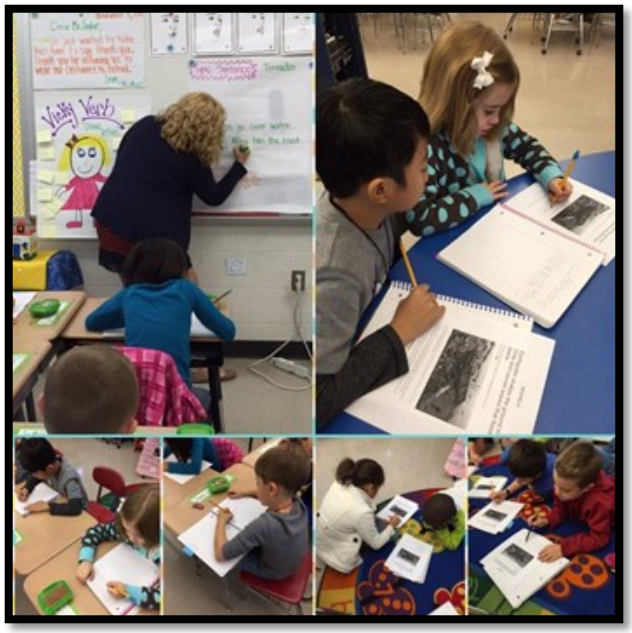
Sumner County Schools Achieving 2015-16 SMART Goals

A 2015-16 SMART goal for **Westmoreland Elementary School (WES)** is that WES will achieve a 2.5% increase in students who are proficient or advanced in 3rd, 4th, and 5th grade math as measured by the state assessment. This will result in an increase from 60.7% proficient or advanced in 2015 to 63.2% proficient or advanced in 2016 in the area of math. To achieve this goal, WES modified its master schedules to fit the needs of its students. For example, RTI^2 and core instruction times were planned according to students' ages, learning stamina, and needs. WES is hopeful that this modification will help students become more responsive to the intervention and enrichment that is provided. Each grade has an allotted amount of time (e.g., third grade has 45 minutes daily) for RTI math.

Another strategy for SMART goal achievement was the purchase of a set of Cognition-Based Assessment and Teaching manuals by WES. To best utilize this program, all WES staff attended a professional learning session with Allison Ragan and Season Epps to gain knowledge on building students' reasoning in math. Throughout the school year, the staff has continued professional learning experiences with the program, with a goal that the Cognition-Based Assessment Tools will increase conceptual understanding and scores in math for struggling students.

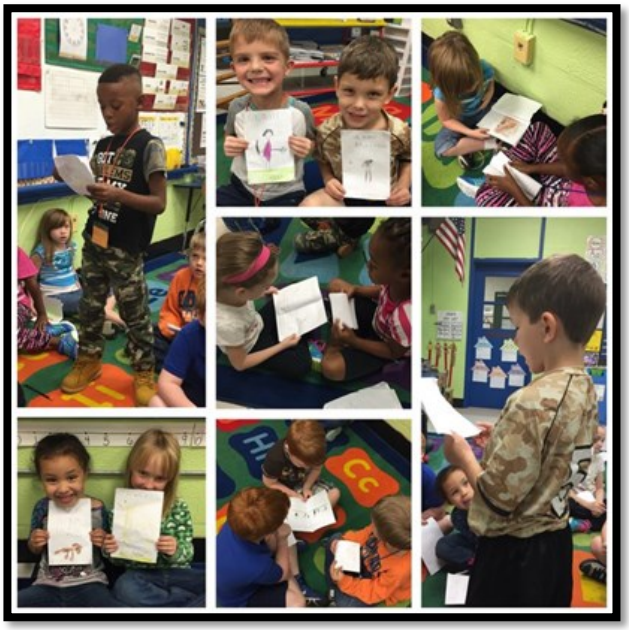
Further work toward the SMART goal is being implemented at WES by way of grade-level data meetings. These meetings allow teachers to use student data that is gained through assessments to drive instruction. These meetings are in-depth discussions which result in planning for student learning in Tiers I, II, and III of RTI^2 and focus standards for enrichment. WES data meetings are held once a week for 45 minutes. Each meeting is an integral part of instruction preparation that leads to high achievement from students at all academic levels.

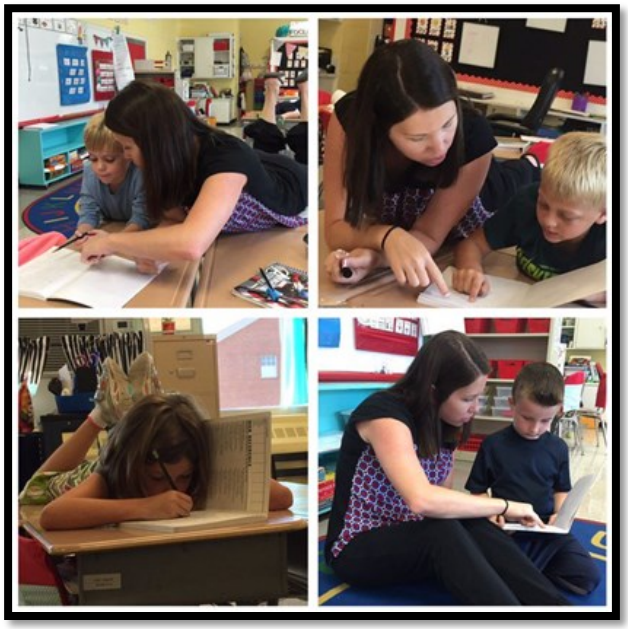
Sumner County Schools Achieving 2015-16 SMART Goals



Guild Elementary School (GES) set a 2015-16 SMART goal for E/LA achievement on the TNReady assessment. Its faculty and staff are dedicated to reaching that goal. Writing has been an ongoing focus for students and teachers in all grade levels. Lead educator, Heather Whitaker, works closely with teachers as they plan and prepare reading lessons from Lucy Calkins' resources. In addition, Ms. Whitaker regularly models writing lessons in many classrooms.

Student engagement and peer collaboration are vitally important to GES students in meeting learning goals and showing positive academic growth. Students are digging deeply into text daily as they research various topics across all content areas. By integrating science and social studies with reading and writing, GES students are sure to meet TNReady expectations and the school's E/LA SMART Goal.





Sumner County Schools Achieving 2015-16 SMART Goals

A 2015-16 SMART goal for **Portland Gateview Elementary School (PGE)** is to raise the school's percentage of third, fourth, and fifth graders who score proficient or advanced on the TNReady E/LA assessment. To reach this goal, PGE teachers tutor students after school in its Cub House childcare program. Students receive tutoring one hour a day, Monday through Thursday for six weeks each semester. Intentionality is used to build reading and math skills when working with the students in this focused setting.

Jennifer Wright works with third grade students as they practice reading foundational skills to foster understanding and working knowledge of concepts of print, alphabetic principle, and other basic conventions of reading and writing.

Leanne Pszenitzki tutors fifth graders on reading comprehension by asking knowledge, comprehension, application, analysis, creation, and evaluation questions. Students practice citing text evidence to strengthen reading comprehension skills.

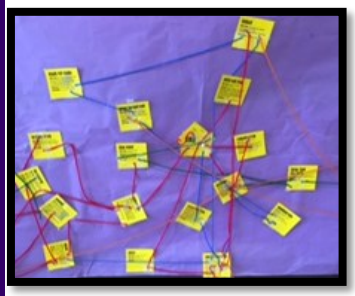
Margaret Todd plays a grammar game with fourth graders which allows them to master language skills and standards. This intervention guides students to apply increasingly sophisticated writing and speaking skills.

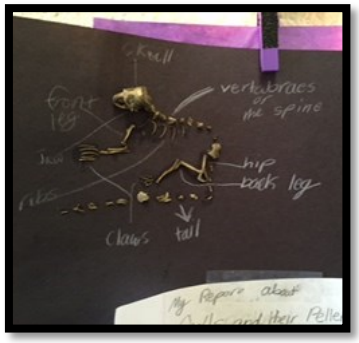
LaJeana Barber, Title l teacher, plans for tutoring with Lindsey Richards, Angie Shepherd, and Mackenzie Savage. After receiving results from last year's TCAP and current common assessment data, this group is identifying areas of need for third and fourth graders, student by student, skill by skill, and standard by standard.

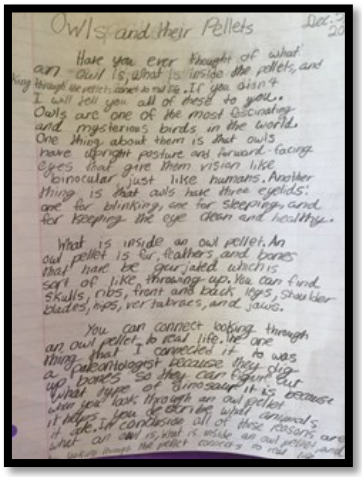
Sumner County Schools Achieving 2015-16 SMART Goals

A 2015-16 SMART goal for **Millersville Elementary School (MES)** is to increase its percentage of proficient or advanced readers by 9.5%. Many approaches are being used to reach this goal in exciting and fun ways. The MES Scholars' Workshop recently completed a project-based learning (PBL) fall festival study which encompassed the areas of reading, writing, mathematics, and research. During the unit of study, the participating scholars read stories and researched websites related to festivals, determined the costs of supplies for festivals, calculated profit and loss for specialized booths, configured the overall layout of a festival, and designed activities and games for festival booths. This study provided an opportunity for real-life application of reading skills.

MES fifth grade students are also using science to strengthen reading skills. The students have been busy learning about ecological relationships. While learning about symbiotic associations, students have engaged in a variety of activities to support the learning. One endeavor in which the students participated involved analyzing data in three different ecosystems and creating food chains and a food web for each ecosystem. Another activity involved the dissection of owl pellets. Students went through the scientific process and analyzed their findings in a science lab. After careful analysis, students compiled a report based on the lab. As a part of this process, students again had to connect the findings to their lives and write about that correlation. The connection of reading research skills to exciting, challenging science activities has created anticipation for effective learning and large gains in E/LA test scores at MES this year.



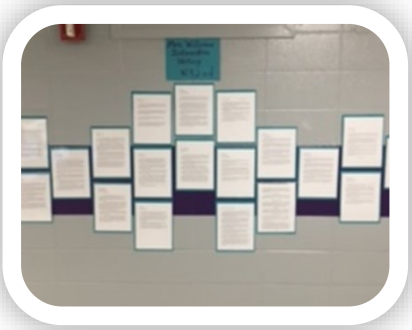




Sumner County Schools Achieving 2015-16 SMART Goals

A 2015-16 SMART goal for **Clyde Riggs Elementary School (CRE)** is 50% of all tested students in grades 3-5 will score proficient or advanced on the E/LA portion of the TNReady assessment. The percentage for this group was 42.3% in 2014-15. The team at CRE has developed multiple strategies and plans for implementation to help students reach this goal.

As a part of strategic planning, there has been a focus on improving writing skills by using evidence-based writing strategies and technology tools for instruction. CRE faculty attended professional learning sessions on SRSD Bridge to Practice activities for grades 1-5 with a focus on prompt analysis, Lucy Calkins Units of Study, and Writer's Workshop. Also, the team learned multiple iPad-specific programs to aid in writing and technology techniques with local and national trainers such as Kathy Pryor, Doug Eaton, and Lori Elliott. Students in grades 2-5 are engaged in activities such as culminating research projects developed with multi-media presentations, the schoolwide literacy fair, and daily writing across all content areas. Along with students, parents are encouraged to attend PAWs (Parent Awareness Works) meetings at least four times throughout the year. These meetings are held to engage parents in student work and to further student achievement.



Another strategy in place to help CRE reach its goals is an ongoing effort to offer high-quality, differentiated instruction aligned to standards. Students participate in tiered Response to Instruction and Intervention for 45 minutes daily in both math and E/LA. All Related Arts teachers co-teach during tiered instruction. Students and teachers develop individual content-specific SMART goals and celebrate achievement. Students in grades 3-5 are offered extended learning for enrichment and intervention through Tech Time (technology practice) before school, and tutoring after school is available for targeted students. In addition, Technology-enhanced learning for literacy, numeracy, and writing occurs with programs such as MICA, Study Island, myON Reader, Math Seeds, BrainPop, SplashMath, Reading Eggs, Type2Learn, and FrontRow Ed.

Lastly, CRE is committed to promoting high level reading/language instructional strategies and common assessments which reflect TNReady rigor to build stamina and improve student performance in order to reach this year's SMART goals. Instruction is fostering vocabulary acquisition and development through usage of Wordly Wise resources in grades 1-5, differentiated spelling lists using academic vocabulary in all content areas, and Flocabulary. Tapping Out with Tiles is used in grades K-2. For increased text comprehension and in-depth text analysis, students and teachers employ a combination of close reading, Comprehension Toolkit, and FCRR activities. Graphic organizers, the *Jacob's Ladder* program, and focused instruction with strategies to boost literacy elements present in Scarborough's *Reading Rope* are used throughout all grade levels.

All involved in student learning at CRE have a working knowledge of the developed SMART goals. They work diligently and collaboratively to reach those goals. From grades K-5, students are urged to and supported in attaining the highest level of personal and academic achievement possible.

Sumner County Schools Achieving 2015-16 SMART Goals

A 2015-16 SMART goal for **Howard Elementary School (HES)** is HES will maintain the percentage of students scoring proficient or advanced in E/LA as measured by the TNReady assessment.

HES strategies for accomplishing the SMART goal: Authentic literacy instruction will be provided across all discipline areas. Classroom rituals and routines will be structured to include the reading workshop model. This model will increase the focus on building students' reading stamina, individualizing student reading goals, and differentiating instruction for reading, writing (craft and structure), and thinking *(*e.g., resources from Lucy Calkins, The Sisters with The Daily 5, and Dr. Mike Schmoker).

HES implementation plan to achieve the SMART goal: At HES, a shared leadership plan was developed utilizing the specialty teams that engaged in the Daily 5/CAFÉ, TNReady, and Scope of Work training during the spring/summer of 2015. The teams returned to HES and began a part one of the professional learning series. All grade levels collaborate to create E/LA units designed around the standards and the district's E/LA Scope of Work. Daily 5/CAFÉ and Lucy Calkins' programs are used to deliver authentic literacy instruction. Units are submitted to the principal and lead educator for HES for review. In addition, teachers create at least one common assessment per unit.

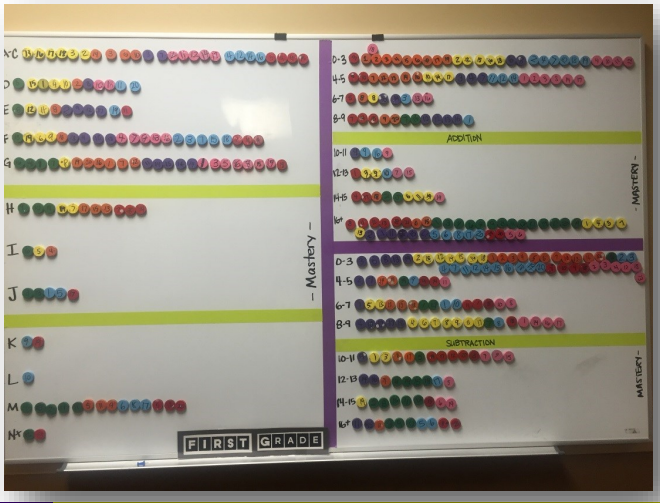
Sumner County Schools Achieving 2015-16 SMART Goals

The 2015-16 SMART goals for **Station Camp Elementary School (SCE)** show SCE is determined to achieve 70.1% overall student proficiency in E/LA. An instructional focus has been placed on the writing areas of focus/organization and development to support E/LA proficiency. For math, SCE has set the goal to achieve overall student proficiency at 75.5%. In addition, an emphasis will be placed on the subgroup SWD (students with disabilities) to further close the achievement gap for them by increasing the group's proficiency level to 58.1%.

SCE is using the SCS Scope of Work, designed by Sumner County teachers, to pace the learning and curriculum. Teachers are administering quarterly assessments to gauge students' mastery of specific skills at the end of each quarter. The results of the assessments are compiled and tracked on data boards. Teachers and other invested staff members use the information recorded on the SCE data boards to visualize the students' progress and monitor the percentage of students reaching proficiency.

The information from the data boards are used in PLCs by SCE teachers. Teachers collaborate to discuss instructional implications and to redesign instruction for the next quarter when needed. SCE's SMART goals are driving forces to ensure that the students are academically successful and ready for the next steps on the educational pathway.

SCE teachers engaged in a PLC and SCE Data Boards



Sumner County Schools Achieving 2015-16 SMART Goals

A 2015-16 SMART goal for **North Sumner Elementary School (NSE)** is that NSE students will maintain their 48.6% proficient or advanced level on the math portion of the TNReady assessment. NSE shares that its students' math scores were awesome last year. Therefore, NSE teachers want to keep the progress and achievement going for this school year. Resources and plans to do this are in place. The math program, Bridges, is being utilized with fidelity. Teachers are focused on Power Standards (identified in each grade level's Scope of Work) and teaching the standards that will help students be college and career ready and will appear on the quarterly assessments. Instruction aligns with tested standards and knowledge needed according to the Scopes of Work.

Various instructional strategies are being used by teachers and staff to ensure that the SMART goal for math is attained. Those strategies include the use of small group work being led by a teacher, instructional assistant, or a Related Arts teacher. Title I sponsors afterschool tutoring with a focus on grades 4 and 5. Technology such as iPads, computers in the lab, and web-based programs, MI-CA, MIST, and Edulastic drive instruction. Math tasks are utilized often with the students to build conceptual understanding and develop rigor.

Online PLCs with partner schools, Oakmont Elementary and Bethpage Elementary, allow excellent opportunities for teachers to collaborate and pose topics for discussion and feedback. Many questions and challenges are answered through the online forum, and it often produces time for celebration too. NSE envisions that there will be more celebration when its SMART goals are met or exceeded through the results shown in benchmark, formative assessment, and summative assessment scores for students.

Sumner County Schools Achieving 2015-16 SMART Goals

2nd Graders have used the Engineering Is Elementary (EIE) kits to build bridges.

Teachers share:
"The kids love using these kits. They are so interactive!"

"We wish we had the time to use these more often."
"The students love these units. They think they're fun! We have found the discovery, reflection, and collaboration that takes place during the EIE studies are very meaningful to our students. In fact, they generally score higher on state testing on the science standards we covered through our EIE units."

Engineering Is Elementary kits

Engineering calls for children to apply what they learn about science and math—and their learning is enhanced as a result. At the same time, because engineering activities are based on real-world technologies and problems, they help children see how disciplines, such as math and science, are relevant to their lives.

Engineering Design Process

ASK: What is the problem? How have others approached it? What are your constraints?

IMAGINE: What are some solutions? Brainstorm ideas. Choose the best one.

PLAN: Draw a diagram. Make lists of materials you will need.

CREATE: Follow your plan and create something. Test it out!

IMPROVE: What works? What doesn't? What could work better? Modify your design to make it better. Test it out!

FUN ENGINEERING FACTS

*Scientists use the technologies that engineers create.
*Scientists seek solutions for societal problems, needs, and wants.

Union and its SMART Goal: A 2015-16 SMART goal for Union Elementary School (UES) is to have every grade level using the Engineering Is Elementary kits on a more frequent basis each semester.

Union Elementary STEM & Demonstration School, along with Jack Anderson Elementary, were the first two schools in Tennessee to receive STEM certification through the AdvancED process. While UES has been a STEM school for eight years, certification was not available until now. With the STEM concept strongly embedded in instruction at UES, the goal to focus on impactful usage of the Engineering Is Elementary kits will strengthen the students' learning.

First Graders in Action

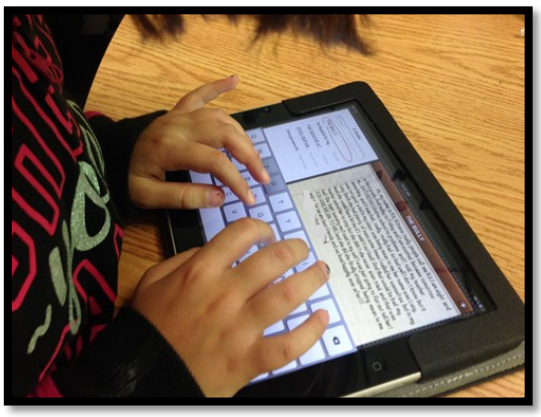
At UES, first graders are studying agricultural engineering using the engineering design process to make hand pollinators. Did you know that if a plant's natural pollinator does not pollinate it, agricultural engineers design hand pollinators to do the job for it? The first graders at UES do and learned this through the use of the EIE Kits.

Fifth Graders in Action

UES fifth grade students typically do an EIE kit per quarter. This year, during the first quarter, the students learned about environmental engineers and used the design process to clean up a model oil spill. Students worked collaboratively to plan and create a process to clean up pollution in a river with minimal effect to the ecosystem. After testing the process and using several rubrics to evaluate their design, students worked to improve the process to clean up the oil more effectively.

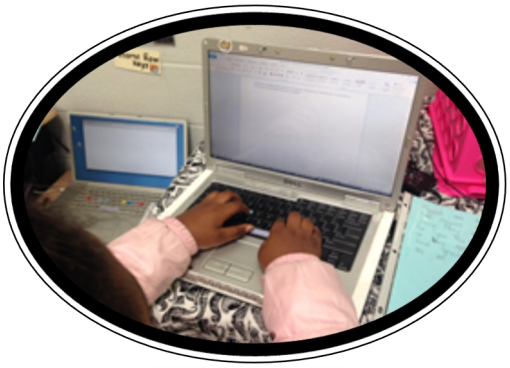
From this project, the students now understand the science standards that were incorporated into the hands-on unit. They learned through discovery and enjoyed it because after learning expectations and guidelines are clarified, the EIE lessons are designed for teachers to step back and facilitate learning through questioning instead of lecturing. Through the engineering design process and the EIE kits, students at UES will meet the learning goals set.

Sumner County Schools Achieving 2015-16 SMART Goals



A 2015-16 SMART goal for **Benny Bills Elementary School (BBE)** is to increase the percentage of students scoring proficient or advanced in Reading/Language Arts to 52.7% in grades 3-5 as measured by the TNReady assessment. Each grade level at BBE created a SMART Goal Action Plan at the beginning of the 2015-2016 school year. Collaboration for the students' success was key to these plans. The plans outlined attainable measures to meet the schoolwide SMART goal.

Strategies that the BBE faculty are using to achieve the SMART goal began with the learners utilizing the MICA program which is tailored to mirror the TNReady test. The instructors and faculty modeled how to manipulate the program and computer to answer questions efficiently and accurately for students (e.g., drag & drop, highlight, draw arrows). In addition, teachers implemented typing instruction on a QWERTY keyboard to assist with the writing portion and reader response questions on the assessment. This allowed the students to become familiar with the keyboard and be able to answer response questions in a timely manner. While the assessment was not online this year, BBE knows the preparation will be vital for coming years.



In various styles of writing, teachers facilitate the use of close reading and UNRAVEL strategies for learners to implement as they read text and answer questions with evidence from the text read. The use of these strategies allows students to delve deep into the text to determine the information needed to answer any questions postulated in regard to the reading.

Finally, the RTI^2 program at BBE assists with the accomplishment of its SMART goal. Students in specific tiers for instruction and intervention receive specialized reading support in a small group to address academic needs such as comprehension. Students in the enrichment tier expand and refine skills and standards learned. This schoolwide system, along with the other strategies listed, will ensure that student learning increases at BBE and the SMART goal is attained.

Sumner County Schools Achieving 2015-16 SMART Goals

Watt Hardison Elementary School (WHE) designed SMART goals for 2015-16 that focus on the Reading/Language Arts achievement of its students. To meet these goals, teachers provide exemplar Tier I instruction through the use of daily close reads and quick writes. Weekly, WHE utilizes the Comprehension Toolkit lessons, and at least once during the nine-weeks grading period, WHE students complete an evidence-based written constructed response. Teachers write, administer, and analyze common E/LA assessments at each grade level bi-weekly. WHE educators meet in PLCs regularly to determine next steps to better prepare students for TNReady. This collaboration also includes meeting in vertical PLCs to analyze common quarterly assessments and writing samples.

The collaborative nature of teachers at WHE is incredible. The teachers view students as "our students" not "my students" and "your students." At WHE, all faculty and staff members work together to prepare students for success. Understanding that they learn from each other, the teachers at WHE observe student learning on campus and in other Sumner County Schools (SCS) classrooms. This semester, they are conducting focused walkthroughs to observe with intentionality. Through teachers learning from one another while implementing new teaching strategies, WHE students have many opportunities for success.

Additionally, WHE is fortunate to have the Title I program for academic support. The Title I reading specialist and paraprofessionals work to increase the reading and language skills of WHE students. The teachers for EL (English Learners), Related Arts, and Special Education, as well as the teaching assistants, work diligently and collaborate well with classroom teachers for the benefit of all students. WHE is thankful to have such a caring faculty and staff that strive to meet or exceed the established SMART goals. WHE believes that their students can be successful in school and life this year and in the future!

Sumner County Schools Achieving 2015-16 SMART Goals

George Whitten Elementary School (GWE) has a 2015-16 SMART goal to increase student achievement in Reading/Language Arts during the school year. To achieve this goal, GWE has three areas of primary focus: professional learning communities (PLCs), writing, and Response to Instruction and Intervention (RTI^2).

The preparation for the focus on PLCs began when the GWE Leadership Team attended a PLC conference last summer and brought back valuable insight on collaboration to the GWE faculty. Teachers have successfully implemented this PLC practice through regularly scheduled bi-weekly meetings. Teachers tackle the schoolwide reading goal in every PLC meeting. Furthermore, teachers work on creating common assessments in reading and math in the PLC meetings. These common assessments are used to drive the instruction across all subject areas.

Groundwork for the writing focus was established this summer as well. Lead educator, Judi Hartman, presented a day of strategies which focused on improving writing with all grade levels. Hartman has also been instrumental in visiting classrooms to promote writing skills for students. GWE teachers are focused on writing across all subject areas, and informational/expository writing has been promoted. Teachers are building stamina for both reading and writing, as students keep track of reading times with visual graphs to promote increased reading endurance.

The final GWE focus for goal achievement is the RTI^2 block for E/LA. This block is focused on improving reading skill deficits in Tier II and Tier III students. The goal is to develop strong readers. GWE Tier I students are learning to collaborate and find enrichment in E/LA. Students have generated research projects, composed writing projects, and created PowerPoint presentations to reach their goals.

Collaboration and focus are central elements of the achievement of GWE SMART goals. The group effort continues through the Related Arts program at GWE. The Related Arts teachers have created a SMART goal in E/LA for their special areas, too. With these concentrated efforts, GWE is immersed in achieving all of its SMART goals!

Sumner County Schools Achieving 2015-16 SMART Goals

A 2015-16 SMART goal for **Jack Anderson Elementary School (JAE)** was to achieve AdvancED STEM certification in March 2016. In pursuit of the certification, JAE teachers designed a STEM curriculum that creates STEM-literate students who are able to define problems, test problem solving, and make improvements to answers and ideas if needed. The curriculum requires students to work individually and in collaborative teams using science, technology, engineering, and mathematics. All teachers at JAE were provided with STEM professional development to support ongoing STEM integration across content areas.

As JAE continued its quest for STEM certification, students in kindergarten through fifth grade engage in a schoolwide STEM challenge each Friday. These fun problem-solving activities build teamwork and foster a sense of community within the classroom as students engage in creative and out-of-the-box thinking. Teachers serve as STEM coaches to encourage student dialogue and query students to justify their thinking as multiple solution paths are explored.

All students at JAE take part in full-immersion STEM seminars on a quarterly basis. During these full-day seminars led by JAE's STEM coordinator and a classroom teacher, students work in teams to solve real-world problems using the Engineering Design Process; they research, plan, discuss, design, construct, test, evaluate, and revise. The process is concluded with each team presenting its findings. The final product from the challenges and the seminars are displayed in the hallways for all students, parents, and stakeholders to see.

Other opportunities to support STEM engagement occur through no-cost before and after school enrichment programs that are established to reach under-represented groups in STEM fields and increase student and family participation. Examples are "STEM in the Gym" where students are shown STEM videos while waiting to be dismissed to their classrooms for the day, the Robotics Club where students manipulate Cubelets, and the Tinkercad Lab where students use an app to create an object for a 3-D printer which results in a model of the object. STEM Family Nights are also offered. Parents and students are invited to stop by to explore STEM concepts at 11 different stations designed by The Adventure Science Center. K-2 families attended in the fall, and grades 3-5 are invited to attend in the spring.

A SMART goal achieved—All of JAE's rigorous preparation and STEM engagement paid off! In March 2016, JAE, along with UES, were the first two schools in Tennessee to received AdvancED STEM certification. The students of JAE will continue to benefit from the valuable instruction and learning that the STEM program affords them.

Sumner County Schools Achieving 2015-16 SMART Goals

Madison Creek Elementary School (MCE) has strategically planned three SMART goals for 2015-2016. Teachers, administrators, and lead educators have chosen to target, among other things, achievement levels for economically disadvantaged students. MCE staff is resolved to close the achievement gap for these children because family income should not dictate student achievement.

MCE has 90 dedicated computers spread throughout three different labs. In January, MCE's principal, Mr. Duncan, began opening the computer lab every morning at 6:45 a.m. During "The Breakfast Club," targeted students, many of whom have no computer at home, will be able to access Study Island and MICA websites. Within these two programs, each child's teacher will have created and assigned student-specific tasks. Thanks to the availability of computers and teachers, MCE will successfully close the gap for these students who are most definitely worthy of the efforts.

Sumner County Schools Achieving 2015-16 SMART Goals

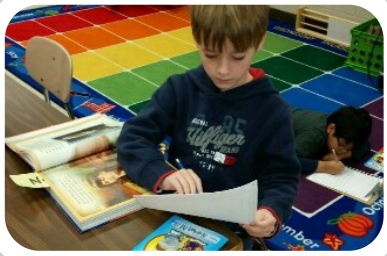
A 2015-16 SMART goal for **Bethpage Elementary School (BPE)** is to increase the percentage of students performing at the proficient or advanced level in Reading/Language Arts by 1.6% from 74% to 75.6% as measured by the 2016 TNReady assessment. BPE has been very successful in achieving its goals for student learning in the last few years. The BPE faculty believes that students are more focused when they have goals to reach, and this belief guides the setting of SMART goals for the school.

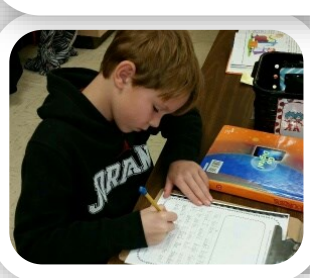
To lay a good foundation to reach the identified SMART goal, various strategies are being used at BPE. Second grade is using Daily Five in classrooms. Daily Five consists of five literacy stations in which students rotate for learning each day. These are read to self, read to someone, word work, work on writing, and listen to reading/technology-based reading activities. Typing skills are practiced at computers with students typing sentences using their spelling words for the week. The teacher will print these and send them home with the students. During word work, dictionary skills are implemented. Students look up words in the dictionary and write guide words, a definition, and a sentence for each one. With technology, students are using www.getepic.com to read books. Also, they work math problems on iPads. The stations for read to someone and read to self involve weekly stories in the *Journeys* reading book. Students read the story and answer comprehension questions that correlate with the reading. The station that involves work on writing is composed of a thought-provoking question that students respond to through writing. BPE second grade teachers believe that Daily Five helps with all facets of TNReady preparation.

Another strategy used is RTI^2 groups for enrichment. To enrich third grade students, fiction books, such as *Freckle Juice*, are used for whole group reading. The librarian of the school is the teacher of this group. She uses a novel study that includes vocabulary, discussion questions, and writing activities. One of the activities the students enjoyed with *Freckle Juice* was writing a recipe for it.

Perhaps the best strategy to reach the SMART goal for fourth grade is collaboration between two classroom teachers. The teachers compared their TCAP scores from last year. They found that one teacher was more effective in E/LA instruction, and the other was in Math. The teachers believed it would be beneficial to students for each teacher to work with all fourth graders on skills in the teacher's area of strength. The teacher for E/LA stresses writing, figurative language, poetry, and various parts of speech.

Through the various literacy strategies being used at BPE, the school will strive to reach its SMART goal. Students will feel successful and be lifelong learners.



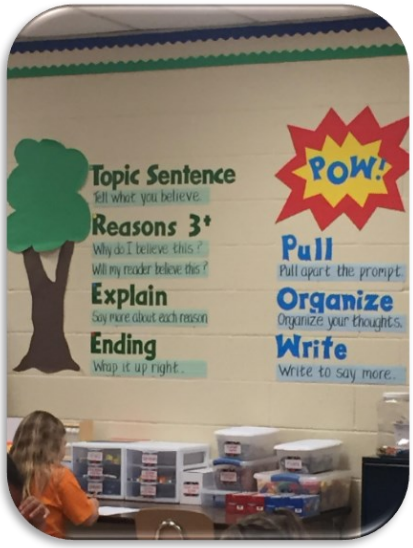


Sumner County Schools Achieving 2015-16 SMART Goals

Walton Ferry Elementary School (WFE) is working intensely to achieve its SMART goals for the 2015-16 school year. Its number one goal is to show improvement in English/language arts on formative assessments and summative assessments. Teachers are incorporating 12 powerful words into instruction and assessment, teaching students to practice writing prompts using MICA, and analyzing writing assessment and previous TCAP data to assist students in meeting goals.

WFE teachers have goals posted in their classrooms to keep everyone on target. Teachers meet in professional learning communities to review benchmark assessment data to determine where student improvement is needed and to share ideas on proven teaching methods. Some teachers have students keep data folders to track mastery. The data folders allow students to monitor their progress with mastered vs. non-mastered standards. Teachers meet with lead educators and the principal to look at best practices. WFE teachers also correspond with other teachers across grades and subject areas to compare student work.

Furthermore, each grade level at WFE is working to improve writing skills by using the POW TREE organizer to coordinate ideas, create a strong structure, and practice correct grammar skills. Students are given practice writing prompts on a regular basis to help them develop practical writing applications.



Another strategy used to achieve the SMART goal is a concentrated focus on Larry Bell's *Twelve Powerful Words*. These are words most commonly used in questioning on assessments. Students practice the 12 powerful words during formative assessments. In Mrs. Griffin's third grade class, students have created motions and a song to help them remember the words.

WFE also knows that parent/guardian support for student learning is essential. That is why WFE teachers ask families to have their children practice Study Island and Moby Max at home. In addition, parents may review missed standards on assessments and on assignments sent home. Finally, students need parent/guardian support to be successful in learning and to complete culminating projects.

Sumner County Schools Achieving 2015-16 SMART Goals

A 2015-16 SMART goal for **J.W. Wiseman Elementary School (JWWE)** is tested students will score 52% proficient or advanced on the reading/language arts portion of the 2015-16 TNReady assessment. The plan to achieve this includes:

- **Common Assessments with TNReady Frameworks**: At JWWE, each grade-level team creates and gives E/LA and math common assessments bi-weekly. The TNReady framework is a guide for teachers to use to create these assessments while allowing students to become familiar with the new testing format.
- **Wise Wednesdays**: Twice a month, JWWE's faculty and staff are invited to attend a professional learning opportunity lead by one of their peers. The ideas for topics come from teachers within the building. The time addresses needs and goals that are meaningful and relevant to their classrooms.
- **Routine and Extended Writing**: Writing is a constant focus for JWWE. This year, Lucy Calkins *Units of Study* writing is used in every classroom. Each teacher also conducts at least one extended writing activity per quarter and engages in quick writes daily.
- **Parent Involvement Committee:** In order to improve parent involvement, JWWE has a parent advisory committee that meets monthly. Twelve parents serve on this committee. It has been extremely beneficial to hear parents' perspectives and have their support on school issues.
- **Professional Learning Communities (PLCs):** Grade-level PLCs meet weekly to create common assessments or analyze student data. Having PLCs built into the daily schedule ensures teachers are given the time to collaboratively discuss student needs and make plans to adjust instruction.
- **Study Island:** Study Island is a great tool for students and teachers to support instruction. Students at JWWE use it one time per week across all grade levels, and it provides vertical alignment and meaningful data to drive instruction.
- **UNRAAVEL and Close Reading:** Each week, grade levels select one fiction and one non-fiction passage to use with a close read or UNRAAVEL method. If the close read is fiction, the UNRAAVEL will be a science or social studies non-fiction passage.
- **Comprehension Toolkit**: The Comprehension Toolkit is embedded in the reading curriculum in grades K-5. JWWE's media specialist, Trisha Hale, teaches the Comprehension Toolkit strategies to all students and continues to incorporate standards throughout each lesson to support Tier I reading instruction.
- **Student Data Notebooks**: All students at JWWE have student data notebooks. They take ownership of learning by tracking their progress made with standards, common assessments, and grade-specific data. The notebooks go home with students every 4.5 weeks and are shared at parent-teacher conferences.

Sumner County Schools Achieving 2015-16 SMART Goals

Lakeside Park Elementary School (LPE) is focused on reading and writing as it works toward achieving 2015-16 SMART goals. The leadership team met early in the school year to decide on a learning path for the students. The decision made was to establish a strong writing emphasis coupled with a continued reading focus to enhance learning for all.

Student writing and reading is woven together at LPE. The students focus not only on writing, but writing in response to text. Teachers use Lucy Calkins *Units of Study*, as well as writing prompts paired with grade level texts, to practice this skill with students. In addition, teachers meet in grade level teams with LPE principal, Mrs. Shelton, to discuss using *Units of Study* to enhance instruction for the writing curriculum. This endeavor was supported with further training on Writers' Workshop and *Units of Study* provided by the school district. LPE is proud to foster developing writers!

Another opportunity to ensure that LPE's SMART goals are accomplished occurred when LPE teachers met in grade level PLCs to unpack the writing standards. After the standards were deciphered for understanding, teachers compared expectations vertically which enabled teachers to see how standards increase in rigor each year. The next step of the LPE SMART goal journey is meeting in a PLC to examine student writing. Teachers have the ability to compare a student's writing performance from year to year. LPE found evidence in the writing that showed the powerful impact the change in state standards is having on student writing. LPE teachers continue to meet in schoolwide and grade-level PLCs to examine student writing in depth. Based on standards and rubrics, the teachers are looking for what is working and what is missing with students' writing.

Along with reflection on the writing process, students are given opportunities to use technology through MICA and Study Island. These programs provide a platform for answering questions and on-demand writing tasks using computers. With all these strategies in place, LPE students, teachers, and administration are working together to prepare for and achieve its SMART goals!

Sumner County Schools Achieving 2015-16 SMART Goals

A 2015-16 SMART goal for **Gene Brown Elementary School (GBE)** is that the percentage of GBE students in grades 3-5 performing at proficient or advanced in reading/language arts will increase to 54.2%. The faculty and staff are working very hard in many ways to reach this goal. GBE believes that the students will achieve it.

One tactic that GBE is using to accomplish the goal is to instill a love of reading in its students. If students love to read, they will engage in reading more books, and in turn, will become better readers. Through the Title I program, GBE organized a *Reading Under the Stars* event. It was held the evening of October 6, 2015. Students and their families were invited to attend and listen to stories being read by GBE's teachers in tents. After the stories were shared, the students and families participated in discussions about those stories. It was a fun time had by all!

This year, GBE is also taking part in the program, *One Book, One School.* During the course of a month, teachers read the same book to their classes and have discussions about its ideas and themes. These conversations and quotes are then posted by the cafeteria for all students to see, read, and discuss. Having a common story each month for GBE students has built a community of readers.

Yet another way the school is fostering a love of reading is by encouraging students to participate in myON Reading contests periodically. Most of the contests occur when school is not in session because GBE teachers want to encourage students to continue to read and learn outside of the classroom.

Another approach to ensure goal attainment is the utilization of student data within a reading professional learning community (PLC) and each grade-level PLC. In all grades, students are taking part in weekly, standards-based common formative assessments (CFAs). In grades 3-5, many of these CFAs are online in a testing portal. Testing questions are formulated to mirror the question types students will see on TNReady. Results from these assessments are analyzed, and then guide the teachers on their future instruction. Areas of strength are noted, and areas to improve upon are retaught. Student progress is documented, so teachers are aware of current student performance. By taking CFAs, students are preparing for TNReady assessments in the future.

Additional means to reach its SMART goal lie in a concentrated emphasis on reading instruction by GBE faculty, staff, and administration. Every class has reading instruction in the morning at the same time throughout the building. There is a complete push-in during this time to utilize assistants and related arts teachers to assist in all classrooms. GBE also has full implementation of Response to Instruction and Intervention (RTI^2). At GBE, the program is referred to as W.I.N. or "What I Need" because each child is placed in a reading group and receives the additional leveled instruction needed to be successful. Other programs put into practice are Tapping Out with Tiles in grades K-2, as well as continued instruction with Comprehension Toolkit in grades 3-5.The faculty and staff at GBE are dedicated to achieving the highest level of education possible for their students. They will continue to strive to develop lifelong readers and learners.

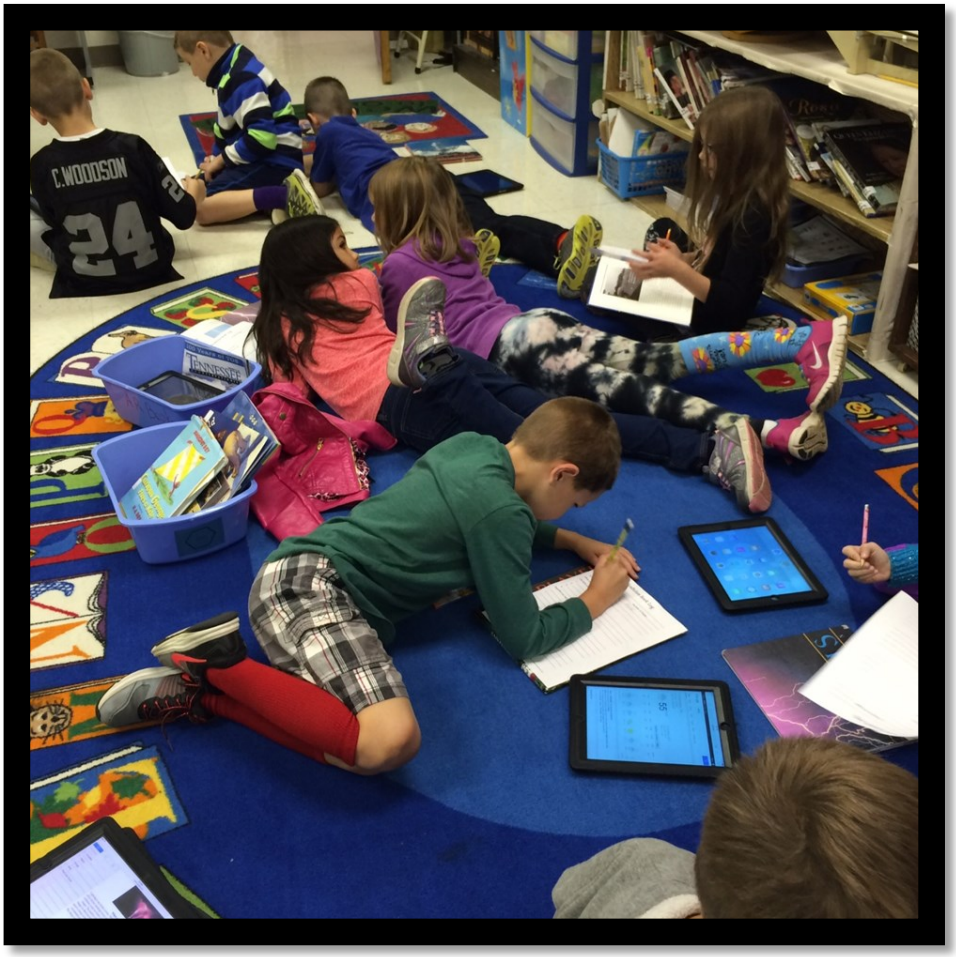
Sumner County Schools Achieving 2015-16 SMART Goals

A 2015-16 SMART goal for **Oakmont Elementary School (OES)** is to close the gap between proficient and advanced in reading/language arts by 3.5% from 44.6% to 48.1% as measured by 2015-2016 assessments. OES is extremely focused on its SMART goals. Often in education, students who are already proficient in a subject can slip through the cracks because of the concentrated effort to bring the basic and below basic students to proficiency and to improve the scores of advanced students. With intentionality, OES is working diligently to bring those students who test in the proficient range up to the advanced level.

One way that OES teachers are bringing about change is by maximizing RTI^2 and enrichment time. During RTI^2, related arts teachers, teacher assistants, and the Title I paraprofessional strive to enhance literacy instruction. Tier I and Tier II students are often grouped together on special projects that reinforce E/LA standards while challenging students by means of peer mentoring.

In the picture below, students are seen collaborating on a weather-related group project. Each group chose a certain weather phenomenon such as lightning, snow, thunderstorms, etc. The students searched the library to find books on their weather topic. Next, they engaged in close readings of the books. Then, OES students did more research on the chosen topic using the Internet and iPads. Finally, the groups recorded text-dependent information in a series of graphic organizers that they turned into group projects. Continuing to answer text-dependent questions should greatly increase student learning and test scores because much of the new testing approach involves reading a passage and answering a series of these types of questions.

OES teachers, staff, and administration are very optimistic about their efforts to close the reading/language arts gap between proficiency and advanced for students. The collaboration among classroom, related arts, and Title I teachers is providing the instruction needed to improve learning and effectiveness. OES is excited to see how the tireless efforts of all will effectively close this gap!



Sumner County Schools Achieving 2015-16 SMART Goals

This year, **Nannie Berry Elementary School (NBE)** outlined two main SMART goals in its School Improvement Plan (SIP). One goal focused on math and one on language arts with specific targets for students with disabilities and economically-disadvantaged students in each goal. NBE's 2015-16 math goal is that 68.1% of students in grades 3-5 will be proficient or advanced in math as measured by TNReady. Part A of the math goal is that NBE will increase the number of students with disabilities scoring proficient or advanced by six students on the Math TNReady assessment, and part B is that NBE will increase the number of economically-disadvantaged students scoring proficient or advanced by six students also. NBE's second goal is for reading/language arts. It aims for 61.2% of students in grades 3-5 to be proficient or advanced in reading/language arts as measured by TNReady. Part A of this goal is that the number of students with disabilities scoring proficient or advanced will increase by four students on the reading/language arts TNReady assessment, and part B is that the number of economically-disadvantaged students scoring proficient or advanced will increase by four students on the state assessment.

To help NBE students achieve both of these goals, grade-level teams are meeting regularly to create common formative assessments that mirror the format and style of TNReady. Ensuring the assessments look and mimic TNReady will help all students be more comfortable when test-taking time rolls around. Grade-level teams are also meeting quarterly with administration and NBE's lead educator to analyze quarterly assessment data. The group looks carefully at items most missed and discuss how the current results affect its approach to the SCS Scopes of Work in the next nine weeks. Crunching these numbers can be tedious, but doing so allows NBE to ensure student success across all student groups and provides focus for supporting targeted populations.

NBE is also paying close attention to the technology skills necessary for students to flourish at assessment time and in their futures. Relying on the excellent talents of the computer lab teacher, NBE is striving to support word processing skills and basic computer navigation skills for each student during technology class in the related arts block. Students are gaining experience and familiarity with computer-based testing in a small setting where individual attention can be given. The technology class supports both the general student population and targeted populations.

In addition, particular interest is placed on the special populations mentioned in NBE's SMART goals. The teachers track individual student progress with the assistance of special education (SPED) teachers and offer extra supports, such as before and after school tutoring in conjunction with the NBE Berry Patch Childcare program. Classroom teachers, interventionists, the SPED team, and the schoolwide data team work collaboratively and tirelessly to ensure NBE's special population, as well as all students, have success in their learning experiences. Every day at NBE is bigger and better for its students, and they are well on the way to reaching their goals.

Sumner County Schools Achieving 2015-16 SMART Goals

At **Indian Lake Elementary School (ILE),** its 2015-16 SMART Goal is centered on growth and achievement in reading and writing. Working to interweave reading and writing to ensure connectivity between the two has been a focus recently. ILE's hope is that good readers and writers will blossom when given the chance to read a text deeply and then respond to it.

While academic reading and writing are important conduits for a positive outcome with ILE's SMART goal, all stakeholders have discussed the need of a student to have a choice in reading and writing as well. It is ILE's belief that students are more vested in what they are learning when it is directly related to an area for which the student feels passion. In addition, ILE knows it is imperative to allow time for building stamina in reading and writing.

In order to support the SMART goal, the leadership team at ILE began meeting prior to the start of school to establish a plan of action for increased writing. Throughout the school year, the faculty has participated in meetings and vertical PLCs to support the writing plan. Subsequently, teachers conference with students and use scoring rubrics to help drive instruction for individual needs.

In addition, ILE teachers have worked feverishly with grade level teams to create lesson plans that incorporate reading and writing across all curriculums. The SCS Scopes of Work were used as a guide. As school began, teachers emphasized the importance of building reading fortitude to achieve the SMART goal. Teachers know that students need opportunities to have eyes in text. Also, they realize that if students will be assessed on reading, then students need to be able to have the stamina to not only read the text, but apply comprehension as well. In addition, the ILE Leadership team creates appropriate daily scheduling as much as possible to provide reading and writing instruction with the necessary, uninterrupted time frames.

To further improve reading and writing instruction at ILE, the administration and faculty collaborated with Guild Elementary to invite *Hello Literacy* reading specialist, Jen Jones, to share impactful practices during a recent professional learning day. Teachers had the opportunity to unpack reading and writing standards, gain new strategies, and experience a fun day of learning and collaboration. ILE stakeholders are "all in" when it comes to students and reaching their goals!

Sumner County Schools Achieving 2015-16 SMART Goals

Each year, **Knox Doss at Drakes Creek Middle School (KDDC)** sets SMART goals for its students' learning. Just like every school in the district, KDDC looks at strengths and weaknesses, accomplishments and failures, and strategies to be better than the year before. This year, when KDDC teachers looked at student scores, benchmark results, and whether goals were accomplished or not, they realized that there was a real need to focus on the area of science. In the last several years with the changing of standards and assessment methods by the state, much time was spent on math and E/LA. This left less time for science and social studies. Despite amazing science teachers working diligently to involve students in awesome ways of learning, KDDC realized there was still work to be done on its overall schoolwide science achievement.

With success with the science standards as a targeted goal, KDDC began looking at how to achieve this goal. The goal was not only to raise schoolwide science achievement, but also to closely align Common Formative Assessments (CFAs) with the TNReady science standards. First, KDDC teachers would cover the standards with more intentionality. For example, the science teachers ensure that instructional focus is on the standards that are central to scientific work and assessment worthy. Common planning, CFAs, and data meetings are among strategies implemented to allow teachers, as well as KDDC's lead educator and administrators, to work together to achieve the SMART goal.

PLCs are scheduled throughout the year for teachers that teach multiple grade levels. Communication to ensure that questions are answered so that everyone is on target to accomplish the SMART goal occurs. E/LA teachers encourage science teachers to pass along passages with science-themed prompts. This allows cross-curricular opportunities for writing and understanding science standards. KDDC administration spends reflection time after observations with the science teachers to discuss teaching strategies and offer suggestions. Test taking skills are also being modeled and practiced in classrooms to ensure that students have the tools needed for successful performance during testing. Teachers share how to read the test, examine the questions, break apart what the questions are asking, and then find the answers.

KDDC believes that being more intentional, collaborative, and focused on curricular alignment will improve schoolwide science achievement. When a school has everyone working together while making certain that all stakeholders are involved, success is sure to come. The positive attitude of KDDC faculty will guide the students to success.

Sumner County Schools Achieving 2015-16 SMART Goals

Rucker Stewart Middle School (RSMS) set a SMART goal for the increase in the percentage of students with proficient/advanced scores in math on the TNReady assessment in 2015-16. Below are strategies that are being used to accomplish the goal:

Math tasks

All RSMS math teachers provide students with a Tennessee Standards math task at least once every two weeks. Data from these tasks are collected, reviewed, and acted upon by administration and teachers.

RUCKER STEWART MIDDLE SCHOOL SMART GOAL 2015-16

To increase the percentage of proficient and advanced scores on TNREADY math, grades 6-8 from 54.4% to > 56.5% on the 2015-16 TNREADY assessment.

MICA

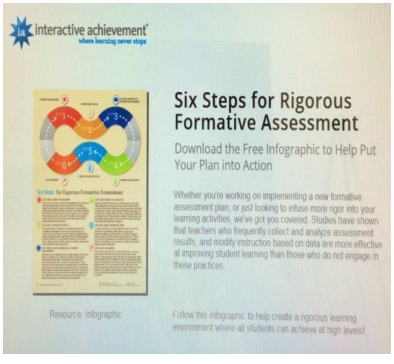
This online tool assists teachers and students in learning the types of questions that will appear on TNReady. MICA provides examples of each type of TNReady question. RSMS students have access to the MICA item sampler. MICA can be accessed online from any computer – not just the computers at school – so students can practice on their own devices at home.

Interactive Achievement

RSMS is excited to be launching a new online program, *Interactive Achievement* (IA), for students. This program measures student growth and educator effectiveness. IA provides a structure and process for creating, approving, and monitoring data and curriculum alignment for all grades and subjects.

Common Assessments

All RSMS teachers participate in creating and administering common assessments once in a two-week period. Assessment planning time is provided for teachers to create these assessments. Scores are recorded on spreadsheets for data analysis that will inform instruction and student growth initiatives.



Professional Learning Communities/Professional Learning

RSMS certified personnel attend all faculty and school-based professional development meetings. Required professional learning (PL) takes place after school and on district built-in PL days. The PLs cover standards-based best practices for teachers as well as classroom strategies to use in math and other subject areas. Grade-level PLCs meet every Thursday during planning time. Administrators attend these PLC meetings. This is a time for teachers to collaborate, share, and look at student data observing the norms they created for the group.

Sumner County Schools Achieving 2015-16 SMART Goals

The collaborative, productive culture at **Portland West Middle School (PWMS)** proved to be effective last year as the school earned the honor of being the first Sumner County middle school to achieve Tennessee Reward School status. PWMS celebrated with its students, and then got back to work to keep the momentum going from this great accomplishment! Throughout the school year, PWMS faculty, staff, administrators, students, and families use two guiding principles -- the mission statement (Prepare, Work, Master, Succeed) and the schoolwide SMART goals -- to drive them onward academically.

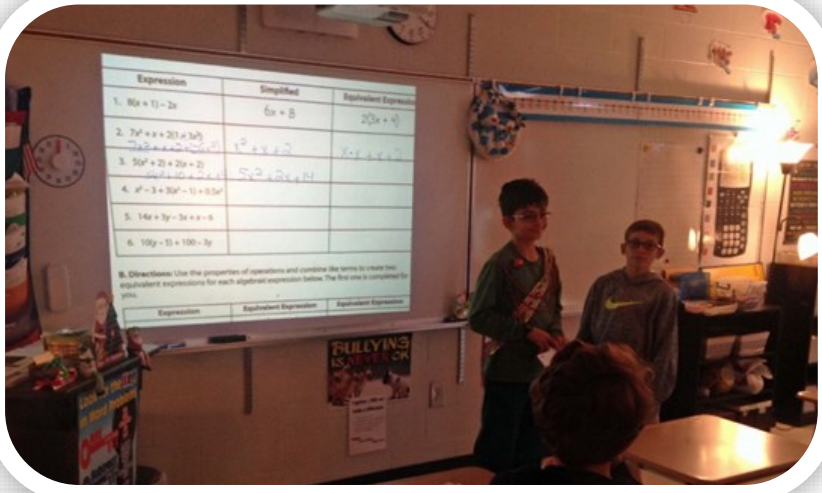
To continue the great math work done last year, PWMS is committed to sustaining the numbers of students in the proficient and advanced categories on the TNReady assessment, as well as focus on students who are struggling in this area. The RTI^2 program helps pinpoint the areas in which students need the most help. Through small group instruction, computers, games, and lots of practice, the students are truly learning and feeling more confident about their mathematical abilities. As support for students who met their goals last year, enrichment classes extend their learning even further and provide opportunities for continued excellence.

Diligence, hard work, and dedication from students, parents, teachers, and administrators is what it takes to be successful in school. PWMS stakeholders aren't afraid to do the work of learning, and it shows. They are laser-focused on raising math scores to the next level this year, and with everyone working together, PWMS will achieve its goal!

Sumner County Schools Achieving 2015-16 SMART Goals

A 2015-16 SMART goal for **White House Middle School (WHMS) is to** work to have over half of the student population be proficient or advanced in both Math and E/LA on the 2016 TNReady assessment.

All students at WHMS participate in Response to Intervention and Instruction (RTI^2) time and are involved in Tier I instruction with math and English/language arts teachers for 90 minutes every day. Through the use of a universal screener for academic performance, some students have been identified to receive additional Tier II or Tier III intervention for specific skill instruction. The RTI^2 classes are scheduled to allow students to have their academic needs met and enhanced by a highly-qualified teacher in a small group setting. WHMS has also begun to identify students that may struggle in a regular classroom setting but do not qualify for the additional tiered intervention. These students now receive an additional 45 minutes of a standards-based intervention to address their learning concerns. These intervention classes, whether it be the basic skill intervention or the standards intervention, are set in place to help any student that is struggling with Math or E/LA. With the targeted approach to students' individual learning needs, WHMS will strive to meet its SMART goals.



Sumner County Schools Achieving 2015-16 SMART Goals

Westmoreland Middle School (WMS) has a 2015-16 SMART goal to increase math proficiency for all students. This year to help achieve the goal, WMS added a STEM class within the 8th grade exploratory time. Students were able to sign up for the STEM class and those participating meet with 8th grade science teacher, Mrs. Walker, daily. WMS students are able to pick the topics they want to explore. Thus far for this school year, students have built rockets, suspension bridges, trestle bridges, roller coasters, and individual versions of cars to hold and protect an egg. Students have also completed an independent study of the topics of their choosing. Other learning activities include science games such as Periodic Table Battleship. It is the belief of WMS stakeholders that the integration of science and math in the STEM class will increase conceptual understanding in math and lead to the attainment of the SMART goal.

Sumner County Schools Achieving 2015-16 SMART Goals

A 2015-16 SMART goal for **Portland East Middle School (PEMS)** is that PEMS will have 48.1% of its students attain a proficient or advanced level in reading as measured by the TNReady assessment. Since textual comprehension is essential to the academic success of students at any level, PEMS is focusing heavily on the improvement of students' reading proficiency as one of its SMART goals this year. Reading comprehension is integral to the content of every subject and adequacy thereof is inseparable from success in every academic discipline. Given that reading fluency and comprehension are essential learning skills, the administration and faculty of PEMS have made reading skills improvement a priority for all students. They have done this in a variety of ways—the implementation and frequent usage of strong strategies, continued teacher education and collaboration, and a concrete plan to increase our students' reading proficiency. PEMS has already seen a marked increase in its students' reading skills, particularly in the RTI^2 classes, and they are excited about the students' academic performance.

To attain the SMART goal, PEMS has laid out an effective plan to boost student learning and raise TNReady scores. The first element of the plan is to increase the usage of informational texts in classes coupled with the ubiquitous employment of high quality reading strategies. The second element of this plan is to use frequent computer lab days to increase stamina in reading. The third element is to incorporate extended writing activities into all subject areas to improve literacy skills. Through this plan, PEMS hopes to reach its aforementioned SMART goal.

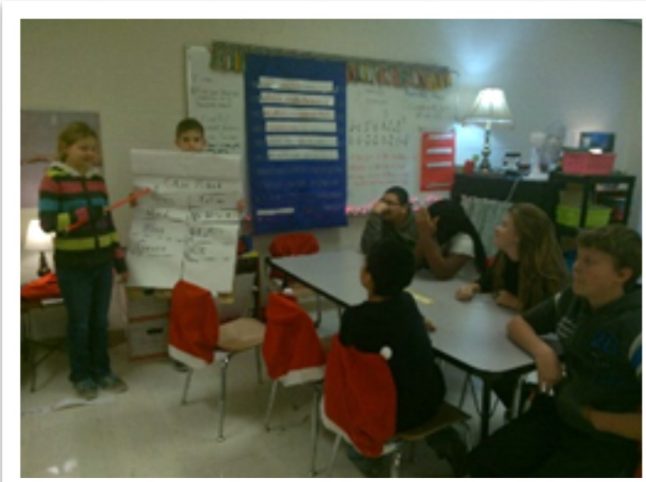
Teachers at PEMS use a variety of reading strategies, such as close reading, the jigsaw method, think-pair-share, choral reading, Socratic seminars, and investigative vocabulary to increase textual comprehension. Related arts subjects, such as Teen Living and Creative Dramatics, place a strong emphasis on synthesizing and comparing informational articles, as well as analyzing and interpreting complicated literary texts. In addition, teachers continue to educate themselves on effective reading strategies while collaboratively sharing this knowledge with one another.

Another area of measurable progress has been in RTI^2 reading classes. Students are being instructed through the use of grade-level sight words and daily independent, timed reading which has led to excellent progress in reading fluency and comprehension by students. Sixty-seven percent of Tier III reading students recently graduated to Tier II, and another 37% of Tier II students graduated to Tier 1 at the end of the first semester. These are outstanding results!

Lastly, PEMS teachers are using writing as a means to improve reading skills. Linking text with extended writing tasks is conducive to building reading proficiency. PEMS's plan for increased student achievement has created high hopes for the faculty and administration to see continual improvement in students' reading skills and attainment of its SMART goals.

Sumner County Schools Achieving 2015-16 SMART Goals

For the school year 2015-16, **Shafer Middle School (SMS)** made a SMART goal commitment to increase the percentage of advanced and proficient students in all subject areas. In determining the plan for achieving this goal, SMS reflected on teacher and student TVAAS scores and data. This decision aligns with the school's belief that no matter the subject or grade level, SMS teachers, staff, and administration use data to guide and inform teaching and learning.



One part of the plan to attain the math SMART goal is the use of a pilot program, i-Ready. i-Ready is an online diagnostic and instruction tool that utilizes math skills and effective strategies to evaluate students' abilities throughout the school year and supports instruction based on each individual student's needs. All SMS students work with i-Ready for 45 minutes each week. Students in RTI^2 Tiers II and III, along with SPED intervention classes, work with i-Ready an additional 30 to 45 minutes each week.

Three times during the school year — fall, winter, and spring — the i-Ready diagnostic tool is used to evaluate student growth and needs. The evaluation data are used to determine which video lessons and practice activities should be used by students.

Another key component of the plan is adherence to math classroom practices and routines. Every four and a half weeks, students are given standard-based common formative assessments (CFAs). Test items incorporated in the CFAs are selected to measure each math standard. In addition, teachers utilize MICA-based TNReady questions at the beginning of class. Teachers also know that modeling the practices and routines is crucial for student success.

A final part of the plan for achieving the SMS SMART goal is collaborative Math PLC meetings. PLCs are held regularly to modify CFA items and discuss available data. An example of the reflections from these meetings is that math fluency practice has become a regular occurrence in SMS math classrooms. Teachers' discussions in PLCS led to ensuring the mental practice of basic math operations is emphasized in all classes. This type of collaboration will guide SMS to the achievement of its math SMART goal.

Sumner County Schools Achieving 2015-16 SMART Goals

TW Hunter Middle School (TWHMS) set a 2015-16 SMART goal for impactful teacher collaboration to provide high quality instruction and learning opportunities for its students. TWHMS E/LA and social studies teachers are currently collaborating schoolwide to ensure that writing strategy instruction is similar and consistent for students in both classroom environments. Teachers have been working jointly and persistently with reading material resources, common formative assessments, and practice writing.

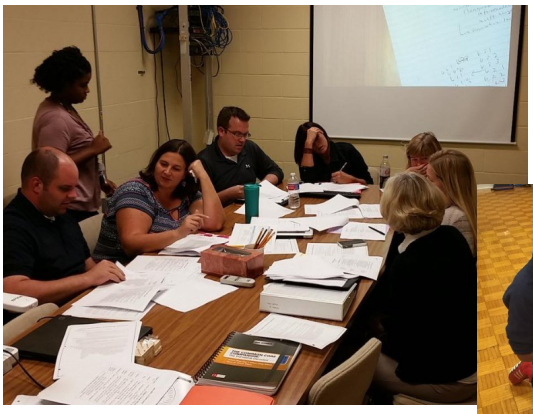
In January, E/LA and social studies teachers began swapping classes periodically to allow teachers to model writing strategies that are taught in E/LA classes and can also be applied to social studies class writing prompts. This year, TNReady assessments will require students to write an essay for both E/LA and social studies. As TWHMS students practice for that expectation, teachers can target and provide intervention to specific students who need extra assistance to be at their best while writing. TWHMS stakeholders believe that the impact that the teacher collaboration will make on student success will be rewarding.

Sumner County Schools Achieving 2015-16 SMART Goals

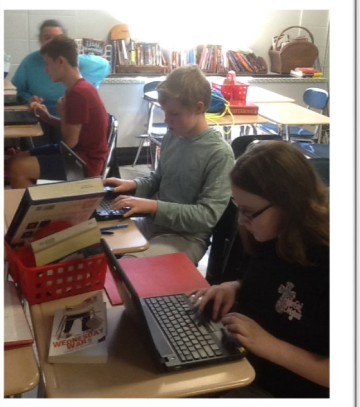
A 2015-16 SMART goal for **Hawkins Middle School (HMS) is to** focus on increasing the percentage of students who are proficient/advanced on the TNReady assessment in E/LA. Through professional learning and collaboration, HMS teachers are honing proven practices and strategies to accomplish the goal. The implementation of their effective planning will be valuable to student learning.

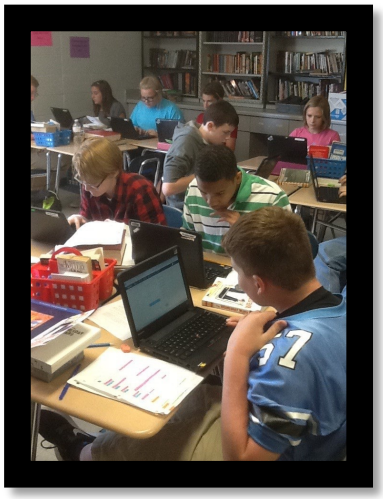
All HMS classes utilize the school-supported writing conventions. HMS teachers adopted five basic properties of writing for student focus and improvement. These include indentation, capitalization, punctuation, writing structure, and cohesiveness. Students are expected to use these writing conventions in their written work for both core classes and related arts classes. For example, the HMS physical education program has students writing on a daily basis. The cross-curricular approach helps students familiarize themselves with their daily goals and objectives and also improve their reading and writing skills. HMS teachers are also putting an increased emphasis on reading and writing across the curriculum in all areas of study. This focus provides students with numerous opportunities to practice their writing skills.

PLC meetings for HMS E/LA teachers occur every other week. The teachers use the collaborative time to discuss and reflect on strategies that will help their students achieve their goals. Some of these beneficial strategies are frequent close reads, common formative assessments, data walls, and the Scholastic Scope magazine for articles and activities to support instruction. E/LA teachers at HMS implement these learning strategies to increase students' knowledge and performance on the TNReady assessment and in life. They believe that the utilization of these tools will well equip HMS students with writing skills for the future and to meet the ELA SMART goal in the present.

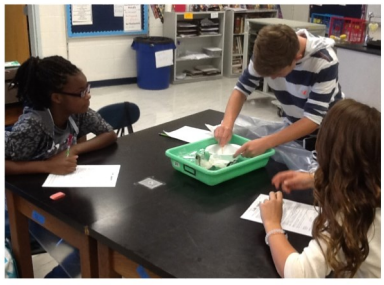


Sumner County Schools Achieving 2015-16 SMART Goals





Ellis Middle School (EMS) set SMART goals for student achievement in the school year 2015-16. To accomplish its goals, EMS faculty, staff, and administration are engaging students in hands-on, purposeful learning activities. Students are reading, writing, thinking critically, and utilizing exploration to find answers to questions. Through these proven practices, EMS students will meet the goals set for them.



Sumner County Schools Achieving 2015-16 SMART Goals

In 2015-16, **Gallatin High School (GHS)** created a SMART goal to increase the number of students performing at the proficient or advanced level on the TNReady English assessment. An integral part in achieving this SMART goal is the implementation of the RTI^2 plan at GHS. A "skinny" block of 35 minutes between third and fourth blocks has been added to aid students in reading comprehension. GHS English teachers assess students for reading fluency and comprehension levels using the AIMSweb screener. Students are then placed in RTI^2 groups according to their reading levels and skill needs. GHS teachers monitor the students' progress weekly to determine if instructional changes are needed. The RTI^2 plan has been a success thus far at GHS with students showing impressive progress! Achievement of the English SMART goal is within GHS's grasp.

Sumner County Schools Achieving 2015-16 SMART Goals

Portland High School
Driven by
SMART Goals

SMART stands for:

Specific
Measurable
Achievable
Results-focused
Time-Bound

When **Portland High School (PHS)** was asked to come up with SMART goals for the 2015-16 school year, there was one that was at the top of the list - graduation rates.

This year's goal states:

Portland High School's graduation rate will exceed 88.9% for the 2015-2016 school year.

Some of the ways PHS intends to accomplish this goal include using CREW time to provide each and every student a champion in their corner year after year. CREW meets every Tuesday after 2nd block. The same teacher has the same CREW kids every year from freshman year through graduation. This allows the students and teachers to really get to know one another. PHS teachers then have a truly vested interest in "their" students. The teachers follow their scholastic careers, help them celebrate their achievements and are a stable, safe place to come to for help.

In addition to using CREW as the students' homeroom, PHS also uses this time to engage students in clubs. Not every student is able to meet before or after school to be involved in extracurricular activities such as Storytelling, Book Club, Archery Club, Automotive Enthusiasts, or Senior Survival clubs. Holding club times during the regular school day opens up opportunities and allows students to become more involved. Involved students feel more accepted and therefore have more of a desire to excel.

The award-winning Renaissance program at PHS is another support in accomplishing its SMART goal.

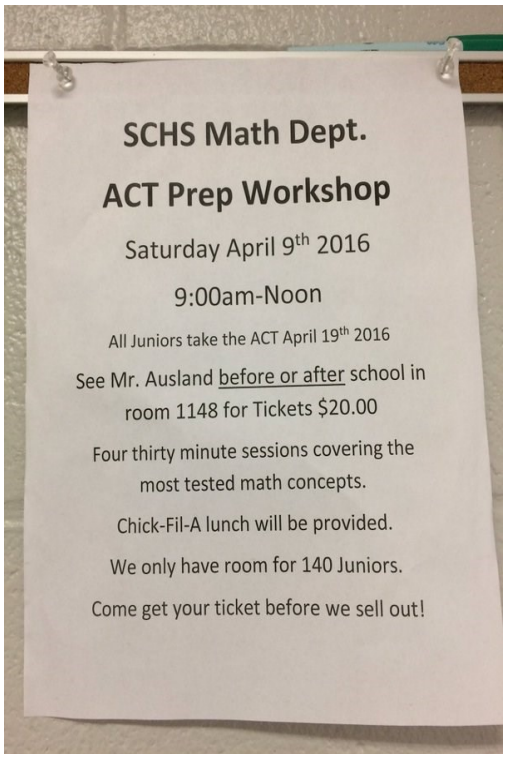
The mission of the Renaissance program is:

Renaissance is a reward and recognition program aimed at improving the culture and climate of Portland High School and, in turn, improving attendance rates and graduation rates as well.

The accomplishments of the Renaissance program are not just felt here at PHS, but they are making a positive impact on our community as well and evidence may be found in our local newspapers. The impact that these various programs have on students is shown in the results. PHS now boasts of a **92.1%** graduation rate!

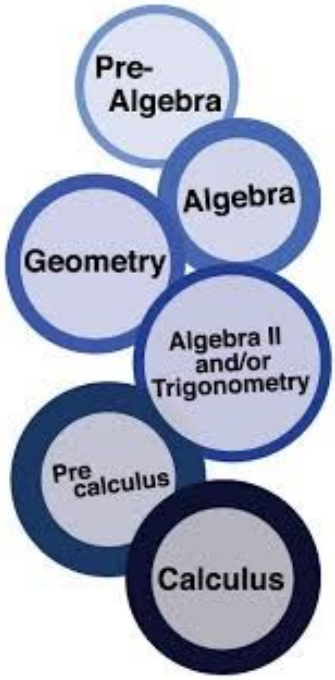
Sumner County Schools Achieving 2015-16 SMART Goals

A 2015-16 SMART goal for **Station Camp High School (SCHS)** is for the ACT Math Prep Workshop to help raise the schoolwide ACT math score by .5%. The Math Department of SCHS is proud of its ACT Math Prep Workshop. This year, its third annual workshop was held on April 9. SCHS offers the workshop to the junior class on the Saturday morning of the weekend preceding the schoolwide ACT Exam.



Juniors purchase a ticket to the workshop for a nominal fee which is used to provide lunch and prizes for the participants. There are three/four support sessions at the workshop that cover the topics of algebra, geometry, and advanced algebra. Students are split into groups and spend time at each session to build a tool kit of review materials to help them prepare for the math portion of the ACT Exam. SCHS also covers test taking tips during the sessions. To add celebration to the learning, students are treated to a Chick-fil-A lunch in the school cafeteria and are eligible for prizes.

To share the usefulness of the workshop, SCHS provides a PowerPoint presentation showing the effectiveness of the previous workshop. In addition, statistics of the workshop's effectiveness are available to students and posted on the wall in the Math Department's office in the SCHS math hall. The effort to make the workshop a success and raise schoolwide ACT math scores is embraced by all SCHS math teachers who work as a team to provide the support to their 11th grade students.



SCHS 2014-15 Statistics from the ACT Math Prep Workshop

-With a 95% confidence level, the average math score of someone who attended the workshop is between .9336 and 3.2162 points higher than the average score of a student who did not attend.

-With a 95% confidence level, the average elementary algebra score is between .47 and 2.1 points higher for those who attended the workshop as opposed to those who did not.

-With a 95% confidence level, the average algebra/geometry score is between .66 and 1.8 points higher for those who attended the workshop as opposed to those who did not.

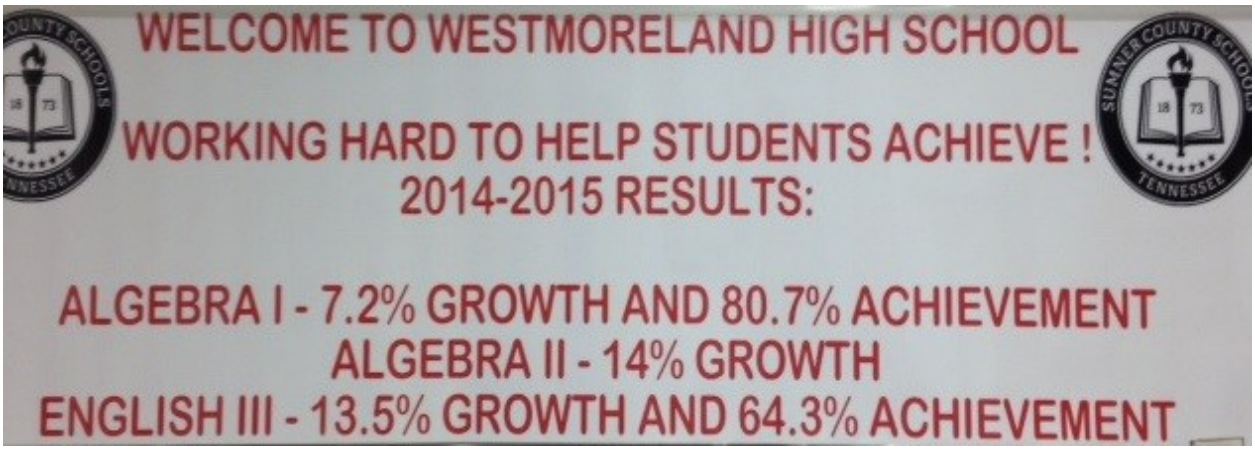
-With a 95% confidence level, the average geometry/trigonometry score is between .61 and 1.9 points higher for those who attended the workshop as opposed to those who did not.

Sumner County Schools Achieving 2015-16 SMART Goals

A 2015-16 SMART goal for **Hendersonville High School (HHS)** is that HHS English III students will maintain a 56.7% proficient/advanced level on the TNReady assessment. This year, Common Formative Assessments (CFAs) have been ramped up at HHS. By employing various collaborative methods, the HHS English III PLC has implemented rigorous, standards-driven formative assessments that are helping prepare HHS students for the upcoming TNReady tests. The data from these assessments has offered many insights into student performance, as well as student expectations. The English III team and all HHS faculty, administration, and staff know that teachers and students work better when expectations are clear. Therefore, teachers have done their best to assure that the rigor seen in HHS classrooms is as high as any in the state. The English III team has also spent a great deal of time unpacking standards and delving into assessment blueprints. In turn, they utilize that work in daily classroom instruction to give their students the greatest chance for academic success. The preparation and implementation of these endeavors has the potential for HHS students to exceed the SMART goal's potential!

Sumner County Schools Achieving 2015-16 SMART Goals

A 2015-16 SMART goal for **Westmoreland High School (WHS)** is to have continued positive achievement levels for algebra students. SMART goals at WHS have been a continuum of setting goals, monitoring achievement, and modifying tactical plans for the past several years. Having identified a goal of improving achievement levels in Algebra I and II several years ago, WHS implemented a few instructional changes that have resulted in significant benefits to students. In 2014-15, the achievement level for students in WHS Algebra I classes was recognized as one of the top among Sumner County Schools high schools. There was a total of 80.7% of students achieving mastery of the subject. Additional positive achievement and growth results were highlighted in Algebra II and English III.



One of the instructional changes that has benefited WHS students, who are enrolled in standard Algebra I and II courses, is the use of one of their elective courses during fall semester to refresh (or learn) the fundamentals of the course they will complete in the spring. For example, Algebra I is traditionally a one-semester course on a regular block schedule; however, WHS offers Algebra IA in the fall, followed by Algebra IB in the spring. This gives students ample time to strengthen their skills in algebra before taking the end of course/TN Ready exam in the spring. This strategy is used with English I courses as well.

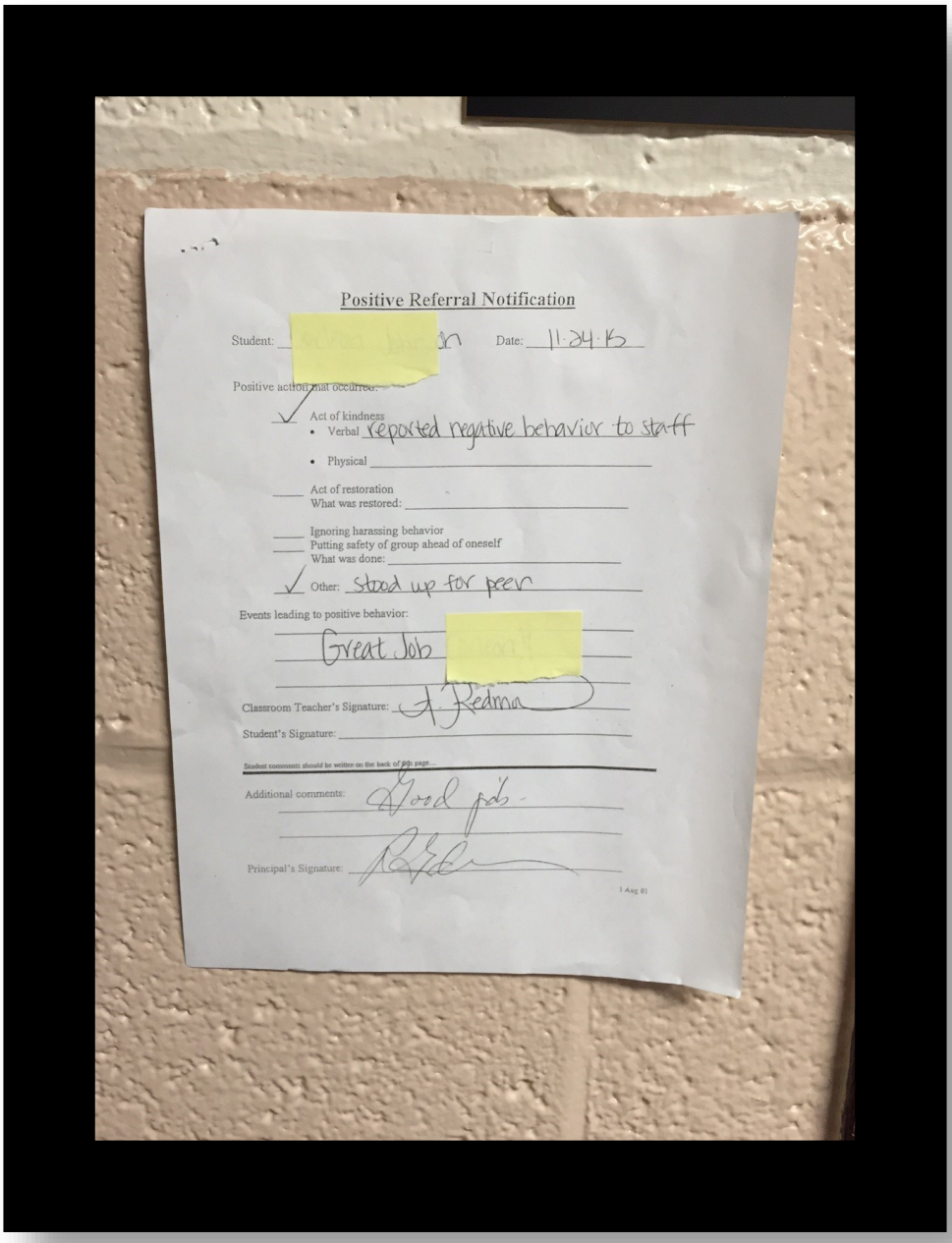
Another change that was implemented in 2014-15 was to adjust the traditional order of courses. Rather than the traditional sequence of Algebra I, geometry, and then Algebra II, WHS students began taking courses in this order: Algebra I, Algebra II, and then geometry. The continuity of the algebra curriculum without time away from it has been valuable to WHS students' learning.

The combination of expanding course content into two semesters for both Algebra I and II, along with sequencing the classes together, is credited as a significant factor in the increase in math achievement and progress for WHS students. This year's SMART goal process included additional analyses of WHS instructional strategies and student results. In years to come, that part of the process will remain to determine if changes to assist students in achieving even better results in math and English/language arts are needed to reach the SMART goals.

Sumner County Schools Achieving 2015-16 SMART Goals

In 2015-16, **R.T. Fisher Alternative School (RTF)** established a SMART goal to decrease the number of bottom line violations by students by 10%. The accomplishment of this goal will reduce in-school isolation incidents from 103 to 93 for the school year. It will also benefit students through more classroom instruction and opportunities to reduce time in the program.

The SMART goal will be achieved through positive referrals from teachers as students demonstrate safe, respectful, and responsible behavior during the program length. Reduced incident reports and more students learning in the classroom will increase academic success. RTF teachers and students understand the value of positive attitudes and behavior. Its SMART goal supports that belief.



Positive Referral Notification

Student: [redacted] Date: 11-24-15

Positive action that occurred:

✓ Act of kindness
- Verbal reported negative behavior to staff
- Physical _____

___ Act of restoration
What was restored: _____

___ Ignoring harassing behavior
___ Putting safety of group ahead of oneself
What was done: _____

✓ Other: stood up for peer

Events leading to positive behavior:

Great Job [redacted]

Classroom Teacher's Signature: A. Redmon

Student's Signature: _____

Student comments should be written on the back of this page.

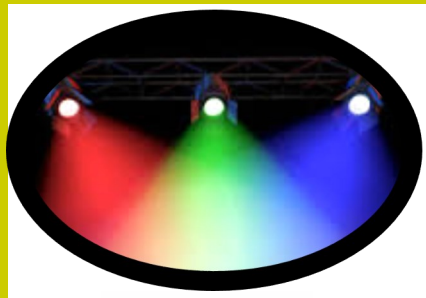
Additional comments: Good job.

Principal's Signature: [signature]

Sumner County Schools Achieving 2015-16 SMART Goals

Sumner County Middle College High School works closely with the staff and faculty of Volunteer State Community College to better prepare students for a four year university or career. Utilizing the advising center at Vol State has been beneficial for Middle College students who are planning their next steps after receiving their associate's degrees.

All 50 of the Middle College students took the Strong Interest Inventory at the testing center at Vol State Community College. This assessment is used to give insight into a student's interests to provide guidance in making appropriate career/college choices. A follow-up session to discuss the results was facilitated by the advising staff. Pictured are Sumner County Middle College High School seniors, Emily Gorman and Maleah Couch, as they discuss their results with Vol State advisor, Mallory Melton.



Spotlighting "Positives" in Sumner County Schools

On Saturday, February 20, the 2016 Sumner County Schools Spelling Bee was held at Gallatin High School. There were 64 student competitors representing 12 Sumner County schools in this year's event. After several championship rounds between Allison Henry, an eighth grade student from Hawkins Middle School, and Matt Smith, an eighth grade student from Westmoreland Middle School, Allison was able to spell "pentimento"* correctly to win the event. Through the sponsorship of Dr. F. William Taylor, *Just 4 Kids Teeth*, Allison will be traveling to Washington, D.C. in May to represent Sumner County Schools in the Scripps National Spelling Bee.

Pictured left to right: Dr. F. William Taylor, Just 4 Kids Teeth, Allison Henry, Spelling Bee Champion, Matt Smith Second Place, and Brian Smith, SCS Middle School Instructional Coordinator

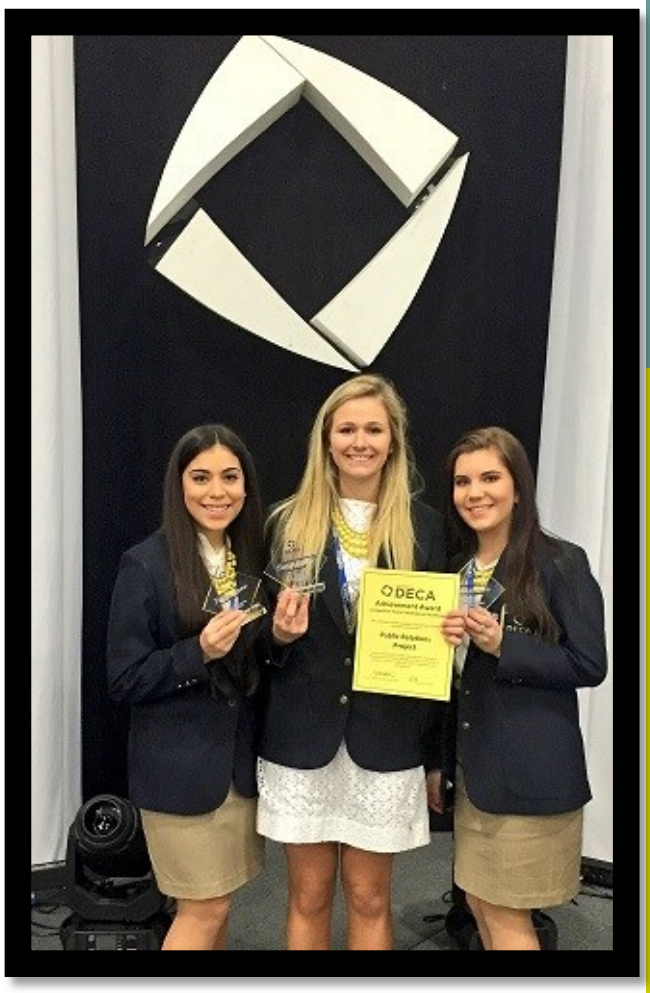
Due to the lack of a Scripps National Spelling Bee Regional Sponsor for Middle Tennessee, Dr. F. William Taylor offered to sponsor the event for Sumner County. This sponsorship includes roundtrip travel accommodations for the Sumner County Schools Spelling Bee champion and one parent, six nights stay at the Gaylord National Resort and Convention Center, and admission to all Scripps events the week of the Scripps National Spelling Bee. Sumner County Schools thanks Dr. Taylor for his generosity with our students and congratulates Allison Henry as the winner of the 2016 Sumner County Schools Spelling Bee!

*pentimento—a reappearance in a painting of an original drawn or painted element which was eventually painted over by the artist

Spotlighting "Positives" in Sumner County Schools

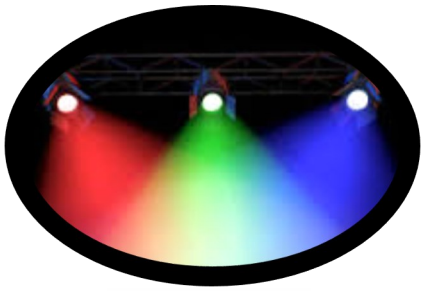
Station Camp High School DECA Chapter Members Making a Difference

Members of Station Camp High School (SCHS) DECA chapter are seeking to make a difference in others' lives this school year. After reading about many sexting scandals in school districts in other states, the SCHS chapter decide to create a campaign to educate students at SCHS about the dangers of sexting. The trio of Alex Baird, Emma Hampton, and Claira Tracy emerged from within the chapter to lead the campaign entitled "Don't Hit Send!"



Starting in August, 2016, Emma, Alex, and Claira began coordinating events and activities to support the campaign. Within six months, the DECA chapter had surveyed 200 students, sponsored a flag football game, arranged presentations from the Gallatin Police Department, and organized events such as a hat day, carnival game, and movie night. In addition to the events, students worked together to make promotional materials to inform others of the downfalls of sexting. Brochures, posters, banners, display cases, information cards, and a pledge wall were created to share information. SCHS's DECA chapter was also featured in multiple newspaper articles and on WKRN News 2.

Overall, the campaign was deemed a success by its leadership. In March, Claira, Emma, and Alex highlighted the campaign with a 30-page paper and 10-minute presentation at the DECA State Career Development Conference. They competed with other DECA teams and projects from across Tennessee. The Don't Hit Send! campaign won first place in the Public Relations Project category! The team will now compete at an international level this month at the International Career Development Conference in Nashville. Best wishes to Alex, Claira, and Emma!



Spotlighting "Positives" in Sumner County Schools

Jack Anderson Elementary Named Finalist for National STEM Award

Recently, Jack Anderson Elementary and Union Elementary were awarded STEM certification through the AdvancED institution. These were the first two schools in Tennessee to receive this recognition. The STEM (science, technology, engineering, and mathematics) focus in both schools is student-oriented and teacher/administrator-driven.

While working on the AdvancED STEM certification, Jack Anderson Elementary (JAE) also applied for and was recognized as a finalist for the Future of Education Technology (FETC) STEM Excellence Award. The FETC STEM Advisory Board evaluated hundreds of applications and was impressed by the innovation and educational impact of many STEM programs across the country. The finalist schools were among the Top 10 STEM programs in the nation, and JAE was one of three elementary school finalists.

In January, Dr. Ashley Aldridge, principal of JAE, and JAE STEM leaders attended the FETC conference in Orlando, Florida to receive the finalist award. Great work at "STEM"-ulating students, JAE!

Important Dates for Sumner County Schools

School Year 2015-16

May 25-26 Exam Days

May 28 Report Card Day

School Year 2016-17

July 27 New student registration

August 1 and 2 Evening registration for all students per school schedule

August 8 First day of instruction

2016 SCS Graduation Ceremonies (Dates, Times, and Locations)

WHHS – Thursday, May 19 at 7:00 pm at Long Hollow

HHS – Friday, May 20 at 6:00 pm at HHS

SCHS – Friday, May 20 at 6:30 pm at Long Hollow

GHS – Friday, May 20 at 7:00 pm at GHS

WHS – Saturday, May 21 at 9:00 am at WHS

PHS – Saturday, May 21 at 10:00 am at Long Hollow

MTCHS – Saturday, May 21 at 10:00 am at Long Hollow

EBW – Saturday, May 21 at 11:00 am at GHS

MCHS – Saturday, May 21 at 1:00 pm at Caudill Hall, Wemyss Auditorium on the Vol State Campus

BHS – Saturday, May 21 at 6:00 pm at Long Hollow

MHM – Saturday, May 21 at 7:00 pm at MHM