

## SCHOOLS TO WATCH MODEL SCHOOL – VISITOR’S GUIDE

### Edwin H. Greene Intermediate



#### Designated in 2011

Edwin H. Greene Intermediate School  
Sycamore Community School District  
Hamilton County  
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[www.mysycamoreschools.org](http://www.mysycamoreschools.org)

### 2009-10 School Statistics

Grade Levels: Grades 5 and 6

Enrollment: 771

Sycamore Community Schools is a suburban district  
School Schedule:

Students are hand placed in heterogeneous teams of about 100 children each.

Team Based Block Schedule:

4 Academic Bells each day, 60 minutes each

2 Selection Bells each day, 45 minutes each

Teaching Teams include 4 regular education academic specialists, one special educator, and one accelerated curriculum specialist.

Teams share services of art, music, media specialists, technology enrichment, band, orchestra, English Language specialists, academic intervention specialists and physical education specialists.

#### Student Demographics

- 1.7% Hispanic
- 71.7% White
- 7.7% African American
- 0% Filipino
- 13.1% Asian
- 0% Pacific Islander
- 15.1% Free/Reduced Lunch
- 4.1% English Learners

2008 AYP: Not Available

2009 AYP: Not Available

2010 AYP: Reading 5<sup>th</sup> (-2.0) Math 5<sup>th</sup> (3.5)  
Reading 6<sup>th</sup> (0.8) Math 6<sup>th</sup> (-0.3)

(Visit <http://www.cde.ca.gov/ta/ac/ar/index.asp> to view this school's data for prior years.)

## School Characteristics and Replicable Practices

### Academic Excellence

- Clear expectations for students and parents
- Weekly guides for students, Teacher Blackboard sites, Progress monitoring through internet
- Student Directed Conferences
- Common Assessment Maps
- Content Area Unit Designs that inform regular education teachers as well as special education
- Common assessments in content areas of reading, mathematics, social studies, and science
- Intervention support in regular education classes as well as supplemental services
- School-wide book studies for professional development
- In-service through our ESC on topics such as differentiation and intervention services.

### **Developmental Responsiveness**

- Sensitivity to unique qualities of children in our learning communities.
- Students arranged in teaching teams
- Strong sense of community relationships
- Personal considerations for classroom placements, teacher assignments
- Small learning communities
- Daily live morning announcements produced in school TV studio by students
- Support groups led by guidance department to help students with social issues
- Police officers lead DARE classes
- Many after school opportunities to get involved
- Two to one laptop access; daily use of technology to support learning
- Interdisciplinary approach to learning
- Focus on writing in all content areas
- Involvement by community members to enrich learning experience

### **Social Equity**

- Community Partnerships
- Diverse Population of students placed in heterogeneous academic teams.
- Project Pride classes to prepare students for state testing
- Collaborative Teaching Model
- Bi-weekly Team meetings around student performance, progress, and emotional needs
- Weekly department meeting to focus on collaborative planning
- Weekly Learning Team meetings to focus on collaboration across the curriculum and integration of content
- School-wide behavior rubric
- Promise to Care program to reinforce kindness to all and social responsiveness

### **Organizational Support**

- Work with local colleges and universities to recruit,, prepare and mentor novice teacher
- A sense of long term vision and eye on the future
- Monthly Early Release collaboration meetings with focus on yearly building goal
- Increased collaboration time for teaching teams each day – minimum of 45 minutes each day
- Students housed in teaching teams of four content area teachers
- Focused work to integrate the RTI process into school culture
- Time for collaboration within grade level and vertically in the district to develop assessment maps and unit designs
- Strong mentoring program for new teachers, transferred teacher, and teachers needing additional support
- PTO organization is active and involved in school community and supportive in many ways
- Student Council active in projects at school (recycling, school spirit, maintenance of grounds, student support), local (contributions to local food banks, support of district initiatives, support for local families) and world-wide level (Total contributions of over \$20,000 to a small village in Ghana, Africa over the past six years)