



# East High Foundation Academy Update

Volume 1, Issue 2

October 2013

Rochester City School District

Learning is not attained by chance; it must be sought for with ardor and diligence.

- Abigail Adams

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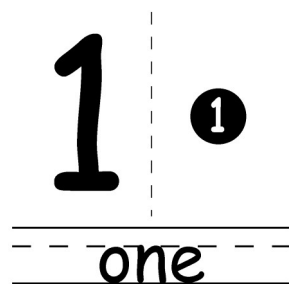
## Principal's Message

Wow, it's already the end of October and the start of November... I can taste the turkey already! Before I get ahead of myself, it's important to recognize the constant, committed work of the Foundation Academy staff. In just a short amount of time, we have successfully adjusted to a new setting and continued the many traditions of excellence we started in September. I am also pleased that, although not perfect, we have accomplished this with limited resources. I am excited about the increase in student work displayed in hallways along with greater visibility of assignments in classrooms. Over these past eight weeks we have had to deal with a tremendous amount of APPR-driven mandates, and although I can understand the concern of staff given these mandates, I want to remind you, again, that this work should not define who we are as practitioners. Our focus should continue to remain on improving student achievement. Our school will never succeed unless we remain committed to giving our best to our students every day. As we move into the month of November and closer to the holiday season, please keep in mind the social and emotional effects of the holidays on some of our young scholars. They come from a wide variety of experiences and may not be as excited as you to be celebrating these holidays at home or away from the stability offered by our school community. For many, their time with us is the only positive and uplifting constant. With that being said, thank you for all you do for our students!

Go EAST!!!

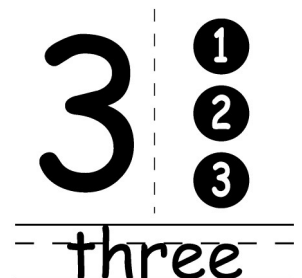


## Main Office Update



As you may have noticed, we have created a Main Office on the 1st floor at the northwest entrance nearest the parking lot. The **1st Floor Main Office exists to serve parents and families** and is currently staffed by Mr. Reid, Ms. Drumgoole (home-school assistant) and Ms. DeFranco (attendance assistant). There is a conference room located next to the office, as well, where staff can meet with parents and families. Drop off trays for OSS and PM school work are also now located in this office. As a general rule, parents and families will not be permitted beyond the 1st Floor Main Office area.

The **3rd Floor Main Office will continue to serve as a main office to staff and students** and also now functions as the 7th Grade House Office. This office is currently staffed by both Ms. DeVelder (for staff Main Office purposes) and Ms. Keysa (for 7th grade purposes). Staff mailboxes, student records, and uniforms/school supplies will remain in this location. 7th Grade students should be sent to this office to sign in when they need to see their counselor or Mr. Baldino.



## Marking Period 1



- We successfully opened the doors and have begun to collaboratively build a positive school culture!
- We explicitly taught and have begun to reinforce our positive school-wide POWER expectations. An East Foundation Academy PBS Committee has been formed and begun to review and update PBS-related procedures, and prizes.
- We have begun to build strong home-school relationships through Orientation, Open House and our recent Parent/Teacher Conference Nights in addition to MANY parent conferences that have occurred during the school day.
- Staff have collectively attended hundreds of hours of professional development on topics from the use of SMART-Boards to Implementation of the Common Core Standards and Curriculum Modules to Increasing Rigor and Relevance in Instruction.
- We have established a **morning announcement crew of students led by Mr. Boehm**. If you see **Kaleb Sanchez, Anyela DeLarosa, and Laisha Hernandez** please let them know what a wonderful job they've been doing! The group has been operating successfully, keeping both staff and students updated through the morning broadcast, and continually reminding us that we have the power to change the world.
- All teaching staff should have indicated in Performance whether or not they will participate in PDI and TIFF this year. The deadline for this was October 25.
- We have passed the professional goal setting deadline of October 15. All teaching staff should have set measurable/observable goals around elements of your professional practice and entered these into ePerformance as well. Staff should begin or continue to work toward these goals during Marking Period 2.
- We have also passed the deadline for the establishment of Student Learning Objectives and setting of individualized student learning targets for students in all subjects other than Math and ELA.
- We survived :)

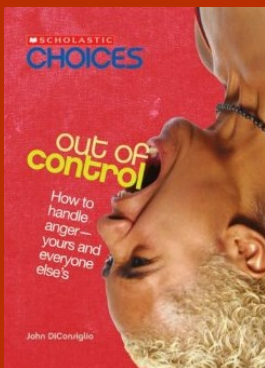


## On the Horizon for Marking Period 2

- School-Wide Community Read of *Out of Control* - All students have checked out a copy of the book *Out of Control*, a 100 page in-depth non-fiction text that covers the choices teens face in regard to anger and frustration and the consequences of their actions. Students will independently read according to the schedule below and will be able to participate in *Out of Control* trivia, self-reflection, action planning, and book discussions for additional incentives.

Chapter 1	Week of October 28 - November 1
Chapter 2	Week of November 4 - November 8
Chapter 3	Week of November 11 - November 15
Chapter 4	Week of November 18 - November 22
Chapter 5	Week of November 25 - November 29

- November 1 Assemblies - Speakers from IBERO, Urban League and Mrs. St. Louis from RCSD will address diversity, tolerance and understanding different cultures with our students.
- November 8 Guest Speaker - Abraham Chol, a former Lost Boy of Sudan, will be visiting to discuss his experiences with some of our 7th graders to enhance their understanding of the current text they are reading, *A Long Walk to Water*.
- College Prep Center activities will begin during the lunches following presentations in each class by Laura Albert.
- An Honor Roll Luncheon will be held to celebrate MP1 honor roll students on November 13, period 8.



“It is what you read when you don’t have to that determines what you will be when you can’t help it.”  
- Oscar Wilde



In recognition of your continued commitment as members of our community, we would like to celebrate and share practices and outstanding efforts that we continue to see in many of your classrooms, offices, and general practice.

**Please enjoy these October highlights!**

### Ms. Patton-McShane

Although new to East and East Foundation Academy this school year, Ms. Patton-McShane has already taken a leadership role within the ESOL department, establishing a teacher-created common planning time for ESOL staff and supporting her colleagues in daily struggles such as those involved in Common Core implementation and SLO development for the highly-specialized area of ESOL.

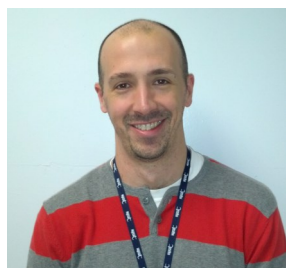


### Mr. Ames and Ms. Hanushevsky

Mr. Ames and Ms. Hanushevsky operate in tandem in all aspects of their co-teaching, from planning and instruction to classroom management, even right down to their Halloween costume! They have already achieved a balance that many co-teaching relationships require years to develop, which has allowed them the opportunity to take risks as they experiment with the new expectations of the Core.

### Mr. Walker

Mr. Walker has stepped up into his role at East Foundation Academy as Lead School Safety Officer, ensuring that the campus remains safe and readily responding to all concerns brought to his attention in an effort to even further develop a learning-focused environment. We appreciate his continued facilitation of smooth safety, operations, and support of our wonderful team of SSOs!

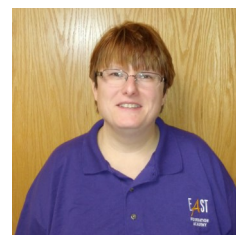


### Mr. Holland

Mr. Holland consistently builds relationships with all students defined by mutual respect and positive interactions. He can often be seen greeting students individually as they enter class, subtly and respectfully redirecting students, incorporating knowledge of specific students into planning and instruction, and strategically and fluidly embedding opportunities for the development of social skills into Math instruction for our 7th grade students on the autism spectrum.

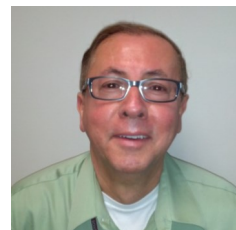
### Ms. Multer

Ms. Multer has taken it upon herself to support the substitutes who have been in for her co-teacher, not only taking primary ownership of co-taught classes, but assisting with planning, grading, and offering additional support for classes and students for whom she is not directly responsible. Her commitment to assisting her colleagues and ensuring continuity for our students is to be commended!



### Mr. Detres

Mr. Detres plays an integral role in our Bilingual program and continues to advocate for and support both our bi- and monolingual students. He can often be found conferencing with students and communicating with parents and families in an effort to bridge the language barrier and provide all of our Bilingual students with access and opportunity for success equal to that of their monolingual peers.



### Ms. Wood

Ms. Wood can frequently be found providing students with positive reinforcement, from verbal praise to a literal pat on the back as well as providing students with small rewards or honoring students by posting their hard work and news of their achievements in the hallways. It's these sort of things that add up, creating an environment of caring in her classes and in our school.

# More Highlights... Great Examples of Lesson Plan Elements

## Example: Learning Targets **Ames, Jonasse, Hanushevsky**

I can identify the strongest evidence in the text that helps me explain what challenges refugees from South Vietnam faced.

I can discuss text-based questions with a partner & answer using details from the text.  
I can use common Greek and Latin affixes and roots as clues to help me know what a word means.

Outcomes represent rigorous and important learning in the discipline, are clear, are written in the form of student learning, and permit viable methods of assessment.

Outcomes reflect several different types of learning.

Plans represent the coordination of content knowledge, understanding of different students' needs and available resources, resulting in a series of learning activities designed to engage students in high-level cognitive activity.

## Example: I Do / You Do / We Do **Ms. Manetta**

(You Do) Warm-Up: Students will read a short excerpt from the textbook titled, *Settling Down*. They will independently complete a cause and effect flow chart to help answer the Essential Question: How did farming impact the early Americans? (ELL Group - give starting cause and/or ending effect if support needed to start)

Students will then read a text to begin a chart on the early American civilizations (Aztec, Inca, Maya, and Olmec), including their locations, dates of existence, and achievements. Students will complete this chart during the next lesson by watching and collecting evidence from a video clip to add to Mayan achievements. (I Do/We Do): I will model how to complete the chart by going over the Olmec section on the SMARTBoard.

(You Do): Students will read and complete the chart for Aztec, Inca, and Maya with a partner. (Enrichment: Have students highlight similarities between each group)

## Example: Questioning / Discussion **Ms. Paco**

What does it mean for two figures to have the same size and shape?

What does it mean to preserve things?

What will happen to figures if we move them? Will their size change? Why? Why not?

What are the properties of a reflection?

How can we compare the angles and sides of a shape that we've reflected?

Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, promote meta-cognition.

## Example: Differentiation

**Ms. Vaccaro**

Activities are differentiated, as appropriate, for groups of learners, and allow for different pathways according to diverse student needs.

The assessment requires students to pull out evidence from the text related to the guiding question and make inferences. Few students have shown proficiency of this skill without scaffolding. I created three versions of the chart: version #1 has two examples and the rest of the chart is fill-in, version #2 has one example and the rest of the chart is fill-in, and version #3 has one example, two fill-ins and three opportunities for students to find their own examples of evidence and inference in the text. Students in every class will be grouped according to their need for support, as evidenced on their work from the last lesson we did on evidence/inference. We will do example together, and then students will work in their leveled groups to complete one on their own. Ms. Grant in periods 1-3 and Ms. Donlon in period 7 will work with the lowest group to guide them through the text and keep them focused on the work. Students in the lowest group will also be provided with a post-it to cover their second example, write what they think on it, and then reveal the example answer to check how closely their answer matched. There is no need for adult additional support in period 6. This lesson will be continued Wednesday. (Ms. Vaccaro then included student names assigned to each group 1 - 3 for each class).

## Example: Assessment **Ms. Patton-McShane**

Exit Ticket: Do you think that Salva would choose to leave Sudan? Why or why not? OR Do you think that Ha would choose to leave Vietnam? Why or why not? Support your answer with evidence from the text.

Exit Ticket: How do experiences, place, and culture shape our identity?

Exit Ticket: How does yesterday's lesson relate to what we did today?

Teacher's plan for student assessment is aligned with the instructional outcomes. Teacher has the opportunity to use results to plan for future instruction.



## EAST FOUNDATION ACADEMY 2013-2014 SCHOOL-WIDE GROWTH AND PROFICIENCY GOALS

ELA	2012-2013	2013-2014 Goal	Growth
Level 1	81.7%	60%	-
Level 2	16.5%	30%	+ 13.5%
Levels 3 & 4	1.8%	10%	+ 8.2%

Math	2012-2013	2013-2014 Goal	Growth
Level 1	87.8%	65%	-
Level 2	11.5%	25%	+ 13.5%
Levels 3 & 4	0.7%	10%	+9.3%

Science 8	2012-2013	2013-2014 Goal	Growth
Level 1	31%	21%	-
Level 2	51.1%	46.1 %	+ 5%
Levels 3 & 4	17.9%	32.9%	+ 15%

	2012-2013	2013-2014 Goal	Growth
Beginner	28%	12%	-
Intermediate	29%	34%	+ 5%
Advanced	32%	38%	+ 6%
Proficient	11%	16%	+ 5%



## Messages from Mr. Baldino

We have had a busy month of October. It ended on a real high note with our Halloween food drive. The students brought in a substantial amount of food that will be given to Food Link. I want to thank Ms. Mason for coming up with the idea and coordinating the delivery of the food to Food Link. I also want to thank and recognize the significant number of staff members who have been working closely with our students and who have taken an active interest in their academic success. Our teachers have used many of their planning periods to meet with parents and other community people in an effort to keep our students focused. I also want to congratulate the students who made the Honor Roll for the first marking period. I am challenging our students who are not on the Honor Roll to get on it for the second marking period. I want the number of 7<sup>th</sup> grade students doubled for the second marking period. We are having a celebration on November 13<sup>th</sup> to recognize our First Marking Period Honor Roll students. We are also having a dance on November 26<sup>th</sup>. We will invite our 7<sup>th</sup> and 8<sup>th</sup> grade students who do the Right Thing when it comes to grades and behavior. Our teachers will determine who gets invited at our next cluster meeting.



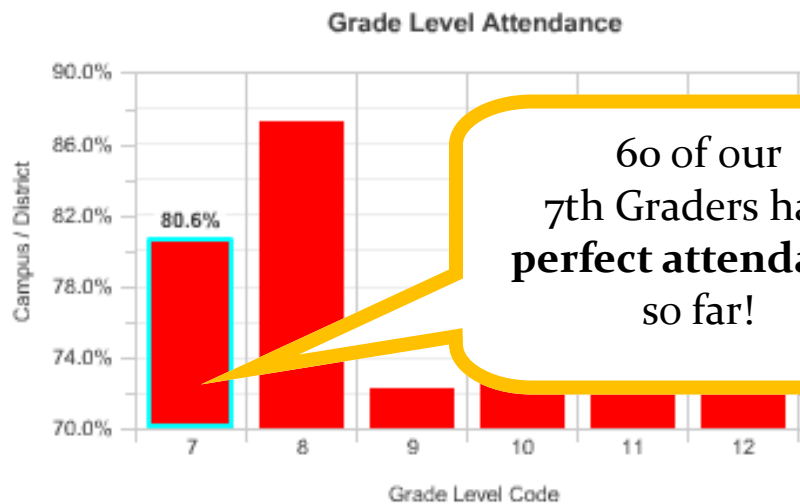
### Honor Roll



- Lynnola Christman
- Alexis Ellison
- Quinterria Granderson
- Tyge Kelley
- Gabriel Ortiz-Santos
- Yaimaris Oyola
- Ryan Santos
- Kalani Taggart
- Michaela Terry
- Jasmine Thomas
- Chris Washington



### 7th Grade Attendance Data



# Messages from Ms. Hollomon

Greetings,

The Eighth Grade Academy would like to share our good news!! Thirty-five of our students made Honor Roll for marking period 1. Their certificates are showcased on the walls along our hallways. Please congratulate these students when you see them. There will be a special luncheon scheduled for November 13th, 2013 to celebrate their accomplishments. We would like to see this number increase and we are confident that it will.

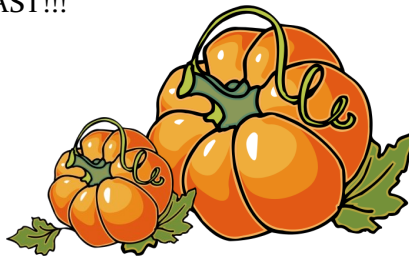
Foundation Academy 8<sup>th</sup> Grade Student Body Government has been selected!! Students were selected based on academics, leadership qualities and positive character traits. More information about the implementation and development of the student government will be coming soon.

Reminder....looking for Word Walls and/or student work on the 5<sup>th</sup> floor hallways. Let's keep the vocabulary in the forefront.

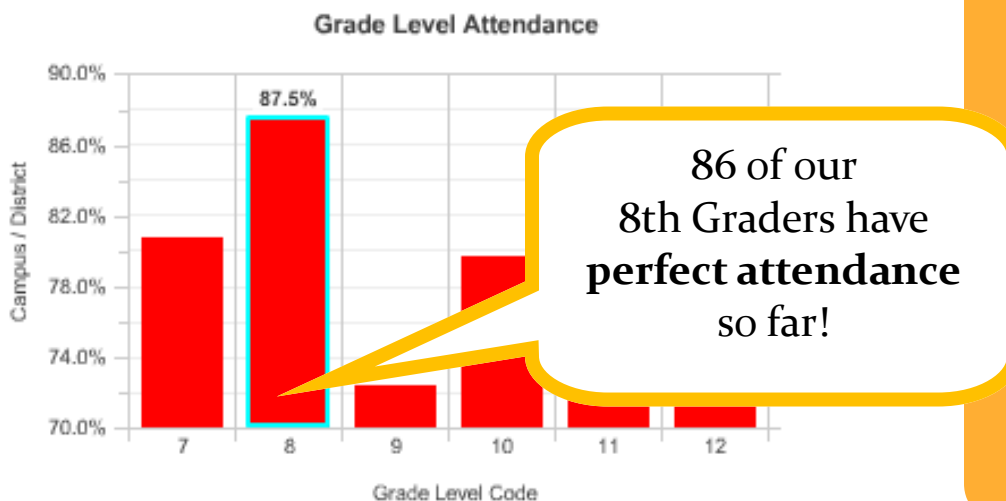
Congratulations to Diana Daniels... she was recently married to a very lucky young man. If you see her take time to congratulate her on her new nuptials.

A special thank you to Mr. Slifka for traveling from room to room taking snapshots of our students engaged in academic instruction. These pictures will boarder our hallways as a special tribute to students and staff.

As always, thank you to all teachers, counselors, clerical, TA's, Para's, and SSO's who service our students daily. GO EAST!!!



## 8th Grade Attendance Data



From the 8th Grade Office

## Introducing... Ms. Drumgoole

If you have not yet met Ms. Frances Drumgoole, our home-school assistant, please stop down to the first floor main office when you have a moment and introduce yourself!



Ms. Drumgoole is available to work with parents, students, and community agencies in an effort to promote greater and more effective student participation in the classroom. Her primary job is to support East in our endeavor to get parents involved and give our students the best education possible by:

- \*Assisting in the establishment of the school's formal parent organization through parent recruitment for PTA and School Based Planning Team.
- \*Contact parents to assist with attendance issues by phone calls and home visits.
- \*Connect parents to community resources that may enhance their roles as homemaker and child's first teacher.
- \*Participate in parent/student and staff mediations.
- \*Help with data collection related to family involvement.

**Please reach out to Ms. Drumgoole as an additional resource in establishing much needed home-school connections!**

## Upcoming PD

Looking for some PD during the **upcoming month**?  
Check out Avatar for the following opportunities!

### District Offerings:

- Creating RCSD Classroom Websites (Part 1)
- 3rd Annual Ujima Conference
- Pathways to Learning Designs
- Module Study Academy
- Cool Tools: Independent Learning for Librarians
- Excel Beginner
- Using and Creating Games to Foster an Active Learning Environment
- How Can Quality Questioning Advance Thinking, Learning, and Achievement?
- SMART Board Open Lab
- Re-Thinking Thanksgiving: A Native American Perspective on an American Holiday
- Abraham Lincoln and His Views on Equality of Men
- Bullying Prevention Part 2
- BYO iPad or Tablet: RCSD Teacher's Guide
- Excel Intermediate
- SMART Board - Intermediate Level
- Loss Matters: The Hidden Effects of Trauma
- Dinner Seminar: Bullied - A Student, a School and a Case that Made History
- Maintaining Your Website Lab

- Scaffolding Common Core-Based Instruction for ELLs
- SMART Board - Advanced Level
- Middle School Social Studies (*not yet in Avatar - keep your eyes peeled!*)

### East Only Offerings:

- Co-Teaching That Works
- Academic Conversations
- Questions for Higher Order Thinking
- I Lead, You Lead, You Keep Leading, We Proceed
- Preparing 21st Century Students for College and Career Readiness (*not yet in Avatar - keep your eyes peeled!*)
- 5 Practices for Orchestrating Mathematical Thinking (*not yet in Avatar - keep your eyes peeled!*)

