



# Foundation Academy Update

## Principal's Message

By the time many of you read this newsletter you will be home for the holiday break or just returning from break, therefore I hope you take the necessary time to relax and rejuvenate for a phenomenal 2014. My message for December is in regard to parent engagement. It is a critical aspect of our work that often does not receive the attention it deserves due to the high level of immediate needs of our students and other responsibilities. Recently, I've met with many families at the middle school level who have become frustrated or discouraged by our schools' lack of communication or response to their or their child's needs. Often times these parents are the few that are proactive and willing to email, meet or even shadow their child to support our work in the classroom. Their biggest frustration when I meet with them is that communication is poor and not timely. Another concern is that communication only focuses on negative aspects of their child's behavior and very few communications come from teachers or the school regarding the positives or support around academic achievement. Therefore, as you recharge for a great start to 2014, please take the time to think of one proactive and creative way to engage our families in the new year. It could be as simple as a card sent home with the student, or an email or phone call could also go along way to strengthening our relationship with our parents. As always, thank you for another great month and an amazing end to 2013. Please enjoy the holidays and I will see you next year! Go EAST!!!



## Upcoming Professional Development

Classroom Management for the Middle Level Learner  
 Pathways to Learning Designs  
 SS Classroom Management  
 SS Elective Curriculum Writing  
 MTH Using Tape Diagrams in Secondary Math  
 Sheltered Instruction Observation Protocol (SIOP)  
 Virtual Institute  
 EAST: Trauma and Behavior: Part 1 - How Trauma Affects the Brain  
 EAST: Introduction to the Differentiated Instruction Philosophy for Middle School Classrooms  
 IT Classroom Websites: Photo Galleries, Apps, Video and More  
 Social Studies, The Common Core, and Rigorous Instruction  
 Loss Matters: Innocence  
 Using and Creating Games to Foster an Active Learning Environment  
 Responding vs. Reacting  
 IT Creating RCSD Classroom Websites (Open Lab)  
 IT Classroom Websites: Create and Maintain Your Classroom Website  
 ELA Designing Coherent Instruction: Grade 8, Module 3  
 ELA Designing Coherent Instruction: Grade 7, Module 3  
 IT\_eLearning: SMART Notebook - Introduction  
 IT\_eLearning: SMART Notebook- Playing Review Games  
 IT\_eLearning: SMART Notebook- Rad Random Tools  
 IT\_eLearning: SMART Notebook - Tips & Tricks  
 IT\_eLearning: SMART Notebook - Using Smart Exchange  
 IT\_eLearning: SMART Notebook- Math Tools  
 IT\_eLearning: SMART Notebook - Pull Tabs, Tables, & Toolbars

## ROC Read!

**Both students and staff are encouraged to pick a book and enjoy reading for at least 30 minutes a day! It's easy and fun!**

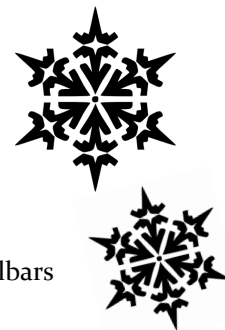
Students may complete the Roc-Read form for their grade level and will be eligible to receive great prizes!

**NEW this year:** Students who participate in the ROC Read in December, February and April, will have their name entered in a drawing for a **NOOK e-reader!**

**Essay forms are available at:** All RCSD schools, on the East High Website, [www.RocRead.com](http://www.RocRead.com), YMCA branches, Center for Youth, City Recreation Centers and all City Public Libraries.

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# December Events!

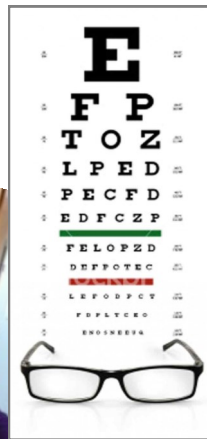
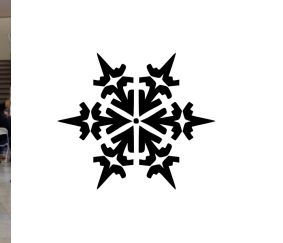
## Science STARS!



On Thursday, December 5, our Science STARS presented lessons to teachers, family, and friends on science concepts that they spent the last three months after school learning more about! For those who don't know, our Science STARS (Students Tackling Authentic and Relevant Science) are a group of young ladies who come together after school to learn more about their favorite subject: Science! The program is geared to help encourage more girls to get into that career field.

During these Collaborative Conversations on December 5, our girls presented their latest research, including the science behind shoes and fashion presented by Noemi Reyes and Carol Bultron. Congratulations to these young ladies and all the others for their hard work and outstanding presentations!

Thank you to April Luehmann, Mike Occhino, and the rest of the U of R staff and students who give their time and attention to our students through this program, creating a unique opportunity for our students to identify positively with a group of peers and develop collaboration, scientific thinking, and academic conversation skills, among many others. Thank you, as well, to our terrific science staff for their continued recruitment for and involvement in the program and to those of you who showed up to support our STARS and hear their presentations: Ms. Sears, Ms. Cheng, Mr. Spyra, Ms. Liebhaber, and Ms. Daniel... THANK YOU!

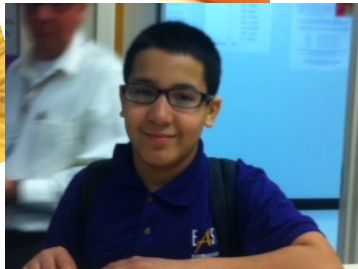
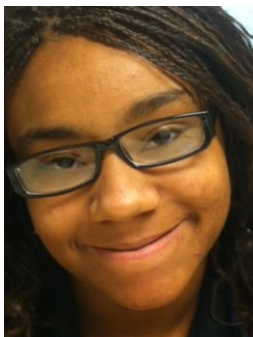


## Spectacles for Students!

On Wednesday, December 12, Ms. MacPherson took some of our Foundation scholars over to the East High Main Street Campus to visit the Optics Program and receive eye exams by a doctor from Rochester Optical. Mr. Newman and his students gave our little one's their full attention. The following students were issued a prescription and received their new specs on Thursday, December 19:

- Nakiyah Stokes
- Destani Williams
- Juan Santiago
- Tyreke Garrett
- Isaiah Ficklin
- Alehja Hall
- Wilson Rivera
- Jeika Ortiz

THANK YOU to Ms. MacPherson and Mr. Newman for working together to organize this opportunity for our students!



## Ms. Hanushevsky!



Congratulations to Ms. Hanushevsky! On Friday, December 13, she was presented with WROC-TV/FOX Rochester's Golden Apple Award. Kevin Doran and his camera crew showed up at Martin Street and many staff and students who admire and appreciate Ms. Hanushevsky flooded into Room 515 with them to surprise her. Ms. Hanushevsky was nominated by Santonia Morgan, who captured it best when she wrote, "I think she should win because she is the most kind hearted teacher ever. If you are having a bad day she knows how to put a big smile on your face. She lightens everyone's day with her wonderful personality and it would be an honor if my teacher, Ms. Hanushevsky would be nominated for the golden apple award."



## Ms. DeVelder!

THANK YOU to Ms. DeVelder for taking the lead on orchestrating the Holiday Luncheon at East Foundation Academy! Despite the many challenges associated with our facility and with pulling off an event of this magnitude, it was a huge success and much appreciated!

THANK YOU, as well, to all staff who donated decorations, helped decorate, brought food or other items, and participated in the festivities!

## Winter Concert!

Congratulations to Mr. Boehm and Ms. Dasher as well as our high school music department staff for putting together another wonderful Winter Concert! These teachers work tirelessly with students to develop their musical talents and go above and beyond to create the opportunity for students to come together with their peers and perform before their friends, families, and the school community. These types of experiences are not only important academically, but also allow students to showcase their other talents and build confidence, collaborative skills, and creativity.



## Staff Highlights!



## Mr. Holland!

Some folks believe that... "The Elf on the Shelf® is a special scout elf sent to help manage the naughty and nice lists. When a family adopts an elf and gives it a name, the elf receives its Christmas magic and can fly to the North Pole each night to tell Santa Claus about all of the day's adventures. Each morning, the elf returns to its family and perches in a different place to watch the fun. There are two simple rules that every child knows when it comes to having an elf. First, an elf cannot be touched; Christmas magic is very fragile and if an elf is touched it may lose that magic and be unable to fly back to the North Pole. Second, an elf cannot speak or move while anyone in the house is awake! An elf's job is to watch and listen." If you know Mr. Holland, you know that like the Elf, he continues to help manage our naughty and nice lists with poise and professionalism, is always up for the day's adventures at East Foundation Academy, and continues to thoughtfully exercise the acts of watching and listening when it comes to his students.

## Ms. Winter!

Ms. Winter recently spoke to the RCSD Board of Education to advocate for safer and easier transportation for our Foundation students. On behalf of her students, she relayed information to the Board regarding some of the things they have experienced in their travels on the RTS buses and implored them to reflect on the use of RTS buses for middle school students at all (but particularly as it relates to after school activities). Ms. Winter voiced the concerns of many of our students and families about taking the buses downtown after school to transfer to a bus that brings them to a bus stop in their neighborhood. She asked the board to consider safer, more traditional, door-to-door "yellow bus" services for our students.

## From the 7th Grade Office

Greetings from the 7<sup>th</sup> Grade Office:

As we head into our Holiday break I want to thank our staff and students for a very good first four months of the school year. We have a lot to be proud of and thankful for. There are many things that we can build on as we start 2014. Please use the two week break to enjoy time with your friends and family, do things that you enjoy and also get some much needed rest and relaxation.

I will be working over the break, however, I will have a few days off and I will be able to spend some time with my children. During my work days, I will be focusing on some instructional based initiatives such as common assessments, student grades and ways that I can support instruction in the 7<sup>th</sup> grade. I have looked briefly at our student report cards and it is very disappointing to me to see that many of our students grades have gone down. When we meet as a Cluster on January 6<sup>th</sup>, one of our main agenda items will be how we can improve our academic achievement and how I can support those activities. I will also continue the good work that we are doing on improving our attendance. I want to thank Brett Crandall, Martina Ocran, Cecilia DeFranco and John DeFazio for their good work on this initiative. I want to thank our teachers as well who make numerous calls to our parents.

Once again, I am wishing all of you a safe, restful and enjoyable Holiday Season.



## From the 8th Grade Office

December 18, 2013

Greetings and Happy Holidays to everyone!!!

The Foundation Academy is delighted to announce that we will begin a new program with Mrs. Djinga St. Louis, Director of African American Studies for the RCSD. This new program called **Culture And Race Embraced** (C.A.R.E) is an initiative to help our students understand cultural differences and the importance of respecting themselves and others.

We will be the first school to host the program. It is expected to be implemented in other buildings as the school year rolls out. Students have already brought back permission slips and we are pleased with the number of students interested. The program is a 6 week session and will meet every Thursday after school. On those meetings the students will speak with influential community leaders and other district personnel. Each session will focus on various topics ranging from "Who Am I?" to "Planning for the Future as a Young Man / Woman." The meetings will begin with icebreakers and move into discussions and activities from which students will learn important life lessons.

At the end of the six sessions the students will gather for a "Roof Top" roller skating party in the gymnasium. They will be awarded with certificates of completion which will include a letter signed by district leadership. They will also be recognized as role models of positive character development. In addition, the students will carry the responsibility of becoming change agents to help promote a more positive school culture.

We also welcome Mr. Tracy Williams, local author of *The Come Up*, a book expounding on his life in the inner city. He is inspiring and honest about what lies ahead for our young male population if they choose to falter on education. He will work with a targeted group of 7<sup>th</sup> and 8<sup>th</sup> grade male students in an effort to assist and become a positive role model in their lives. Mr. Williams will join us throughout the month of January.

We look forward to meeting with special guest speakers, other school / district officials and significant community leaders. More importantly, our students are very excited and ready to commit to this very worthy cause and opportunity.





## Co-Teaching

“The marriage between special education and general education is like... peanut butter and jelly - each good on their own but better together.” - *Co-Teaching That Works: Structures and Strategies for Maximizing Student Learning* by Anne M. Beninghof

Consider how you might take your co-teaching to the next level in 2014. As you work on designing coherent instruction (Domain 1) in your co-taught classroom, examine each of the following factors together as you plan:

- *Student factors*
- *Curriculum*
- *Available resources*
- *Co-teaching models*

Consider flexibly incorporating the variety of co-teaching models based on these factors and your learning targets. Keep in mind: “The number of models presented by any text or consultant is somewhat arbitrary given that there are really unlimited ways that two teachers can work together.” (p. 51) Models presented by Beninghof include:

- *The Duet Model*
- *The Lead and Support Model*
- *The Speak and Add Model*
- *The Skills Group Model*
- *The Station Model*
- *The Learning Style Model*
- *The Parallel Teaching Model*
- *Complimentary Skills Model*
- *The Adapting Model*

**Did you know?** According to the research of Marilyn Friend, another expert on co-teaching, **the highest percentage of time should be spent in the 3 models that she has named Alternative (comparable to Beninghof’s Skills Group), Station, and Parallel models.**

## Instructional Insights

Points to ponder as we move into 2014!



## Pacing

The state, district, or administration does not dictate pacing. Student needs should dictate pacing with the following considerations:

- *We must work to ensure student mastery.*
- *We are obligated to expose students to and provide the opportunity for them to master the same curriculum/standards as their state-wide peers.*

We know that this is an extremely difficult challenge, particularly now as students come to us at the middle school level with so many gaps. We cannot address all gaps and while at the same time not creating new gaps. Therefore, **we can’t teach everything that we see the way we see it in the curriculum.** We have to make difficult curricular decisions in an informed manner based on:

- *What students already know*
- *What they don’t*
- *Summative assessments*
- *Gaps that must be mitigated for next year*

### Recommendations:

Upon receipt of assessment results, consider the following questions: What do my students know? What don’t my students know yet?

Examine Priority Areas: Spend some time reviewing the summative assessments or any additional trend data you can find for your course. Also consider the course(s) students will be moving on to in the future. What skills and knowledge is it MOST important for students to leave your course with?

Compare your assessment results with identified priority areas & create a strategic, long-range plan for Semester 2.

## Assessment

### Assessment Reflection Through the Lens of the Framework for Teaching:

- Do each of my assessments fully align to the instructional outcomes of my lessons?
- Do each of my assessments have clear criteria and standards and are my students aware of these? That is, do students understand how the assessment will be scored and precisely what they must do to demonstrate mastery?
- Do I involve my students in the creation of assessment criteria and standards?
- Have my assessment methodologies been adapted for individual students, as needed?
- Do I use the information to tailor future plans to meet student needs?
- Do I involve students in the use of the assessment results?
- Is formative assessment fully integrated into my moment to moment instruction?
- Are questions / prompts / assessments used regularly to diagnose evidence of learning by individual students?
- Do I build in opportunities for my students to self-assess and monitor their own progress?
- Is a variety of feedback provided to students, from both you and peers, which is accurate, specific, and advances learning?

### How did you do???

Keep your eyes peeled for professional learning opportunities on the use of assessments and data to drive instruction in Semester 2!

## A few simple ideas about what we can do to increase the college and career readiness of our 21st century students...

Thank you to the teachers who recently came together for what was, essentially, an 8 hour dialogue to collectively build a better understanding of what college and career readiness means. Through exploration of local student understandings (compliments of the Delehanty's and the TLI students) and current research, participants worked collaboratively to reshape and further develop a working definition of what it means for students to be college and career ready in the 21st century and discussed strategies for embedding opportunities to foster readiness within day to day instruction. Check out some of what we discussed below!

Characteristics of College & Career Readiness	Ways to teach, coach, facilitate, and build these capacities in our students in our classrooms, offices, and school
<b>Positive Relationships</b>	From Article: <i>Staying Connected with Troubled Students</i> <ul style="list-style-type: none"> <li>• Don't hold grudges; initiate repair with students following negative interactions</li> <li>• Listen empathetically</li> <li>• Provide structure, but also be flexible</li> <li>• Be proactive</li> <li>• Consider your PACE – Playfulness, Acceptance, Curiosity, Empathy</li> </ul>
<b>Initiative</b>	<ul style="list-style-type: none"> <li>• Allow choice</li> <li>• Teach students to question and to seek solutions</li> </ul>
<b>Self-Advocacy</b>	<ul style="list-style-type: none"> <li>• Provide positive feedback</li> <li>• Encourage public speaking</li> </ul>
<b>Determination</b>	<ul style="list-style-type: none"> <li>• Offer role models, guest speakers, and stories</li> <li>• Provide frequent verbal affirmation and encouragement to students</li> <li>• Offer (or require) chances for Do-Overs, Revision, Corrections, Peer Review</li> </ul>
<b>Resilience</b>	From Article: <i>The Significance of Grit</i> <ul style="list-style-type: none"> <li>• Incorporate daily citizenship/character education lessons where curriculum is flexible</li> <li>• Discuss failure as a positive &amp; build in opportunities for students to experience failure</li> </ul>
<b>Grit</b>	<ul style="list-style-type: none"> <li>• Give students the opportunity to teach others</li> <li>• Help students to identify that “something” that means something to them</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Set high expectations (and help students meet them)</li> <li>• Use of repetition and consistency</li> <li>• Set deadlines, facilitate students meeting the deadlines</li> <li>• Have an accountability system for student preparedness</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Provide and reinforce the use of a student agenda (assignment notebook)</li> <li>• Provide feedback on student organization (e.g. binder checks)</li> </ul>
<b>Critical &amp; Divergent Thinking</b>	<ul style="list-style-type: none"> <li>• Use wait time – wait patiently for the answer no matter how awkward it feels!</li> <li>• Employ Socratic method (answer questions with questions)</li> <li>• Provide students with tasks or simulations that require problem solving skills</li> <li>• Prompt students to come up with multiple solutions to a problem</li> </ul>
<b>Well-Roundedness</b>	<ul style="list-style-type: none"> <li>• Coordinate and offer extra-curricular activities</li> <li>• Provide opportunities for employment / internships</li> <li>• Offer more opportunities for electives</li> </ul>
<b>Growth Mindset</b>	From Article: <i>Afraid of Looking Dumb</i> <ul style="list-style-type: none"> <li>• Act as a facilitator, NOT a critic</li> <li>• Encourage risk-taking</li> <li>• Use open-ended questions</li> <li>• Provide quality feedback that is clear, specific, and encouraging</li> </ul>
<b>Stamina</b>	From Article: <i>I Can Climb the Mountain</i> <ul style="list-style-type: none"> <li>• Train students to build stamina gradually by incrementally increasing time on task</li> <li>• Provide time for deliberate practice</li> </ul>

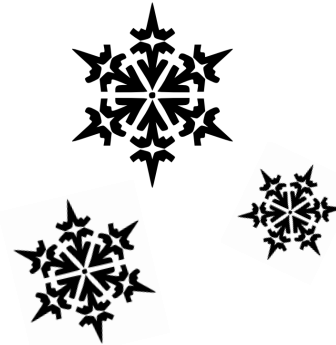
## Trends in Our Staff Survey Results: What's WORKING?

### What's working for our students?

- Teachers are adapting the Common Core curriculum, fostering access for our students.
- Students who are practicing academic skills have shown progress.
- A number of students have shown significant behavioral improvements from the start of the year.
- Many students have identified a caring adult they can go to when in need.
- The MP1 Honor Roll celebration was a great success.
- Use of progress reports and positive reinforcement
- Students have begun to demonstrate the belief that they can do difficult tasks when given them.
- School-wide initiatives and incentives (Dance, Food Collection, Community Read)
- Policies are stronger and more consistent than last year
- Frequent and open communication with parents and students (many conferences to support students).
- Support from Counselors and Ms. Donlon has been instrumental for some students.
- Staff teamwork and collaboration
- Students take OSS and PM School seriously.
- Some students are rising as leaders in positive ways and helping to motivate others.
- Separation from high school
- Many students are participating in opportunities for extra help during lunches
- Student work and pictures posted in hallways

### What's working for staff / school culture?

- Grade level floors
- Cluster arrangements
- Feeling of support from administrators
- Cell phone policy is working
- Friendly, helpful, willing, supportive colleagues
- Common planning time and cluster meetings
- Productive conversations about students/academics
- Great communications / updates
- Some of the professional PD offered at Martin St.
- Feedback provided by administrators
- Teamwork and sense of community
- Having a common goal
- Support from counselors
- Friday lunch hours led by Ms. Keysa
- Presence of staff in hallways during breakfast & passing time has helped create & keep a positive tone



**Wow, there are some really great things going on at East Foundation Academy!**

We've managed to truly capture the feel and harness some of the benefits of small learning communities!

Through continued teamwork and collaboration, there's no doubt we can build on these strengths in 2014!

**Go East !**





## Trends in Our Staff Survey Results: What's NOT Working?

### What's NOT working for our students?

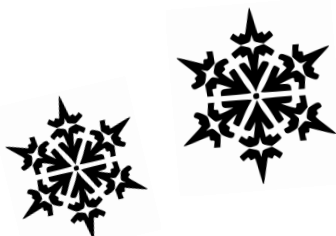
- Students demonstrate a lack of motivation.
- Power Tickets and PBS - some students don't know what these are for or how to "use" them.
- Many of our students' social / emotional needs are beyond our capacities. Student Support Services are needed on site at Foundation Academy.
- Students need significant assistance building soft skills, positive relationships, and coping mechanisms.
- Consequences aren't working for some students.
- The few misbehaving students take time and attention away from those who are willing to learn.
- Allowing students chance after chance. More firm consequences are needed.
- Low skill levels. Not all students are ready to engage in the demands of the new curriculum.
- High levels of social drama, mediations needed, and instructional time missed for these students.
- Students wandering hallways, particularly during lunch.
- Students need better de-escalation techniques.
- Students do not take ISS seriously.

### What's NOT working for staff / school culture?

- Too much disrespect from students.
- Systemic changes and being overwhelmed; low morale
- Lack of consistency in the enforcement of rules
- Lack of consistency across all classrooms and school with regard to school policies.
- Lack of consistent presence of SSOs (during lunch); at times hard to physically find an SSO or find a secretary to answer the phone
- Response to referrals
- Inconsistent communication regarding ISS, OSS, PM
- Extra paperwork
- Some staff members not shouldering their share of the responsibility
- Though students are in class most of the time with very little skipping of class, kids in the hallways during lunch is a problem
- Some ineffective use of meeting time
- Lesson planning
- The building... including the copiers & temperature
- Students with chronic negative behaviors
- Communication around school-wide incentives

**Let's use that teamwork and collaboration to bring some consistency to East Foundation Academy!  
We can start by making sure that we ALL:**

- Are visible in doorways/hallways during passing time, encouraging student on-time arrival to class and setting a positive tone.
- Are enforcing PBS (with frequent, explicit, positive feedback).
- Are enforcing the uniform, cell phone, and other school-wide policies across ALL contexts.
- Are issuing consequences and developing interventions appropriately.
- Are communicating frequently and clearly.



# Introducing... East's Bilingual Program!

Although we have had a Bilingual program for several years now, we recently met with the interim RCSD Director of Bilingual Education, Ms. Miriam Cruz-Vasquez, to learn more about Bilingual education, to discuss what our program *should* look like and to advocate for and seek suggestions on further meeting the needs of our Bilingual students. Here's what we learned:

## We Are a Transitional Bilingual Program for Spanish Speakers

What does that mean?

As a program, we provide instruction in students' native language to help them progress academically in content such as Math, Science and Social Studies while they acquire English through instruction in English Language Arts and ESOL classes. Additionally, students take a course in the language arts of their native language. Instruction in English gradually increases until the student is ready to transition into an English monolingual setting. Our transitional program currently functions as a Late Exit program, meaning that students spend 1-6 years in the program. The primary goal of this model is to help students transition to mainstream, English-only classrooms as quickly as possible. The linguistic goal of such programs is English acquisition only.

### Sample of Program Schedule

<i>Years</i>	<i>Instruction</i>
Years 1 and 2	70% of instruction in the Native Language (Math, Science, SS, NLA) and 30% in English
Years 3 and 4	50% of instruction in the Native Language (Math, Science, SS, NLA) and 50% in English
Years 5 and 6	30% of instruction in the Native Language (Math, Science, SS, NLA) and 70% in English

**Current Enrollment:** Our current enrollment includes **95 Bilingual students** spread across all grades 7-12.

### East Foundation Bilingual Program Team:



Ms. Crisanta Torres – Bilingual Science  
Mr. Enrique Diaz – Bilingual Social Studies  
Mr. Richard Garcia – Bilingual Math  
Ms. Emily Cotto – Bilingual SPED  
Ms. Priscila Rodriguez – Bilingual SPED  
Ms. Ivellisse DeJesus – Bilingual Native Language Arts  
Ms. Georgette Lee – Bilingual ESOL and ESOL ELA Beginner  
Ms. Karen Patton-McShane – Bilingual ESOL and ESOL ELA Intermediate  
Ms. Nuriye Gungor – Bilingual ESOL and ESOL ELA Advanced  
Mr. Hector Detres – Bilingual Counselor  
Ms. Aimee Custodio - Bilingual Clerical  
Ms. Irene Turner – Bilingual Clerical  
Ms. Raquel Morales – Bilingual Paraprofessional

