

# Foundation Academy



## Update

Volume 1, Issue 6

February 2014

### Principal's Message

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**Don't forget! PTC  
March 6 from 5-7 PM**

February has come to a close and so does another busy month at Foundation Academy. This past month was highlighted by numerous activities around Black History Month, which included a door decorating competition, a presentation from one of the lost boys of Sudan and an amazing Black History Month celebration. This past month we also welcomed some new staff members to East High Foundation Academy, Mrs. Morale (Math Teacher), Mrs. Margaret Stevens (Sr. School Secretary) and Mr. Lu Bonilla (Long-term ESOL substitute teacher). I would also like to congratulate Tony Dominguez (SSO) and Erick Bermudez (SSO) who have been officially hired and are now the newest members of our Safety Officers.

My message for February is in honor of Black History Month and revolves around the words of NBA Basketball Legend Michael Jordan. Michael Jordan stated, *"I can accept failure. Everyone fails at something. But I can't accept not trying."* I find his words and message directly connected to the current work we as educators have faced during the past five years. Standards and levels of accountability continue to change and grow exponentially. The barriers and challenges our students bring also continue to match that growth. Despite the changes and challenges we must continue to stay focused on our efforts and on not giving up prior to even knowing our outcomes. I often witness, overhear and encounter staff that become overwhelmed with the challenges of our work and check out mentally or decide to run away because it's "easier" somewhere else. I, and I know many of you, are of the mindset that this work is our calling, that we are creating a generation of successful students at East, and that despite our overall achievement rates we have to give it our best each and everyday. As we head into our longest month of the school year and approach a very critical and important time for us with New York State Assessments, I ask that you please not accept not trying and do your best! Go EAST!!!

-Anibal

### Upcoming Professional Development

- MTH\_Exploring Navigator with TI-84 Plus
- MTH\_Exploring the Common Core with TI-84 in HS Mathematics
- MTH\_Exploring Data Collection with TI-84 Plus in HS Mathematics and Science
- RTA\_Writing and Reading: Flipsides of the Same Coin
- RTA\_BYO iPad or Tablet: RCSD Teacher's Guide
- GEN\_Scaffolding the Common Core Curriculum for All Students
- ARTS\_Rehearsal Techniques
- RTA\_Bullying Prevention Introductions
- RTA\_Bullying Prevention Part 2
- MTH\_OnRamp to Algebra
- ARTS\_Strings Techniques
- ARTS\_Guitar in General Music
- IT\_Creating RCSD Classroom Websites
- ELA\_Designing Coherent Instruction: Grade 8, Module 4
- EAST\_Self Care Plans (Session 2)
- RTA\_SMART Notebook Interactive Games and Resources
- RTA\_Maintaining Your Website Lab
- EAST\_Rethinking Homework
- ELL\_Teaching for Bilingual: Strengthening Bridges Between Languages
- AAAS\_2013-2014 Approaches to Culturally and Linguistically Responsive Teaching
- GRN\_Loss Matters: An In-Depth Look at How Media Can Be Used to Support the Grief Process
- RTA\_The Whole Package—Creating Differentiated Lessons Using the Multiple Intelligences



An investment in  
knowledge pays the  
best interest.  
-Benjamin Franklin

# Celebrating Black History

## Modeling Celebration

Thank you to the following staff members who took the moment to write about and celebrate an African American who has contributed to our history. Check out the blurbs and photos posted outside their classrooms!

B. Crandall	G. Sears
F. Drumgoole	E. Gertin
F. Winter	A. Soler
E. Cotto	R. Holland
D. Seroski	J. Single
C. Multer	H. Hanushevsky
I. DeJesus	D. Ames
D. Daly	E. Vaccaro
J. Manetta	M. Hill
R. Liebhaber	K. Patton-McShane
Ka. Bartnick	B. Duttlinger
P. Jonasse	R. Garcia
M. Johnson	A. Cheng
C. Slifka	C. Morrow
S. Dasher	M. Donlon
E. Paco	L. Mason
T. Gillett	J. Rees

## Door Decorating

Thank you to Ms. Kristen Bartnick for the initial idea to have students decorate classroom doors as a way of celebrating Black History Month in a special way and to all students and staff who participated! 20 doors and the wall in the gym were adorned to celebrate the many accomplishments of African Americans throughout history and today. Themes ranged from African American athletes and Olympians to key players in the Harlem Renaissance and inventors like Lonnie Johnson who invented the Super Soaker :)

Both students and staff members put much time and effort into these projects, making the selection of a “winning” door almost impossible! Each door was reviewed for its message/theme, creativity, and quality. Winning doors included:

Grade 7: Mr. McManus’s Class

Grade 8: Ms. Bartnick’s Class

Winning classes will receive a special breakfast next week!

Check out pics of these wonderful works of celebratory art on the next page!

## THANK YOU

Thank you to ALL those who contributed ideas and/or participated in the planning, preparation, and implementation of activities for Black History Month! Your willingness to go above and beyond for our school community is MUCH appreciated!

## Student Projects and Performances

Throughout the month of February, students at East Foundation Academy explored various achievements of African American scientists, inventors, mathematicians, historians, artists, doctors, athletes, politicians, authors, poets, designers, educators, and other men and women who have contributed to the world we know today.

On Friday, February 28, students show-cased their findings in an interactive exhibition of projects, presentations, and performances for their peers, teachers, and families. Students and staff from the high school campus also took part in this celebration, handing down some wisdom and offering our young scholars an opportunity to see some of their older peers perform.

This celebration would not have been possible without the collaborative effort that took place to bring it to fruition!

THANK YOU...

to Ms. Williams-Matthews, Mr. Wilson, the Ebony Culture Club, and the high school Choir for their time, effort, and amazing performances!

to Ms. Dasher and Ms. Resseguie, who coached and mentored our Foundation performers and provided the moral support needed for them to put themselves out there in front of their peers!

to Ms. Resseguie, Mr. Banks, and Mr. Single for giving up “their space” and to Mr. Conley and the Martin Street custodial crew for transforming that space into a forum for our assembly!

to DJ Mr. Boehm for the use of his sound equipment and for his time and effort and ensuring that we were technically equipped to showcase our amazing performances!

to Ms. Manetta, Mr. Jonasse, Mr. Holland, and their students, who celebrated Black History instructionally through student-generated projects and contributed these projects for display in order to transform the gymnasium not only into an assembly space, but also into a gallery of African American achievements!

to Ms. Flaherty for her assistance with planning and organization, including creation of the sign-up sheet for student performers!

to Carmen for helping to navigate the field trip process in order to transport our high schoolers to Martin Street and for printing our posters to promote the event!

to Ms. Drumgoole for coordinating the guest speaker!

to Mr. Soler and our spontaneous student performers for their ability to “wing it” in the absence of our guest speaker...

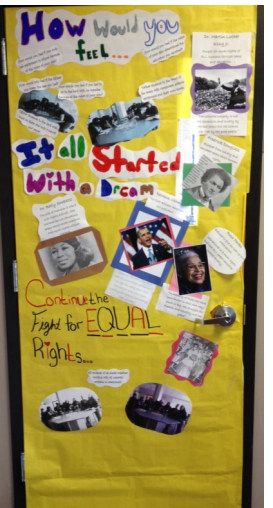
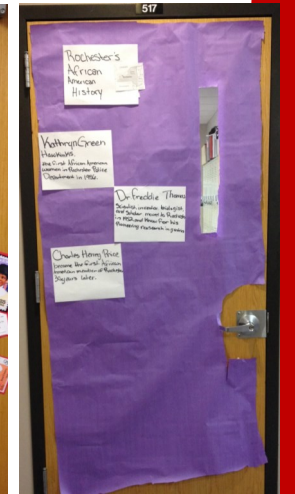
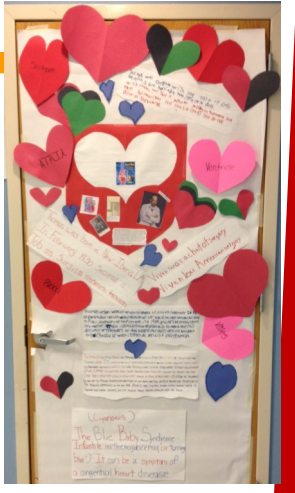
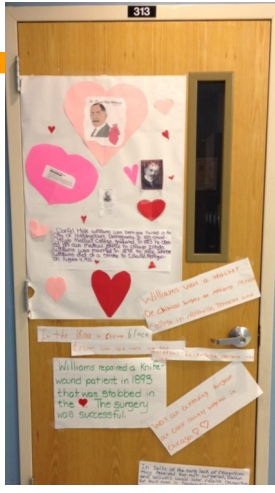
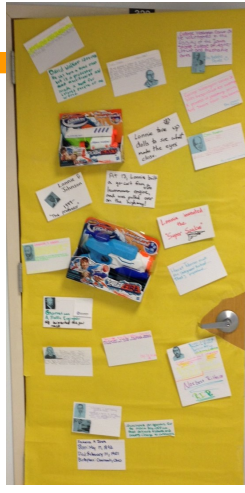
to Ms. Karyn Bartnick for taking in our high school students and giving them a space to use between performances!

to Mr. Baldino, Ms. Hollomon, Mr. DeFazio, Mr. Crandall, Ms. Ocran, Ms. Ewane-Sobe, Mr. Detres, Ms. Donlon, Mr. Kehoe, and our SSOs for their attendance and assistance with seating and crowd control!

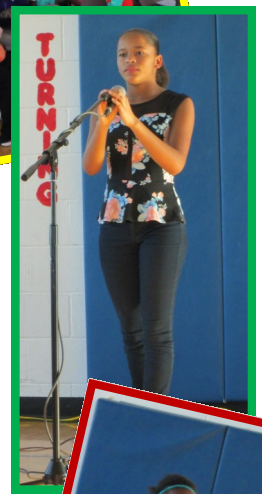
to all staff, students, and parents for your willingness, participation, and enthusiasm throughout the experience!



# Opening the Door to Black History



# From the 7th Grade Office



Hello from the 7<sup>th</sup> grade office!

When I returned from being out I was greeted with an outstanding sight. I saw all of the doors decorated in honor of Black History Month. Ms. Rees included pictures of all of the doors in this Bulletin. I want to congratulate Mr. McManus and his students for being the 7<sup>th</sup> grade winner in the door decorating contest. As you can see by the pictures, the competition was strong.

I want to thank some staff for doing some good things with our 7<sup>th</sup> grade students:

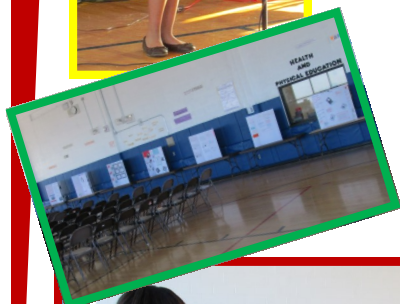
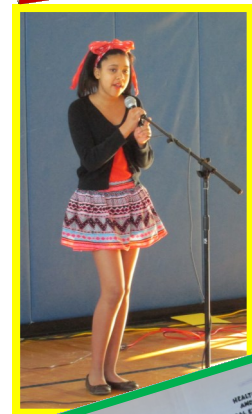
- Mr. Detres who has organized two college visits for our students.
- Ms. Winter who coordinated a fieldtrip to the Rochester Museum and Science Center and who also allows large numbers of students to eat lunch in her room. Ms. Winter has used this as a reward for students who do well in their classes.
- Ms. Flaherty who coordinated a fundraiser that made over \$400 for the American Heart Association.
- Ms. Ocran for coordinating the CARE program with Djinga St. Louis.
- Ms. Rees for coordinating an excellent Black History Month Assembly.

If you come to know of staff members who are doing good things for our 7<sup>th</sup> grade students please let me know so I can include them in the newsletter.

I also want to recognize all of the 7<sup>th</sup> grade students for their excellent behavior at the assembly. I was proud of all of you.

And finally, 5 more weeks until the state tests. We can do this!

Mr. Baldino



# From the 8th Grade Office



Greetings all,

Recently I ran across an email that I had received some time ago. At the time I was trying to find more information on creating a more positive school culture. As I began to read the email I thought the tips and strategies that were included in this piece were valuable, so I subscribed to *PD 360*. It is the largest on-line on-demand professional platform for educators. This school improvement network offers a variety of useful tips and strategies for educators to use in and outside of the classroom. Tips and strategies range from:

- How to incorporate and use classroom humor to build positive relationships with your students.
- Tips on effective community and parent involvement.
- Teaching students to cite evidence from a text properly, with a special focus on science.
- Support for Common Core standard by standard, grade by grade implementation.
- Technology in the Classroom, etc.

These are just a few of the tips and strategies that I find may be helpful as we continue to engage and empower our students. If you are interested in viewing you can do so using the following link:

[support@schoolimprovement.com](mailto:support@schoolimprovement.com)

Hope you will take a look. There is a lot of useful information to add to our compendium of best practices.

Ms. Hollomon



# Other February Events and Highlights

## Culture And Race Embraced (C.A.R.E.)

Some of our students are currently participating in the CARE (Culture and Race Embraced) Program, developed by our counseling team and D'jinga St. Louis, our district's Director of African American Studies, in response to some of the potentially racial conflicts taking place with our middle school students and others across the district. The counselors and Ms. St. Louis strategized about how to be proactive in quelling future conflicts that may stem from cultural misunderstandings, providing our students with leadership training, and opening a dialogue about cultural diversity where students have the opportunity to get to know each other in a safe environment. We have about 25 of our Foundation students participating, and they meet every three weeks and participate in a variety of activities geared around the following themes:

- "Who Am I"
- Expectations of Being a Young Man/Woman: Respecting Self & Others
- African Diaspora: Part I
- African Diaspora: Part II
- Rites of Passage
- Race: The Social Constructs and the Science
- The re-ignition of the Respect of our Elders
- Planning for the Future as a:  
Young Man, Young Woman,  
Successful Student with a Promising Future



The intended outcome of the workshops is that participating students will emerge as young leaders who will be able to navigate the middle school experience, demonstrate confidence in their self, prepare for their future, and model these behaviors and attitudes for their peers. THANK YOU to Ms. St. Louis as well as our counseling team! A special thank you to Mrs. Ocran, who has been very instrumental in organizing, promoting, and ensuring student attendance for the program. The group's next meet-



As we have in previous years, East celebrated National Go Red Day on February 14<sup>th</sup>. Ms. Flaherty, again, coordinated this Go Red campaign to benefit the American Heart Association to raise awareness and education about heart disease, the #1 killer of women.

Students supported the American Heart Association by donating \$1.00 for a pin and were able to get out of uniform for the day (which resulted in the surfacing of some interesting fashion trends...). As a school, we raised over \$435.00 - more than East ever has! GREAT JOB!

We thank the staff both for your donations as well as for your patience and flexibility in supporting this break in our usual routine. Thank you to Ms. Flaherty, who continues to lead efforts that nurture the empathetic skills of our students and provide opportunities for them to help others. Thank you, as well, to Ms. Dixon, who was a huge help at the 8th grade level with this initiative!



Math Midway @



The 7th Grade Math team (Ms. Winter, Ms. Mason, and Mr. Holland) took a group of about 40 of our Foundation scholars to the Math Midway exhibit at the Rochester Museum and Science Center to celebrate the wonders of mathematics! More than 20 interactive, playful exhibits designed for all ages allow visitors to slip naturally into the world of pattern, shape and number, which is exactly what these teachers and students did on their field trip on February 27th!

*Math Midway* demonstrates the power of hands-on math by encouraging direct physical investigation of the surprising breadth and variety of mathematics that can be experienced at many levels. Students were able to see how mathematics can be an experimental science, how it can be a lens through which to view a situation, and perhaps most importantly, how math can be a fun activity accessible to everyone. The exhibit can enhance students' perception of mathematics as an evolving, creative and aesthetic human endeavor. The teachers reported that our students had a wonderful time and respectfully represented East and were very complimentary to the program, environment, and assistance offered by the RMSC.



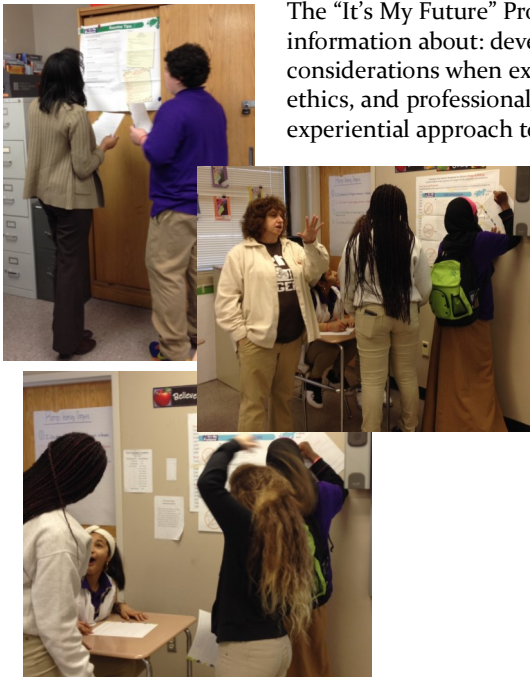
## Junior Achievement - It's My Future

Ms. Liebhaber recently brought the Junior Achievement (JA) Program into her classroom, providing her students with practical information designed specifically for middle school students about preparing for the working world through the "It's My Future" Program.

Junior achievement is the world's largest organization dedicated to giving young people the knowledge and skills they need to own their economic success, plan for their future, and make smart academic and financial choices. JA programs are delivered by corporate and community volunteers and provide relevant, hands-on experiences that help students from kindergarten through high school develop skills in financial literacy, work readiness, and entrepreneurship. In fact, the community volunteer who worked with Ms. Liebhaber's students, Kayla Turnipseed, was a former student of Mr. Baldino's who has since earned her degree in Accounting from RIT and is currently employed at Price Waterhouse.

**Student learning is enhanced by a teacher's skillful use of resources; some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative.**  
 - *The Framework for Teaching*,  
 C. Danielson

The "It's My Future" Program is specifically designed for middle school students and incorporating practical information about: developing a personal brand, skills, interests, working environment, job outlook considerations when exploring careers and industries, career mapping, job-hunting tools, and soft skills, work ethics, and professionalism. The sessions are designed to increase student interaction and emphasize an experiential approach to learning.



- Other available programs that can be brought to our students include:**
- *America Works* - Students learn about the history of American entrepreneurship.
  - *Economics for Success* - Shows how to earn, spend, budget, save, invest, use credit cautiously, and protect personal finances.
  - *Global Marketplace* - Students study how goods flow in the world's economy.

**Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and which will be of most use to the students.**  
 - *The Framework for Teaching*,  
 C. Danielson

Beginning these conversations with our Foundation students in these transitional grades is an important step in life and career readiness. THANK YOU, Ms. Liebhaber, for pursuing this resource for your students!



## Sebastian Maroundit - Guest Speaker

On Friday, February 14, Mr. McManus welcomed Sebastian Maroundit and Judy Schwartz into his classroom to speak to his students about their experiences in South Sudan and continue to enrich their understanding of the universal refugee experience.

Sebastian is a former Lost Boy of South Sudan and one of the co-founders of an organization based here in Rochester called Building Minds in South Sudan (BMISS), a non-profit, all-volunteer organization dedicated to providing educational opportunities to African villagers in the Republic of South Sudan. In particular, the organization focuses on gender equity by advocating for and enabling access to education for girls. Judy is one of the volunteer ambassadors from this organization.

Sebastian spoke candidly of his experiences in South Sudan and his journey to flee the country, providing our students with a first-hand account of what that looked and felt like. He described what it was like to leave his friends, family, and home and travel thousands of miles on bare feet across the desert and bush country of Sudan up against a variety of problems (violence, extreme temperatures, lack of food and water) before coming to the United States through a UN refugee program in 2001 and facing a host of other challenges. He stressed the importance of education and reinforced for our students how blessed they are to have what they do. Our students were respectful and listened actively and attentively, asking great questions and taking full advantage of the opportunity.



**Expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and non-academic lives.**  
 - *The Framework for Teaching*, C. Danielson

# Connecting Our Students With Resources to Enhance Learning



# Instructional Insights

The most common observation that instructional teams made regarding mid-term assessment results was that:  
**our students lack academic stamina.**

*Check out this blog post for ideas on what to do about it.*

## Teaching Persistence: How to Build Student Stamina

January 14, 2014 Posted on *The Science of Learning* blog by Norene Wiesen

Teaching persistence in the classroom is an important part of setting up learners to succeed. Students who have mastered persistence are able to work through challenges, deal constructively with failures and adversity, and achieve the goals they have set for themselves.

It's a lot like running a marathon. The runners who make it to the finish line are the ones who persist in showing up for practices and trainings, learn to anticipate slumps and pace themselves, engage in positive self-talk during tough times, take steps to effectively prevent and treat injuries, and adjust expectations to fit reality – even if “finishing” means having to crawl the last mile.

Like a runner who has not trained to run longer distances, learners can't persist in their learning if they haven't developed the stamina they need to keep going when things get tough. Teaching persistence depends on first developing student stamina as a way of conditioning learners to handle sustained effort.

To help learners build stamina and persistence, it's important to create the right learning environment:

### Help Learners Develop a Growth Mindset

Learners need to know that they have the ability to grow and change, and that effort is the key. Praise them when they focus their efforts toward specific, clearly defined goals. When you say things like, “Those extra 10 minutes of reading each day are paying off – you are decoding unfamiliar words much more easily now,” you help learners make the connection between effort and achievement. The goal is for learners to become intrinsically motivated to engage in effortful learning now and in the future.

### Push a Little Bit – and Know When Enough is Enough

Sometimes learners just need a little bit of encouragement to get past a hurdle. A few supportive words, like, “Think of how good you will feel when you finish those last two addition problems and you know you did the whole worksheet all by yourself!” can make all the difference. On the other hand, a learner may need to know that it's okay to take a break and come back to a particular task when he's feeling less frustrated. In that case, it's important that the learner really does come back and complete the work to get the experience that he truly can “do more” when he persists.

### Model Persistence

Most learners love to hear personal stories from their teachers. Telling your learners about your weekend plumbing project that didn't go as planned – and how you got through it and completed it – is a great way to help learners see that everyone feels like giving up sometimes. It also models for them how to overcome those feelings and reach a goal – without coming off as preachy.

### Teach Positive Self-Talk

Some learners need a lot of help knowing what to say to themselves to stay motivated. If a learner's typical internal dialogue consists of statements like, “This is too hard,” or “I don't know how to do this,” it may come as a revelation to discover that there are other options. Giving learners specific wording, like, “I know I can do this if I keep at it,” or, “If I'm really stuck I can ask a friend or my teacher for help,” can begin to change the way they think and act when faced with a challenge.

### Expect More

Let learners know that you have high expectations and that you have confidence that each and every one of them can meet those expectations. Be sure they have access to the tools they need to be successful, and that they know how to use them.

### Make the Most of Technology

Online tools and games can help learners make the connection between effort and achievement. There are programs that gradually builds learner stamina for enduring increasing degrees of cognitive load. There are exercises that can develop reading, language, and math skills at the same time as they boost memory, attention, processing, and sequencing ability. Technology often gives learners immediate feedback on their performance and automatically adjusts the difficulty level for just the right degree of challenge.

### Call Out the Brain

It's never too early – or too late – to teach your students about how the brain learns. Introduce the concept of brain plasticity – the idea that the brain changes in response to how it's used – as a way of reinforcing the idea that learning is achieved through focused, sustained effort. Help them understand that every brain is capable of making dramatic changes and leaps in learning.

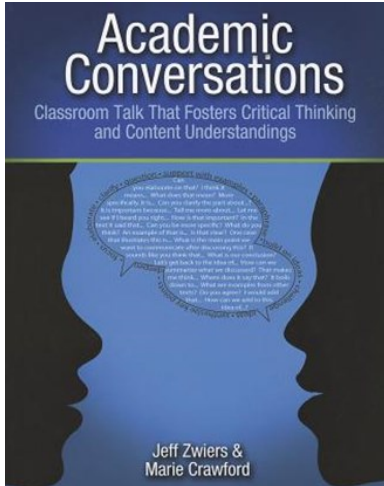
### Repeat, Repeat, Repeat

Students learn persistence in the same way that they learn sight words or multiplication tables – through repetition. Strategies like modeling persistence, connecting effort to achievement, and pushing students to do a little more than they think they can aren't a one-time deal. But when repeated over time, the cumulative effect will likely be increased stamina, improved persistence, and intrinsic motivation for ever greater learning.



# Academic Conversations

From *Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings*  
by Jeff Zwiers & Marie Crawford



We must “build students’ academic communication skills, which are the skills that tend not to be practiced in social situations outside of school, particularly in low-income homes and communities that do not speak mainstream dialects of English. These highly valued oral skills are not emphasized in most state tests, curriculum programs, or intervention efforts, yet academic and professional success depends on them. They are major gate-keeper skills, and too many students who lack them are being stopped and turned away at this gate.”

**In the first days of integrating academic conversation into your classroom, the authors suggest:**

- Discussing the purpose of conversation skills
- Going over what conversation is and is not
- Modeling good and bad conversation behaviors in a drama or fishbowl setting
- Emphasizing the ongoing habit of sticking to the destination, purpose, main topic
  - Establishing shared conversation norms

The Academic Conversation Placemat below provides prompt and response starters for the **5 Core Academic Conversation Skills** identified in the text: **elaborating and clarifying, supporting with ideas and examples, building on ideas, paraphrasing, and synthesizing conversation points.**

## Academic Conversation Placemat

**Prompt starters:**  
 Can you elaborate on...?  
 What does that mean?  
 What do you mean by...?  
 Can you clarify the part about...?  
 Tell me more about...  
 How is that important? How does it support your point that...  
 I understand the part about..., but I want to know...  
 Can you be more specific?

**Response starters:**  
 I think it means...  
 In other words,  
 More specifically, it is ... because...  
 Let's see, an analogy might be...  
 It is important because...

**Prompt starters:**  
 - Can you give an example from the text?  
 - What is a real world example?  
 - Can you think of examples from other texts?  
 - How does the example support the theme?  
 - Why is this theme important for people back then, today, and future?  
 - How can this them apply to your life (past, present, future)?

**Response starters:**  
 For example,  
 In the text it said that...  
 Remember in the other story we read that...  
 An example from my life is  
 One case that illustrates this is...

**Key question, idea, theme, topic**

**Prompt starters:**  
 Is that clear?  
 Can I hear what you heard?  
 Does that make sense?  
 Do you know what I mean?  
 What do you think?  
 I'm not sure of all that I said.

**Response starters:**  
 Let me see if I heard you right...  
 To paraphrase what you just said, you...  
 In other words, you are saying that...  
 What I understood was...  
 It sounds like you think that...

**Prompt starters:**  
 How can we add to this idea of...  
 What other ideas or examples relate to this idea?  
 How can we use this idea?  
 Do you agree?  
 What contradicts this? What are other points of view?

**Response starters:**  
 I would add that...  
 Building on your idea that..., I think...  
 That idea connects to...  
 I see it a different way, On the other hand, ...  
 Let's stay focused on the idea of... Let's get back to the idea of...  
 That makes me think of...

**Prompt starters:**  
 How can we summarize what we discussed?  
 What have we discussed?  
 How can we bring these ideas together?  
 What is the main point we want to communicate after discussing this?  
 What is our conclusion?

**Response starters:**  
 We can say that...  
 It boils down to...  
 We can agree that...  
 Even though some might think that..., we conclude that...

**Response starters:**  
 We can say that...  
 It boils down to...  
 We can agree that...  
 Even though some might think that..., we conclude that...

**Ideas for generating conversation topics/prompts:**  
*Persuade/decide, Apply, Right or Wrong? Bias Causes/Effects Compare Describe thru analogy Hypothesize*

**Ideas for generating conversation topics/prompts:**  
*Take Perspectives, Evaluate/critique Synthesize, Interpret themes Solve problem Create/design*



Kudos from Ms. Daly to Ms. DeJesus, who was patient and kind in her work with Victor Cunico to get him to come around to be more present and productive in her class.



Ms. Kristen Bartnick would like to give a shout out to Librarian Karyn Bartnick, indicating that she is not only a HUGE help in a pinch (copying, testing, number games, etc...) but that she also has a really great sister!



The following teachers have PERFECT ATTENDANCE so far this school year... wow, nice job!

- David Ames
- Brett Crandall
- JoEllen Manetta



Kudos to Mr. Gregory Walker, whose daily commitment to excellence and high standards has contributed to a very safe and responsive environment for our students and staff.

# Showing Some Love!



Mr. Soler would like to show love to the entire Foundation Academy staff for dealing with a new environment and the growing pains that often come with a change in a professional and student-centered manner. He also wants to thank them for a great first semester and is looking forward to an even better second semester loaded with lots of LOVE and positivity. Go EAST!!!



Mrs. Bullard!

Mrs. Bullard understands the executive functioning needs of her students and tirelessly works to provide them with the organizational, time management, and transitional tools they benefit from. By establishing positive relationships in the classroom, students feel comfortable and safe seeking assistance from Mrs. Bullard.

- From Mr. Holland

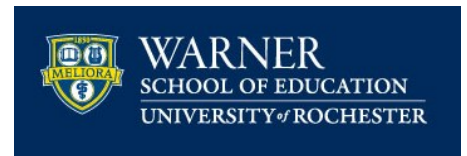
Ms. Rees would like to show some love to Ms. Custodio for her willingness to assist in any way needed and for the positive energy that brings to the East Foundation Academy community!



Kudos from Ms. Custodio to Ms. DeFranco (Attendance Assistant) and Ms. Drumgoole (Home School Assistant) for stepping in and covering the first floor Main Office window whenever she needed to step away. "I truly appreciate these ladies!" ~ Aimee



Kudos from Ms. Daly to Mr. Single who is working to help a shy, introverted student (Vinnie Keppen) feel more comfortable during PE class by working to get him access to the fitness center.



Kudos to Ms. Fayne Winter for participating and being a teacher leader in the very important work as a Noyce Fellow at the University of Rochester's Warner School of Education.



Thank you to our amazing cafeteria crew for their hard work, organization, flexibility, and positive nature!

- Lynore D'Agostino
- Latashia Sinkler
- Lexxi Allen
- Naty Herrera
- Lorenzo Brown Porter

## Staff Highlights

Kudos to Mr. Randy Rudolph who has recently become a part of a growing effort within the City of Rochester, known as the Black Male Achievement Coalition (BMAC). He participated in an attendance outreach focused on Black male students at East and is also looking to mentor and support black male students at East Foundation Academy.

