

Rochester City
School District

East High Foundation Academy Update

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October 1, 2013

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A Note From the Principal

Staff,

As we conclude our first month of school, I would like to say THANK YOU for a great start! Despite moving into a new building with many new challenges, you ALL have done great work focusing on welcoming our students and getting them ready for another successful school year. I have been encouraged by all of the collaboration and excitement generated by both students and staff in our new school setting. As you are all aware, we continue to work under an aggressive NYS Regents reform agenda, that continues to focus on the common core learning standards, data-driven instruction and APPR. This agenda will also help guide our focus and work this year at Foundation Academy. Furthermore, we will continue to push our school expectations to focus on the variables we control as members of this school community. We will continue to hold our students and ourselves to a high standard. In closing, thanks again for an amazing start, and let's keep it going! Go EAST!!!

-Mr. Anibal Soler, Jr.

Principal



Upcoming RCSD Professional Development

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

District Offerings:

- Classroom Websites: Create & Maintain a Class Website
- Creating Classroom Websites—Open Lab
- SMART Notebook Introduction
- SMARTBoards for Beginners
- SMART Notebook—Rad Random Tools
- How to Use SMARTBoard & SMARTNotebook 11 Software
- SMART Notebook Interactive Games and Resources
- SMART Notebook—Using SMART Exchange
- SMART Notebook—Pull Tabs, Tables, & Toolbar
- BYO iPad or Tablet—RCSD Teacher's Guide
- Sharepoint Basics
- Sharepoint Lists and Libraries
- Sharepoint Site Creation and Customization
- Using Gale Databases
- Intro to Lexia Core 5 and Strategies
- Using BrainPOP to Support the Core
- Understanding AIMSweb and NWEA MAP Data Reports to Make Instructional Decisions
- Classroom Management
- Bullying Prevention Introductions
- 2013-2014 Approaches to Culturally and Linguistically Responsive Teaching

- Loss Matters: De-stigmatizing Mental Illness and Suicide
- Thomas Jefferson's World on Race & Religion Then & Now
- STEM Careers for the 21st Century
- How Can Quality Questioning Advance Thinking, Learning, and Achievement?
- RTA Dinner Seminars—Everything You Want to Know About APPR Changes and Doing SLOs Right
- ELA Intro to Grades 6-8 Common Core Curriculum
- Professional Learning Communities at Work: A Foundation
- Managing Change
- Pathways to Learning Designs
- Teacher Collaboration
- Introduction to the Differentiated Instruction Philosophy
- Differentiated Instruction Models Using Action Research
- The Whole Package—Creating Differentiated Lessons Using the Multiple Intelligences

East Only Offerings:

- Academic Conversations
- Power Standards (CCSS)
- Collaborative Instructional Review Protocol Role Play
- Using Assessment Data For Instructional Decisions
- Quad D Lesson Analysis/Reflection
- Questions for Higher Order Thinking

PBS Updates - It's Time for POWER Tickets!

Our first meeting for PBS was held on Wednesday, September 18, 2013. The next meeting will be held on Tuesday October 1st from 2:15 to 2:45 room 520. Thank you again to those who have elected to be a part of the committee. All teachers should have a box or container to collect Power tickets which have been placed in everyone's mailboxes. The first drawing was held Friday, September 27th, 2013. Mr. Boehm will continue to announce the names in the morning announcements. The first prize was a Wal-Mart gift card for the 8th grade clusters. Seventh grade prize will be determined. Posters will be posted around the building with the names of the students who gained the most tickets. Of course, the student should be given tickets based on the attributes identified in the Power Matrix. Those attributes will be posted as well. Again, we say thank you to Mrs. Price who has taken this initiative on. In addition, thank you to everyone who has elected to be part of the committee. If anyone is still interested please email Ms. Hollomon, Mrs. Price or Mr. Baldino.

From the 7th Grade Office

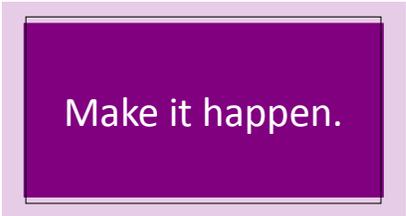
I want to thank the students and staff of the two 7th grade clusters for a very warm welcome to me to the East Foundation Academy. We are off to a good start and many of the students are taking their school work very seriously. I have heard many nice compliments about the students in the 7th grade. I want to remind the students that when they arrive for breakfast they are to put their coats in their lockers. If they are getting cold they can put a warm shirt under their uniform shirt. I am asking the staff to enforce this rule along with me. Again, thank you to the students and staff for your cooperation and for being so easy to work with. - Mr. Baldino

From the 8th Grade Office

Just an FYI....

It seems that we are off to a great start!!!! We are working hard to get all of our students to meet the expectations of the Common Core State Standards. It is exciting to hear from the students that they are really looking forward to a great year. Most of them have expressed how ready they are to learn!!!! With that being said, we have a great opportunity to create an environment that fosters a true community of learning, and an opportunity to build a strong student culture. The good news is that we have already begun to implement ways to increase school pride and character development.

The beginning stage of PBS has been established thanks to those who have joined the PBS committee. Other initiatives will focus on constructing a committee for Character Development and forming our first Student Union to address concerns around diversity, self-discovery, compassion and responsibility. We are busy, however, our hard work in shaping these initiatives will become more valuable as we work toward crafting a very successful school year. - Ms. Hollomon



Make it happen.

Ten Small Risks to Take This School Year

By Robyn Jackson

Arrange your classroom differently. Often we arrange our classrooms out of habit rather than in a way that best suits our students' needs or our own teaching style. Do you always use rows? Try a circle around the perimeter of the classroom so that more students can participate. Or try cutting the room in half and having students face each other rather than the board? Do you lecture and use the board a lot? Try arranging the desks in a semi-circle facing the board so that you can create shorter rows and more participation.

Experiment with adding technology. Create a course website, discussion board, or chat room using free resources on line. Introduce the use of simulations and tutorials that you can find on the CD-Rom accompanying your text book or on line. Offer students the chance to turn in their work electronically using an electronic drop box. Have students create electronic portfolios of their work using PowerPoint or other software tools. See our TIP sheet on technology for more ideas.

Leverage the power of the mini-lesson. Rather than using longer periods of time to teach a concept, break the concept down into discrete steps and teach each step in a series of mini-lessons. That way, students can master one step before moving to the next.

Give less homework. Most of us give too much homework. Think carefully about the homework you are giving by asking yourself two questions: Why are you assigning the homework (your objective) and will the activity you are thinking of assigning help you achieve that objective?

Plan your lessons for mastery rather than coverage. Instead of listing activities students will complete each day, plan your lessons by the skills or knowledge students will master each day.

Talk Less. Most classrooms are filled with the sound of the teacher's voice. Spend less time talking and more time getting your students to talk. Design lessons that require students to do the bulk of the work of learning and assume a facilitative or coaching role rather than dominate the lesson yourself.

Give retakes. If students demonstrate that they failed to master the material the first time (i.e. they fail the test or quiz), don't let them off the hook. Instead, require that they take some sort of corrective action to relearn the material (such as completing an online tutorial, reading supplementary material, attending an after-school study session, completing more practice problems, etc.) and then retake the test. In this way, you make it more likely that students master the material.

Use grades to provide feedback. Most grade give students an evaluation of their performance rather than tell students how they can improve. Devise grading system that not only shows students how well they have mastered the standard, but also shows them what they need to do to perform better the next time.

Collect feedback on your teaching. Ask your students and their parents how well you are meeting their needs at least twice a year (after the first marking period and again during the third marking period) and use their feedback to adjust your performance.

Take a break. There is a lot of work to be done but very little of it is life or death. Build in regular time during the school year to rest, reflect, and clear your mind. You will be a lot more effective as a result.

"In learning
you will teach,
and in teaching
you will learn."
- Phil Collins



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East High Foundation Academy

We have the power to change the world,
East High.
Now, let's get to work!

Updates and Reminders:

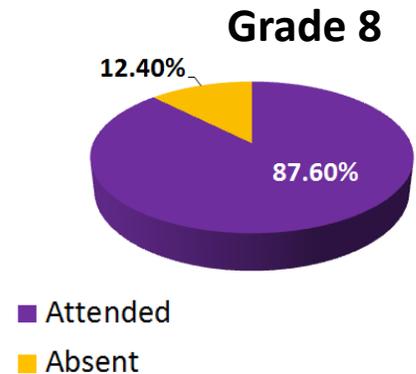
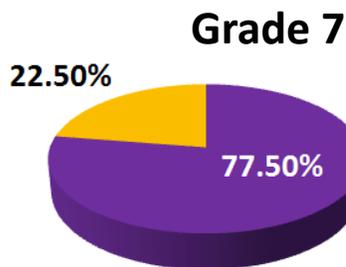
Data Dive

EAST HIGH FOUNDATION ACADEMY DATA OVERVIEW

Enrollment

	All Students	English Language Learners	Students with Disabilities
Grade 7	245	43	40
Grade 8	296	54	46

Attendance So Far



■ Attended
■ Absent

Many factors contribute to the development and maintenance of a positive school-wide culture from the cleanliness of the building to the collegiality of staff. Now and throughout the year, **please dedicate a few moments of your time, effort, and reflection to the following practices for the good of the East High Foundation Academy community:**

- **If you see garbage in the hallway, pick it up and throw it away.** One of the most influential ideas about the prevention of delinquency to come out in recent years is something called the "broken windows theory." According to this theory, small acts of deviance -- littering, graffiti, broken windows -- will, if ignored, escalate into more serious chaos, delinquency, and crime. WE must take care of OUR HOUSE and encourage our students to do the same.
- **If you notice someone in need and you CAN help, HELP.** We are ALL busy. We could ALL use that extra 10 minutes that it might take to assist a colleague in need. But that's not what being part of a community is about. If a colleague needs assistance with the photocopier and you can help, please help. If a student is crying alone in the hallway, please help. If someone doesn't know how to operate their SMARTBoard and you do, please help. If you can't help, please connect the person in need with someone who can when possible.
- **Honor the "golden rule" in all interactions with both staff and students.** Treat others as you wish to be treated. It's that simple.
- **Actively monitor hallways during transitions.** Every presence helps set the tone. If students are presented with a 100 foot raceway with no adults in sight or an empty stairwell, they WILL respond accordingly. Step into the doorway/hallway during all transition times. Be present. Greet your students.
- **Be consistent.** "Getting an audience is hard. Sustaining an audience is hard. It demands a consistency of thought, of purpose, and of action over a long period of time." (Bruce Springsteen) We had our audience in uniform, on time to class, and exhibiting appropriate POWER behaviors in the first few weeks. Sustaining this will require consistent reminders to students to be in uniform and to remove items put on over uniforms, consistent tracking and dealing with unacceptable tardiness using the established school-wide system, consistent positive reinforcement of our POWER expectations.
- **Communicate. Provide feedback.** If you have questions, ask them. If you want a student to behave a particular way, let him/her know that. If you need something, advocate for yourself.
- **Be open minded.** Carefully consider ideas presented to you by students, colleagues, and families.
- **Smile.** "Smiling stimulates our brain's reward mechanisms in a way that even chocolate, a well-regarded pleasure-inducer, cannot match."