



Rochdale Early Advantage Charter School

Minutes

REACS Board Meeting

Date and Time

Monday September 23, 2024, at 6:30 PM

Location

Via Zoom Online Platform and In-Person

Directors Present

L. Hamer, C. Williams-Hagins (remote), L. Stephens, K. Sandiford, R. Wilson (remote), K. Sandiford, M. Townsend (remote), J. Hurt (remote), D. Barron (remote), A. Anglin

Directors Absent

Ex Officio Members Present

C. Rice

Guests Present

Sylvia Fairclough-Leslie, Ms. Kimylene Hover (remote), T. Muniz (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

L. Hamer called a meeting of the board of directors of Rochdale Early Advantage Charter School to order September 23, 2024 at 6:35 PM

R. Wilson made a motion to Approve Agenda.

D. Barron seconded the motion.

The board **VOTED** to approve the motion.

C. Approve Minutes

J. Hurt made a motion to Approve Minutes from August 26, 2024

R. Wilson seconded the motion.

The board **VOTED** to approve the motion.

II. Business & Operations Report

A. Mrs. Tawana Muniz

STUDENT DATA DASHBOARD:

- UNIVERSAL PRE-K STUDENTS – 36
- K-8 STUDENTS (Pre-Enrolled) – 440
- SPED STUDENTS – 52
- ELL – 9
- ECONOMIC DISADVANTAGED STUDENTS – N/A

ENROLLMENT: 2024 – 2025

- REACS has 396 applications on the waitlist
- Seats needed for the following grades: K=1, 1st=2, 2nd=3, 3rd=1

COMPLIANCE/FINANCE:

- Completing 2nd phase of Audit
- Preparing accountability reports due on 10/1
- Title 1 meeting was held on 8/28/24; over 168 parents attended
- Furniture and Tech delivery
- Working closely with ExtensisHR

ATTACHMENTS

- Budget vs. Actual and Cash disbursement reports were given to the board

III. School Leader Report

Mrs. Sylvia Fairclough-Leslie/ Ms. Kimylene Hover

School Year 2024-25

- Staff returned on August 26, 2024 We engaged in Team Building, Professional Learning, and classroom preparation.
- Scholars returned on September 5, 2024
- We began the year with the first 7 days of Leader in Me, Routines, and Expectations.
- We administered the Beginning of Year (BOY) assessments to group scholars for instruction and intervention.
- Full curriculum implementation began on Monday, September 16, 2024.

Strategic Next Steps to address deficits

- During the skills block, teachers address the standards the students struggle with and their double math and literacy block.
- Lavinia Group focuses on Middle School Math. The teacher that Lavinia trained is now working with the 6th grade, another teacher is being trained.
- The Interventionist teacher is now serving a larger group of students.
- Teachers have been assigned to push in a grade above and below to assist in small groups.
- Cluster teachers will start pushing into the main content areas to support the teachers
- Target small groups for the after-school program for level 2 and above scholars.
- Renewed partnership with Legacy Math initiative. This initiative will be started in the upcoming weeks.
- Engaging with a Critical Friends Group within the NYS Charter Network focused on Math instruction.
- Planning for upcoming Curriculum parent workshops to share how they can help support students.
- Coaches are pushing into the classes and working with small groups.
- The teacher/coach cycle is starting in mid-September. Coaches and leadership are identifying areas of struggle with teachers.
- To make sure what is being taught in SAVVAS aligns with what is being assessed, teachers will have to teach unit 1 and a portion of unit 3 (for all grades) before 11/14. That being said, teachers can begin teaching their unit 1 next week.
- **Goals for the Year:** The school year ELA goal is broken down by quarters to align to the ANET assessments.
- **ELA**
 - **Quarter 1:** 20% improvement (report Card quarter)
 - **Quarter 2:** 40% improvement
 - **Quarter 3:** 60% proficiency (end-of-year goal)
- **Math**

- **Quarter 1:** 21.67% improvement
- **Quarter 2:** 43.33% improvement
- **Quarter 3:** 65% proficiency (end-of-year goal)

Each quarter would require approximately **21.67%** improvement to reach the goal of 65% by the end of the year

Algebra 1 Regents 2024 Results- 10 out of 11 eight grade scholars passed.

FALL 2024-25 Planning

Planning for 24/25 School Events

Reviewed scholars' progress in the 23/24 school year and set Academic Goals for the 24/25 school year.

- Facilitating the transition to the new building
- The furniture has been delivered.

- Plan Professional development
- Staff Professional Development began on August 26th. The next Professional development will be on September 20 (HMH Science).

- Plan for Enhanced School Safety
- Entry and Evacuation protocols
- Planning fire drills and lockdowns for multiple buildings

Focus on using IXL to target identified focus standards

Enrichments

- During the school day enrichments will begin in October
 - Chess, Books Alive, Karate
- After-School Enrichments will also start on October 23rd...
 - Academic ELA & Math scholars who are performing below grade level.
 - Sports

Performance Overview:

- What are the overall trends in student performance in ELA and Math? Are students meeting, exceeding, or falling below grade-level expectations?
- What percentage of students are performing at proficient, advanced, or below basic levels in each subject?

Standards and Skills Mastery:

- Which specific skills or standards in ELA and Math are students struggling with the most? Which are they excelling in?
- Are there patterns in which types of questions (e.g., open-ended, multiple choice) or problem-solving methods are most challenging for students?

Instructional Gaps:

- Based on the data, where are the instructional gaps? Are there areas where teaching strategies need to be adjusted?
- Are there specific grades or classrooms that show significant differences in performance compared to others?

Teacher Effectiveness:

- Are there patterns in performance data across different teachers or classes? If so, what instructional practices might account for these differences?
- What support or professional development can be provided to help teachers address identified weaknesses?

Intervention Needs:

- Which students need additional support or intervention, and in what areas (e.g., comprehension in ELA, number operations in Math)?
- What impact are current intervention programs having on student performance?
- Closing achievement gaps in ELA or Math requires a multi-faceted approach involving targeted instruction, data-driven strategies, and collaboration among educators, students, and families. Here's a comprehensive guide to closing gaps:

Data-Driven Instruction

- **Analyze Data Deeply:** Use formative and summative assessments to identify specific skill gaps at the individual, classroom, and school-wide levels. Break the data down by subgroups (e.g., English Language Learners, students with IEPs, and socioeconomic factors) to pinpoint where gaps are most prevalent.

- **Use Formative Assessments Regularly:** Implement frequent, short assessments to monitor progress and adjust instruction as needed. These assessments give real-time insights into whether students are mastering content.
- **Progress Monitoring:** Track student progress regularly, especially for those performing below grade level. Use this data to inform instructional adjustments and interventions.
 - **Targeted Interventions**
- **Small Group Instruction:** Provide differentiated instruction in small groups tailored to the specific needs of students. Group students based on their gaps in skills and provide focused lessons, either during or after school.
- **Tiered Support System (MTSS/RTI):** Implement a multi-tiered system of support where struggling students receive additional interventions based on their needs. This can range from classroom-based support to one-on-one tutoring for those with significant gaps.
- **Effective Use of Special Education Services:** Ensure that students with disabilities are receiving appropriate accommodations and interventions designed to target their learning needs. Collaborate with special education staff to create individualized plans.

Professional Development and Teacher Collaboration

- **Provide Training for Teachers:** Offer professional development on best practices for differentiating instruction, data analysis, and using interventions effectively.
- **Collaborative Planning Time:** Foster collaboration among teachers through regular data meetings, professional learning communities (PLCs), and co-teaching models. Teachers can share successful strategies and align on how to address skill gaps.
- **Instructional Coaching:** Provide teachers with access to instructional coaches who can help refine teaching strategies and implement new methods to meet students' needs.

Differentiated and Personalized Instruction

- **Adjust Pacing and Rigor:** For students who are behind, adjust pacing to ensure they master foundational skills before moving on to more complex topics. For advanced students, increase rigor and provide enrichment activities to keep them engaged.
- **Flexible Grouping:** Use flexible grouping strategies so students are continually receiving instruction at their appropriate level, whether they need remediation or are ready for enrichment.
- **Personalized Learning Plans:** Create individualized learning plans for students with significant gaps. This could involve technology-based adaptive learning platforms, one-on-one support, or tailored homework and practice activities.

Curriculum and Instructional Adjustments

- **Focus on Core Skills:** Ensure that the curriculum emphasizes the core foundational skills in both ELA (reading comprehension, phonics, writing) and Math (number sense, operations, problem-solving). These skills form the basis for future learning.
- **Scaffold Instruction:** Break down complex skills and concepts into smaller, more manageable parts, offering step-by-step guidance and building students' confidence and competence.
- **Integrate Cross-Curricular Connections:** In ELA, integrate reading and writing across subjects like science and social studies to reinforce literacy skills. In Math, incorporate real-world problem-solving and critical thinking to make learning more meaningful and relevant.

Culturally Responsive Teaching

- **Incorporate Students' Backgrounds:** Use culturally relevant materials and instructional approaches that reflect students' backgrounds and experiences. This helps to engage students and can make learning more accessible.
- **Close Language Gaps:** For English Language Learners (ELLs), provide targeted language support, including vocabulary development and language scaffolds in lessons. Ensure that language needs are addressed alongside content gaps.

Increase Student Engagement and Motivation

- **Student-Centered Learning:** Provide opportunities for student choice in learning activities to increase motivation. When students feel invested in their learning, they are more likely to take ownership of their progress.
- **Growth Mindset:** Encourage a growth mindset by promoting the idea that intelligence and abilities can develop with effort. Praise effort and improvement rather than just correct answers, fostering resilience and perseverance.
- **Set Personalized Goals:** Work with students to set achievable, personalized academic goals. Regularly review progress with students, helping them see incremental improvements, which can boost confidence.
- **8. Extended Learning Opportunities**

- **Before/After School Programs:** Offer additional tutoring and academic support outside of regular school hours. Target students who need extra help with specific skills.
- **Summer Learning Programs:** Summer school programs can be vital for students who need additional time to close gaps. Focus on both remedial and enrichment activities to prevent summer learning loss.
- **Homework and Practice:** Provide structured, purposeful homework and practice activities that reinforce in-class learning. Make sure these tasks are manageable and targeted to individual needs.

Family and Community Engagement

- Dad's Take your Child to School Celebrated 9/19/24
- Code of Conduct workshop Parents and Scholars via Zoom 9/26/24
- Grade 7 Parent and Scholar Workshop – Focus on Expectations for High School Applications
- Grade 8 Parent Parent and Scholar Application sessions
- **Involve Parents:** Communicate regularly with parents about their child's progress, offering strategies they can use at home to support learning. Provide workshops or resources that teach parents how to help with reading and math at home.
- **Build Strong School-Home Relationships:** Create a welcoming environment where parents feel encouraged to participate in their child's education. This partnership is crucial in helping students stay on track academically.
- **Community Partnerships:** Partner with local organizations, libraries, or businesses to provide additional resources, mentors, or enrichment opportunities for students.

- **10. Use of Technology**
- **Adaptive Learning Tools:** Use technology platforms that provide personalized practice for students based on their skill levels. These tools can offer differentiated practice and immediate feedback, helping students to work at their own pace.
- **Blended Learning Models:** Incorporate a mix of traditional instruction with digital learning to offer students multiple ways to engage with content. Technology can also facilitate independent practice and remediation for struggling students.

Celebrate Progress and Success

- **Recognize Improvement:** Regularly celebrate small wins and progress, not just proficiency. This keeps students motivated and fosters a positive school culture focused on growth.
- **Student Reflection:** Encourage students to reflect on their learning, recognizing areas of improvement and setting goals for the future. Reflection fosters accountability and self-awareness in their academic journey.
 - By combining these strategies, schools can create a structured, supportive environment that systematically addresses skill gaps, while encouraging growth for all students. Would you like help focusing on specific interventions for either ELA or Math?

Personnel Report

Met on 9/19/24

Attendees: K. Sandiford, L. Hamer, C. Williams, S. Leslie

7:13-7:36pm

Vacancies- (3) Ms. Leslie shared that the **STEM & Science** Positions are a challenge to fill. The **AP** position will be filled during Monday's executive session.

Resignation: Ms. Gamble. Finding teachers has been a daunting task. Mrs. Boyd (Pre-K teacher) will now teach the 3rd grade class. The committee expressed their concerns because this is a testing grade and Ms. Boyd is uncertified and doesn't have much experience with the grade. Ms. Leslie insured the committee that Ms. Boyd will be in the first cycle of PD with the coaches and has experience working with the upper grades in Summer school. Ms. McLemore will be lead teacher for Pre-K in place of Boyd as she has taught in that capacity before. A discussion was had about how we might incentivize staff certification. We will brainstorm some ideas.

Ms. Leslie asks that the board revisit the tuition reimbursement and get a commitment from staff to stay at REACS for (Number of years TBD) after getting their certification.

Admin will find out where staff is on working toward their certification On Monday September 16th the following board members met to interview three candidates for Assistant Principal. Dr. Hamer, C. Williams, J. Hurt and M. Anglin and myself met with candidates (Lashana Chapman, Keneshia Maxwell and Derrick Nesbitt). All candidates presented well. The board members that interviewed the candidates felt that all candidates would be a good fit for REACS. However, we will recommend that the Board votes to hire Lashana Chapman to fill the position as Assistant Principal for the junior high school during executive session.

IV.CEO Report

A. Bishop Calvin Rice

- New building construction is complete; awaiting D.E.P. storm sewer, water hookup approval; target date for approval 10/6/24, looking to get that date pushed up to this week
- Fire department gave approval of no objection once hookups are complete
- Approvals from electric, exterior, landscape, etc

V. PTO Meeting – NO REPORT

A. S. Francis

- Met 9/18/24

PTO Board for 2024-2025:

- Co-President: Debbie-Ann Seabourne
- Co-President: Shaena Francis
- Vice President: Aja Wilkins
- Treasurer: Margie Townsend
- Secretary: Cornelia Johnson
- Communication Secretary: Quana Richards
- Volunteer Chair: Jennifer Steele

Summary of the PTO Meeting on September 18, 2024:

- Attendance: 107 attendees
- Introduction of 2024-2025 PTO Board:
- The REACS community was introduced to the new PTO board members.
- Goals for the Year and Parent/Guardian Involvement:
- Discussed the importance of active participation from parents and guardians in school activities.
- Welcome Letters and Magnets:
- We reviewed the welcome letters sent home with students, which included magnets featuring:
- PTO Board members' names
- Schedule of PTO meetings
- PTO contact information
- PTO payment information
- Financial Report by Treasurer (August Financial Statement):
- Bank Balance as of 8/31: \$624.88
- Deposits: \$60
- Purchases:
- Walmart: \$122.48
- Donation to New Jerusalem
- Back-to-School Fees: \$28
- Starting Balance: \$715.36
- The Treasurer also requested a Yearly Family Donation of \$10 per child to support PTO activities.
- School Leadership Report:
- Arrival and Pickup Times:
- Students must arrive at school between 7:45AM and 8:00AM.
- Students must be picked up no later than 4:00PM
- Pickup Courtesy Reminder:
- Parents are encouraged to be mindful and patient while picking up scholars on Smith Street to ensure safety and efficiency for all.
- Lunch policy:
- Scholars are required to bring their lunch to school or receive school lunch. Lunch cannot be dropped off with security.
- After School Program:
- The afterschool program will begin in October. Teachers are currently assessing scholars' academic needs, and those performing below grade level will be mandated to attend after school programs. Saturday school will also be added shortly thereafter.
- New Building Opening:
- The new school building is expected to open around October 9, 2024.
- 7th Grade Scholars:
- Currently, 7th grade scholars are being taught in the gym space. They are anticipating moving to their new classroom soon, and Ms. Leslie plans to give them a tour of the new space.
- 8 o'clock Block: "Leader In Me" Program:
- Scholars participate in the Leader In Me program during the 8:00 AM block, which focuses on social and emotional development through the "7 Habits of Highly Effective People." We ask that parents ask their scholars about Leader in Me and be on the habits with school. The habits include:
- Being Proactive
- Begin with the end in mind
- Put first things first (prioritizing important tasks)

- Think Win-Win
- Seek first to understand, then to be understood
- Synergize (Work together as a school and a village)
- Sharpen the Saw (Take time for self-care to be effective to others)

Parent Coordinator Introduction:

- The Parent Coordinator introduced herself and discussed the critical role she plays. She also encouraged parents to apply for the position of classroom parent by emailing her or the PTO Volunteer Chair by October 1, 2024. A Zoom meeting for interested applicants will follow. She will also share videos to help parents engage with the Leader in Me program at home.
- Pizza Pop-Up Fundraiser Promotion:
- Parents were introduced to a pizza fundraiser, where prepayment for five pizza pop-ups would qualify them for a sixth one free. The promotion will run from September 18 through October 11, 2024.

Principal, Vice Principal, and PTO Q&A:

Q: When will scholars move to the new building?

A: October.

Q: Where can we locate the school menu?

A: Ms. Brown, Parent Coordinator will distribute, and it will be posted on the website.

Q: Are the 6th graders moving to the new building?

A: Yes.

Q: Will the after-school program be available 5 days a week?

A: No, after school will include academics Wed/Thurs and enrichments Monday/Tuesday .

Q: How can scholars sign up for clubs?

A: Check Class Dojo for announcements.

Q: Will parents be welcomed to see the new building?

A: We plan to invite parents when we have a move in date.

Q: When will services start for kids with IEPs?

A: Started already.

Q: Does REACS offer summer camp or summer activities?

A: Yes, we have a 5 hour/day academic summer program.

Q: Can parents pay cash for the pizza pop-up?

A: Yes.

Q: K12 class received an email and password, what is it for?

A: Scholars received an email and passwords to use across multiple platforms.

Chat Questions That Were Not Answered:

Q: Does REACS offer after-school for kindergarten and 2nd grade?

A: (Pending answer).

Q: Will scholars have a second option if they don't like what's on the lunch menu?

A: (Pending answer).

Q: What curriculum supports are available for testing grades (ELA and Math)?

A: (Pending answer).

VI. Academic Accountability Report – NO REPORT

A. Mrs. Chene Williams

- Met 9/6, 12, 17 to discuss student performance, tracking behavior and grade deficiencies
- Discussed technology issues
- Student day-to-day interaction
- Always looking to improve school performance

VII. Finance Committee Report – NO REPORT

A. Mrs. Marcia Anglin

Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:09 PM.

Respectfully Submitted,
R. Wilson

In executive session:

- K. Sandiford made a motion to hire Lashana Chapman for the junior high school assistant principal position for the '24-'25 school year; in the event of her decline, Mr. Derrick Nesbitt would be offered the assistant principal position for the junior high school for the '24-'25 school year; C. Williams-Hagins seconded the motion; vote was passed.
- Staff incentives were discussed
- A staffing issue was addressed, and the personnel minutes will be updated to reflect this
- The CEO made a presentation to the board