



Rochdale Early Advantage Charter School

Minutes

REACS Board Meeting

Date and Time

Monday August 24, 2026, at 6:30 PM

Location

Via Zoom Online Platform and In-Person

Directors Present

L. Hamer, C. Williams-Hagins (remote), R. Wilson (remote), S. Francis, D. Barron (remote), M. Anglin (remote), J. Steele (remote)

Directors Absent

Ex Officio Members Present

C. Rice, T. Johnson

Guests Present

Sylvia Fairclough-Leslie

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 on August 24, 2026 at 6:37 PM

M. Anglin made a motion to Approve Agenda.

D. Barron seconded the motion.

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

C. Approve Minutes

R. Wilson made a motion to Approve Minutes from July 27, 2026

D. Barron seconded the motion.

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

II. Business & Operations Report

A. C. Rice

STUDENT DATA DASHBOARD:

- UNIVERSAL PRE-K STUDENTS – 36
- K-8 STUDENTS (Pre-Enrolled) – 443
- SPED STUDENTS – N/A
- ELL – 8
- ECONOMIC DISADVANTAGED STUDENTS – N/A
- Temp. Housing – 2

ENROLLMENT: 2026 – 2027

- 297 applications on the waitlist
- Largest groups on the waitlist (Kindegarten & Sixth Grade)

COMPLIANCE/FINANCE:

- Compliance document completed 8/1/26
 - DOE reconciliation
 - Annual report
 - Title application (due on 9/1)
 - Working on charter renewal documents due 9/3
 - New time clocks will be installed this week
 - New medical renewal to be reviewed by board (% increase)

ATTACHMENTS

- Updated 2027 Budget
- Budget vs. Actual, profit and loss and cash disbursement reports were given to the board
- Bill payment report

III. School Leader Report

Mrs. Sylvia Fairclough-Leslie/ Ms. Kimylene Hover/Ms. LaShona Chapman

26-27 School-Wide Goal

To improve student achievement by strengthening daily Tier I instruction through intentional planning, data-driven decision-making, academic discourse, and visible evidence of student thinking.

All scholars will engage consistently in rigorous, standards-aligned, grade-level learning tasks that require critical thinking, written expression, justification, explanation of reasoning, and independent application of knowledge.

Through the strategic use of school-wide data, formative/summative assessments, student work, and ongoing progress monitoring, we will identify and address learning gaps, adjust instruction, and provide targeted support.

Building upon the progress made during the previous school year, our proficiency goals are to:

- Increase ELA proficiency from 70% to 75%.
- Achieve at least 70% proficiency in Mathematics.
- Achieve at least 65% proficiency in Science.

REACS 2026–2027 Instructional Focus

Driving intentional instruction, frequent formative assessment, academic discourse, and evidence of student thinking by the use of student performance data and ensure that coaching and classroom instruction are measured by student achievement.

Teacher Look-Fors (Classroom Walkthroughs)

1. Intentional, Standards-Based Planning

- Lesson objective and success criteria are clear and aligned to grade-level standards.
- Instruction follows the pacing guide and curriculum.
- Identified priority standards are intentionally planned for.
- Components of the lesson are aligned to instructional outcome.

2. Data-Driven Instruction

- Students are grouped based on current assessment data.
- Teacher makes reference to the data when instructing students.
- Intervention and enrichment are driven by data on student needs.
- Students are aware of their learning goals and progress.

3. Frequent Formative Assessment

- Checks for understanding take place throughout the lesson.
- Teachers use exit tickets, whiteboard, questioning, or other quick assessments.
- The teacher changes instruction based on feedback from students.
- Students receive prompt feedback and have chances to correct mistakes.

4. Academic Discourse

- Most of the cognitive work is done by students.
- Students justify, explain, and defend their ideas.
- Turn-and-talk, discussion opportunities, and accountable talk are present in the classroom.
- Teachers use higher order questioning.

5. Evidence of Student Thinking

- Students answer writing questions daily in all subjects.
- Students use evidence to back up their responses.
- Problem-solving in Mathematics is discussed verbally and in writing.
- The work of students reflects their understanding, not just memorization.

6. Student Engagement

- Students are actively involved in learning activities.
- Learning tasks require analysis, reasoning, and application.
- Students work together, solve problems, and show ownership of learning.
- Classroom routines allow maximization of instructional minutes.

Instructional Coach Look-Fors

1. Planning & Curriculum Support

- Assist teachers in following the pacing guide.
- Helps teachers to analyze standards and identify priority skills.
- Ensures that lessons are aligned to the curriculum and instructional expectations.
- Assist teachers in identifying prerequisite skills and scaffolds instruction.

2. Data Analysis

- Analyzes instructional reports, quizzes, and formative assessment data with teachers.
- Identifies trends in student performance.
- Uses student work to establish coaching priorities.
- Assists teachers in developing instructional response to data.

3. Coaching for Student Impact

- Coaching goals are linked to student outcomes.
- Coaching conversations include student work samples.
- Coaches check the impact of changes made to instruction on student achievement.
- Each cycle of coaching ends with growth of both teachers and students.

4. Modeling Effective Instruction

- Models standards-based lessons.
- Demonstrates good questioning techniques.
- Models academic discourse strategies.
- Models good checks for understanding.
- Models differentiation and small group instruction.

5. Professional Learning

- Provides professional development targeting teacher and student needs.
- Develops instructional resources, exemplars, and anchor charts.
- Helps teachers with lesson planning and instruction delivery.
- Shares best practices across grade levels.

6. Monitoring Implementation

- Monitors implementation of pacing guides and instructional expectations.
- Assists teachers with administering formative assessments.
- Regularly reviews assessment trackers and student data.
- Communicates instructional trends and next steps to leadership.

25-26 NYS Exam Data

Overall Strengths

- High performing in Grades 3, 7, and 8. These grades showed the greatest successes in ELA and Math because they show that scholars can achieve grade-level standards if the instructional system is coherent.

- ELA is relatively strong in the school overall, with 61% proficiency overall. Grades 3, 7, and 8 far exceeded district, citywide, and statewide averages.
- Grade 8 showed great success as well, achieving 85% proficiency in ELA and 78% in Math.
- Grade 3 success lays a good foundation, as 74% were proficient in ELA and 76% in Math.
- There is some evidence of good instructional practices in the school. The success of the high-performing grades gives an opportunity to find, implement, and vertically align effective instructional strategies in Grades 3-8.

Overall Areas for Growth

- There is a need for greater consistency in student achievement across grade levels. While Grades 3, 7, and 8 met the school-wide proficiency goal, Grades 4–6 performed below the established target, highlighting a need for targeted instructional support and intervention in these grade levels.
- **Grade 5 requires the most intensive support.** 38% were proficient in ELA, 32% in Math, and 31% in Science, which makes Grade 5 the highest priority grade for interventions and coaching.
- **Improve Tier 1 instruction in Grades 4-6 through standards alignment, prerequisite skill development, differentiation, checks for understanding, and re-teaching.**
- Improve written expression, academic discussion, and collaboration among students, particularly in the middle grades, so that scholars can explain and defend their ideas.
- Use the data more frequently for instructional purposes. Weekly formative assessments, student work, and standards-based data could better inform pacing, small groups, reteaching, interventions, and daily instruction.
- Intervention of achievement gaps among subgroups. SWD and ELLs showed much lower proficiency than the school average, thus requiring stronger scaffolding, specially designed instruction, language instruction, and interventions.
- Science needs more attention, particularly Grades 5 and 8. The science proficiency was only 39% overall, and there was a big decline in Grade 8.
- The use of the summer boost data to create authentic intervention groups.

Contributing Factors / Instructional Context

- Grade 4 experienced significant teacher turnover/retention challenges during the 2025–26 school year. Changes in staffing likely affected instructional continuity, pacing, routines, and the consistency of academic expectations. Moving forward, stability and strong progress monitoring will be critical.
- The Grade 5 Math teacher was in their first year teaching 5th grade mathematics, which likely increased the need for support with standards, pacing, differentiation, and instructional delivery. For 2026–27, the Grade 5 ELA team will receive intensive modeling and coaching support.
- Grade 6 will continue the push toward written expression, collaboration, and academic discourse. An additional priority will be developing a stronger cycle of frequent data analysis so that weekly formative assessments and student work directly inform pacing, curriculum adjustments, reteaching, grouping, and day-to-day instructional decisions.

Updates

Starting 26-27 SY Additional Instructional Coaching Supports: Four-Week Intensive Modeling Support

To provide more targeted, hands-on support, we added a Four-Week Intensive Modeling Support cycle into our coaching program geared primarily toward our new/emerging and developing teachers.

- Coach provides sustained classroom support for four weeks.
- Coach plans and models two lessons per week.
- Coach and teacher co-plan, reflect, and review scholar evidence.
- Teachers actively observe and practice effective instructional strategies.
- Instructional responsibility gradually shifts back to the teacher.
- Focus areas include questioning, scholar engagement, classroom management, and effective lesson delivery.

The mini and full cycles will continue to support the teachers' needs as needed.

Upcoming Events

- August 31: Staff Return
- Sept 3: Back to School Night: Meet the Teachers
- **Summer Boost 2026 ended on 8/21/26; all end-of-program data is due to be updated by Lavinia by 8/21/26. 70% daily attendance challenge**

Personnel Report

REACS TENTATIVE STAFF ORGANIZATION 2026—27

Mr. Todd Johnson, Chief of Staff
Ms. Sylvia Fairclough-Leslie, School Leader
Mrs. LaShona Chapman, Assistant Principal
Ms. Kimylene Hover, Assistant Principal
Mrs. Tawanna Muniz, Director of Operations
Mrs. Mirelle Creighton, HR Manager

Purpose ~ Passion ~ Proficiency

Leadership hosted several job fairs at REACS to fill vacancies.

- New Hires are highlighted in Aqua
- Green vacancy with the recommended candidate name who are meeting on Wednesday.
- Phillips – Unsure of her return after FLA/Maternity
- Melton – Unsure of her return
- Two potential teachers available to take these positions

IV.CEO Report

A. Bishop Calvin Rice

- Preparing for 8/31 staff entrance
- Continuing for temporary certificate of occupancy for new building
- Meeting with the mayor soon to complete certificate of occupancy

V. PTO Report

A. J. Steele

- Met 8/19
- Met to discuss school calendar of events and strategy going into the new year
- Welcome packet and calendar of events will be finalized and shared with school leadership at the end of the week

VI. Academic Accountability Report

A. Mrs. Chene Williams

- Met 8/11
- Discussed test results
- Met with admin for upcoming school year strategy
- Curriculum discussion
- Summer boost discussion

VII. Finance Committee Report – NO REPORT

A. Mrs. Marcia Anglin

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VIII. Personnel Report

A. Mrs. Kamla Sandiford

- Met 8/11
- Discussed staff vacancies

Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:51 PM. An executive session was held after the public meeting.

In executive session, the following items were discussed:

- Staff matters
- Curriculum matters

Respectfully Submitted,
R. Wilson