

Application: PAVE Academy Charter School

Isis Jimenez - ijimenez@paveschools.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Jul 30 2021

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

PAVE ACADEMY CHARTER SCHOOL 331500860927

a1. Popular School Name

PAVE

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD #15 - BROOKLYN

d. DATE OF INITIAL CHARTER

6/2008

e. DATE FIRST OPENED FOR INSTRUCTION

9/2008

h. SCHOOL WEB ADDRESS (URL)

<https://paveschools.org/>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

588

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

498

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8

l. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

No, just one site.


School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	732 Henry Street, Brooklyn, NY 11231	718-858-7813	NYC CSD 15	K-8	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Michelle Cook (Elementary); Harold Turner (Middle)			
Operational Leader	Dawn Antoine-Forbes			
Compliance Contact	Meg Brown			
Complaint Contact	Spencer Robertson			
DASA Coordinator	Christina Raniolo			
Phone Contact for After Hours Emergencies	Meg Brown			

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

[PAVE RH CO.pdf](#)

Filename: PAVE RH CO.pdf **Size:** 237.5 kB

Site 1 Fire Inspection Report

[Fire Certificate of Inspection June 2021.pdf](#)

Filename: Fire Certificate of Inspection June 2021.pdf **Size:** 802.5 kB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Meg Brown
Position	Assistant Director of Operations
Phone/Extension	718-858-7813
Email	mbrown@paveschools.org

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:

Yes

q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to be "John H. [unclear]".

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to be "M. [unclear]".

Date

Jul 23 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Incomplete

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit

- . CSP Agreed-Upon Procedure Report
- 4. Evidence of Required Escrow Account for each school^[1]
- 5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021.**

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Incomplete

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Jul 30 2021

Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

Eldridge Gilbert

Filename: Please DocuSign 2021 Financial Disc zkztxEr.pdf **Size:** 395.1 kB

Kim Lumpkin

Filename: Please DocuSign 2021 Financial Disc ZnbIDjj.pdf **Size:** 408.8 kB

Jamie Greenthal

Filename: Please DocuSign 2021 Financial Disc mW3Sv54.pdf **Size:** 456.8 kB

Sophie Lippincott

Filename: Please DocuSign 2021 Financial Disc noWd1LI.pdf **Size:** 426.9 kB

[Melanie Dukes](#)

Filename: Please DocuSign 2021 Financial Disc aGf8bm6.pdf **Size:** 395.2 kB

[Daniel Greenblatt](#)

Filename: Please DocuSign 2021 Financial Disc sWxI3zE.pdf **Size:** 411.5 kB

[Allie Sweeney](#)

Filename: Please DocuSign 2021 Financial Disc beQ42Bl.pdf **Size:** 395.8 kB

[Michael Healy](#)

Filename: Please DocuSign 2021 Financial Disc JaIxfhr.pdf **Size:** 436.6 kB

Entry 7 BOT Membership Table

Completed Jul 30 2021

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

1. 2020-2021 Board Member Information (Enter info for each BOT member)

Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During
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									2020-2021
1	Jamie Greenthal		Chair	Finance	Yes	7	07/01/2020	06/30/2021	11
2	Daniel Greenblatt		Trustee/Member	N/A	Yes	10	07/01/2020	06/30/2021	6
3	Kim Lumpkin		Trustee/Member	N/A	Yes	5	07/01/2020	06/30/2021	10
4	Michael Healy		Secretary	N/A	Yes	7	07/01/2020	06/30/2021	10
5	Sophie Lippincott Ferrer		Trustee/Member	N/A	Yes	3	07/01/2020	06/30/2021	6
6	Allie Sweeney		Treasurer	Finance	Yes	7	07/01/2020	06/30/2021	10
7	Melanie Dukes		Trustee/Member	Finance	Yes	1	09/10/2020	06/30/2021	9
8	Eldridge Gilbert		Trustee/Member		Yes	1	09/10/2020	06/30/2021	10

9									

1a. Are there more than 9 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

- 1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
- 2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	8
b.Total Number of Members Added During 2020-2021	2
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	8

3. Number of Board meetings held during 2020-2021

11

4. Number of Board meetings scheduled for 2021-2022

11

Thank you.

Entry 8 Board Meeting Minutes

In Progress Last edited: Jul 30 2021 Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

May 2021

Filename: 2021 05 01 Board Meeting Minutes ZDafZ6T.pdf **Size:** 106.3 kB

April 2021

Filename: 2021 04 01 Board Meeting Minutes Ap 2UqcQoO.pdf **Size:** 112.6 kB

March 2021

Filename: Minutes PAVE Red Hook 3.16.21.pdf **Size:** 87.3 kB

January 2021

Filename: Minutes PAVE Red Hook 1.12.21.pdf **Size:** 111.5 kB

February 2021

Filename: Minutes PAVE Red Hook 2.09.21.pdf **Size:** 111.3 kB

December 2020

Filename: Minutes PAVE Red Hook 12.08.20.pdf **Size:** 94.0 kB

November 2020

Filename: Board Meeting Date Board Meeting Mi eNRAAZn.pdf **Size:** 94.9 kB

October 2020

Filename: Board Meeting Date Board Meeting Mi b5xjq3f.pdf **Size:** 93.6 kB

August 2020

Filename: Minutes 8.11.20 PAVE Red Hook Board svX9mPI.pdf **Size:** 97.8 kB

September 2020

Filename: 820 PAVE Board Minutes.pdf **Size:** 95.5 kB

Entry 9 Enrollment & Retention

Completed Jul 30 2021

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	In the 2020-2021 school year, 83% of the total student population was economically disadvantaged, based on eligibility for free and reduced price lunch. At this percentage, we surpassed our target by 18 percentage points. The following strategies were used during the recruitment period to specifically attract FRPL eligible students: <ul style="list-style-type: none">• Meal program was covered at school open house, on application, and during virtual	

<p>Economically Disadvantaged</p>	<p>tours</p> <ul style="list-style-type: none"> • Support was offered to assist families in completing all necessary paperwork to ensure eligible students participate in the lunch program • Recruitment occurred throughout neighborhoods surrounding the school and in the local district • PAVE Academy applied for and was granted access to NYSED's Community Eligibility Option, through which 100% of students receive free lunch, breakfast, and snack at no cost to families • All mass school brochures, mailings, and the enrollment application highlighted the special programs provided to students at no cost to families 	<p>As the school substantially surpassed the target for enrollment of economically disadvantaged students, we will continue these recruitment strategies in the coming year.</p>
<p>English Language Learners</p>	<p>Of PAVE's total enrollment, 13.1% of students were classified as English Language Learners (7 percentage points below target). The following strategies were utilized to recruit ELL students:</p> <ul style="list-style-type: none"> • Direct mail advertising and enrollment outreach in languages other than English • Other advertising in languages other than English • Outreach by multilingual staff • Outreach to immigrant communities • All school wide advertising and school materials are translated in languages other than English • A Google language translator application was installed on the school's website • We hired a multilingual Family & Community Engagement 	<p>In the coming year, PAVE will increase its efforts to recruit English Language Learners by specifically targeting neighborhoods with high concentrations on Non-English speaking families and hosting more information sessions in community-based organizations that serve these families. The school will also seek additional advertising opportunities in online and print publications in languages other than English.</p> <p>We are in the process of onboarding an English as a New</p>

	<p>Coordinator who helps our Spanish speaking families navigate the application process</p> <ul style="list-style-type: none"> • All virtual information sessions, open houses, and tours were held in English and Spanish 	Language Coordinator.
Students with Disabilities	<p>In 2020-21, the percentage of students with disabilities was 23.9%, exceeding our enrollment target by 5.1 percentage points. Our efforts to recruit students with special needs included:</p> <ul style="list-style-type: none"> • Direct mail advertising and enrollment outreach that highlighted programs and support provided for special needs students • Support and programs for students with disabilities included on the school website • Inclusion of special attention provided for these students in marketing materials and other advertising. 	<p>As the school met the target for enrollment of students with disabilities, we will continue these recruitment strategies in the coming year.</p>

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	<p>PAVE retained 94% of its economically disadvantaged students. We accomplished this by providing additional supports for students and families who need them, such as free uniforms, and by covering the cost of program fees, such as field trip expenses, whenever necessary. The school staff also worked collaboratively to ensure that all families were aware of</p>	<p>Given the high retention rate of economically disadvantaged students, we will utilize the same strategies in the coming year.</p>

	<p>the supports we provide and that we maintained an inclusive environment at all times.</p>	
<p>English Language Learners</p>	<p>At 98%, the school’s retention of English Language Learners was strong in 2020-21. The following efforts were made:</p> <ul style="list-style-type: none"> • Translators are made available for families at school events, such as parent-teacher conferences, report card nights, etc. • Two of the Main Office staff are fluent in languages other than English. • Our multilingual Family & Community Engagement Coordinator serves as a point of contact for our Spanish-speaking families in all grades K-8 	<p>Given the high retention rate of English Language Learners, we will utilize the same strategies in the coming year in terms of translation services, special programs and the creation of an inclusive environment. We will continue to assess the academic needs of all English Language Learners throughout the year and implement program changes as needed to ensure that all needs are being met.</p> <p>All teachers are aware of the DOE translation line. Teachers have and will continue to utilize that service for any parent meetings they have.</p> <p>We are in the process of onboarding an English as a New Language Coordinator.</p>
<p>Students with Disabilities</p>	<p>We achieved a very high level of retention of students with disabilities (97%) by ensuring that IEPs were carefully monitored and that all mandated services were implemented in combination with supplemental supports. PAVE employs two full-time Dean of Student Support Services and seven interventionists in addition to those special educators who provide mandated services to students with IEPs. Families are continually informed of each students’ progress, as determined by nationally-normed</p>	<p>Given the high retention rate of Students with Disabilities, we will utilize the same strategies in the coming year in special programs and the creation of an inclusive environment. We will continue to assess the academic needs of all Students with Disabilities throughout the year and implement program changes as needed to ensure that all needs are being met.</p>

Entry 10 - Teacher and Administrator Attrition

Completed Jul 30 2021

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

In Progress Last edited: Jul 30 2021 Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as of June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Entry 13 School Calendar

Completed Jul 30 2021

Instructions for submitting School Calendar

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

2021-2022 Academic Calendar

Filename: 2021 2022 Academic Calendar.pdf **Size:** 147.3 kB

Entry 14 Links to Critical Documents on School Website

Completed Jul 30 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
 - . Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: **PAVE Academy Charter School**

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school’s website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://paveschools.org/wp-content/uploads/PAVE-19-20-Annual-Report-10-28-20.pdf
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://paveschools.org/minutes/pave-rh-minutes/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://paveschools.org/minutes/pave-rh-minutes/
3. Link to NYS School Report Card	https://paveschools.org/org-info/
4. Lottery Notice announcing date of lottery	http://paveschools.org/learn-with-us/apply-for-a-new-york-school/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	http://paveschools.org/wp-content/uploads/Building-Safety-Plan.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	http://paveschools.org/wp-content/uploads/2019-20-PAVE-RH-Student-and-Family-Handbook-Final.pdf
7. Authorizer-Approved FOIL Policy	https://paveschools.org/wp-content/uploads/FOIL-Policy_PAVE-Academy-Charter-School.docx.pdf
8. Subject matter list of FOIL records	https://paveschools.org/wp-content/uploads/List-of-FOIL-Records.pdf

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

[INSTRUCTIONS](#)

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



PAVE Academy Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Isis Jimenez

732 Henry Street,
Brooklyn, NY 11231

718-858-7813

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Isis Jimenez, Achievement and Critical Data Manager, prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	committees (e.g., finance, executive)
JAMIE GREENTHAL	Chair	Finance
ELDRIDGE GILBERT	Trustee	
MICHAEL HEALY	Secretary	
SOPHIE FERRER	Trustee	
DANIEL GREENBLATT	Trustee	
KIM LUMPKIN	Trustee	
MELANIE DUKES	Trustee	Finance
ALLIE SWEENEY	Treasurer	Finance

Michelle Cook is the Elementary School Principal (K-4), starting with the 2019-20 school year.

Harold Turner is the Middle School Principal (5-8), starting with the 2019-20 school year.

SCHOOL OVERVIEW

History: PAVE Academy Charter School (“PAVE”) was founded in 2008 in the Red Hook neighborhood of Brooklyn, New York. PAVE opened with grades K-1, grew into a full elementary school, then added a middle school in 2012 and a pre-kindergarten program in 2013. The pre-kindergarten program ended after the 2016-17 school year due to facility constraints. It is currently a K-8 school authorized to serve 490 students.

Mission Statement: PAVE prepares Kindergarten to 8th Grade students to thrive in competitive high schools and four-year colleges. PAVE provides its students with a rigorous academic program and a community built on the school’s core values of Perseverance, Achievement, Vibrance and Excellent Character (PAVE).

Vision Statement: Our vision is that Kindergarten through 8th Grade scholars across New York will emerge from our classrooms on a path of expanded opportunities.

Our Approach: PAVE has achieved strong academic success by developing and refining a rigorous grade K-8 college preparatory school model designed specifically to close the achievement gap and prepare students for competitive high schools. PAVE was founded on the following beliefs:

- **Curriculum and Content:** We believe the strongest driver of student achievement is rigorous curriculum delivered by teachers with deep content knowledge. Through a comprehensive inquiry-based methodology, we inspire a love of learning. We prioritize strong intellectual preparation and masterful facilitation of student discourse, recognizing that our own skills and understanding of content must be exceptional in order to guide and motivate our students.
- **Diagnostic Data:** We use data to track student progress, inform curricular design, and continuously improve instruction, ensuring we can meet the learning needs of our students. At PAVE, we know assessment matters. Standardized assessments are the most significant benchmark for ensuring our scholars gain entry into the high schools that will prepare them for college and beyond.
- **Unbending Expectations:** Our belief in our students is unwavering. We know that in order to meet our students’ potential, we must expect excellence. To maintain clear and consistent expectations for our scholars and ourselves, we standardize effective school practice through systematic application and routine.
- **Authentic Relationships:** Academic success alone is not enough. We believe expectations can be upheld with compassion and humility. Our scholars work to cultivate the character strengths needed to build healthy relationships with themselves and others, developing the tools that will help them navigate life beyond the classroom.

- **Our Core Values:** PAVE embodies a set of core values that inform all aspects of the school, including the academic program, school culture and climate, professional environment, and operations. PAVE stands for:
 - **Perseverance:** We believe that reflection and refinement are key towards continuously growing and improving. We give and receive direct feedback and hold each other accountable. We are solutions minded, positive and allow ourselves to be vulnerable as we persevere to get better.
 - **Achievement:** We set ambitious goals and work relentlessly to attain them. We understand the key to student academic growth is great teaching; we obsess over the art and science of teaching timeless content well. We use data to drive all our decisions and measure our success.
 - **Vibrance:** We share gratitude with our colleagues, students, and families. We recognize that complaining saps our collective strength and remain optimistic in the face of challenges. We focus on the joy of our practice and recognize the accomplishments of others. We believe that good humor and generosity of spirit is key to a positive culture.
 - **Excellent Character:** We always assume the best and take concerns to the source. We maintain emotional constancy and disciplined language in all situations. We treat all in our community with honesty, kindness, and respect. We sweat the small stuff in respect of our community, our space, and each other.

School Characteristics: PAVE is a neighborhood school that serves the community of Red Hook, which is located within Community School District (CSD) 15. During the 20-21 school year, as of BEDS Day, the school served 502 students in grades K-8. Of PAVE's enrolled students, 54.6% were Hispanic, 40.0% Black, 3.2% White, 1.4% Asian, 0.4% American Indian or Alaska Native, and 0.4% multiracial. 90.2% lived in poverty. A total of 22.9% had a disability and 11.2% were English Language Learners. PAVE enrolls a far greater percentage of economically disadvantaged and Black and Hispanic students than the CSD 15 average.

Modalities of Instruction: PAVE offered a hybrid model of instruction for the entire 2020-21 school year. Families were provided with the option of electing for in-person instruction or remote instruction. Most families got their first choice, however there was a waitlist for in-person instruction that was created by a combination of physical space and safety limitations.

PAVE began the 2020-21 school year with a balance of synchronous and asynchronous instruction. We found, however, that student engagement and performance were significantly lower with asynchronous instruction. For this reason, the school leaned heavily in the direction of synchronous learning for most of the school year.

Programmatic Adjustments: PAVE offered two separate blocks for in-person learning in the fall. One group met on Mondays and Tuesdays, while the other met on Thursdays and Fridays. Some of these groupings also included “Learning Center Model” groups, which met in person, but learned via devices and remote teaching.

Starting in January, PAVE switched to a model in which all in-person students attended four days a week. This included having all core subjects being taught in person. As capacity restrictions were eased over the course of the year, additional students were brought back to in-person learning.

PAVE found that conducting F&P Assessments remotely was not effective, and so switched to Literably for those assessments. PAVE also purchased a subscription to Nearpod to improve remote instruction with respect to being engaging and interactive.

Social-Emotional Learning: PAVE’s middle school had “Team Time” each day, which was a structure that allowed for social/emotional check-ins in a small-group setting, as well as some opportunities to socialize with peers. The middle school also had special guest speakers, a career fair, and National Poetry Month and Black History Month celebrations, all over Zoom.

The elementary school held morning meetings each day. Each student had a 1:1 call from a teacher each week to check in on their wellbeing. In addition, PAVE offered joy-oriented events, including dance competitions, 100th day of school celebrations, bring a guest to “school” days, spirit days, grade-level parties with a DJ, a magician, and virtual field trips – all via Zoom. PAVE also wants to recognize its teachers, who made specific and dedicated efforts to build relationships with their students in creative ways over the past year.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	54	57	55	54	56	57	50	52	46					481
2017-18	57	58	60	55	52	58	55	48	46					489
2018-19	50	59	54	54	55	50	56	54	46					478
2019-20	58	60	61	57	60	58	57	53	53					517
2020-21	43	56	63	61	58	58	58	52	53					502

Source: BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English language.

BACKGROUND

To thrive in competitive high schools and four-year colleges, scholars broaden their understanding of the world through reading, writing, speaking, and listening. As readers, PAVE scholars deeply engage with texts by thinking critically, questioning, connecting, and evaluating. As writers, scholars produce both generative and text-based pieces. As speakers and listeners, students discuss and debate complex ideas with their teachers and classmates. In early elementary grades, ELA at PAVE consists of interconnected blocks (Reading, Guided and Independent Reading, Writer's Workshop, and Foundations) that work in tandem to develop scholars' understandings of reading, writing, speaking, and listening concepts. In upper elementary grades, Foundations is no longer used, and a Text Analysis block is added to ensure students are grappling with rigorous and often unfamiliar texts and topics. In Middle School, ELA is comprised of Book Clubs, Writing, and Text Analysis. Skills based on The Writing Revolution are embedded in 2nd-6th grades. Ultimately, scholars' literacy skills enable them to excel in meaningful careers of their choice.

PAVE does not use a textbook to teach reading. Teachers use authentic literature and informational texts based in part on the recommendations found in the Common Core. These resources provide bands of text complexity to ensure accessibility and adequate challenge for all students during book clubs, guided reading, and textual analysis activities. PAVE uses the following curriculum programs as part of their literacy program:

- **Foundations:** All students in grades K-2 participate in Foundations lessons to develop foundational phonics. Foundations focuses on sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking, and listening skills are practiced during Storytime activities. In addition, Foundations is aligned to the Common Core. Foundations Double Dose is used as a tier-two intervention for students requiring additional support based on RtI protocols.
- **EngageNY:** This state-created curriculum is aligned to state standards and provides clear guidance for our teachers.
- **Fountas and Pinnell Leveled Literacy Intervention (LLI):** LLI is used with students who need intensive support to achieve grade-level competency. It combines reading, writing, and phonics/word study with an emphasis on teaching comprehension strategies.

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- **Wilson Reading System:** A highly structured remedial program used for tier-three interventions that directly teaches the structure of language to students who have struggled to make adequate progress with other teaching strategies or need multisensory language instruction.
- **The Writing Revolution:** A writing program that teaches strategies to ensure students can produce clear, coherent, unified, and structured writing in all subjects.
- **Insight Humanities:** A literacy-based Social Studies curriculum that takes place 3 units per year (half the year) during our Reading and Writing blocks.

During the 20-21 school year, PAVE had a remote learning program as well as a hybrid program, with teachers providing synchronous instructional time as well as small group office hours. As the school leaders anticipated learning gaps due to the initial phase of remote learning, time was built into the ELA curriculum to remediate the most emphasized skills and understandings. While students need to learn all domains and standards, some standards, including understanding key ideas and details, were prioritized. As well, more time was allocated to pre-diagnosing and remediating. PAVE adopted multiple platforms and tools to facilitate remote learning. PAVE’s elementary school implemented Class Dojo to administer assignments and Learning A-Z and CommonLit for differentiated reading and literacy. PAVE’s middle school utilized Google Classroom to administer and grade assignments and myOn to support student independent reading. PAVE continued to provide academic and related services to students with disabilities and English Language Learners.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: NWEA MAP. The assessment was administered in September and May/June to grades K-8. It was also administered to grades 2-8 in January.

RESULTS AND EVALUATION

2020-21 NWEA MAP ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	291	44	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	205	51	No

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Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	46	72	38	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	290	29%	No

Measure 1:

PAVE fell short of the 50-percentile goal by 6 points. PAVE's 6th graders exceeded this measure by 8.5 points, and PAVE's 7th graders exceeded this measure by 8 points.

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	40	56
4	36	51
5	34	55
6	58.5	48
7	58	42
8	43	39
All	44	291

Measure 2:

PAVE fell short of the 55-percentile goal by 4 points. PAVE's 6th graders exceeded this measure by 9 points, and PAVE's 7th graders exceeded this measure by 7.5 points.

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By Low Initial Achievers

Grades	Median Growth Percentile	Number Tested
3	48	31
4	40.5	36
5	37	41
6	64	36
7	62.5	36
8	49	25

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All	51	205
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Measure 3:

PAVE fell short of the 46-percentile goal by 8 points. PAVE’s 4th graders exceeded the corresponding 4th grade General Education measure by 6.5 points, and PAVE’s 7th graders exceeded the corresponding 7th grade General Education measure by 27.5 points.

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By Students with Disabilities

Grades	Median Growth Percentile	Number Tested
3	27.5	14
4	41	15
5	32	11
6	77	18
7	35.5	6
8	34	8
All	38	72

Measure 4:

PAVE fell short of the 75% proficiency goal by 46 percentage points.

End of Year Performance on 2020-21 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	29%	59	29%	55
4	29%	52	29%	49
5	20%	56	21%	53
6	25%	51	24%	45
7	30%	44	30%	44
8	39%	46	41%	44
All	28%	308	29%	290

ADDITIONAL CONTEXT AND EVIDENCE

PAVE has demonstrated strong ELA performance throughout its charter term, with 61.3 percent of PAVE students demonstrating proficiency in ELA in 2018-19, the most recent year when NY state exam results are available. PAVE’s absolute proficiency on the state English language arts exam has

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increased 17.6 percentage points from 2015-16 to 2018-19. PAVE has also demonstrated strong comparative proficiency and growth in English Language Arts in the last three years when NY state English language arts exam data was available:

- Comparative measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.
 - Met in 2017-18 and 2018-19
- Comparative measure: Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using prior year results)
 - Met in 2016-17, 2017-18, and 2018-19
- Growth measure: Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile. (Using prior year results)
 - Met in 2016-17 and 2017-18

In the last three years when NY state English language arts exam data was available, PAVE has also consistently outperformed both district schools and the charter school in the Red Hook neighborhood in ELA, including notably PS 676 Red Hook Neighborhood School, which 40% of students who attend PAVE are zoned to.

English Language Arts Performance of School and Comparison Schools by School Year									
School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		PAVE Charter School		PS 15 Patrick F Daly (K-5)		PS 676 Red Hook Neighborhood School (K-5)		Summit Academy Charter School (K-8)	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
2015-16	K-8	43.7	254	45	111	4.9	82	25.7	109
2016-17	K-8	51.7	259	39	136	11	85	28	101
2017-18	K-8	58.3	271	37.2	136	13.2	91	28.6	132
2018-19	K-8	61.3	271	31.5	149	16.2	74	27.3	121

PAVE had previously had a rocky implementation of NWEA MAP during the 2017-18 school year. PAVE then moved to internal assessments. Due to the necessity of trying to assess students during a pandemic, this is the first time PAVE has used NWEA MAP since then. Addressing technological issues while implementing a new assessment during a pandemic proved challenging. The first assessment was done completely remotely, and most students took subsequent assessments from home. Thus, we do not believe these results are reflective of true student learning during the 2020-21 school year.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

PAVE did not meet any of the measures.

ACTION PLAN

PAVE will continue with the steps that have demonstrated improved academic performance.

PAVE has identified better assessment tools to help track student learning in real time and make instructional adjustments accordingly. PAVE will continue to administer the Measures of Academic Progress (MAP) assessment. The MAP assessment is adaptive in nature, allowing PAVE to pinpoint each student's individual needs based on diagnostic data. MAP is also norm-referenced, allowing PAVE to more accurately understand where its students are comparatively. Additionally, PAVE will continue to use the Literably software program, which identifies students' reading levels, diagnoses skill gaps, screens students for reading difficulties, and monitors progress. PAVE will continue to use formative data (quizzes, unit tests, homework, and exit tickets) to guide instruction and evaluate student learning.

PAVE will continue using the ELA curriculum that has demonstrated improved academic performance. PAVE has adopted and adapted Success Academy's rigorous curriculum for ELA in the middle school grades. PAVE has also introduced Book Clubs to our Middle School literacy program. PAVE is continuing to implement the improved Text Analysis model.

PAVE uses Leveled Literacy Intervention to support struggling readers, who are identified through assessment of reading level. It helps us understand our readers and support them strategically. Strong independent reading is up and running throughout the school. PAVE has implemented guided reading in the elementary school to help scholars who have struggled in this area. In the middle school, PAVE will continue using Book Clubs to support students with small group reading and myOn for independent reading.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in understanding and application of mathematical computation and problem-solving.

BACKGROUND

PAVE believes that scholars must develop a deep, conceptual understanding of mathematics to be successful in college and in STEM careers. To develop that depth of understanding, PAVE uses an inquiry-based math curriculum that is rooted in Cognitively Guided Instruction (CGI) and constructivism. CGI is built on the belief that scholars must be charged with constructing

problem-solving strategies that make sense to them and build on their prior knowledge of the world. Scholars are challenged to reflect upon and defend their strategies, analyze the strategies of others, and make generalizations and conjectures about mathematical concepts and ideas. Scholars learn more advanced strategies and gain more complex understandings by solving problems that are carefully designed to raise certain mathematical questions and discussing and analyzing them with their classmates. In contrast to the traditional method of teacher-directed modeling and practice, PAVE's math teachers act as facilitators who use careful questioning to help scholars develop and solidify their own understandings about math. PAVE uses the philosophy of cognitively guided instruction (CGI) as its overall approach to teaching mathematics and utilizes a variety of teacher-developed and selected materials.

Teachers provide instructional blocks twice per day as well as small group office hours. As the school anticipated learning gaps due to COVID, time was built into the Math curriculum to remediate the most emphasized skills and understandings. While students need to learn all facets and components of mathematics, standards specifically focusing on number sense were prioritized. More time was also allocated to pre-diagnosing and remediating. PAVE adopted multiple platforms and tools to facilitate remote learning. PAVE's elementary school implemented Class Dojo to administer assignments and Khan Academy to support math instruction in grades 3-4. PAVE's middle school implemented Google Classroom to administer and grade assignments. PAVE continued to provide academic and related services to students with disabilities and English Language Learners.

- **Elementary School Math:**

- **Three interconnected blocks** (the Math Content Block, Math Routines, and Problem Solving) work in tandem to develop scholars' understandings of math concepts.
- **Daily Story Problems:** Central to CGI is the use of story problems to engage students in critical thinking about mathematics.
- **enVision Mathematics 2020:** Teachers use the enVision math curriculum to address grade level content and standards. This program focuses on authentic math contexts, problem solving, visual learning, and daily differentiation to develop deep mathematical understandings and the ability to apply them.
- **Math Routines:** Teachers focus on number sense by teaching explicit connections, properties, and relationships between numbers. For example, students might discover different factors of 24 by making arrays with tiles in 3rd grade while 2nd grade is focusing on the associative property to add 2-digit numbers.

- **Middle School Math:**

- **Content Block:** Teachers use a variety of programs to address Next Generation-aligned domains and standards. These programs are highly rigorous, inquiry-

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based, and constructivist in nature to engage students in deeper conceptual understandings and applications before students generalize understandings and work on fluency and procedures. The emphasized curricula are TERC Investigations 3 for 5th grade, and Illustrative Math's Open Up program for 6th through 8th.

- **Workshop Block:** The MS "workshop" period targets specific student needs by creating fluid differentiated stations. Teachers wield a variety of strategies and activities, such as math routines, whole group addressing of common errors, targeted remediation, and project-based learning (PBL). Certain students receive remediation in small groups, while others work independently on rigorous module-based online math curriculum and resources (ex: Khan, IXL, additional assigned Google Classwork, DESMOS).
- **Intervention Block:** Students receiving SETTS support attend daily 1 hour intervention block with their designated Interventionist in both Math and/or ELA.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in Math: NWEA MAP. The assessment was administered in September and May/June to grades K-8. It was also administered to grades 2-8 in January.

RESULTS AND EVALUATION

2020-21 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	301	23	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	195	26	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through	Students with disabilities	25	75	16	No

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8 th grade general education students at the school.					
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	307	22%	No

Measure 1:

PAVE fell short of the 50-percentile goal by 27 points. PAVE's 6th graders exceeded this measure by 8 points.

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	13	54
4	25.5	50
5	12	57
6	58	54
7	34	41
8	26	45
All	23	301

Measure 2:

PAVE fell short of the 55-percentile goal by 29 points. PAVE's 6th graders exceeded this measure by 8 points.

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By Low Initial Achievers

Grades	Median Growth Percentile	Number Tested
3	12.5	26
4	26	37
5	12	43
6	63	41
7	40	21
8	26	27
All	26	195

Measure 3:

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PAVE fell short of the 25-percentile goal by 9 points.

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By Students with Disabilities

Grades	Median Growth Percentile	Number Tested
3	3	14
4	6	13
5	7.5	12
6	50	19
7	32	6
8	21	11
All	16	75

Measure 4:

PAVE fell short of the 75% proficiency goal by 53 percentage points.

End of Year Performance on 2020-21 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	29%	59	29%	55
4	19%	53	18%	50
5	9%	57	9%	54
6	26%	57	27%	51
7	23%	48	23%	48
8	27%	52	27%	49
All	22%	326	22%	307

ADDITIONAL CONTEXT AND EVIDENCE

PAVE has demonstrated strong Mathematics performance throughout its charter term. PAVE's absolute proficiency in Mathematics has increased 15.9 percentage points from 2015-16 to 2018-19, with 57.2 percent of PAVE students demonstrating proficiency in Mathematics in 2018-19. PAVE has also demonstrated strong comparative proficiency and growth in Mathematics in the last three years when state-level testing data was available:

- Comparative measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.

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- Achieved in 2017-18 and 2018-19
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using prior year results.)
 - Achieved in 2016-17, 2017-18, and 2018-19
- Growth measure: Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using prior year results.)
 - Achieved in 2017-18

PAVE has also consistently outperformed both district schools and the charter school in the Red Hook neighborhood in Mathematics, including notably PS 676 Red Hook Neighborhood School, which 40% of students who attend PAVE are zoned to.

Mathematics Performance of School and Comparison Schools by School Year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		PS 15 Patrick F Daly (K-5)		PS 676 Red Hook Neighborhood School (K-5)		Summit Academy Charter School (K-8)	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
2015-16	K-8	41.3	254	55.5	110	8.3	84	26.6	109
2016-17	K-8	50.4	258	40	133	16	85	28	102
2017-18	K-8	58.3	271	25.0	132	11.8	93	29.5	112
2018-19	K-8	57.2	271	28.9	149	20.8	77	28.7	115

PAVE had previously had a rocky implementation of NWEA MAP during the 2017-2018 school year. PAVE then moved to internal assessments. Due to the necessity of trying to assess students during a pandemic, this is the first time PAVE has used NWEA MAP since then. Addressing technological issues while implementing a new assessment during a pandemic proved challenging. The first assessment was done completely remotely, and most students took subsequent assessments from home. Thus, we do not believe these results are reflective of true student learning during the 2020-21 school year.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

PAVE did not meet any of the measures.

ACTION PLAN

PAVE will continue with the steps that have demonstrated improved academic performance.

PAVE has identified better assessment tools to help track student learning in real time and make instructional adjustments accordingly. PAVE will continue to administer the Measures of

Academic Progress (MAP) assessment. The MAP assessment is adaptive in nature, allowing PAVE to pinpoint each student's individual needs based on diagnostic data. MAP is also norm-referenced, allowing PAVE to more accurately understand where its students are comparatively. PAVE will continue to use formative data (quizzes, unit tests, homework, and in the middle school exit tickets) to guide instruction and identify students for remediation.

PAVE will continue using the mathematics curriculum that has demonstrated improved academic performance. PAVE uses a combination of enVision Math, Terc Investigations 3, and Context for Learning for K through grade 5, and Open Up in grades 6 through 8, which has received the highest score in EdReports. All math curricula align with Cognitively Guided Instruction, which is constructivist and conceptual in nature. CGI emphasizes student thinking and strategies as the focus of each lesson while pushing deeper understandings of mathematical skills and understandings.

PAVE continues to build its math "workshop" period that targets specific student needs and allows for differentiation. This class is taught by two math teachers who target small groups with different needs. The workshop period content is fluid from week to week and is based on up-to-date weekly data. Certain students receive remediation, while others work independently on rigorous module-based work or online math curriculum, such as Math XL and Khan Academy.

PAVE continues to improve ongoing teacher development through weekly observations and coaching, as well as professional development on content and effective teaching habits. PAVE's leader meets with the math teachers and the interventionists to give intensive and detailed Unit Previews before every unit of study. Teachers and interventionists create exemplary scholar work for every lesson to define expected strategies, conjectures, and misconceptions to focus on during discourse.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

PAVE teachers follow a scope and sequence that is aligned to New York State’s Next Generation standards. Curriculum is designed to support a hands-on and inquiry-based approach.

During 2021-22, the school will primarily use the following exam to assess student growth and achievement in Science: NWEA Science. The assessment will be administered in September and May/June to grades 3-8.

- **Amplify Science:** PAVE adopted K-8 Amplify Science in the 2018 school year. This program is student-centered, hands-on and inquiry based. Amplify focused not only on scientific content but also developing critical thinking skills and literacy.

Students receive between 2 to 4 blocks on Science, depending on the grade and experience diverse scientific themes and units to prepare them for High School science and beyond.

METHOD

PAVE did not administer any nationally normed or school-wide science assessment during the 2020-21 school year. There are plans to use NWEA MAP Science for 4th and 8th graders next year.

RESULTS AND EVALUATION

As mentioned above, there was no school-wide assessment. Teachers used formative data (quizzes, unit tests, homework, and exit tickets) to guide instruction and identify students for remediation.

ADDITIONAL CONTEXT AND EVIDENCE

PAVE has demonstrated fairly strong Science performance throughout its charter term. PAVE’s absolute proficiency in Science was 82.8 percent in 2016-17, 55.3 percent in 2017-18, and 54 percent in 2018-19. PAVE continues to work to improve proficiency in Science for its 8th grade students.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

4	97.8	46	89.7	39	77	48
8	65.9	41	26.1	46	26.8	41
All	82.8	87	55.3	85	54	89

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Due to the limited data available, specifically end-of-year results, PAVE is unable to assess its achievement of its Science goal in the 2020-21 year.

ACTION PLAN

PAVE will continue to find ways to improve their proficiency in Science. With the help of the Curriculum team, the school will identify new strategies and curriculum materials to increase 8th grade students' performance on the NYS Science test.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

The school met this measure. The school was in good standing this year.

ADDITIONAL EVIDENCE

The school has been in good standing in each of the past three years.

Accountability Status by Year

Year	Status
2018-19	n good standing
2019-20	n good standing
2020-21	n good standing



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	PAVE Academy Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Lisa Lurie
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PKF O'Connor Davies
School Audit Contact Name:	Joseph X. Ciorciari
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	Included
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	The school did no expend the federal funds in excessof the Single Audit Threshold
8) Corrective Action Plan	N/A

PAVE ACADEMY CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 5,811,368	\$ 4,796,729
Grants and contracts receivable	420,887	362,310
Accounts receivables	-	-
Prepaid expenses	56,990	42,174
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	6,289,245	5,201,213
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	363,779	455,538
<u>OTHER ASSETS</u>	76,490	76,467
TOTAL ASSETS	6,729,514	5,733,218
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 131,867	\$ 136,393
Accrued payroll and benefits	319,639	330,805
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	380,684
TOTAL CURRENT LIABILITIES	451,506	847,882
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	1,144,300
TOTAL LONG-TERM LIABILITIES	-	1,144,300
TOTAL LIABILITIES	451,506	1,992,182
<u>NET ASSETS</u>		
Without Donor Restrictions	6,223,008	3,741,036
With Donor Restrictions	55,000	-
TOTAL NET ASSETS	6,278,008	3,741,036
TOTAL LIABILITIES AND NET ASSETS	6,729,514	5,733,218

CK - Should be zero

-

-

PAVE ACADEMY CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 8,049,472	\$ -	\$ 8,049,472	\$ 8,326,296
Students with disabilities	1,552,829	-	1,552,829	1,520,189
Grants and Contracts				
State and local	39,371	-	39,371	39,539
Federal - Title and IDEA	335,049	-	335,049	315,822
Federal - Other	237,240	-	237,240	57,153
Other	-	-	-	4,515
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	233,144	-	233,144	267,249
TOTAL REVENUE, GAINS AND OTHER SUPPORT	10,447,105	-	10,447,105	10,530,763
EXPENSES				
Program Services				
Regular Education	\$ 6,439,700	\$ -	\$ 6,439,700	\$ 7,002,107
Special Education	1,881,416	-	1,881,416	1,511,102
Other Programs	-	-	-	-
Total Program Services	8,321,116	-	8,321,116	8,513,209
Management and general	1,130,682	-	1,130,682	792,437
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	9,451,798	-	9,451,798	9,305,646
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	995,307	-	995,307	1,225,117
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 185,000	\$ 55,000	\$ 240,000	\$ 500
Individuals	34,072	-	34,072	-
Corporations	-	115,196	115,196	19,595
Fundraising	6,450	-	6,450	-
Interest income	23	-	23	25
Miscellaneous income	1,145,924	-	1,145,924	12,600
Net assets released from restriction	115,196	(115,196)	-	-
TOTAL SUPPORT AND OTHER REVENUE	1,486,665	55,000	1,541,665	32,720
CHANGE IN NET ASSETS	2,481,972	55,000	2,536,972	1,257,837
NET ASSETS BEGINNING OF YEAR	3,741,036	-	3,741,036	2,483,199
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 6,223,008	\$ 55,000	\$ 6,278,008	\$ 3,741,036

PAVE ACADEMY CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 2,536,972	\$ 1,257,837
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	231,095	132,887
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	(58,577)	(164,347)
Prepaid Expenses	(14,816)	(19,509)
Accounts Payable	(383,586)	101,829
Accrued Expenses	(11,166)	53,592
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Loss on Disposal of Property & Equipment	10,285	-
Gain on Forgiveness of Paycheck Protection Program Loan	(1,145,924)	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 1,164,283	\$ 1,362,289
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(149,621)	(274,040)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (149,621)	\$ (274,040)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	1,144,300
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ 1,144,300
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 1,014,662	\$ 2,232,549
Cash at beginning of year	4,873,196	2,640,647
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 5,887,858	\$ 4,873,196

PAVE Red Hook Board Meeting Minutes

Date & Time: Tuesday, April 13th, 2020 from 05.00PM – 06.30PM

Location: <https://us02web.zoom.us/j/87048378227>

PAVE RH BOD in Attendance (via Videoconference): J. Greenthal, Chair; A. Sweeney, Trustee; K. Lumpkin, Trustee; Trustee, E. Gilbert, Trustee; M. Dukes, Trustee, M. Healy, Trustee, S. Lippincott Ferrer, Trustee

Staff Attending (via Videoconference): Spencer Robertson, CEO; Harold Turner, MS Principal; Michelle Cook, ES Principal; Dawn Antoine Forbes, K-8 DOO; Marsha Gasden, Incoming Executive Director; Lisa Lurie, PAVE's Finance Consultant

Public Meeting

After noting that a quorum was present, J. Greenthal calls the Public Meeting to order at 5:07 PM and previews the meeting's agenda.

Agenda Items

Public Comment

J.Greenthal opens up for public comment. No public comment.

Agenda Topic 1:

Highlights

- Principals highlighted PAVE's work to build and maintain an engaged family community by specifically sharing a recent virtual family event called "Family Game Night". Many K-8 families joined this event and had fun playing virtual games like Scattergories and Jeopardy.

Agenda Topic 2:

Executive Director On-boarding

- Mr. Robertson shared an update on the next steps with on-boarding our new Executive Director, Marsha Gasden.
- The board discussed how they would like to be involved in the on-boarding process.

Agenda Topic 3

Enrollment & Lottery Applications

- Mrs. Antoine-Forbes shared an update on PAVE's current enrollment numbers and projections. Her update included the following:
 - Our current enrollment has held up to previous projections.
 - Due to the 51% decrease in overall applications for SY 2021-2022, we budgeted more conservatively this year, for 478 as opposed to traditional 490. This is based on uncertainties due to COVID-19 and how that would affect new students enrolling and current students staying with PAVE.
 - Going into the lottery we garnered a total of 211 applications for Kindergarten through 8th grade.

The lottery was held less than a week ago. We offered 113 seats during the lottery, the majority of which went to Kindergarten and first grade families. We have had 39 families accept and complete the registration packet over thus far.

- With the decrease in overall applications we are doing the following to ensure that we meet our enrollment goals:
 - Continue Social Media Advertising
 - Continue to host virtual information sessions
 - Continue to work on our Family and Friends Campaign
 - Start connecting with Pre-K's in district to do small in-person informational sessions
 - Start re-enrollment two weeks earlier than originally scheduled

Agenda Topic 4:

2021-22 PAVE Red Hook Budget

- Mrs. Antoine-Forbes shared an overview of the proposed budget for SY 2021-2022. Her overview included the following:
 - Federal and State funding has been confirmed. Per Pupil funding will increase by 4.48%
 - Federal Funding amounts in the form of ESSER II and ARP have also provided us with an additional funding over the next 3 years. We are planning to expend \$1675 per student in FY22, \$1675 in FY23 and \$975 in FY24.
 - We have decided to continue with the compensation model that we used pre-COVID. This model has a number of benefits including remaining competitive in the market and providing compensation equity over time. Based on this model the average staff salary increase is 6.1%.
 - This budget includes both facilities reserves, PACS 732 LLC and the recently established PAVE RH board designated reserve.
 - Overall we are looking at a comfortable surplus of \$189 K. The budget as it stands is not a scaled back budget- it includes many programmatic investments to support our students through anticipated learning loss and social emotional challenges that we expect when coming back next year. These investments include:
 - Summer Programming: \$71,000
 - Technology: \$37,000
 - Curriculum Updates: \$12,000
 - Professional Development: \$26,000
 - Education Consultants: reallocation of \$60,000
 - With regards to staffing, we are maintaining the current staffing model with the addition of a ENL Coordinator.
 - As we move forward with SY 2021-2022 launch planning we still have a couple of decisions to make, primarily the school model (virtual vs hybrid) and what additional student enrichment opportunities can we provide during and after school.
- M. Gasden asks to discuss school priorities and budget impact. S. Robertson and D. Antoine note that there will be meetings with School Leadership to gain input from M. Gasden.
- J.Greenthal asks to discuss the impact of low enrollment in future years. L. Lurie suggests a Finance Committee meeting to follow up on current three year models.
- D. Antoine notes that budget approval will take place in May after the finance committee has time to review the long term models and M. Gasden's input is reflected.

Approvals

- J.Greenthal makes a motion to approve minutes from the March board meeting. A. Sweeney seconds. All trustees approve.

Adjournment

Meeting adjourned at 6:12 PM.

PAVE Red Hook Board Meeting Minutes

Date & Time: Tuesday, May 11th, 2020 from 05.00PM – 06.30PM

Location: Virtual on Zoom (<https://zoom.us/j/2803037556?pwd=YmpocU1vT0ppWDdvNktuWnhGYXY3dz09>)

PAVE RH BOD in Attendance (via Videoconference): J. Greenthal, Chair; A. Sweeney, Trustee; K. Lumpkin, Trustee; Trustee; E. Gilbert, Trustee; M. Dukes, Trustee; M. Healy, Trustee; S. Lippincott Ferrer, Trustee; D. Greenblatt, Trustee

Staff Attending (via Videoconference): Spencer Robertson, CEO; Harold Turner, MS Principal; Michelle Cook, ES Principal; Marsha Gasden, Incoming Executive Director; Lisa Lurie, Finance & HR Consultant; Meg Brown, Operations Manager

Public Meeting

After noting that a quorum was present, J. Greenthal calls the Public Meeting to order at 5:03 PM and previews the meeting's agenda.

Agenda Items

Public Comment

J. Greenthal opens up for public comment. No public comment.

Agenda Topic 1:

Highlights

- H. Turner highlighted a poem written by a Middle School Team Time group on social justice.
- M. Cook highlighted a video of elementary school students celebrating National Mathematics Month in April. M. Cook also highlighted a virtual field trip that students took with an herpetologist from Ecuador.

Agenda Topic 2:

2021-22 Board Composition

- J. Greenthal and S. Robertson shared that M. Healy, Trustee, would be rolling off the PAVE Academy Board at the end of school year 20-21. Also, PAVE Academy's intention of adding new board members for the 21-22 school year.
- J. Greenthal shared that he would be connecting with each board member about school year 21-22.

Agenda Topic 3:

PAVE Summer Programming

- S. Robertson announced that PAVE Summer Programming would not happen as originally planned due to limited staff interest. Instead, PAVE is considering partnering with an outside organization to host programming at PAVE.
- Questions were raised by board members about providing an academic component to the day. Principals responded that students will continue to have access to online platforms and resources they are currently using, no matter which model is used.

Agenda Topic 4:

Enrollment Update

- M. Brown provided an enrollment update for the 21-22 school year.
- Re-enrollment of current students is tracking well and is expected to close with a 95% retention rate.
- Enrollment of new students is trending slower than previous years, specifically in Kindergarten and 1st grade.
- There is a need to recruit more Kindergarten and 1st grade applicants in the coming weeks. M. Brown shared a recruitment plan through June.

Agenda Topic 5:

2021-22 PAVE Red Hook Budget Approval

- L. Lurie shared an overview of the 21-22 PAVE RH draft budget. Highlights include a balanced budget that maintains a 2.5% contingency, with a conservative approach to enrollment (478) and multi year allocation of federal funding.
- L.Lurie shared that expense revisions reflected in this second draft of the budget focus on additional FTE expenditures aligned with PAVE's priorities around social emotional learning and support and accelerated learning. Revenue revisions reflected in this budget focused on the refining PAVE's estimation of the Federal Stimulus funding over a 3 year period.
- L.Lurie walked the board through a multi-year outlook. The Board reviewed three scenarios that considered student enrollment fluctuations and a cliff in Federal Funding (projected FY25) as stimulus packages phase out
- J.Greenenthal encouraged holistic planning work to reflect the long-term vision in the budget starting in 22-23 with enrollment as a key input.
- L. Lurie discussed 3 levers the Board can consider as it continues to evaluate the multi year outlook, including 1) PAVE's operating model 2) drawing down from reserves or 3) fundraising to balance the budget.
- S. Robertson spoke about a plan to form an Investment Committee on the board to review and create an investment policy and invest reserve funds.

Approvals

- J. Greenenthal makes a motion to approve the 2021-22 School Year Budget. K. Lumpkin seconds. All trustees approve.
- J. Greenenthal makes a motion to approve minutes from the April board meeting. M. Healy seconds. All trustees approve.

Adjournment

Meeting adjourned at 6:08 PM.



AGENDA OCTOBER 13, 2020 PAVE RH BOARD OF TRUSTEES MEETING

PAVE Red Hook Board Meeting Minutes

Date & Time: Tuesday, October 13th, 2020 from 05.00PM – 06.30PM

Location: <https://us02web.zoom.us/j/89572183629>

PAVE RH BOD in Attendance (via Videoconference): J. Greenthal, Chair; D. Greenblatt, Trustee; M. Healy, Trustee; A. Sweeney, Trustee; K. Lumpkin, Trustee; S. Lippincott Ferrer, Trustee; M. Dukes, Trustee; E. Gilbert, Trustee

Staff Attending (via Videoconference): Spencer Robertson, CEO; Harold Turner, MS Principal; Michelle Cook, ES Principal; Dawn Antoine Forbes, K-8 DOO

Public Meeting

After noting that a quorum was present, J. Greenthal calls the Public Meeting to order at 5:05 PM and previews the meeting's agenda.

Agenda Items

Public Comment

J. Greenthal opens up for public comment. No public comment.

Agenda Topic 1:

Highlights:

- September Highlights
 - Principal Turner partnered with Zenni. Zenni donated blue light blocker glasses for all of our students.
 - Principals shared antidotes from our K-8 Latin X Heritage Month celebrations.

Agenda Topic 2:

Updates on ED Search Committee

- Mr. Robertson updated the board on the work being done to find our next Executive Director.
- We have partnered with Promise54 and are optimistic about the process thus far.
- The board will receive an update at every board meeting.

Agenda Topic 3:

In-Person Learning

- Principals shared a slideshow of pictures of in person in action and discussed how the health and safety protocols are being used consistently.
- Principals shared some challenges around daily attendance and work completion and their detailed plans to course correct. The board discussed specific strategies that would be helpful.
- Board members asked questions around how is the school leveraging social workers to solve these challenges and how are our special education students faring specifically with these challenges?

Agenda Topic 3:

Data

- Enrollment
 - Current enrollment numbers were provided to the board. PAVE RH currently has 503 students enrolled. PAVE is fully enrolled.
 - Board members shared ideas on how PAVE could be creative regarding student recruitment for next year.
- Beginning of the Year Assessment Data
 - This year PAVE used Literably to test reading levels and comprehension remotely. The data from our first round of testing was shared with the board.

Adjournment & Approvals

J.Greenenthal makes a motion to approve minutes from the September meeting. K. Lumpkin seconds. All trustees approve.

J. Greenenthal makes a motion to approve the FY20 Audited Financials. A. Sweeney seconds. All approve.

J.Greenenthal makes a motion to nominate Melanie Dukes to the finance committee. K. Lumpkin seconds. All trustees approve.

J.Greenenthal adjourns the meeting at 6:15 pm.

PAVE Red Hook Board Meeting Minutes

Date & Time: Tuesday, November 10th, 2020 from 05.00PM – 06.30PM

Location: <https://us02web.zoom.us/j/89456701523>

PAVE RH BOD in Attendance (via Videoconference): J. Greenthal, Chair; M. Healy, Trustee; A. Sweeney, Trustee; K. Lumpkin, Trustee; M. Dukes, Trustee

Staff Attending (via Videoconference): Spencer Robertson, CEO; Harold Turner, MS Principal; Michelle Cook, ES Principal; Dawn Antoine Forbes, K-8 DOO

Public Meeting

After noting that a quorum was present, J. Greenthal calls the Public Meeting to order at 5:09 PM and previews the meeting's agenda.

Agenda Items

Public Comment

J.Greenthal opens up for public comment. No public comment.

Agenda Topic 1:

Highlights:

- October Highlights
 - ES principal shared pictures of the 2nd grade Bridges project, a project normally completed in school which was done at home this year. Ms. Cook also explained other ways the school is bringing to life its curriculum remotely.

Agenda Topic 2:

Updates on ED Search Committee

- Mr. Robertson provided an update on the Executive Director and the work the committee is engaged in with Promise54. He shared that the ED job description was finalized and is open for applications on the Promise54 website.
- Mr. Robertson also shared some of the big questions the committee was grappling with:
 - How do we meaningfully and appropriately engage PAVE staff in this process?
 - How do we make it inclusive and get the most relevant feedback from each critical stakeholder group?

Agenda Topic 3:

Next Phase of In-Person Learning Discussion

- Mr. Robertson and the Principals opened the discussion by laying out current data points to provide context on where the school is now, i.e. the Learning Center Model. The main points included current attendance, reading levels K-8, and articles around low transmission rates in NYC schools.
- The board engaged in conversation pertaining to the three key challenges in moving from the Learning Center

Model to live instruction by PAVE staff: general staffing, DOH guidelines, and complexities related to the specific of the MS current staffing model.

Agenda Topic 4:

Student Recruitment and Enrollment Strategies Discussion

- Mrs. Forbes provided a brief overview of enrollment at PAVE over the past few years, highlighting the wins that have been achieved and the challenges that still face the school today.
- Mrs. Forbes also provided a recap of the application and enrollment numbers of SY 2020-21.
- Mrs. Forbes then led the board in a discussion around the SY 2021-22 student recruitment strategy. The major points including:
 - A shift from NYC public transit marketing to social media marketing.
 - Engaging current families in our virtual tours and marketing efforts.
 - Continuing to build on relationships developed with local Pre-K Centers and CBO's.

Adjournment & Approvals

J. Greenthal reminds board members that they were emailed the 990 for review, no vote needed.

We did not have quorum at this point in the meeting, thus we were unable to bring any motions to the floor.

J.Greenthal adjourns the meeting at 6:09 pm.



AGENDA AUGUST, 11, 2020 PAVE RH BOARD OF TRUSTEES MEETING

PAVE Red Hook Board Meeting Minutes

Date & Time: August 11th, 2020 from 05.00PM – 6.30PM

Location: <https://us02web.zoom.us/j/86051251743>

PAVE RH BOD in Attendance (via Videoconference): J. Greenthal, Chair; D. Greenblatt, Trustee; M. Healy, Trustee; K. Lumpkin, Trustee; S. Lippincott Ferrer, Trustee

Staff Attending (via Videoconference): Spencer Robertson, CEO; Michelle Cook, ES Principal; Harold Turner, Middle School Principal; Dawn Antoine Forbes, Director of Operations

Prospective Board Members Attending (via Videoconference): Eldridge Gilbert, Melanie Dukes

Public Meeting

After noting that a quorum was present, J. Greenthal calls the Public Meeting to order at 5:06PM and previews the meeting's agenda.

Agenda Items

Public Comment

J.Greenthal opens up for public comment. No public comment.

Welcome:

SR opens up with introductory comments that welcome two potential board members and the enthusiasm at the prospect of being joined by Melanie and Eldridge. SLT & PLT have all had the opportunity to connect with both prior to the meeting. Board members in attendance introduce themselves to E. Gilbert & M. Dukes. J Greenthal → M. Healy → K. Lumpkin → D. Greenblatt

Prospective Board Members:

E. Gilbert & M.Dukes introduce themselves. J. Greenthal asks a question to E. Gilbert.

Reopen Plan:

School leaders share our reflections from last year. SR shares reopening plans and the guiding principles: health & safety, engaging teaching & learning, SEL needs, agility in planning.

- Hybrid/100% Remote options, definitions
- Health & Safety: lessons learned, PPE, social distancing, individual student and staff materials, signage to support hygiene & building, teacher:student ratio/learning pods, cleaning solutions, students & staff health daily health screenings, on-call custodial teams
- ES & MS principals share out academic programs and highlights
- MC shares out about SEL component of our school schedule/staff training
- MC shares out about synchronous and asynchronous learning
- Principals share sample schedules for both ES and MS remote program

- The board inquires about what tradeoffs were made to create the remote schedule.
- The board inquires about transition time for students.
- The board inquires about the purpose of the Middle School Intervention block.
- Communication to/with adults and families
- Additional (and potential) safety measures

Executive Session

6:16pm - J.Greenenthal makes a motion to move into executive session to discuss reopening plan and personnel matters. K.Lumpkin seconds the motion to move into the executive session.

Public Meeting

J.Greenenthal makes a motion to move out of the executive session and into the public meeting, M. Healy seconds.

Adjournment & Approvals

- 1) J.Greenenthal makes a motion to approve minutes from the June meeting. M. Healy seconds. All trustees approve.
- 2) J.Greenenthal makes a motion to vote for E. Gilbert to join the board. K. Lumpkin seconds. All trustees approve.
- 3) J.Greenenthal makes a motion to vote for M. Dukes to join the board. K. Lumpkin seconds. All trustees approve.
- 4) J.Greenenthal makes a motion to vote for A. Sweeney to take on the role as Treasurer for the board . M. Healy seconds. All trustees approve.
- 5) J.Greenenthal makes a motion to vote to approve the re-opening plan. M. Healy seconds. All trustees approve.
- 6) J.Greenenthal makes a motion to vote to approve the facility reserve policy as presented. The target minimum Facility Reserve Fund is equal to \$330,000, once the building reaches 10 years of age, expected in 2024 as targeted by CIVIC Builders. In FY21 PAVE Academy will segregate \$198,000 of its general operating bank account, to establish a facility reserve as a complement to the reserve held by 732 CIVIC LLC. Healy seconds. All trustees approve.

J.Greenenthal adjourns the meeting at 6:33pm.



AGENDA JANUARY 12, 2021 PAVE RH BOARD OF TRUSTEES MEETING

PAVE Red Hook Board Meeting Minutes

Date & Time: Tuesday, January 12th, 2020 from 05.00PM – 06.30PM

Location: <https://us02web.zoom.us/j/89324589906>

PAVE RH BOD in Attendance (via Videoconference): J. Greenthal, Chair; A. Sweeney, Trustee; K. Lumpkin, Trustee; M. Dukes, Trustee, E. Gilbert, Trustee; D. Greenblatt, Trustee;

Staff Attending (via Videoconference): Spencer Robertson, CEO; Harold Turner, MS Principal; Michelle Cook, ES Principal; Dawn Antoine Forbes, K-8 DOO; Lisa Lurie, Finance Consultant

Public Meeting

After noting that a quorum was present, J. Greenthal calls the Public Meeting to order at 5:04 PM and previews the meeting's agenda.

Agenda Items

Public Comment

J.Greenthal opens up for public comment. No public comment.

Agenda Topic 1:

Highlights:

- Principal Cook shared pictures of the Elementary School Winter break reading challenge
- Principal Turner shared positive news regarding Middle School reading data. Based on the recent round of Literably testing, 60% of Middle School students have met or exceeded their individual November reading goals.

Agenda Topic 2:

Finance:

- Mrs. Forbes reviewed the budget to actuals through November 30th.
 - PAVE is projected to have expenses that are \$370K higher than budgeted but also revenue higher by \$330K. This results in a Net Surplus projected of \$7.6K.
 - PAVE is projecting 496 GenEd enrollment (currently at 500 FTE) which results in an increase of \$171K in revenue.
 - Through fundraising efforts, PAVE has also seen an increase in revenue of \$183K
 - Based on our reopening model, PAVE hired temporary staff pod leaders and parental leave coverage staff resulting in \$245K in expenses.
 - To follow guidelines we have increased expenses related to COVID (nurse, custodial, hotspots) of \$155K.
- PAVE leadership went through the tough process of identifying and cutting over 400K from the budget at the

beginning of the school year, which set us up for success in sticking to a balanced budget.

- Mr. Greenthal asked about our cash position and how it compares to previous years? In response, Mrs. Lurie answered by explaining that we are carrying more cash than previous years primarily due to funds from our PPP Loan and small surpluses experiences in the past few years.

Agenda Topic 3:

Updates on ED Search:

- Mr. Robertson shares the following update on the Executive Director search:
 - Promise 54 continues to source candidates
 - On 1/19 Executive Director Search Committee will meet to norm on which candidates will be invited to complete the Performance Task
 - Then, candidates will complete Performance Task between 1/20-1/22
- Mr. Greenthal inquired about the caliber of candidates that have applied thus far. The general consensus was that we had a strong candidate pool.

Agenda Topic 4:

Hybrid Learning Update:

- Principals shared an updated timeline for the start of in-person learning.
- Mr. Gilbert asked about the number of students who will be participating in person learning.
 - Elementary school will have an estimated 80 students participating in person.
 - Middle school will have an estimated 70 students participating in person.

Agenda Topic 5:

Summer Programming Discussion:

- PAVE RH has received restricted funding to run a summer Kindergarten - 8th Grade summer program. The PAVE leadership team is at the very early stages of planning.
- Mr. Robertson opened the floor for discussion on ideas the board or guidance with regard to how to approach summer programming this year.
- The following ideas were proposed by the various board members:
 - Ensure that joy and enrichment are included in the programing
 - Ensure that social emotional support is included in the programing
 - Looking at innovative curriculum like project-based learning
 - Ensure that leadership team starts with a clear vision, goals, and accountability measures
 - Is there a way to get MS students to tutor younger ES students?

Adjournment & Approvals

J. Greenthal makes a motion to approve minutes from the December board meeting. E. Gilbert seconds. All trustees approve.

PAVE Red Hook Board Meeting Minutes

Date & Time: Tuesday, February 09th, 2020 from 05.00PM – 06.30PM

Location: <https://us02web.zoom.us/j/89324589906>

PAVE RH BOD in Attendance (via Videoconference): J. Greenthal, Chair; A. Sweeney, Trustee; K. Lumpkin, Trustee; Trustee, E. Gilbert, Trustee; M. Healy, Trustee

Staff Attending (via Videoconference): Spencer Robertson, CEO; Harold Turner, MS Principal; Michelle Cook, ES Principal; Dawn Antoine Forbes, K-8 DOO

Public Meeting

After noting that a quorum was present, J. Greenthal calls the Public Meeting to order at 5:04 PM and previews the meeting's agenda.

Agenda Items

Public Comment

J.Greenthal opens up for public comment. No public comment.

Agenda Topic 1:

Highlights:

- Principal Cook shared pictures of the Elementary School celebrating Black History Month and the 100th Day of school.
- Principal Turner shared a video of Middle School students answering the question "What comes to mind when you hear the phrase Black History Month?"

Agenda Topic 2:

Updates on ED Search:

- Mr.Robertson shares the following update on the Executive Director search:
 - Top 6 candidates have completed performance tasks
 - PAVE staff have been involved in the process by providing feedback and interview questions
 - PLT has completed interviews with top 4 candidates and 3/4 have advanced to Interview 2
 - Likely that 3 candidates advance to an interview with full EDSC at the end of February
- A.Sweeny asked for PLT's opinion on the three candidates that were moving forward in the process. Positive information was shared.

Agenda Topic 3:

Phase 3: Hybrid Instruction

- Principals shared an updated timeline for the start of in-person learning.
 - MS: Launched hybrid instruction 1/25

- ES: Continues hybrid instruction.
- ES/MS: Beginning to collect data to compare in person & remote instruction (attendance, work completion, accuracy, growth)

Agenda Topic 4:

Academic Progress

- Both principals shared updates on their strategic plans to improve in the areas of student work completion, student engagement, and student attendance.
- Both principals shared academic data with the board:
 - ES shared MAP test data which compares how K-4 students are going compared to K-4 students around the country.
 - MS shared MAP test data which compares how 5-8 students are going compared to 5-8 students around the country.

Agenda Topic 5:

Summer Programming:

- Ms. Forbes shared that February and March are our planning months for Summer School. She shared the following:
 - Summer Program date will be 7/5/21 - 8/6/21
 - We are looking to have one pod per grade K-8 which equals 12 students per grade
 - We will approach summer program enrollment by prioritized students who need support academically.
 - Current PAVE staff will have priority to fill all of the summer program positions which include K-8 pod teachers, Summer School Director, and Summer School Operations Coordinator.
 - The day for students runs 8:30 AM - 4:30 PM. The first half of the day will be academic focused and taught ideally by PAVE faculty. The second half of the day will be focused on enrichment and social emotional learning provided by a third party vendor or a local CBO.

Adjournment & Approvals

J.Greenthal makes a motion to approve minutes from the January board meeting. E. Gilbert seconds. All trustees approve.



AGENDA March 16, 2021 PAVE RH BOARD OF TRUSTEES MEETING

PAVE Red Hook Board Meeting Minutes

Date & Time: Tuesday, March 16th, 2020 from 05.00PM – 06.30PM

Location: <https://us02web.zoom.us/j/87048378227>

PAVE RH BOD in Attendance (via Videoconference): J. Greenthal, Chair; A. Sweeney, Trustee; K. Lumpkin, Trustee; Trustee, E. Gilbert, Trustee; M. Dukes, Trustee, M. Healy, Trustee, S. Lippincott Ferrer, Trustee

Staff Attending (via Videoconference): Spencer Robertson, CEO; Harold Turner, MS Principal; Michelle Cook, ES Principal; Dawn Antoine Forbes, K-8 DOO

Public Meeting

After noting that a quorum was present, J. Greenthal calls the Public Meeting to order at 5:02 PM and previews the meeting's agenda.

Agenda Items

Public Comment

J.Greenthal opens up for public comment. No public comment.

Approvals

J.Greenthal makes a motion to approve minutes from the February board meeting. A. Sweeney seconds. All trustees approve.

J.Greenthal makes a motion to enter an executive session to discuss personnel matters. M. Healy seconds. All trustees approve.

J.Greenthal makes a motion to enter a public session. M. Healy seconds. All trustees approve.

Adjournment

Meeting adjourned at 6:55 PM.

PAVE Red Hook Board Meeting Minutes

Date & Time: Tuesday, December 08th, 2020 from 05.00PM – 06.30PM

Location: <https://us02web.zoom.us/j/89456701523>

PAVE RH BOD in Attendance (via Videoconference): J. Greenthal, Chair; M. Healy, Trustee; A. Sweeney, Trustee; K. Lumpkin, Trustee; M. Dukes, Trustee, E. Gilbert, Trustee

Staff Attending (via Videoconference): Spencer Robertson, CEO; Harold Turner, MS Principal; Michelle Cook, ES Principal; Dawn Antoine Forbes, K-8 DOO

Public Meeting

After noting that a quorum was present, J. Greenthal calls the Public Meeting to order at 5:03 PM and previews the meeting's agenda.

Agenda Items

Public Comment

J.Greenthal opens up for public comment. No public comment.

Agenda Topic 1:

Highlights:

- Elementary School shared a video of the ES Leadership Team showing their appreciation for all of the hard work staff members have put in over the past couple of months.
- Middle School shared details of the new student initiative, Student Government.

Agenda Topic 2:

Updates on ED Search Committee

- Mr. Robertson shared that EDSC is close to defining the candidate application/review process (including questions and exercises) and that Promise 54 will begin screening candidates in January 2021.
- A. Sweeney asked for PLT's impressions on the candidate pool thus far. PLT expressed their confidence in the resumes that have been submitted.

Agenda Topic 3:

Next Phase of In-Person Learning Update

- Mr. Robertson shared the following updated time-line for In- Person Learning
 - Remote Learning from November 18, 2020 - January 8, 2021 K-8th Grade.
 - Elementary school begins In-Person learning on January 11, 2021.
 - Middle school begins In-Person learning on January 25, 2021.
- A. Sweeney inquired about staffing and student teacher ratios, particularly in the Elementary School.

Agenda Topic 4:

First Trimester Review

- Ms. Cook shared Elementary School attendance data. Although the ES average daily attendance for October is 92%, slightly lower than our goal of 95%, leaders and teachers have discussed strategies to employ to increase attendance rates.
- Ms. Cook also shared academic data for K-4th Grade. Although the Elementary School is not meeting its reading level goals, teachers spent a significant portion of data creating student specific action plans to address.
- E. Gilbert pushed Ms. Cook to think specifically how the Elementary School is using data to inform the schedule once students return to in-person learning.
- Mr. Turner shared the work that the Middle School taskforce, a cross department team of teachers and leaders, have done to address MS attendance and raise GPA's.

Adjournment & Approvals

J.Greenenthal makes a motion to approve minutes from the October board meeting. A. Sweeney seconds. All trustees approve.

J.Greenenthal makes a motion to approve minutes from the November board meeting. A. Sweeney seconds. All trustees approve.

J.Greenenthal makes a motion to approve bylaw amendment as presented. A. Sweeney seconds. All trustees approve.

J.Greenenthal adjourns the meeting at 6:26 pm.



AGENDA SEPTEMBER 8, 2020 PAVE RH BOARD OF TRUSTEES MEETING

PAVE Red Hook Board Meeting Minutes

Date & Time: Tuesday, September 8th, 2020 from 05.00PM – 06.30PM

Location: <https://us02web.zoom.us/j/81869123153>

PAVE RH BOD in Attendance (via Videoconference): J. Greenthal, Chair; D. Greenblatt, Trustee; M. Healy, Trustee; A. Sweeney, Trustee; K. Lumpkin, Trustee; S. Lippincott Ferrer, Trustee

Prospective Trustees (via Videoconference): M. Dukes, E. Gilbert

Staff Attending (via Videoconference): Spencer Robertson, CEO; Harold Turner, MS Principal; Michelle Cook, ES Principal; Dawn Antoine Forbes, K-8 DOO

Public Meeting

After noting that a quorum was present, J. Greenthal calls the Public Meeting to order at 5:06 PM and previews the meeting's agenda.

Agenda Items

Public Comment

J.Greenthal opens up for public comment. No public comment.

Agenda Topic 1:

Highlights:

- Remote Teacher Institute- Discussion around Kindergarten - 8th Grade Collaboration, staff members leading sessions, and the JOY we infused throughout the week.
- Shared photos from the 1st Week of School with the focus on the student experience.

Agenda Topic 2:

PAVE Priorities Kindergarten - 8th Grade

- Anti-Racist Educators
 - Elementary School will be building off of the work they have done the past couple of years focusing on creating affirmative spaces (especially virtually) and rethinking their Tier 1 culture systems.
 - Middle School will be kicking off their first year with this priority by starting book clubs and affinity groups.
 - As a school, we will be working with a third-party organization to support us Kindergarten through 8th Grade in this work.
- Curriculum Experts
 - Elementary School will focus on improving our blended learning program and learning how to use our new remote assessments to inform great instruction.
 - Middle School will be focused on providing content level professional development as teachers, with a framework in hand, rewrite lessons to fit our new reality.

Agenda Topic 3:

20-21 Reopening Update

- Spencer Robertson went through a slide deck providing the board with information on the following:
 - Feedback From Teachers/Staff and Families
 - Hybrid Open/Closure Criteria
- The board provided their suggestions and thoughts around hybrid staffing models and our closure/reopen procedure.

Agenda Topic 3:

Translation of Key School Systems

- Principals discuss how PAVE is reframing/reimagining the following systems in a remote teaching setting:
 - Attendance
 - Grading and Assessments
 - Supports for our special populations (student with special education needs and our english as a new language students)
 - Teacher support and coaching
 - Student and Adult Culture
 - Family Engagement

Adjournment & Approvals

J.Greenenthal makes a motion to approve minutes from the August meeting. K. Lumpkin seconds. All trustees approve.

J.Greenenthal makes a motion to designate Allie Sweeney, Jamie Greenenthal and Spencer Robertson as the finance committee. M. Healy seconds. All trustees approve.

Board Member Term Extensions:

- J.Greenenthal makes a motion to extend the terms of Allie Sweeney until June of 2021. A. Sweeney recused herself from the vote. M. Healy seconds. All trustees approve.
- J.Greenenthal makes a motion to extend the terms of Daniel Greenblatt until June of 2021. D.Greenblatt recused himself from the vote. S. Lippincott Ferrer seconds. All trustees approve.
- J.Greenenthal makes a motion to extend the terms of Mike Healy until June of 2021. M.Healy recused himself from the vote. S. Lippincott Ferrer seconds. All trustees approve.
- M. Healy makes a motion to extend the terms of Jamie Greenenthal until June of 2021. J.Greenenthal recused himself from the vote. D. Greenblatt seconds. All trustees approve.

J.Greenenthal adjourns the meeting at 7:36pm.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	PAVE Academy Charter School
Name of trustee (print):	Melanie Dukes
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

DocuSigned by:
 Signature: 
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By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	PAVE Academy Charter School
Name of trustee (print):	Allie Sweeney
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

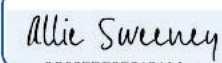
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

DocuSigned by:
 Signature: 
 3C06FDF2E8124AA...

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	PAVE Academy Charter School
Name of trustee (print):	Michael Healy
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee / Board Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

DocuSigned by:
 Signature: 
 9C1A03507322402...

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	PAVE Academy Charter School
Name of trustee (print):	Jamie Greenthal
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Chair
Email Address:	[REDACTED]

Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

