

Application: PAVE Charter School

Gretchen Liga - gliga@csbm.com
Annual Reports

Summary

ID: 0000000046
Status: Annual Report Submission
Last submitted: Oct 29 2020 09:16 PM (EDT)

Entry 1 School Info and Cover Page

Completed Jul 28 2020

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 2019-20 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, 2020)** 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, 2020)

Please select the correct authorizer as of June 30, 2020 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 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

588

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

504

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served

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

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	PAVE Schools
PHYSICAL STREET ADDRESS	238 Conover Street
CITY	Brooklyn
STATE	NNNYNYn
ZIP CODE	11231
EMAIL ADDRESS	info@paveschools.org
CONTACT PERSON NAME	Lisa Lurie

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

	No, just one site.
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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	[REDACTED]	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)	[REDACTED]	[REDACTED]	mcook@paveschools.org
Operational Leader	Matt McSorley	[REDACTED]	[REDACTED]	mmcsorley@paveschools.org
Compliance Contact	Isis Jimenez	[REDACTED]	[REDACTED]	ijimenez@paveschools.org
Complaint Contact	Spencer Robertson	[REDACTED]	[REDACTED]	srobertson@paveschools.org
DASA Coordinator	Christina Raniolo	[REDACTED]	[REDACTED]	craniolo@paveschools.org
Phone Contact for After Hours Emergencies	Matt McSorley	[REDACTED]	[REDACTED]	mmcsorley@paveschools.org

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, 2020.

Site 1 Certificate of Occupancy (COO)

[PAVE RH CO.pdf](#)

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

Site 1 Fire Inspection Report

[PAVE Fire inspection cert.pdf](#)

Filename: PAVE Fire inspection cert.pdf **Size:** 185.7 kB

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change/Termination of CMO Contract	Prior to June 30 2020, PAVE Academy Charter School contracted with PAVE Schools, Inc, a New York not-for-profit corporation to manage certain business and academic-related services. PAVE Academy Charter School requested to cease its relationship with PAVE Schools, Inc. effective June 30, 2020 and transition all applicable responsibilities to within PAVE Academy Charter School.	11/4/2019	3/26/2020
2				
3				
4				
5				

More revisions to add?

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

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

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

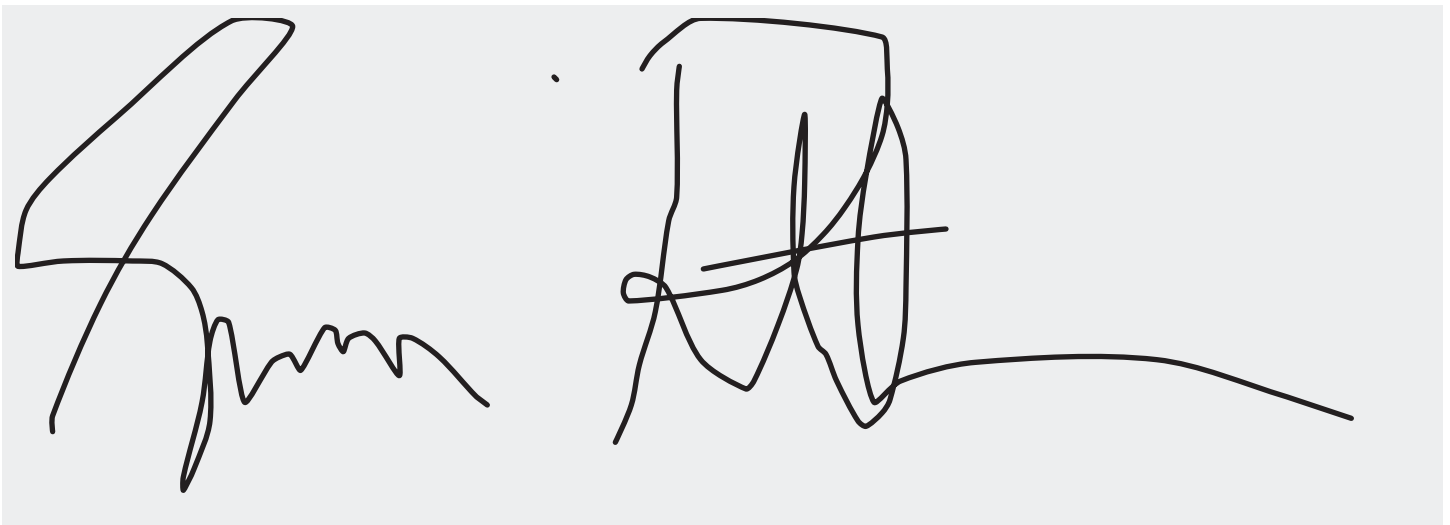
Name	Isis Jimenez
Position	Achievement and Critical Data Manager
Phone/Extension	718-858-7813
Email	jjimenez@paveschools.org

p. 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. Check **YES** if you 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



Signature, President of the Board of Trustees

A large, stylized handwritten signature in black ink on a light gray background. The signature is highly cursive and difficult to decipher.

Date

Jul 27 2020

Thank you.



Entry 2 NYS School Report Card

Completed Jul 28 2020

[Instructions](#)

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographi information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

PAVE ACADEMY CHARTER SCHOOL 331500860927

NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one.

Please type "URL is not available" in the space provided.)

https://data.nysed.gov/essa.php?instid=800000061098&year=2019&createreport=1&allchecked=1&OverallStatus=1§ion_1003=1&EMStatus=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&38ELA=1&38MATH=1&48SCI=1®ents=1&nyseslat=1&naep=1&staffqual=1&feddata=1

Entry 3 Progress Toward Goals

Incomplete Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

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	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

4. ORGANIZATION GOALS

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				

Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed Sep 15 2020

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

2019-20 APPR PAVE final

Filename: 2019 20 APPR PAVE final.pdf Size: 567.2 kB

Entry 7 Disclosure of Financial Interest Form

Completed Jul 28 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

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 2019-2020 school year must

complete a signed:

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

Greenblatt, Daniel

Filename: Greenblatt Daniel.pdf **Size:** 516.3 kB

Greenthal, Jamie

Filename: Greenthal Jamie.pdf **Size:** 516.2 kB

Hopkins, Annie

Filename: Hopkins Annie.pdf **Size:** 675.1 kB

Melling, Melisa

Filename: Melling Melisa.pdf **Size:** 675.2 kB

Healy, Michael

Filename: Healy Michael.pdf **Size:** 675.6 kB

Lumpkin, Kim

Filename: Lumpkin Kim.pdf **Size:** 673.1 kB

Ferrer, Sophie

Filename: Ferrer Sophie.pdf **Size:** 677.8 kB

Sweeney, Allie

Filename: Sweeney Allie.pdf **Size:** 676.9 kB

Entry 8 BOT Membership Table

Completed Jul 28 2020

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 8 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.

PAVE ACADEMY CHARTER SCHOOL 331500860927

1. 2019-2020 Board Member Information (Enter info for each BOT member)

	Trustee Name and 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 2019-2020
1	Sophie Lippincott Ferrer [REDACTED]	Trustee/Member	N/A	Yes	2	07/01/2020	06/30/2021	10
2	Daniel Greenblatt [REDACTED]	Trustee/Member	Education; ED Search	Yes	6	07/01/2020	06/30/2021	10

3	Jamie Greenthal [REDACTED]	Chair	Finance; ED Search	Yes	6	07/01/2020	06/30/2021	11
4	Michael Healy [REDACTED]	Secretary	N/A	Yes	6	07/01/2020	06/30/2021	6
5	Annie Hopkins [REDACTED]	Treasurer	Finance; Education	Yes	5	07/01/2020	06/30/2021	7
6	Kim Lumpkin [REDACTED]	Trustee/Member	N/A	Yes	5	07/01/2020	06/30/2021	10
7	Melisa Melling [REDACTED]	Trustee/Member	Finance	Yes	6	07/01/2020	06/30/2021	5 or less
8	Allie Sweeney [REDACTED]	Trustee/Member	Education; ED Search	Yes	6	07/01/2020	06/30/2021	10
9			N/A					

1a. Are there more than 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, 2020	8
b.Total Number of Members Added During 2019-2020	0
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	8

3. Number of Board meetings held during 2019-2020

11

4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

Entry 9 Board Meeting Minutes

Completed Jul 28 2020 Hidden from applicant

[Instructions](#)

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 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 3, 2020.

PAVE FY20 PAVE board meeting minutes merged

Filename: PAVE FY20 PAVE board meeting minutes merged.pdf **Size:** 805.4 kB

Entry 10 Enrollment & Retention

Completed Jul 28 2020

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), 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 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual 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 2020-2021.

PAVE ACADEMY CHARTER SCHOOL 331500860927

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
	In the 2019-2020 school year, 86% of the total student population was economically	

<p>Economically Disadvantaged</p>	<p>disadvantaged, based on eligibility for free and reduced price lunch. At this percentage, we surpassed our target by 21 percentage points. The following strategies were used during the recruitment period to specifically attract FRPL eligible students:</p> <ul style="list-style-type: none"> • Meal program was covered at school open house, on application, and during tours • 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</p>	<p>Of PAVE's total enrollment, 10.4% of students were classified as English Language Learners (9.7 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 multi-lingual staff • Outreach to immigrant 	<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</p>

Learners/Multilingual Learners	<p>communities</p> <ul style="list-style-type: none"> • 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 • School information session(s) are held in trusted cultural centers in the community to attract more families who speak a language other than English. 	<p>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>
Students with Disabilities	<p>In 2019-20, the percentage of students with disabilities was 22%, exceeding our enrollment target by 3.2 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 2019-2020	Describe Retention Plans in 2020-2021
	<p>PAVE retained 92% of its economically disadvantaged students. We accomplished this by providing additional supports for students and families who need them, such as free</p>	

Economically Disadvantaged	<p>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 the supports we provide and that we maintained an inclusive environment at all times.</p>	<p>Given the high retention rate of economically disadvantaged students, we will utilize the same strategies in the coming year.</p>
English Language Learners/Multilingual Learners	<p>At 91%, the school’s retention of English Language Learners was strong in 2019-20. 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. • A “Bi-Lingual Family Night” is hosted each year. • Three of the Main Office staff are fluent in languages other than English. 	<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>Despite changes in the Operations Team Staff, having main office staff that speak Spanish remained a priority. Two of the main office staff are fluent in languages other than English.</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 achieved a very high level of retention of students with disabilities (90%) by ensuring that IEP's were carefully monitored and that all mandated services were implemented in combination with supplemental</p>	<p>Given the high retention rate of Students with Disabilities, we will utilize the same strategies in the</p>

Students with Disabilities	<p>supports such as afterschool interventions, test prep, etc. PAVE employs two full-time Learning Support Coordinators and three 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 internal assessments and teacher observation as well as more formal and state assessments.</p>	<p>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>
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Entry 12 Percent of Uncertified Teachers

Incomplete 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.

Entry 12 Uncertified Teachers

School Name: PAVE ACADEMY CHARTER SCHOOL 331500860927

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, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as of June 30, 2020)	
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, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
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, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
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 13 Organization Chart

Incomplete Hidden from applicant

Instructions

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

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

Entry 14 School Calendar

Completed Jul 28 2020

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 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

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.

PAVE RH SY20-21 Calendar

Filename: PAVE RH SY20 21 Calendar.pdf **Size:** 140.8 kB

Entry 15 Links to Critical Documents on School Website

Incomplete Hidden from applicant

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., 2018-19 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);
3. 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 15 Links to Critical Documents on School Website

School Name: PAVE Charter School

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:

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	
2a. Webcast of Board Meetings (per Governor's Executive Order)	
3. Link to NYS School Report Card	
4. Most Recent Lottery Notice Announcing Lottery	
5. Authorizer-Approved DASA Policy	
6. District-wide Safety Plan	
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	
7. Authorizer-Approved FOIL Policy	
8. Subject matter list of FOIL records	
9. Link to School Reopening Plan	

Thank you.



Entry 16 COVID 19 Related Information

Completed Jul 28 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are

encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: **PAVE Charter School**

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	504	399	435

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participants

																ting Stud ents
	N/a	X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		
		X	X	X	X	X	X	X	X	X	X	X	X	X		

		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
Tota l															0

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

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[INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS](#)

Please provide the full name of **ANY and ALL instructional and non-instructional employees** and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).



PAVE Academy Charter School

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Isis Jimenez

732 Henry Street,
Brooklyn, NY 11231

718-858-7813

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Isis Jimenez, Achievement and Critical Data Manager, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
JAMIE GREENTHAL	Chair
ANNIE HOPKINS	Treasurer
MICHAEL HEALY	Secretary
SOPHIE FERRER	Trustee
DANIEL GREENBLATT	Trustee
KIM LUMPKIN	Trustee
MELANIE DUKES	Trustee
ELDRIDGE GILBERT	Trustee

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. PAVE Schools, a charter management organization (CMO), was formed in 2014 to manage the school and replicate the PAVE model.

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:

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

- **Perseverance:** We believe that reflection and refinement is 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. Last year as of BEDS Day, the school served 514 students in grades K-8. Of PAVE's 2019-20 enrolled students, 56.0% were Hispanic, 39.% Black, 2.5% white, 1.8% Asian, and .2% multiracial. 87.0% lived in poverty. A total of 20.6% had a disability and 10.5% were English Language Learners. PAVE enrolls a far greater percentage of economically disadvantaged and Black and Hispanic students than the CSD 15 average.

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
2015-16	60	53	59	60	57	53	54	49	24					414
2016-17	54	57	55	54	56	57	50	52	46					469
2017-18	55	54	57	55	49	57	55	47	46					475
2018-19	51	57	55	55	55	53	55	54	46					481
2019-20	56	60	61	57	60	57	56	53	54					514

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

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 (Reader's Workshop, Text Analysis, Writer's Workshop, and Foundations) that work in tandem to develop scholars' understandings of reading, writing, speaking, and listening concepts. In upper elementary grades, an Interactive Read Aloud block is added since much of the reading that occurs during other blocks is now able to be done independently. Additionally, Word Study is done using teacher-created lessons based on Fountas and Pinnell's word study framework. In Middle School, ELA is comprised of Literature (one novel and paired nonfiction texts are studied per unit), Writing, and Text Analysis. 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 by and adequate challenge for all students during read-alouds, 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.

- **Success Academy curriculum:** Students in middle school grades use this curriculum, which emphasizes reading and analyzing novels, short fiction, nonfiction, and poetry; engaging in rich discussions about the big ideas in texts; and expressing ideas clearly, precisely, and authentically. through creative, informative, and argumentative writing.
- **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.
- **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.

As of March 2020, PAVE has transitioned to remote learning, 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 implemented Google Classroom to administer and grade assignments and LightSail to support student independent reading. PAVE continued to provide academic and related services to students with disabilities and English Language Learners.

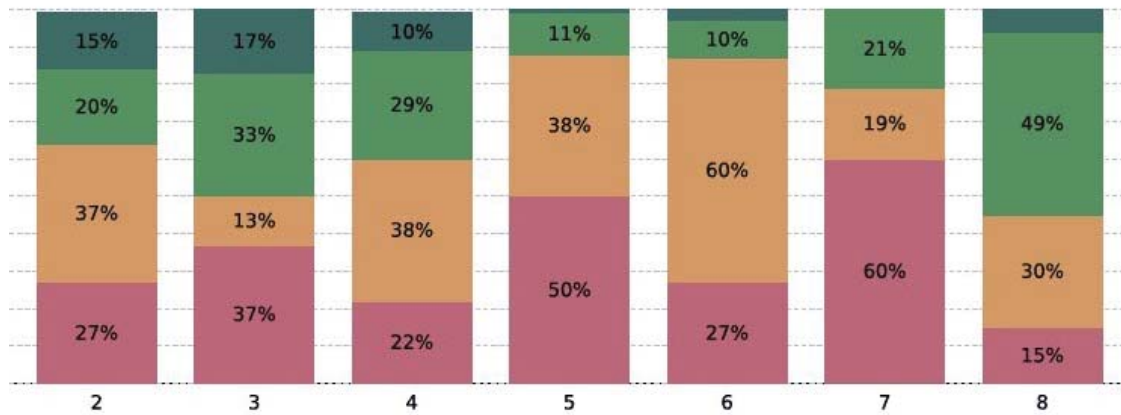
METHOD

PAVE administered ELA internally-developed interim assessments, aligned to New York State standards, to students in grades 2-8. The IAs were administered in October and January of the 2019-20 school year; a third IA was not administered due to the unexpected transition to remote learning.

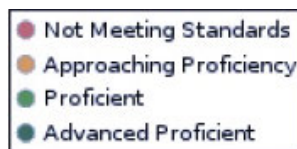
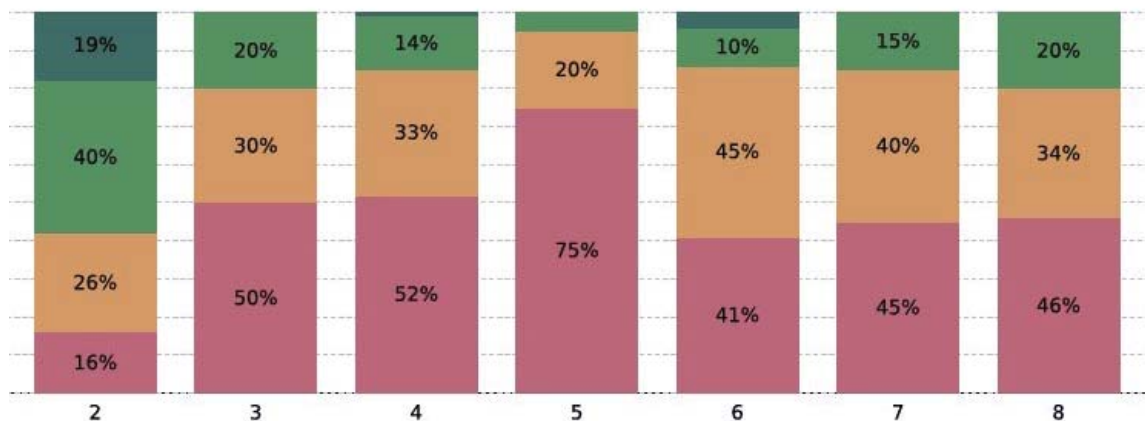
RESULTS AND EVALUATION

Overall 33% of PAVE students in grades 2-8 were either proficient or advanced proficient on ELA IA1, and 22% of PAVE students in grades 2-8 were either proficient or advanced proficient on ELA IA2. This reflects that IA2, administered in January, is longer and more challenging than IA1, as it covers more material and standards.

ELA IA 1

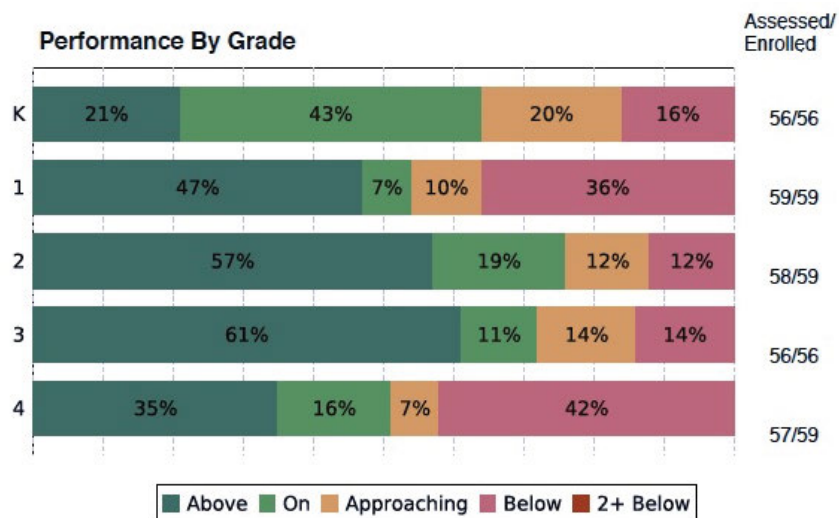


ELA IA 2



A third IA was not administered due to the COVID-19 pandemic and unexpected transition to remote learning. Teachers used formative data (quizzes, unit tests, homework, and in the middle school exit tickets) to guide instruction and identify students for remediation.

PAVE also used Fountas & Pinnell Benchmark Assessment Systems to determine students' independent and instructional reading levels. January 2020 results showed 63% of PAVE students in grades K-4 were reading on or above their target reading level. Performance was strongest in grade 2 (76% proficient) and grade 3 (72% proficient).



A third round of benchmarking was not administered due to the COVID-19 pandemic and unexpected transition to remote learning.

ADDITIONAL 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 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.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Due to the limited data available, specifically end-of-year results, PAVE is unable to assess its achievement of its English Language Arts goal in the 2019-20 year.

ACTION PLAN

PAVE is planning to implement remote instruction for the first month of the 2020-21 school year, and then provide a hybrid learning option starting September 28. The synchronous, real-time engagement of hybrid learning will provide valuable instructional time for PAVE students.

PAVE has identified better assessment tools to help track student learning in real time and make instructional adjustments accordingly. Starting in the 2020-21 year, PAVE is pivoting from administering three paper and pencil Interim Assessment to administering the Measures of Academic Progress (MAP) assessment. The MAP assessment can be given remotely and 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 be replacing the F&P Benchmark Assessment System with 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 Success Academy's rigorous curriculum for ELA in the middle school grades. PAVE is continuing to implement the improved Text Analysis model, with support from the Lavinia Group.

PAVE uses Leveled Literacy Intervention to support struggling readers, who are identified through assessment of reading level. System to help 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. PAVE will be moving to myON to support independent reading. In the middle school, PAVE has launched Book Clubs.

PAVE is also expanding the use of The Writing Revolution from 3rd and 5th grade, where it was piloted in the 2019-20 school year, to be used in Kindergarten – 8th grade over the next three years. In 2020-21, it will be expanded to the 2nd and 5th grades; in 2021-22, Kindergarten, 1st, and 7th grades; and then in 2022-23, the 8th grade.

The Curriculum Team is supporting leaders' need to develop content knowledge and understanding of the curriculum through Unit Study/Unit Preview sessions and Looking At Student Work Protocols, which are professional development sessions for leaders on upcoming curriculum. Leaders then turn-key that learning to teachers to help them prepare for upcoming units and lessons.

Teachers have co-planning meetings with the appropriate support services teacher. PAVE has weekly Looking at Student Work meetings, during which teachers analyze student work and make short-term plans, including creating coaching plans, to address trends and close gaps.

Teachers get feedback on lessons and planning support, which is based on teacher needs. Leaders also regularly coach teachers through cycles of observation and feedback.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

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 in order to be successful in college and in STEM careers. In order 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.

- **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.
 - **TERC Investigations and Context for Learning Mathematics (CFLM):** Teachers use TERC Investigations and CFL as a resource because of its hands-on, inquiry based activities and materials. Both programs follow the philosophy of CGI by grounding math in real-world contexts.
 - **Math Routines:** Teachers spiral topics for repeated practice and supplement with topics not covered by TERC, such as months of the year.

- **Middle School Math:**

- **Content Block:** Teachers use a variety of inquiry-based and constructivist math curricula that engage students in the conceptual understanding and application of mathematics. Curricula include TERC Investigations, CFLM units, and Illustrative Math's Open Up program.
- **Workshop Block:** A fluid differentiated station model that allows teachers to meet the academic needs of specific students. Teachers wield a variety of strategies and activities, such as math routines, whole group readdressing of common errors, targeted remediation, and project-based learning (PBL). The inherent flexibility of a fluid station model allows teachers to pivot their lessons, based on current data.

Teachers use both frequent formative data as well as interim assessment data to evaluate students' mathematical learning. The school offers a math "workshop" period that targets specific student needs and allows for differentiation. This class is taught by the math teacher, who best knows his/her students. The workshop period is content-fluid from week to week and is based on up-to-date weekly data. Certain students receive remediation in small groups, while others work independently on rigorous module-based online math curriculum (Ten Marks in Grade 5, Math XL in Grade 6 through Grade 8).

As of March 2020, PAVE has transitioned to remote learning, with teachers providing instructional blocks twice per day as well as small group office hours. As the school anticipated learning gaps due to the initial phase of remote learning, time was built into the Math curriculum to remediate the most emphasized skills and understandings. While students need to learn all domains and standards, some standards, including as number sense, 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 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.

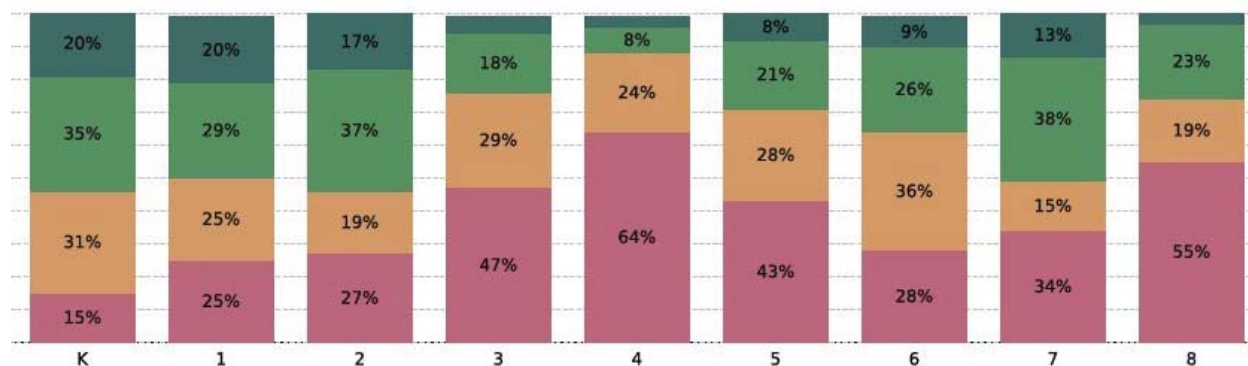
METHOD

PAVE administered internal assessments, aligned to New York State standards, to students in grades K-8. The IAs were administered in October and January of the 2019-20 school year; a third IA was not administered due to the COVID-19 pandemic and unexpected transition to remote learning.

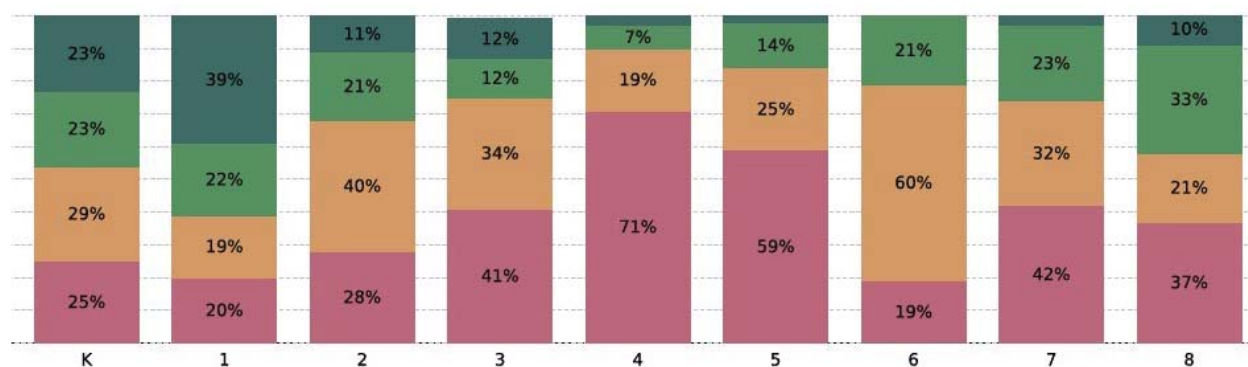
RESULTS AND EVALUATION

Overall 37% of PAVE students in grades K-8 were either proficient or advanced proficient on Math IA1, and 31% of PAVE students in grades 2-8 were either proficient or advanced proficient on IA2. This reflects that IA2, administered in January, is longer and more challenging than IA1, as it covers more material and standards. Despite the more challenging assessment, proficiency was increased from IA1 to IA2 in grade 1 (49% to 61%) and grade 8 (26% to 43%), and maintained in grade 3 (24% to 24%).

IA1



IA2



A third IA was not administered due to the unexpected transition to remote learning. Teachers used formative data (quizzes, unit tests, homework, and in the middle school exit tickets) to guide instruction and identify students for remediation.

ADDITIONAL 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.
 - 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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

- 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

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Due to the limited data available, specifically end-of-year results, PAVE is unable to assess its achievement of its Mathematics goal in the 2019-20 year.

ACTION PLAN

PAVE is planning to implement remote instruction for the first month of the 2020-21 school year, and then provide a hybrid learning option starting September 28. The synchronous, real-time engagement of hybrid learning will provide valuable instructional time for PAVE students.

PAVE has identified better assessment tools to help track student learning in real time and make instructional adjustments accordingly. Starting in the 2020-21 year, PAVE is pivoting from administering three paper and pencil Interim Assessment to administering the Measures of Academic Progress (MAP) assessment. The MAP assessment can be given remotely and 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 be replacing the F&P Benchmark Assessment System with 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 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 Pearson's Investigations and Context for Learning for K through grade 5, and has adopted 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 SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: Science

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

BACKGROUND

PAVE teachers create units aligned to state standards. Curriculum is designed to support a hands-on, inquiry based approach.

- **Full Option Science System (FOSS):** Teachers use FOSS kits as a resource to supplement their science lessons.
- **Investigating and Questioning our World through Science and Technology (IQWST):** Teachers use the IQWST curriculum in grades 5 through 8 to prepare them for high school science and the science regents.

As of March 2020, PAVE has transitioned to remote learning, with teachers providing instructional blocks twice per day as well as small group office hours. PAVE has adopted multiple platforms and tools to facilitate remote learning. PAVE's elementary school has implemented Class Dojo to administer assignments. PAVE's middle school has implemented Google Classroom to administer and grade assignments. PAVE continues to provide academic and related services to students with disabilities and English Language Learners.

METHOD

PAVE administered an internal Science assessment, aligned to New York State standards, to students in grades 5-8. The IA was administered midyear during the 2019-20 school year; a second end-of-year IA was not administered due to the transition to remote learning.

RESULTS AND EVALUATION

Overall 27% of PAVE students in grades 5-8 were either proficient or advanced proficient on Science IA1. Notably 53% of students in 8th grade, who have had the most time in PAVE’s science program, were either proficient or advanced proficient.

Science Performance of School by Grade

Grade	Not Meeting Standards	Approaching Proficiency	Proficient	Advanced Proficient
5	32%	46%	18%	4%
6	45%	30%	23%	2%
7	35%	54%	10%	2%
8	12%	35%	37%	16%
Grand Total	31%	41%	21%	6%

A second IA was not administered due to the unexpected transition to remote learning.

Teachers used formative data (quizzes, unit tests, homework, and in the middle school exit tickets) to guide instruction and identify students for remediation.

ADDITIONAL 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
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 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 2019-20 year.

ACTION PLAN

PAVE will continue to find ways to improve their proficiency in Science. With the help of the NYC Managing Director and CMO 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

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [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
2017-18	In good standing
2018-19	In good standing
2019-20	In good standing



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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: PAVE Academy Charter School
- Trustee's name (print): Daniel Greenblatt
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
BOD member of PAVE RH




8. Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest /transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

10. 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 your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding a Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>None</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

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6/26/2020

Date

For Revised November 16, 2015



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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: PAVE Academy Charter School
- Trustee's name (print): Jamie Greenthal
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Director of Growth and Innovation



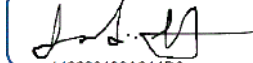
8. Is Trustee an employee of the education corporation? ___Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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<p>None</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

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6/25/2020

Date

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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: PAVE Academy Charter School
- Trustee's name (print): Annie Hopkins
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Treaaurer



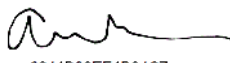
8. Is Trustee an employee of the education corporation? ___Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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<p>None</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

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7/23/2020

Date



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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: PAVE Academy Charter School
- Trustee's name (print): Melisa Melling
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): none



8. Is Trustee an employee of the education corporation? ___Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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<p>None</p> <p><i>Please write “None” if applicable. Do not leave this space blank.</i></p>				

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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: PAVE Academy Charter School
- Trustee's name (print): Michael Healy
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
Trustee



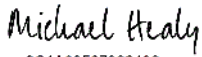
8. Is Trustee an employee of the education corporation? ___Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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<p>None</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: PAVE Academy Charter School
- Trustee's name (print): Kim Lumpkin
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
n/a




8. Is Trustee an employee of the education corporation? ___Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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<p>None</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: PAVE Academy Charter School
- Trustee's name (print): Sophie Lippincott Ferrer
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
N/A



8. Is Trustee an employee of the education corporation? ___Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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<p>None</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

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7/13/2020

Date



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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: PAVE Academy Charter School
- Trustee's name (print): Allie Sweeney
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
trustee



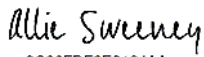
8. Is Trustee an employee of the education corporation? ___Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	My husband is on the board of the CMO, PAVE Schools, that provides services to PAVE Academy Charter School.		
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. 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 your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

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My husband is on the board of the Charter School.	the board of the	CMO, PAVE Schools,	that provides services to PAVE Academy	
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

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7/28/2020
Date



PAVE Academy Board Meeting - August 20, 2019

Via Videoconference

BOD in Attendance (via Video): Jamie Greenthal, Chair; Kim Lumpkin, Trustee; Allie Sweeney, Trustee; Daniel Greenblatt; Annie Hopkins, Trustee; Melisa Melling, Trustee; Sophie Lippincott Ferrer, Trustee

Absent: Mike Healy, Trustee

Staff Attending: Spencer Robertson, CEO; Kelly Anderson, Chief Change Officer; Lindsay Danon, Managing Director, NYC; Lisa Lurie, Managing Director Finance

Public Meeting

After noting that quorum is present, J. Greenthal calls the Public Meeting to order at 5.05PM and previews the meeting's agenda.

Agenda Items

L. Danon provides an update on School Leadership Development, sharing highlights from Leader and Teacher Institute in preparation for the upcoming 2019-20 School Year.

L. Danon provides an update on student enrollment, noting a confirmed enrollment of 535 students against a maximum enrollment threshold of 490 seats.

K. Anderson shared an update on staff recruitment for the 2019-20 School Year, noting 24 positions had been filled since January 2019. PAVE RH's offer acceptance rate for the 2019-20 School Year was 78%.

Approvals

J. Greenthal moves to approve the minutes from the June meeting, K. Lumpkin seconds, all trustees approve.

Adjournment

J. Greenthal adjourns the meeting at 5.25PM.



PAVE Academy Board Meeting - September 24, 2019
732 Henry Street, Brooklyn, NY 11231

PAVE Red Hook BOD in Attendance: Jamie Greenthal, Chair; Kim Lumpkin, Trustee; Allie Sweeney, Trustee; Daniel Greenblatt; Sophie Lippincott Ferrer, Trustee

PAVE Red Hook BOD Absent: Mike Healy, Trustee; Annie Hopkins, Trustee; Melisa Meling; Trustee

PAVE Schools BOD in Attendance: Patrick Sweeney, Chair; Dylan Glenn, Trustee (Video); Steve Olsen, Trustee (Video); Jennie Blair, Trustee; Coleman Kennedy; Trustee

PAVE Schools BOD Absent: Rick Gerson, Trustee

Staff Attending: Spencer Robertson, CEO; Kelly Anderson, Chief Development Officer; Lindsay Danon, Managing Director, NYC; Lisa Lurie, Managing Director Finance; Michelle Cook, ES Principal; Harold Turner, MS Principal

Public Meeting

After noting that quorum is present, J. Greenthal calls the Public Meeting to order at 6.05PM and previews the meeting's agenda.

Agenda Items

L. Danon, M. Cook and H. Turner present results from the 2018-2019 New York State Exam. Trustees review cohort analysis, and grade-level proficiency scores. A. Sweeney requests comparative data for CSD 15 Charter Schools.

M. Cook and H. Turner present 2019-2020 priorities for both the Elementary and Middle School programs. L. Danon shares the school's focus on stronger programmatic alignment across Kindergarten - 8th grade, introducing two new instructional tools that are being implemented to ensure a shared vision for instruction: the 6-Week Checklist and the High Impact Instructional Practices (HIIP) rubric.

K. Anderson provides an update on the Executive Director Search. It is announced that PAVE Schools will partner with external search firm Edgility Consulting, and that the Executive Director Search Committee will be chaired by PAVE RH Trustee D. Greenblatt. Trustees will review the process and timeline for the search in greater detail during the November Board meeting.

L. Lurie reports on finding from FY19 Draft Audited Financial Statements. PAVE Red Hook Academy Charter School demonstrated excellent operating results with a \$637K surplus. A. Sweeney suggests we look into a facilities reserve.

Approvals

J. Greenthal moves to approve the minutes from the August meeting, K. Lumpkin seconds, all trustees approve.

J. Greenthal moves to approve the FY19 Audit, S. Lippincott Ferrer

Adjournment

J. Greenthal adjourns the meeting at 7.15PM



PAVE Academy Board Meeting - October 15, 2019

New York City Charter School Center
111 Broadway, New York, NY 10006

PAVE Red Hook BOD in Attendance: Jamie Greenthal, Chair; Allie Sweeney (via Videoconference), Trustee; Daniel Greenblatt; Sophie Lippincott Ferrer, Trustee; Mike Healy, Trustee

PAVE Red Hook BOD Absent: Kim Lumpkin, Trustee; Annie Hopkins, Trustee; Melisa Meling, Trustee

Staff Attending: Spencer Robertson, CEO; Kelly Anderson, Chief Development Officer; Lindsay Danon, Managing Director, NYC; Lisa Lurie, Managing Director Finance

Guest: David Houlihan; Operations Consultant

Public Meeting

After noting that quorum is present, J. Greenthal calls the Public Meeting to order at 6.03PM and previews the meeting's agenda.

K. Anderson introduces an additional attendee, Operations Consultant, David Houlihan.

Agenda Items

K. Anderson provides update on long-term structural planning, noting the milestones achieved to date. Trustees review the proposed SY 2020-2021 school leadership model that was approved by both the PAVE Schools and PAVE RH Boards of trustees during the June 11, 2019 meeting. Two key design elements of the new structure are noted - an Executive Director, and a Managing Director of Operations.

S. Robertson discusses with trustees, the timeline for his transition, and intent to move into the Chairman role on the PAVE RH Board of Trustees at a timeline to be determined. Trustees discuss reporting structure for the Executive Director.

L. Lurie and D. Houlihan provide an update on PAVE Schools personnel transitions, and impacts to the PAVE RH operations. Trustees recommend the Managing Director, Operations position be posted as soon as possible.

J. Greenthal asks that PAVE Schools NLT present a detailed update on the PAVE Schools personnel and services transition in the November Board meeting.

L. Lurie presents sector best practices for establishing a facilities reserve. L. Lurie will have an out-of-session discussion with both the Finance Committee and A. Sweeney prior to the November meeting.

Approvals

J. Greenthal moves to approve the minutes from the September meeting, M. Healy seconds, all trustees approve.

Adjournment

J. Greenthal adjourns the meeting at 7.35PM



PAVE Academy Board Meeting - November 12, 2019

New York City Charter School Center
111 Broadway, New York, NY 10006

PAVE Red Hook BOD in Attendance: Jamie Greenthal, Chair; Kim Lumpkin, Trustee

PAVE RH BOD in Attendance (via Videoconference): Sophie Lippincott Ferrer, Trustee; Daniel Greenblatt, Trustee; Mike Healy; Trustee; Allie Sweeney, Trustee

PAVE Red Hook BOD Absent: Annie Hopkins, Trustee; Melisa Meling, Trustee

Staff Attending: Spencer Robertson, CEO; Kelly Anderson, Chief Development Officer; Lindsay Danon, Managing Director, NYC; Lisa Lurie, Managing Director Finance

Guest: David Houltham; Operations Consultant

Public Meeting

After noting that quorum is present, J. Greenthal calls the Public Meeting to order at 6.01 PM and previews the meeting's agenda.

Agenda Items

L. Danon provides an update on staff attrition in the Middle School, noting the depth of experience of current staff - 4 new to teaching and 8 new to PAVE. K. Anderson provides an update on Recruitment tactics heading into the 2019-2020 School Year. Board members suggest a through review of PAVE's selection process.

L. Danon presents Interim Assessment 1 Data.

Executive Session

J Greenthal motions to move the board into Executive Session to discuss matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person, D. Greenblatt seconds, all trustees approve.

Approvals

J. Greenthal moves to approve the minutes from the October meeting, as well as an amendment to the Student Pickup Policy in the 2019-2020 PAVE RH Student and Family Handbook. K. Lumpkin seconds, all trustees approve.

Adjournment

J. Greenthal adjourns the meeting at 7.40PM



PAVE Academy Board Meeting - December 10, 2019

PAVE Red Hook Academy,
732 Henry Street, Brooklyn, NY, 11231

PAVE Red Hook BOD in Attendance: Jamie Greenthal, Chair

PAVE RH BOD in Attendance (via Videoconference): Allie Sweeney, Trustee; Kim Lumpkin, Trustee

PAVE Red Hook BOD Absent: Annie Hopkins, Trustee; Melisa Meling, Trustee; Mike Healy, Trustee; Sophie Lippincott Ferrer, Trustee

Staff Attending: Spencer Robertson, CEO; Kelly Anderson, Chief Development Officer; Lindsay Danon, Managing Director, NYC; Lisa Lurie, Managing Director Finance; Michell Cook, ES Principal; Harold Turner, MS Principal; D. Antoine Forbes, ES DOO; M. McSorely, MS DOO

Public Meeting

After noting that quorum was not present, J. Greenthal calls the Public Meeting to order at 6.01PM and previews the meeting's agenda.

Agenda Items

L. Danon and H. Turner provides an update on teaching and leadership development in the Middle School.

Executive Session

J. Greenthal motions to move the board into Executive Session to discuss matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person, all trustees present, approve.

Adjournment

J. Greenthal adjourns the meeting at 7.40PM



PAVE Academy Board meeting - January 14, 2020 Via Videoconference

PAVE RH BOD in Attendance (via Videoconference): Jamie Greenthal, Chair; Allie Sweeney, Trustee; Kim Lumpkin, Trustee; Melisa Meling, Trustee; Mike Healy, Trustee; Annie Hopkins, Trustee; Daniel Greenblatt; Trustee; Sophie Lippincott Ferrer, Trustee

Staff Attending: Spencer Robertson, CEO; Kelly Anderson, Chief Development Officer; Lindsay Danon, Managing Director, NYC; Lisa Lurie, Managing Director Finance

Public Meeting

After noting that a quorum was present, J. Greenthal calls the Public Meeting to order at 5.00PM and previews the meeting's agenda.

Agenda Items

Senior Staffing Update

S. Robertson and D. Greenblatt provide an update on the Executive Director Search. The Committee has seen 12 resumes, and has greenlighted 2 candidates to be advanced to the next round.

Committee member A. Sweeney notes the early stage of the process and suggests another 5-6 resumes are expected in the coming weeks.

Semifinalist interviews will take place the first week of February. D. Greenblatt proposed the Committee work to bring a final recommendation forward to the PAVE RH Board of Trustees for a vote on March 10, 2020.

Amendment to 2019-2020 Management Agreement

L. Lurie reports the School is in a strong financial position, with a forecasted increase in Per Pupil Revenue realized. L. Lurie recommends that a portion of surplus funds could be added to a reserve, once a reserve is established. Increased program investment is also a good use of funds.

Trustees review the management fee paid from PAVE RH to PAVE Schools (the Charter Management Organization), and agree to maintain the 9.1 percent fee as approved in the FY20 budget.

Trustees revisited planned organizational restructure, including termination of management agreement and decoupling of the Charter Management Organization (PAVE Schools) and school (PAVE RH). The board continues to be in support of the changes.

Approvals

J. Greenthal moves to approve the minutes from the November and December meetings. K. Lumpkin seconds, all trustees approve. J. Greenthal moves to approve a termination of the Management Agreement effective June 30, 2020, M. Meling seconds, all trustees approve. It is noted that this will be followed up with a resolution in subsequent meetings.

Adjournment

J. Greenthal adjourns the meeting at 6.10PM



PAVE Academy Board Meeting - February 11, 2020

New York City Charter School Center
111 Broadway, New York, NY 10006

PAVE RH BOD in Attendance: Jamie Greenthal, Chair; Allie Sweeney, Trustee; Kim Lumpkin, Trustee; Annie Hopkins, Trustee; Sophie Lippincott Ferrer, Trustee

PAVE RH BOD in Attendance (via Videoconference): Melisa Meling, Trustee; Daniel Greenblatt; Trustee

Staff Attending: Spencer Robertson, CEO; Kelly Anderson, Chief Development Officer; Lindsay Danon, Managing Director, NYC

Public Meeting

After noting that a quorum was present, J. Greenthal calls the Public Meeting to order at 6.03PM and previews the meeting's agenda.

Agenda Items

Senior Staffing Update

S. Robertson and D. Greenblatt provide an update on the Executive Director Search. The Committee has completed 2 semi finalist interviews, and will be seeing another 3 candidates in the coming week.

Finalists will be brought forward to the Board of Directors on Tuesday, March 10th.

2020-2021 Enrollment Update

L. Danon provided an update on enrollment numbers for the 2020-2021 School Year, noting a slight decrease in both Kindergarten and 5th grade due the Common Charter Application. A full update on the 2020-2021 Enrollment Strategy will be presented in the March meeting.

Academic Update

M. Cook provides an update on growth in Fountas & Pinnell (F&P) reading levels from Beginning of Year (BOY) to Mid-Year (MOY). F&P is largely used to assess teacher content knowledge, and inform Professional Development needs for staff. Given F&P data, the ES is prioritizing Guided Reading over Test Prep in 1st and 4th grades.

L. Danon and H. Turner frame the presentation of Interim Assessment 2 (IA2) ELA results. IA2 is used as a mock exam, utilizing released passages from the New York State Exam (NYSE), to measure scholar stamina and pacing.

H. Turner provides an overview of Mastery Season, which utilizes lessons, student work and quizzes to assess scholar performance. L. Danon presents NYSE proficiency goals by grade-level against Mastery progress.

L. Danon shares an update on new curriculum investments made for the 2019-2020 School Year and plans for further alignment in the 2020-2021 School Year:

- Amplify Science has been rolled out across both Elementary and Middle School programs from Kindergarten - 8th Grade.
- PAVE has implemented The Laviania Group's Humanities curriculum, offering History/Social Studies in Kindergarten - 1st and 5th - 8th grades.
- The Writing Revolution is currently being piloted in 3rd and 5th grades.

PAVE Summer Program Selection Process

Trustees review selection criteria and process for summer enrichment programs. Trustees ask to amend the eligibility criteria for applicants to *The Experimentory at Deerfield Academy*. The application is open to any scholar in 6th or 7th grade who scored a 3 or 4 on the NYSE, and has an average of 85 or higher in all classes.

Approvals

J. Greenthal moves to approve the minutes from the January meeting. K. Lumpkin seconds, all trustees approve. J. Greenthal moves to approve the Summer Programs Selection Process, A. Hopkins seconds, all trustees approve.

Adjournment

J. Greenthal adjourns the meeting at 7.40PM



PAVE Academy Board Meeting - March 10, 2020

New York City Charter School Center
111 Broadway, New York, NY 10006

PAVE RH BOD in Attendance: Jamie Greenthal, Chair; Allie Sweeney, Trustee; Annie Hopkins, Trustee; Daniel Greenblatt; Trustee

PAVE RH BOD in Attendance (via Videoconference): Kim Lumpkin, Trustee; Sophie Lippincott Ferrer, Trustee, Mike Healy, Trustee.

Staff Attending: Spencer Robertson, CEO; Lindsay Danon, Managing Director, NYC; Llsa Lurie, Managing Director of Finance (via Videoconference)

Public Meeting

After noting that a quorum was present, J. Greenthal calls the Public Meeting to order at 6.03PM and previews the meeting's agenda.

Agenda Items

Public Comment

Jamie opens up for public comment. No public comment.

2020-2021 Lottery Update

L. Danon gives lottery update sharing that the application numbers are similar to the prior year total number of applicants. The number is slightly lower this year because there has been a dip in the number of common applications. In previous years, few student acceptances have come from the common applications. PAVE's strategy is similar to last year. In addition to our two bus station ads, we also are tabling a number of events between now and the lottery.

Opportunity to Support PAVE Future Alum

S. Robertson describes an opportunity to support PAVE Future Alum at Bishop Loughlin Memorial High School. Currently PAVE alumni attend and are thriving. We have 15 PAVE 8th graders who have been accepted to Bishop Loughlin for the 20-21 school year and will be creating a formal proposal to the board to set up financial assistance for PAVE alumni. Currently, we have one student who has received some scholarship support but there is still a gap and we are trying to find a way to support her.

Executive Session

J.Greenthal makes a motion to move into executive session to discuss confidential employment matters, all trustees approve.

Public Meeting

J.Greenthal makes a motion to move out of executive session and into public meeting, all trustees approve.



Approvals

J. Greenthal moves to approve the minutes from the February meeting, all trustees approve.

J. Greenthal moves to approve the Board Resolution Material Revision to Charter, all trustees approve.

Adjournment

J. Greenthal adjourns the meeting at 7.40PM

PAVE Red Hook Board Meeting Minutes

Date: April 14th, 2020 from 06.00PM – 7.30PM

Location: <https://zoom.us/j/2803037556?pwd=YmpocU1vT0ppWDdvNktuWnhGYXY3dz09>.

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

Staff Attending (via Videoconference): Spencer Robertson, CEO; Lindsay Danon, Managing Director, NYC; Llsa Lurie, Managing Director of Finance

Public Meeting

After noting that a quorum was present, J. Greenthal calls the Public Meeting to order at 6:09PM and previews the meeting's agenda.

Agenda Items

Public Comment

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

COVID-19 Response, Remote Learning

L.Danon shares PAVE's COVID-19 Response. PAVE's remote learning is now in full swing. All students have access to PAVE technology either an iPad (K-2) or Chromebook (3rd-8th grade). We've also provided hot spots to families. There have been numerous trainings for teachers, students and webinars for families to ensure the success of remote learning. We've been focused on ensuring ongoing support to families. PAVE's remote learning is a combination of live teaching and platforms and pre-recorded videos. Middle school is doing a significant amount of live teaching daily. Attendance has been improving. We are refining our attendance system and grading student work. Assessment piece is next piece to tackle. Middle school approach was easier to translate to remote learning ES constructivist math is hard to translate to remote learning.

Lottery and Enrollment Update

S. Robertson shares the offers and enrollment numbers after the lottery April 3rd. He is anticipating a challenge with enrollment. We're doing the outreach and working hard to fill seats. We're planning virtual touch points, virtual tours, meet the principal, meet the teacher, board members shared the idea of welcome gift back (pencils, erasers, puzzles memory cards, pave coloring book, welcome to pave video messages from current students)

Budget Update

L.Lurie updates the board on FY20 budget and cash flow. PAVE RH is in a solid financial position with a strong cash reserve. Does the board want to still move ahead with either the Facility Reserve or Investment Policy? L.Lurie will circulate notes to review for consideration at May board meeting.

Regarding FY21 budget. Within the last 2 weeks the NYSE has communicated an approximate 5% reduction in per-pupil funding with the potential of more cuts on the horizon. School leaders have worked through the 20-21 budget to make significant cuts. Our working budget includes no fundraising dollars. S. Robertson asked if the board would be comfortable with a modest fundraising target. The board is in agreement to a modest fundraising target.

Week of April 27th small group meeting to review budget in advance of the May board meeting.

Executive Session

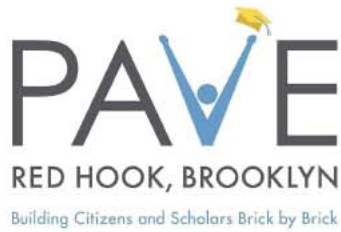
7:18pm J.Greenenthal makes a motion to move into executive session to discuss confidential employment matters, K.Lumkin seconds the motion to move into executive session.

Public Meeting

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

Adjournment Approvals

J.Greenenthal make a motion to approve minutes from the March and April 3rd meetings. M. Hearly seconds. All trustees approve. J.Greenenthal adjourns the meeting at 7:31 pm.



MAY 12TH, 2020
PAVE RH BOARD OF TRUSTEES MEETING

PAVE Red Hook Board Meeting Minutes

Date: May 12th, 2020 from 06.00PM – 7.30PM

Location: <https://us02web.zoom.us/j/82051675690?pwd=MjRERzFuZzdORWh1Tmdobm5BMENDdz09>

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

Staff Attending (via Videoconference): Spencer Robertson, CEO; Lindsay Danon, Managing Director, NYC; Llsa Lurie, Managing Director of Finance Sarah Overmeyer

Public Meeting

After noting that a quorum was present, J. Greenthal calls the Public Meeting to order at 6:03PM and previews the meeting's agenda.

Agenda Items

Public Comment

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

401K Retirement Plan

Frank Nargentino, CFP, CRPS, PAVE's Retirement Financial Advisor joins the board meeting to discuss the health of PAVE's 401K. F. Nargentino reviewed the MESIROW Financial Police Report and the PAVE 401K Scorecard as provided by ADP. F. Nargentino discussed the MESIROW services and explained how the service monitors the health of the plan as shown through the police report. F. Nargentino made note that he processed some recommended plan changes per Mesirow during the year and there are no other changes to be made at this point. He suggested PAVE try to increase participation but otherwise the plan is performing fine.

D.Greenblatt asked if we have a match program and have we considered an opt out instead of an opt in. Frank, we have a 100% match up to 2% participation. Frank suggests that auto-enroll is a good strategy to encourage enrollment. L.Lurie shared that this was discussed with School leadership a few years ago and the decision was not to implement auto-enroll, however this can be revisited.

L.Lurie shares that our auditors suggested that we have a 401k Investment Policy in place. A draft policy was circulated. F. Nargentino shared with the board that it is best practice to have a 401k Investment Policy in place and notes that in his opinion this policy is sufficient. A.Sweeney commented that this is a generic policy provided by ADP and she suggests that PAVE have the policy reviewed by an independent attorney. Jamie proposes that we provide a summary and more time for the board to review. We move to vote on an adoption of this policy at a later date.

Facility Reserve

L.Lurie reviews the Facility Reserve Memo, specifically Civic's Recommendations:

Civic Facility Reserve Recommendations

- Civic assumes 'Big Ticket Items' have a life expectancy of 10 years across the board
- Recommendation is a minimum of \$100K to a maximum of \$330K by year ten (2024)
 - \$.75 per square foot as benchmark for gold standard (per year)
 - Civic noted that while this would be the gold standard it doesn't have to be the goal
- PACS 732 Henry LLC has contributed \$.25 per square foot, \$11,000 per year
- Current PACS 732 Facility Reserve @ June 30 2020 \$88K
- At this rate, by 2024 PACS 732 will have a reserve \$132K
- **Recommendation is that board designate an additional reserve target \$198,000 in FY2020 for building related capital expenses.**
- This would ensure that we maintain a reserve of \$330K through to year 2024 (to get to \$330K - .75/SQ)

A.Sweeney and D.Greenblatt comment that the number seems low. A.Sweeney will follow up with a colleague that used to work at Civic to confirm the number. L.Lurie recommends that in addition to the board designating the funds, we should have a policy that outlines how to access the funds and guidelines for use. A Draft Facility Reserve Policy is circulated. PAVE requests to appoint two people from the board to review the Facility Reserve Policy and select options around use. A.Sweeney volunteers to read over it. Board agrees to move forward with recommendation, noting that the amount of funds designated can be increased as needed.

J.Greenenthal makes a motion to designate \$198,000 in Fiscal Year 2020 into a reserve fund for building related capital expenses. All trustees approve.

990

L.Lurie presents that the 990 was reviewed internally by herself and by PAVE's nonprofit tax professionals at our audit firm. The numbers tie-in with our audit. The IRS requires that the full board review the 990 and have an opportunity to comment on it and/or ask questions about it, but there is no requirement for the Board to formally approve it. The 990 will be electronically filed with IRS by Audit Firm once signed. Board members are given an opportunity for questions and none are presented.

Budget

S.Robertson goes over the original proposed budget and narrative and the additional scenarios to consider. Board discussed scenarios in which the school is seeing reduced enrollment and funding cuts of up to 20%.

S.Robertson shared the list of cost saving strategies that was workshopped by Principals, DOO, L.Lurie, S.Robertson, and L.Danon. Strategies include additional fundraising, elimination of roles that are not filled, adjustments to salaries and access to the PPP loan. L.Lurie asked to hear what board members are thinking around the scenarios. Board members shared that we should be conservative. Plan the best budget that we can for the 20-21 SY with a plan to amend when we have more information. Board discusses PAVE's proposed average raise into SY2, noting it is significant and options to reduce that cost

in light of the current economic environment. The board notes the uncertainty in the economic environment and requests additional information . The board would like to understand what other charter organizations are doing raises and note that while we want to be competitive, we also need to be conservative. S.Robertson shares that other organizations are either freezing salaries and/or small increases. Board members share that this is an unprecedented situation and we need to be conservative, particularly around salaries.

PPP

S.Robertson shares information around the PPP Memo. The board discusses what pros and cons of utilizing the funds. A. Hopkins asked if we know what DOE is doing with teacher salaries. A.Sweeney what are other charters doing? S.Robertson shares that we've learned that most schools are accepting the funds. J.Greenenthal shares that it's a critical piece of funding for KIPP that will help to fill the gaps so we will not have to do layoffs. L.Lurie explains the Safe Harbor deadlines allows organizations who have accepted funds to return the funds by May 14th. A.Sweeney says that she is comfortable that we are accepting in good faith. A.Sweeney asks if anyone disagrees. All board members agree. M.Healy shares that we should use the funds appropriately and document the basis for our thinking that we qualify when we did the application.

Vote: J.Greenenthal makes a motion to vote to approve the resolutions approving the PPP loan set forth on Exhibit A hereto. All trustees approve.

Enrollment

L.Danon updates the board on 2020-21 enrollment

Adjournment Approvals

J.Greenenthal made a motion to approve the April meeting minutes. M. Hearly seconds. All trustees approve. J.Greenenthal adjourns the meeting at 7:31pm.



June 9TH, 2020
PAVE RH BOARD OF TRUSTEES MEETING

PAVE Red Hook Board Meeting Minutes

Date: June 9th, 2020 from 06.00PM – 7.30PM

Location: <https://us02web.zoom.us/j/6275073064>

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

Staff Attending (via Videoconference): Spencer Robertson, CEO; Lindsay Danon, Managing Director, NYC; Ilsa Lurie, Managing Director of Finance

Public Meeting

After noting that a quorum was present, J. Greenthal calls the Public Meeting to order at 6:03PM and previews the meeting's agenda.

Opening

J. Greenthal opens, sharing gratitude for all staff working tremendously hard during this time. J. Greenthal takes time to recognize A.Hopkins and M.Meiling for their years of service on the board. He announces that they will be rolling off the board this June 2020. J.Greenthal lets the board know that we'll need a new treasurer. If no one volunteers we'll ask around. S.Robertson thanks Annie and Melisa for dedication and insight. S.Robertson briefly mentions recruiting and adding additional board members. Talks about creating a nominating committee who will spend time with and speak with potential board members, goal to have a few seats filled by September.

Agenda Items

Public Comment

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

What's Happening at PAVE

S.Robertson shares remote learning has continued, teachers and leaders are putting their all into it. He also shared what's been happening with our staff and team as it relates to current events. PAVE stands in solidarity with our black community. People are experiencing a lot of emotions across our organization, country and world. PAVE did a day of reflection to honor the lives of George Floyd, Breonna Taylor, Ahmaud Arbery and so many more. Since then we've taken on a few other initiatives. First is the Challenge Grant from PAVE Schools that our staff want to support 3:1 matching up to \$250, PAVE asked the board for 100% participation and also support specific organizations such as Brooklyn Community Bail Fund and Color of Change. We are also in the process of establishing a PAVE Family Relief Fund. S. Robertson shared that over the next several months, PAVE will be adding more board members, stressing the importance of a more diverse board that better represents PAVE's students and families. PAVE will set aside dedicated time each month for PAVE to campaign together to repeal laws and change processes that disproportionately harm Black people as advocates for change. PAVE provides Job Security in the event that a staff member lawfully participates in a demonstration or protest and has shared a memo with all staff. Lastly, PAVE is continuing the Priority of Anti-Racist Educator for the 20-21 school year across K-8. The trustees discuss board composition for the 20-21 SY.

Budget Review

L.Lurie reviews the budget materials shared with the board. J.Greenenthal makes a motion to approve the 20-21 School Year Budget, A.Hopkins seconds. All Trustees approve. The 20-21 SY Budget is approved.

Reopen Planning

L.Danon shares how we are thinking about reopening and what PAVE is planning. PAVE is expecting to have some information in July if not sooner. PAVE knows next year is not going to be like any other year we've ever seen. In these unprecedented times, PAVE is working with our community to learn. SR has joined a consortium of leaders from around the city, sharing ideas and talking about plans for the future. PAVE is learning from other schools. Reviewing plans from other countries that opened and reviewing guidelines from the CDC.

In order to plan for reopening, PAVE is prioritizing health and safety of students, families and staff and seamless access to high quality education. Within health and safety, PAVE is purposely planning around physical space, transportation, food safety, schedules, staffing and health and safety norms. Currently, PAVE is working with three possible scenarios to plan from, once we have more information in July, PAVE will adjust course. PAVE is working to make our scenarios as flexible as possible. The scenarios include, roughly 50% of students at school at a time, smaller groups of students at school at a time and remote. PAVE recognizes that we cannot predict what will happen during the year and is prioritizing the ability to seamlessly transition between brick and mortar and remote.

Student Enrollment and Open Positions Update

L.Danon shares good news on the enrollment front. Targeting 528, PAVE's minimum number of seats would be 495. At this point PAVE has had 497 students complete registration, 5% of current PAVE students left to register for the fall. We still have two open position for the 20-21 School year. One role has a pending offer and the other role has an offer about to be extended. We anticipate being fully hired for the 20-21 SY.

Executive Session

7:03pm J.Greenenthal makes a motion to move into executive session to discuss confidential employment matters, D. Greenblatt seconds the motion to move into executive session.

Public Meeting

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

Adjournment Approvals

J.Greenenthal makes a motion to approve minutes from the May meeting. S.Lippincott Ferrer seconds. All trustees approve. J.Greenenthal makes a motion to approve the 401K Merger, S.Lippincott Ferrer seconds. All trustees approve. Please note that the approval of the 20-21 School Year Budget was voted on during the budget section of the meeting. J.Greenenthal adjourns the meeting at 7:23pm.

Date	Event
Tuesday, August 18	Back to School Night, Elementary School (Grades K-4th)
Wednesday, August 19	Back to School Night, Middle School (Grades 5th-8th)
Monday, August 24	First Day of School, Kindergarten and Grade 5 ONLY
Tuesday, August 25	First Day of School, All NEW Grade 6, 7, 8; Second Day of School, K & Grade 5
Wednesday, August 26	First Day of School, All other students
Monday, September 7	School Closed - Labor Day
Monday, October 12	School Closed - Fall Weekend
Monday, November 23	School Closed - Report Card Conferences for Families
Tuesday, November 24	School Closed - Staff Professional Development Day
Wednesday, November 25 - Friday, November 27	School Closed - Thanksgiving Break
Monday, December 21 - Friday, January 1	School Closed - Winter Break
Monday, January 18	School Closed - Martin Luther King, Jr. Day
Monday, February 15 - Friday, February 19	School Closed - Midwinter Break
Friday, March 12	School Closed - Staff Professional Development
Monday, March 15	School Closed - Report Card Conferences for Families
Monday, March 29 - Friday, April 2	School Closed - Spring Break
Tuesday-Wednesday, April 20-21	ELA New York State Exams
Tuesday-Wednesday, May 4-5	Math New York State Exams
Monday, May 31	School Closed - Memorial Day
Wednesday, June 16	Last Day of School; Report Cards Mailed Home

LUND FIRE PRODUCTS COMPANY, INC.

"Fire Protection is Our Business"

40-33 215th PLACE · BAYSIDE, N. Y. 11361

Tel. (718) 423-1900

CUSTOMER I.D. # 4061

Certificate of Inspection

For the semi-annual service of **ANSUL 1 Cylinder Kitchen Fire Suppression System**

Completed on:

5/13/2020

EXPIRATION DATE:

11/30/2020

For the Premises:

Pave Academy Charter School

Located at:

732 Henry Street
Brooklyn, NY 11231

All work done in accordance with N.F.P.A. Regulations and All Authorities Having Jurisdiction. Certificate and inspection void upon change of owner and non receipt of payment.
Lund Fire Products

BY:

NAME AND TITLE

Richard F. Alexander

Certificate of Occupancy

CO Number: [REDACTED]

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A. Borough: Brooklyn Address: 732 HENRY STREET Building Identification Number (BIN): [REDACTED]	Block Number: [REDACTED] Lot Number(s): [REDACTED] Building Type: New	Certificate Type: Final Effective Date: 06/28/2013
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This building is subject to this Building Code: 2008 Code

For zoning lot metes & bounds, please see BISWeb.

B. Construction classification: [REDACTED] (2008 Code) Building Occupancy Group classification: [REDACTED] (2008 Code) Multiple Dwelling Law Classification: None No. of stories: [REDACTED] Height in feet: [REDACTED] No. of dwelling units: 0
C. Fire Protection Equipment: None associated with this filing.
D. Type and number of open spaces: None associated with this filing.
E. This Certificate is issued with the following legal limitations None
Borough Comments: None



Borough Commissioner



Commissioner

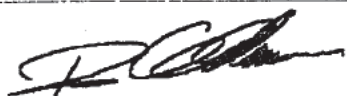
Certificate of Occupancy

CO Number: 

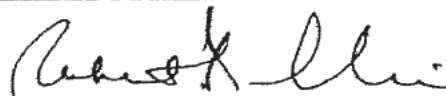
Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
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Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: [REDACTED]

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

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NOTE: THESE PREMISES HAVE BEEN DECLARED TO BE SUBJECT TO THEIR PROVISIONS OF SECTION 12-10 ZONING RESOLUTIONS AS TO ZONING LOT OWNERSHIP AS FILED WITH CITY REGISTERS OFFICE CRFN# 2010000432106 & 2010000432107

END OF SECTION

Borough Commissioner

Commissioner