



PAVE ACADEMY CHARTER SCHOOL ARP ESSER PLAN

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ARP ESSER Plan Stakeholder Communication

To promote accountability, transparency, and the effective use of federal funds, PAVE Academy Charter School hosted a meeting at the school to outline its draft plan and solicited public input from all stakeholders. PAVE ensured inclusion of stakeholders that included but were not limited to:

- Parents;
- Teachers;
- Students;
- Administrators;
- School Leaders;
- Paraprofessionals;
- Specialized Instructional Support Personnel;
- Other School Personnel;
- Community Partners;
- Organizations with Demonstrated Experience;
- Community-Based Organizations;
- Local Government Representatives;
- Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Stakeholders were asked to email info@paveschools.org to provide their thoughts on PAVE's application and/or programs related to the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) fund if they could not attend a meeting on Wednesday, Aug 11, 2021, or if they preferred to submit their input via email. In addition, PAVE posted a "Request for Public Comment for ARP-ESSER Plan" on its website, noting that any stakeholders can submit questions or comments to email info@paveschools.org.

Process for Ongoing Engagement of Stakeholders

In conjunction with the regular review and revision of the school re-open plan, PAVE will facilitate multiple opportunities to receive input and public comment on its ARP ESSER plan. ARP ESSER Plan is a subset of PAVE's larger reopen and continuity of service plan.

1. PAVE will hold a family information session before the first day of school via Zoom where families will be informed of PAVE's planned programs. After the session, families will be

asked for feedback regarding the plan Q&A period. The family information session will be held each summer 2021, 2022, and 2023.

2. PAVE will establish 2 formal Notice of Public Comment periods each School year. They will be as follows :
 - August 2021 (prior to the family information session) and February 2022
 - August 2022 and January - February 2023
 - August 2023
3. In advance of this period a request for input will be posted on PAVE's website with an email and phone number of where the public can submit their comment. The Notice of Public Comment will be posted on PAVE's website as well as emailed to families and external partners.
4. PAVE will hold a Continuity of Service and School Reopening consultation meeting where key community constituents will be invited to discuss both the ARP ESSER Plan and the Continuity of Service plan and provide input. A meeting was held August 2021 and subsequent meetings will be held August 2022 and August 2023.
5. PAVE's Family and Community Engagement Coordinator will confirm each trimester if the posted plans (Reopen plan and ARP ESSER plan) are valid or if it needs to be revised.
6. If any significant updates are made to the plans, families are notified via email, robocall and the revised plans are posted on the website.

URL for the website where the LEA ARP-ESSER Plan is publicly posted

PAVE's ARP-ESSER plan will be available on the "Organizational Information" page on PAVE's website (<https://paveschools.org/org-info/>) under the "Financial Documents" section. A PDF version of the plan will be available upon request via print, email, and/or text message.

Prevention and Mitigation Strategies - Health and Safety

Students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority. PAVE is committed to engaging students in rigorous, relevant work and experience. In order to do this, PAVE is implementing layered prevention strategies to provide a safe and supportive learning environment for students, educators and other staff. Included in PAVE's health and safety plan are the following:

1. **Promoting vaccinations:** PAVE believes that achieving high levels of COVID-19 vaccination among all eligible community members is critical to help the school safely resume operations. PAVE is promoting vaccination among teachers, staff, families, and eligible students by providing information about COVID-19

vaccination, encouraging vaccine confidence and establishing a paid time off policy for those getting the vaccine to make it as easy and convenient as possible. Community members that are unvaccinated will be required to submit a weekly COVID PCR test.

2. **Consistent and correct mask use:** Masks are required by everyone while on campus regardless of vaccination status. PAVE will require masks to be worn in all spaces, including outdoors, unless actively eating or drinking, or when having a designated mask break. When someone is eating or drinking or having a mask break, they will be asked to maintain distance from others when possible.
3. **Physical distancing:** Because PAVE is prioritizing in-person learning physical distancing will be maintained to the extent possible within the capacity constraints of the school building. PAVE's goal will be to maintain 3 feet of space or more between unvaccinated individuals when possible.
4. **Daily screening and staying home when sick:** PAVE has implemented a daily screening and questionnaire for all students, educators and staff. The screening includes a temperature check and questionnaire to identify anyone with or without symptoms who may be contagious. PAVE will maintain a quarantine protocol based on most recent guidance.
5. **Testing:** PAVE will require COVID testing for 10% of students (approximately 47 students) per week. PAVE will require unvaccinated educators and staff to submit a PCR COVID test at least once per week and will provide optional onsite testing for all employees.
6. **Ventilation: PAVE's building:** PAVE's facility employs the use of a Merv 14 Filtration System and the 4 HVAC units are currently set to take in and circulate increased outdoor air when possible.
7. **Hygiene, Cleaning & Disinfection:** PAVE is continuing its enhanced cleaning and hygiene procedures, including: PAVE will teach and reinforce hand washing and covering coughs and sneezes among children and staff; PAVE will provide additional informational training for staff and families to ensure that there is an awareness and understanding of signs and symptoms of COVID-19; PAVE will have adequate supplies to support healthy hygiene behaviors; staff members will be trained on proper personal cleaning procedures. PAVE will maintain its schedule of professional building cleanings throughout the year.
8. **Monitoring Community Transmission:** PAVE's staff will actively monitor community transmission and vaccine rates to inform operating decisions and health and safety protocols.
9. **Transportation:** PAVE will continue to provide school busing to and from school through the office of pupil transportation. Masks are required on buses and students only sit with people that they live with.

10. **Food Service:** PAVE will maximize physical distance where possible during meal times. PAVE will promote handwashing before, after and during meal times. Food will be pre-plated or packaged, students will go through the lunch line maintaining 3 foot distance while they pick up food. Students will not be seated less than 6 feet of anyone other than those in their homeroom.

PAVE Academy Charter School is not planning to use ESSER-ARP funds for the School facility, building preparedness, or to implement public health protocols. As evidenced above, PAVE's facility is sufficiently prepared to reopen and operate the while effectively maintaining the health and safety of students, educators and other staff per CDC guidance. Instead, PAVE is requesting ARP-ESSER funds to be used in support of strategies to address learning loss among students, purchase educational technology, and provide mental health services and supports to students.

Data that PAVE will use to identify student needs and monitor student progress as a result of planned interventions and supports.

In order to identify student needs and monitor student process, PAVE will use a robust system of data collection which includes a mixture of daily, weekly, monthly and other benchmark assessments. PAVE students will take the ELA & Math NWEA MAP assessment at least two times each year. This assessment enables teachers and leaders to have greater insight into what students are learning so they can better tailor instruction.

In addition, students will take a leveled reading assessment four times a year. Kindergarten and 1st graders will take the Fountas and Pinnell assessment and 2nd-8th graders will use Literably to assess reading progress over the course of the year. Given the frequency of this assessment, guided reading will be adapted to meet student's exact needs and propel them forward. PAVE teachers and leaders are also looking closely at unit tests to better identify mastery over a unit and working with the data to better accelerate learning. We will also be monitoring progress daily. Teachers and leaders will be analyzing daily assessments provided at the end of the lesson (also known as exit tickets) and adjusting instruction for the next day based on student needs. Looking at student work and analyzing the data (ie independent practice, quizzes and exams) on a daily, weekly and monthly basis will allow us to intervene early and often. It's critical that we understand exactly what our students need to provide them with the best instruction possible.

This data will be used to differentiate instruction on a daily basis and will also inform small group interventions for Math and ELA that is provided by our interventionists, literacy specialists and ENL coordinator that occur all throughout the day via pushing into the classroom or pull out. Literacy specialists, interventionists and the ENL Coordinator are pushing into classrooms to support small

group instruction during class time and are also pulling students out during the day to remediate the skills of those students who are significantly behind in reading and math to provide just in time remediation, which has been shown to be effective in supporting students who are performing below their peers. In addition, general education and special education teachers are using evidence based tools such as Envisions and MyOn to provide targeted and individualized instruction during class time and dedicated intervention blocks that are embedded into the schedule. The data collected will be used to identify groupings and monitor their progress every 4-6 weeks.

How PAVE will use the required reserve of 20% of funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions

PAVE's community of students have been disproportionately impacted by COVID-19. As such PAVE's ARP-ESSER plan is a holistic approach, aimed at implementing evidence based interventions across all K-8. In order to respond to students' social, emotional and academic needs PAVE has identified the uses of funds below to meet the 20% threshold.

PAVE has added two new Literacy Specialists positions that will be directly focused on accelerating reading. They will work with small groups and individual students who are two or more grade levels behind, to diagnose needs, address learning loss and propel students forward utilizing research based interventions. In all levels, they will be working on phonics, comprehension and fluency. They will also work with teachers on a recommended approach to support students within their classrooms.

The MS Dean of STEM will spend substantial time to directly support beyond science and math core subjects in order to support teachers to accelerate learning. This Dean will be responsible for coaching and developing science and math teachers including interventionists. They will focus their work on developing engaging flexible and differentiated lessons, looking at student work and incorporating data driven techniques into daily practice. They will use daily data to support small group or individual intervention, in addition to supporting whole class accelerated learning. The MS Dean of STEM will also be responsible for reviewing and looking at trends in data in order to conduct coaching meetings and professional development.

Additionally, PAVE will purchase and utilize two evidence based software programs. EnVisions Software and myOn Software. EnVision's K-4 curriculum works in tandem with its software Savvas Realize (FY22, FY23, FY24) to provide a robust hybrid traditional and digital instructional

experience. Realize offers interactive online versions of all traditional lessons and also provides real-time assessment scoring, data analysis and differentiation. Every daily lesson embeds differentiated work at a class level, a small group level and at an individual level.

After the daily lessons, students' Quick Check assessments are auto-graded by Realize or by hand if the teacher prefers. Realize then uses that data to suggest which form of differentiation students receive, whether it's enrichment, review for practice, or remediation for students who did not master that day's learning objective.

PAVE has also purchased myOn Software (FY22, FY23, FY24) for reading. myOn is a personalized, digital reading library where students have access to thousands of books and articles are suggested for students based on grade, interest and reading level. For example, as students complete books in myON, data about their reading practice is available both for personal tracking of reading habits as well as to families and educators to facilitate communication. Trends are displayed in reports that summarize aspects of reading practice such as proficiency, progress towards goals, and changes over time. myOn also includes multiple close reading tools and embedded supports in order to address learning loss. The program is highly engaging and promotes achievement.

enVision/Realize's instructional model is based on a research foundation and has proven efficacy shown by statistically significant advantages in independent, scientific research done with randomized controlled trials. The research results indicate that the longer students learned with enVision/Realize, the greater their gains in math concepts and problem solving especially for those students that were the furthest behind.

Independent studies have shown that enVisionMATH students in all subgroups significantly improved from pre- to post-testing at the end of year 1 (Spring 2008) and year 2 (Spring 2009) on all math measures. That is, in general, females and males, special education and non-special education students, 2nd-3rd and 4th -5th graders, minorities and non-minorities, students receiving free/reduced lunch and those not, and students of various math levels all showed significant learning gains.

Renaissance myOn is supported by evidence of effectiveness gathered through many types of rigorous studies, including those with quasi-experimental and correlational designs. The results of these studies showed that using myOn can lead to gains in time spent reading and number of words read and also reading ability for both on grade level and struggling readers.

These two programs will be transformative addressing expected unfinished learning needs.

How PAVE will spend its remaining ARP ESSER Funds

PAVE has identified the below uses for the remaining ARP ESSER fund in order to support mental health, address learning loss and ensure the continuity of smooth operations at PAVE.

PAVE has expanded the holistic approach to addressing deep student needs in response to COVID-19, by increasing the number of Social Workers on staff from 2 to 3. This team of 3 social workers will provide mental health services and support to PAVE students. We have increased our capacity in order to better address the social emotional health and wellbeing of all students.

We also have Associate Deans of Students roles who work directly with students and families to bridge academics and culture. As a response to student data, they support with proactive rituals including the culture calendar, designing morning meeting lessons and leading community meetings. They are available to support students who are at risk both proactively and reactively. ADOS's work with students in difficult moments and help to design interventions with teachers to allow students to work successfully in class.

To continue to address learning loss, designated time throughout the day has been established for differentiation. PAVE's MS STEM Dean, MS Humanities Dean, and ES Academic Deans will provide ongoing professional development to support teachers with the skills they need to maximize differentiation time. Teachers will work to understand the standards, anticipate misconceptions, monitor student work during class. They will also look at student work and exit tickets after class and make adjustments to instruction for the next day. For students who are already behind, maximizing intervention time will be critical to address learning loss. Teachers will create groupings, identify the appropriate support tools, resources and strategies to address specific gaps.

The Director of STEM oversees math and science curriculum and instruction for K-8. They focus deeply on enabling clear systems for teachers & leaders. In order to ensure that the math and science curriculum is flexible & easy to differentiate, they have shifted their role to ensure access for all students. This involves significant professional development for staff to understand the nuances and building blocks of these two subjects. PAVE recognizes the impact of many of our remote students not having adequate access to conceptual mathematics and science labs. The Director of STEM is focused on differentiating our core content to bridge specific content missed. They work diligently to support teachers and leaders in differentiating PAVE's math and science curriculum at a student level.

PAVE's interventions addressing the academic impact of lost instructional time for students disproportionately impacted by COVID-19

PAVE is located in Red Hook, Brooklyn, and 58% of our families live in the Red Hook houses, one of the largest public housing developments in New York City. 85% of PAVE's students qualify for Free Reduced Lunch. District schools in the neighborhood are among the lowest performing in the city. PAVE has a higher percentage of students with special needs than the average for the New York City Department of Education. Due to our proximity to the neighborhood of Sunset Park, we also have a high percentage of ELL students (11%), children of immigrants, and children of non-English speakers. PAVE's community of students have been disproportionately impacted by COVID-19. As such PAVE's ARP-ESSER plan is a holistic approach, aimed at implementing evidence based interventions across all K-8.

PAVE is prioritizing in person learning with a return to full time in person instruction. PAVE staff are implementing new and improved techniques to wrap services around our scholars to impact their experience and needs. Supported by a team of Social Workers, Associate Deans of Students, Literacy Specialists, leaders who are content experts and dedicated teachers PAVE's is prepared to tailor instruction and proactively and reactively support the social emotional and academic needs of scholars disproportionately impacted by COVID.

PAVE's plan to address the impact of lost instructional time is holistic and multi-pronged, specifically for subgroups disproportionately impacted by COVID. PAVE is requesting the use of ARP funds to support the following roles and work streams as outlined below:

In fiscal years FY22, FY23, FY24 a social worker will work across grades K - 4 dedicating 100% of their time to addressing the social, emotional and mental health needs of students disproportionately impacted by COVID-19. The social worker's total caseload is 19 students, all of whom fit into at least one subgroup. That caseload is composed of 12 students from low income families, 19 students of color, 3 students who are English language learners, 17 students with disabilities, and 1 student experiencing homelessness, 0 children in foster care, and 0 migratory students. PAVE is requesting that ARP funds be used to support this social worker at 100% time for FY22 and FY23, and then 44.59% for FY24, the remainder of this role's time in FY24 will be supported by other funds.

In fiscal year 2022, PAVE added two literacy specialists who will work across grades K - 8 dedicating 100% of their time to addressing the academic impact of lost instructional time of our students who were disproportionately impacted by COVID-19. The literacy specialists serve a total of 70 students, all of whom fit into at least one subgroup. That caseload is composed of 41 students from low income families, 67 students of color, 13 students who are English language

learners, 14 students with disabilities. PAVE is requesting that these two roles be supported by ARP funds.

The work streams of the two literacy specialists include:

- 5/8 blocks of time analyzing student data in order to create and facilitate small instruction groups with the goal of moving scholars who are below grade level in reading to master grade level standards. This may include intensive reading instruction strategies to support skills such as phonemic awareness, phonics, spelling, comprehension, and fluency.
- 2/8 blocks of time collaborating with teachers and interventionists regarding students who may need specialized interventions based on reading level goals. In this time they will:
 - Support teachers and interventionists in setting student goals and instructional outcomes based on continuous data collection processes.
 - Support classroom teachers in methods of using specific resources in the classroom; online learning programs (ex. Half Pint kids and FlyLeaf Publishing) and new curriculum (ex. **Geodes** which are decodable passages/resources) that serve students with learning disabilities and low income students who may not have access to materials at home to support their level of reading comprehension.
- 1/8 blocks conducting student assessments to identify those eligible for intervention services, to plan instruction, to inform instructional practices in classroom settings, and update progress reports with a focus on communicating to families of our English language learner and students with learning disabilities.

PAVE's culture team will work with teachers across grades K-8th grade providing behavioral support so students are better equipped to access academic content. Specifically, PAVE is requesting ARP funds to support culture work for grades K-8 in FY23 and FY24. PAVE's Assistant Dean of Students, members of the culture team, will support teacher implementation of Responsive Classroom through observations, modeling, and feedback. 100% of their time will be supported by ARP funds in FY23 and FY24.

Specifically their time will be allocated across the following workstreams: 5/8 blocks of their time will be spent facilitating behavior consultation meetings with teachers regarding social and emotional development. 1/8 blocks of time will be spent reviewing behavioral data with principal and social workers to establish Tier 2 & Tier 3 interventions for at-risk students who are students of color and students with disabilities. 1/8 blocks of time is spent creating advisory and community meeting lesson plans that meet the needs of each grade with the needs of our low income and students with disabilities in mind, and 1/8 blocks of time addressing the student

attendance rates with a focus on our students who are experiencing homelessness. The number of students that are disproportionately impacted by COVID that are supported by this role on the culture team are:

- Low income: 400 students
- Students with disabilities: 107 students
- Students of color: 428 students
- English language learners: 51 students
- Experiencing homelessness: 4 students

PAVE's Academic Deans will work with teachers across grades 3-8th grade providing academic training support to teachers in order to close academic gaps experienced by our most at risk students during the COVID-19 pandemic. Specifically, PAVE is requesting ARP funds to support this academic work for grades 3-8 in FY22, FY23, and FY24.

PAVE's Academic Deans (includes Dean of 3rd - 4th Grade, Dean of Humanities, and Dean of STEM) will support teacher implementation of Responsive Classroom through observations, modeling, facilitation and feedback. PAVE is requesting that 100% of the 3rd - 4th Grade time will be supported by ARP funds in FY22, FY23 and FY24 and that 100% of the Dean of Humanities and Dean of STEM for grades 5-8 will be supported by ARP in FY23 and FY24. The work of the Dean of Humanities and Dean of STEM for grades 5-8 will be supported by other sources of funding in FY22.

Specifically their time will be allocated across the following workstreams: 6/8 blocks of time observing teachers and providing feedback in the moment and through coaching meetings. Feedback is always centered on how to improve teacher's ability to close academic and social-emotional gaps, with a focus on our students with disabilities. 2/8 blocks of time facilitating weekly content and data meetings focused on unpacking what students need to be able to know, do, and understand in order to meet grade level and pre-requisite standards with the focus on our English language learners and students with disabilities.

The work listed above performed by PAVE's Academic Deans will positively impact the following students:

- Low income: 297 students
- Students with disabilities: 89 students
- Students of color: 315 students
- English language learners: 45 students
- Experiencing homelessness: 3 students

PAVE's STEM and Math Curriculum Director will work with teachers across grades K-8th grade providing professional development to address academic gaps in Mathematics experienced by our most at risk students during the COVID-19 pandemic. Specifically, PAVE is requesting ARP funds to support some of this academic work for grades K-8 in FY22, the remainder of the time of PAVE's STEM and Math Curriculum director will be supported by other funding sources.

Specifically their time will be allocated across the following workstreams: 6/8 blocks of their time daily will be spent creating assessments that will accurately provide data on student grade level standard mastery and analyzing class and school-wide Math data with Principal and Academic Deans to address instructional loss and inform instructional approaches. 1/8 blocks of time modeling lessons using Responsive Classroom approach to support teacher's implementation of the Envisions Math program. 1/8 blocks of time creating assessments to support:

- Low income: 400 students
- Students with disabilities: 107 students
- Students of color: 428 students
- English language learners: 51 students
- Experiencing homelessness: 4 students

Return to In-Person Instruction Plan

PAVE's reopening plan will be available on the "COVID-19 Information and Resources" page on PAVE's website (<https://paveschools.org/covidresources/>). Once posted, an announcement regarding the posting and availability of the plan will be made on the homepage of PAVE's website. A PDF version of the plan will be sent to families via email and will be available upon request via print, email, and/or text message.

PAVE Reopen Plan Stakeholder Communication

PAVE will facilitate at least 3 opportunities to receive input and public comment on its continuity of service and reopen plan.

1. PAVE will hold a family information session before the first day of school via Zoom where families will be informed of the plan. After the session, families will be asked for feedback regarding the plan Q&A period.

2. PAVE will establish 2 formal Notice of Public Comment periods each School year. They will be as follows:
 - a. August 2021 (prior to the family information session) and February 2022
 - b. August 2022 and January - February 2023
 - c. August 2023
3. In advance of this period a request for input will be posted on PAVE’s website with an email and phone number of where the public can submit their comment. The Notice of Public Comment will be posted on PAVE’s website.
4. PAVE will hold a Continuity of Service and School Reopening consultation meeting where key community constituents will be invited to discuss the plan and provide input.
5. PAVE’s Family and Community Engagement Coordinator will confirm each trimester if the posted plan is valid or if it needs to be revised.
6. If any significant updates are made to the plan, another family information session will be held either in person or via Zoom to inform families of these updates.
7. In terms of ongoing updates, as any significant updates are made to the plan, families are notified via email, robocall and the revised plan is posted on the website.

Funding Distribution

1. Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.

	Amount \$ or #
ARP-ESSER Fund Allocation (\$)	\$1,535,843
Total Number of K-12 Resident Students Enrolled (#)	485

Total Number of Students from Low-Income Families (#)	436
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2. Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.

	Number #
Total Number of Schools in the LEA	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

FS-10 and Budget Narrative

Please see attached.