

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
 - 21 Elementary schools (includes K-8)
 - 9 Middle/Junior high schools
 - 5 High schools
 - 7 K-12 schools

42 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	45	47	92
1	40	51	91
2	57	50	107
3	32	49	81
4	36	49	85
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	210	246	456

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 59 % Black or African American
 - 37 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 1 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 5%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	23
(4) Total number of students in the school as of October 1, 2016	482
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. English Language Learners (ELL) in the school: 5%
21 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Bengali, French Haitian Creole, French Khmer, French, Fulani, Gurma, Mandinka, Spanish, Wolof, Ewe, Chinese, Russian

7. Students eligible for free/reduced-priced meals: 81%
Total number students who qualify: 369

8. Students receiving special education services: 15 %
70 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>36</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>23</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	11
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	27
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 27:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	95%	96%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Provide our scholars with a world-class education through a rigorous and innovative curriculum and engaging experiential learning opportunities, preparing them to succeed in college and in life. Our school design emphasizes a love of reading, daily science experiments, and conceptual understanding of math and deep thinking.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Success Academy Harlem 2 is a free, public charter school, and enrollment is chosen through a random lottery (when applications exceed the available seats). We anticipate the 2018 lottery will apply preferences for siblings of current and accepted students, families who reside in the same district as the school of their choice, children of Success Academy employees, and English Language Learners.

PART III – SUMMARY

Success Academy Harlem 2 (SA Harlem 2) is located at 144 East 128th Street in Manhattan, in Community School District 5. Part of Success Academy Charter Schools (SA), it opened in 2008 with kindergarten and first graders, and now educates 456 young scholars in grades K-4. Eighty-one percent of scholars at SA Harlem 2 are eligible for free or reduced-price lunch; 96% are Black or Hispanic; 15% have special needs, and 5% are English Language Learners. Harlem 2 is co-located with P.S. 30 Hernandez/Hughes, which serves students in grades pre-K-5, as well as a District 75 school for children with disabilities.

Scholars at SA Harlem 2 are admitted by random lottery and have reversed the achievement gap, collectively ranking in the top 0.6% in math and the top 1.22% in literacy in the entire state on the 2017 New York State (NYS) tests. SA Harlem 2 scholars outscored NYC students by 59 percentage points in math and 46 percentage points in ELA; they outscored students in their respective CSD by 81 percentage points in math and 63 percentage points in ELA. In both subjects, Black and Hispanic scholars at SA Harlem 2 significantly outperformed white and Asian scholars across NYC and NYS. The SA Harlem 2 community tends to gravitate towards the arts - any form of art - dance, chorus and visual arts. Scholars enjoyed a visit and chance to sing with Jean Baptiste. They were triumphant at a regional dance competition and unveiled their own Spring Art Showcase at a gallery in Chelsea.

Scholars, teachers, and staff take great pride in how they celebrate Teacher Appreciation Week. School events are shared with family and members of the community including Science Night, Block Party and a Book Fair. And we can't forget when players from the Jets visited to wish third and fourth graders well on the State math test. SA Harlem 2 is a particularly close and joyful community as evidenced by its high attendance rate (95% average daily attendance) and extraordinary academic achievements. Community partnerships and civic engagement are essential to Harlem 2's goal of educating the whole child and instilling virtues in our scholars. In fact, each year we have a diversity of community members visit Harlem 2 to share their expertise with scholars. For instance, during a Project Based Learning unit on the American Revolution, SA Harlem 2 hosted an in-school assembly with museum educators from the New York Historical Society; and in February 2018, scholars were treated to special performances from the Cumbe: Center for African and Diaspora Dance, and Jazz musician and Harlem native, Clifton Anderson.

While every SA school is unique, with its own personality, school events and community activities, a hallmark of SA is that curriculum is developed at the network level and provided to each school. To ensure that teaching and learning at the school level is equitable for all our scholars, we invest heavily in training our teachers in content mastery of curriculum and universal instructional best practices. If a scholar attends one SA school and then must move and attend a different SA school the following year, the transition in curriculum and pedagogy is seamless. This centralized approach, and understanding of what children have learned to date, virtually eliminates remedial work at the beginning of the school year. This data-driven, centralized approach is extremely powerful in ensuring excellence in values, school culture and curriculum design throughout all SA schools while still allowing leaders and teachers to personalize delivery for every child. Centralized services support all aspects of school design, allowing leaders to devote all of their time and expertise in deciding "how best" to teach.

Supported by our dedicated faculty, our scholars do the intellectual heavy-lifting through a progressive pedagogical approach that prepares our scholars for the rigor and independence needed to succeed in college and in life. Scholars only receive 80 minutes of direct instruction a day, leaving the majority of the day for guided inquiry and discussion to develop ideas. We focus on developing scholars' creative and critical thinking skills across subject matter. Our curriculum includes literacy, writing, math, history, science, art, dance, chess, and more. Within these subjects, we take an inquiry-based approach that supports scholars' ability to ask questions, find solutions, have eureka moments, and build their capacity as learners and as problem solvers. In an effort to emphasize the importance of higher education, our classrooms are named after teachers' alma maters, and scholars who display teamwork, kindness, effort, and perseverance are often given the opportunity to wear a college t-shirt or jersey from their teacher's college.

Our school community is guided by our ACTION values: Agency, Curiosity, Try & Try, Integrity, Others,

No Shortcuts. We are deeply invested in fostering a sense of joy within our school community and know that parents are an integral part of creating this supportive school culture. Frequent parent events, such as Multicultural Potluck, Art Night, Literacy Night, and Drop Everything and Read, further strengthen relationships between families and school faculty. Through regular dialogue and consistent communication, we create strong relationships with our parents to help them support their child in school and at home and also to be an advocate for all children.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The key to the success of all Success Academy scholars across our 46 schools is our centralized curriculum, supplemented by robust and consistent professional development for our teachers and leaders.

Our literacy curriculum introduces scholars to great literature and emphasizes critical thinking, knowledge building, and the thoughtful discussion of ideas. Scholars read and analyze poetry, biography, history, fiction, myths, fables, and write copiously in a range of genres.

Our teachers strive to make reading and writing as interactive as possible for our scholars. During Guided Reading time, our scholars form groups based on reading levels, teachers choose books that are a bit too challenging for them to read independently, encouraging them to work with their peers to figure out the main idea and work through difficult ideas. Through close study, teacher coaching, and discussion in a small group setting, scholars' confidence grows and they are able to master more challenging content and gain tools to tackle books at this level on their own. During Read Aloud time, a favorite time for scholars at SA Harlem 2—teachers guide scholars to unpack the meaning of the text, think analytically about the author's choices, and discuss and debate these ideas with their peers.

Success Academy's highly rigorous math program incorporates elements from a variety of curricula and approaches, including TERC Investigations, Contexts for Learning, and Cognitively Guided Instruction (CGI). The sequence develops scholars' number sense, counting ability, place value understanding, and builds mastery of geometry, fractions, measurement, and data.

At SA Harlem 2, we know that counting is foundational to understanding mathematics and spend ample time ensuring our scholars have mastered this basic but essential concept. In a progressive activity called "Counting Jar" our scholars become fluent with number names, sequences, and the way that numbers correspond to objects. Beginning in kindergarten and first grade, scholars use the Counting Jar to learn strategies for grouping objects, learning to count in twos and threes, etc. Then in second grade at SA Harlem 2, scholars move onto the "Money Jar", where they develop knowledge of money and grapple with pre-multiplication concepts of grouping. Finally, in third grade, our scholars use the "Array Jar" to learn properties of multiplication and division. This year, we have moved away from paper and pencil math assessments and are using demonstrative performance assessments asking scholars to show their thinking using manipulatives.

SA scholars receive hands-on, inquiry-based science with a dedicated science teacher five days a week. Our unique commitment to science ignites a passion for the subject early in life, builds a comprehensive foundation of knowledge, and teaches scholars to investigate and analyze real-world problems critically and systematically, grounded in a strong base of evidence. Scholars conduct 150 experiments annually and discuss observations, data, and results in the same way true scientists do.

Experiments at SA Harlem 2 this year have included a squid dissection, machine building and designing a sturdy a bridge. Science teachers at SA Harlem 2 challenge scholars to program robots to reach destinations around the classroom or conduct scratch tests to identify minerals. SA Harlem 2 scholars play with chocolate in a science unit focused on the conservation of matter, and our fourth graders make magnetic cranes and model the phases of the moon.

Scholars complete in-depth, cross-disciplinary study of concepts during two Project-Based Learning (PBL) units each year, exploring topics in science, history, and math. This year's topics include: Bread, Farm to Table, Schools Around the World, the Arctic, Brooklyn Bridge, Birds, Iroquois and Lenape, Ellis Island, American Revolution, and Westward Expansion. Through PBLs and field studies, our scholars broaden their horizons and engage deeply with the world around them. This winter, SA Harlem 2 scholars took a field trip to Stew Leonard's grocery store to learn the history of farm to table sourcing, and our first graders visited the Brooklyn Bridge.

The incredible progress of one of our 2nd graders this year exemplifies our supportive school community. This scholar came to SA Harlem 2 speaking absolutely no English and reading at a Kindergarten level. Throughout the year, the scholar not only learned English and excelled in math scoring 91% on the latest assessment but also grew 10 reading levels and is now reading at grade level M! Our teachers came together as a team to provide hands-on and consistent support to this scholar, offering encouragement and guidance every step of the way to build up confidence and self-belief. This is just one story of how we support scholars.

2. Other Curriculum Areas:

All elementary school scholars have art class at least once a week where they grow into passionate “meaning-makers,” using art to explore and engage with their own ideas and the world around them. Teachers and leaders at SA Harlem 2 believe scholars can learn much about their history and culture, as well as those of their peers, through art. This February, we hosted a Family Art Night to celebrate Black History Month where scholars, parents, and teachers created collaborative artwork inspired by great American Black artists who they had been studying. These wonderful pieces are currently hanging all around our school! The SA Harlem 2 dance team auditioned and was selected to perform at the Apollo Theater in Harlem this year. We are so proud of the passion that our dancers exhibit and dedication they have to their art. They participate regularly in master classes with Broadway dancers, learning the steps and the history behind some of the greatest dance works of our time. Our dance teacher works alongside teachers and parents to ensure that every member of his team is excelling academically while simultaneously discovering a new extracurricular passion.

In twice-weekly Performing Arts class, scholars focus on music, dance, or theater and explore a variety of genres, styles, influences, and artists. Scholars develop technical and creative facility in the subject while telling the stories of their imaginations, their lives, and their communities through a combination of existing work and original pieces. Scholars are performing “School House Rock” for this year’s spring musical. Four times per year, SA Harlem 2 hosts a Performing Arts Showcase, where families and staff come together and celebrate the hard work of our resident artists, dancers, and actors.

During daily recess periods, scholars have the option of free play, or to participate in organized games and activities supervised by teachers. Additionally, all grades have weekly physical education classes. We introduce scholars to a variety of sports at a young age in weekly physical education classes, such as basketball, soccer, and volleyball — so they can find one they truly enjoy. These classes focus on skill development and learning the rules of the game, and each class concludes with a fun and competitive mini-match.

At SA, we believe it is critical to give our scholars the foundational skills necessary to thrive in the 21st-century job market. This means investing in STEM education focused on computational thinking, computer science and experiential learning opportunities beginning in kindergarten. Our kindergarten curriculum includes a coding unit using Bee-Bots, a bumble bee machines that our scholars “program” with directions to navigate them through a variety of “mat” mazes. Building on these fundamental computing skills, our first-grade scholars are well prepared to begin exploring more advanced programs. Using the Kodable app on Chromebooks, first-grade teachers create lessons where scholars work in teams to input and debug a given code in order to move up levels. We have intentionally begun to incorporate Chromebooks into elementary STEM lessons this year, giving our scholars a head-start on digital literacy. Our second and third graders are beginning to learn practical skills such as email writing, the foundations of typing, using Google Drive and how to collaborate with peers on PowerPoint presentations.

Scholars receive weekly chess instruction beginning in kindergarten. Our chess curriculum provides rigorous, engaging, and hands-on instruction. Chess teachers explain the basic moves and rules of the game, and after learning these mechanics, scholars quickly develop the strategies needed to checkmate their opponent. Learning and playing chess sharpens scholars’ analytical instincts and teaches them to think strategically, control their impulses, make well-considered decisions, and compete with confidence. Scholars

also have an opportunity to join the chess team and compete in local, state, and national tournaments.

Kindergartners have one hour of free play each day where they are given thirty minutes for “choice time” and thirty minutes for block play (on Wednesdays this time is split between block play and board games). Scholars are given several options each day including play with magnet tiles, coloring, dramatic play, and puzzles. During this important and fun time, our scholars learn how to take turns, and engage constructively with peers, and use their imaginations.

Every Wednesday, scholars play Blokus in kindergarten, Monopoly in first and second grade, and Settlers of Catan in third and fourth grades. Gamesday is a joyful time, but it is also educational. It is a time for scholars to build social skills and become critical thinkers. As the children play, they learn: patience, creativity, and teamwork.

3. Instructional Methods, Interventions, and Assessments:

At SA Harlem 2, we have seen the incredible potential within our special needs scholars. This year, an incoming first grader with an individualized education program (IEP) was accepted off our waitlist after attending kindergarten at her zoned school. This scholar was reading far below grade level. We saw that she was struggling and placed her in one of our strongest ICT classrooms and worked closely with her mom to ensure the support she was receiving at school was mirrored at home. This scholar has grown 7 reading levels and is now reading above the first-grade benchmark! We are so proud of the partnership between the staff at SA Harlem 2 and this scholar’s family, who have worked tirelessly to make up for lost time in her education. She will be matriculating to 2nd grade next year at the top of her class.

Beyond the built-in differentiation of our curriculum, we provide scholars who are struggling with supports to ensure academic success and well-being. Each child receives personalized academic and emotional support. This includes tutoring before, during and after school, practice groups, additional homework, and special education services for those who need it. In-the-moment coaching of scholars happens in every classroom, every day, across all subjects. If a scholar is struggling, the teacher may pair her/him up with a scholar who is soaring, or rearrange the class for small group work. The teacher may assign extra homework or recommend additional books for scholars who need extra support or for those who need a challenge. Importantly, the principal does not hesitate to move scholars between grades during the school year. This practice ensures that leaders and teachers can remain maximally responsive to scholars' needs and every child is able to advance without being overwhelmed or bored.

SA Harlem 2 employs a rigorous Response to Intervention (RtI) process, whereby scholars who demonstrate a need for additional academic, social, or emotional support receive appropriate, targeted interventions to support them in achieving positive gains. At weekly RtI meetings, faculty and leaders meet to analyze individual scholar data and develop targeted interventions to most effectively address scholar needs. At SA Harlem 2, teachers and leadership have built strong relationships with speech and occupational therapists, as well as school psychologists who collaborate to provide the support that scholars need on a daily basis. The RtI team develops student intervention plans to help ensure that scholars are on track to meet SA's ambitious academic goals. If a scholar continues to struggle academically, SA will work with his/her family and recommend that the scholar be evaluated to determine if he/she has a disability and to accurately assess and provide additional support services based on his/her individual needs. It is at that time that SA refers scholars to the Committee on Special Education (CSE) to determine if special education services and an Individualized Education Program are needed.

^[1]_[SEP] Scholars at SA Harlem 2 have continued to excel academically on NYS exams since 2011 (the first year we had scholars in testing grades). To measure students' academic progress, we use a variety of internal and external assessments, including daily exit tickets, weekly problem sets, and content quizzes. All assessments are aligned with Common Core Math and Literacy standards and NYS Science standards, helping us maintain the most responsive, highest-quality instruction possible. We also administer the Fountas & Pinnell Benchmark Assessments four times annually (three times a year in kindergarten) to track scholars' reading levels. By the end of the 2016-17 school year on Fountas & Pinnell assessments, 92% of kindergarteners, 94% of first graders, 87% of second graders, 96% of third graders, and 85% of fourth graders at SA Harlem

2 were reading at or above grade level (D, J, M, P, and S respectively).

It is through the careful study of scholar work, including assessments, that SA Harlem 2 teachers and the principal adjust instructional practice. Our curriculum is built in such a way that course adjustments can meet the needs of students. Benefitting from SA's 12 years of experience and centralized approach to professional development, SA Harlem 2 teachers are trained to preempt the pitfalls we have seen over the years and truly transform the quality of student learning.

In math and science, there were no subgroups with a gap of 10 percentage points or more. At least 93% of scholars in every subgroup passed the NYS 2017 math exam; and 100% of scholars achieved proficiency on the 2017 science state test, with 100% achieving the highest score of 4. In ELA, there was a 10 point gap between SPED and ELL scholars and the overall score (please note that only one ELL scholar was tested; that scholar did not pass ELA). SA Harlem 2 is deeply committed to serving children with disabilities. Approximately 15% of our scholars have special needs, and we devote considerable resources to serving them, including hiring highly capable special education teachers. SA Harlem 2 has one Integrated Co-Teaching (ICT) classroom in kindergarten, two ICT classrooms in grades 1-3, and one ICT classroom in grade 4. Additionally, 2nd grade has a 12:1:1 classroom for our highest need scholars.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At SA Harlem 2, we believe that establishing a community of character developers is a central pillar of reversing the achievement gap and equipping scholars for success beyond academics. Adult practice and modeling of integrity, resilience, respect, determination, and courage, among other virtues, allows us to shape scholars to embody the highest standards of citizenship. We place immense value on socio-emotional learning. When a draft of the elementary school schedules for the 2017-18 school year was circulated to our principals for preliminary review, SA principals responded swiftly advocating for Kindergarten to have a second recess, respectfully supplying academic studies to support their case. The agency on behalf of early childhood development and clear and respectful appeal for modification led to all SA Kindergarteners receiving a second recess each day for learning social skills through play.

SA Harlem 2 teachers and leaders praise scholars for exemplary academic work but also for exceptional behavior, respectful discourse when opinions differ, and patience. Early on, scholars are encouraged to speak up and help one another to develop academic confidence. Achievements are constantly celebrated with “time-ins” (when scholars spend time with the principal doing an activity of their choosing, such as blocks or reading), “Principal For a Day” (scholars spend a day with the principal, carrying a special clipboard and attending meetings), dance parties, and other celebrations. In our kindergarten and first grade classes, we have implemented the Second Step program, which supports social-emotional growth by helping scholars learn how to channel their emotions and feelings. When the entire school community is putting in its best effort, we celebrate with a whole-school dance party in the auditorium or special class cheers at Community Circle, our monthly assembly celebrating successes and highlighting our school values. We have also established an Honor Roll, rewarding consistent effort, improvement and high performance.

This recognition is not just for scholars, but for teachers too. Staff meetings provide opportunities for staff to recognize each other; teachers can award one another with the school’s “ACTION Values” baton for going above and beyond. Scholars and families regularly express their gratitude to teachers as well through social media, art projects and through special celebrations during Teacher Appreciation Week. Importantly, the principal works hard to ensure all teachers have an opportunity to shine—teachers that excel in certain aspects of classroom management or in a particular content area are invited to lead a professional development session. We understand the importance of setting our teachers up for success and work hard to synthesize feedback and make changes when necessary. Teachers have two dedicated planning periods per day during which time they can meet with fellow teachers, their school principal or plan independently. School leadership, principals and assistant principals, spend at least 50% of their time in classrooms, coaching and giving feedback.

2. Engaging Families and Community:

Knowing that parents play an invaluable role in ensuring their child’s academic success, we go above and beyond to engage families in every aspect of our school model and curriculum. Our parent communication strategy is robust and our teachers and administrators spend significant time calling and meeting with parents to let them know when their child is doing well, and when their child needs additional support. After every assessment, we send parents a report with detailed information on their child’s academic progress including a recap of past assessments and areas the scholar has improved and/or needs improvement. To keep families knowledgeable and engaged, we send weekly ACTION newsletters, updating families on recent and upcoming school activities as well. ^[L1L1]_[SEP:SEP]

Parents are also encouraged to join the SA Harlem 2’s Parent Council and Parent Council Executive Committee. These groups ensure open lines of communication through scheduled check-ins with the school operations team, and frequent meetings to solicit feedback and keep parents informed. To further reinforce education at home, parents are asked to complete reading logs with their children by reading a book with them at least six nights a week. For families with limited literacy or for whom English is not their first

language, we provide audiobooks and offer suggestions of books in the family's native language that they can check out from the local public library.

At SA Harlem 2, we believe in building strong, tight-knit relationships between families and school staff through constant communication and special events. Prioritizing communication and feedback from parents, we have a 24-hour policy for returning emails and phone calls, and an open door policy for parents to visit their children's classrooms and speak with administrators and/or teachers. SA Harlem 2 hosts monthly "Parent Appreciation Nights", which this year have included, pumpkin painting parties, planting potted plants and a haunted house. At SA Harlem 2, parent participation is exceptional. Each month approximately 100 parents attend Community Circle to help celebrate our school's successes.

Additionally, this year we have held numerous tours of SA Harlem 2 for external educators, including school leaders and teachers, tech entrepreneurs, and non-profit leaders in order to share best practices across several industries. The thought partnerships developed through these tours, as well as education partner professional development workshop, have been invaluable to the growth of SA Harlem 2.

3. Professional Development:

Providing staff with ample opportunities for professional growth is deeply important to SA Harlem 2. For instance, talented teachers can become Grade Team Leads, managing all sections across a grade, labsite teachers, who demonstrate best instructional practices for their peers, or Assistant Principals. This year, two of our wonderful second grade teachers were nominated for our labsite teacher program which taps teacher leaders and models of excellence and dedication. These teachers were moved up to lead a third grade ICT classroom, which consists of 30% special education scholars. Under their leadership, this class has been in the top 10 for all network-wide assessments and is ranked #1 of all 3rd grade across Success Academy in terms of academic excellence and progress. This class is undeniable proof that with dedicated, highly trained teachers and with strong support systems, all children can achieve at high levels.

SA Harlem 2 has two assistant principals who, in addition to the principal, are constantly in classrooms observing, giving in the moment feedback, and coaching teachers. At SA, we believe the first step to successful coaching is identifying the root cause of a challenge. If the root cause is identified as management or culture-specific (ineffective systems, lack of parent or scholar investment, etc.), then the principal may coach on how to assess classroom management routines, closely examine data, or develop stronger systems for communicating with parents. If a principal observes that an issue is more closely linked to insufficient intellectual preparedness on the part of the teacher, then she may coach the teacher on how to more effectively master content, create a week-long trajectory for mastery, or plan lessons in partnership with the teacher. If the root cause of a teacher's challenge is differentiating instruction to meet various levels of need, the principal may work with the teacher to establish an intervention plan, perhaps splitting the class by reading level, or carving out additional time to help scholars reach their full potential.

Additionally, SA teachers and leaders receive the equivalent of 11 weeks of training throughout the year. Professional development workshops are held during the summer at Leader Training Institute (for SA school leadership) and T-school (for teachers). Teachers also receive professional development every Wednesday afternoon, in addition to nine full day workshops and trainings throughout the school year. During these dedicated sessions, educators are trained on curriculum, instructional strategies, classroom management, scholar and family engagement, cultural competency, and share best practices with their peers to facilitate collaborative learning and growth.

4. School Leadership:

To be effective and to achieve the best possible student outcomes, professional development at SA Harlem 2 starts with our school principal. She is responsible for the development of her faculty, practicing astute people management in the context of schooling, and implementing systems and routines to facilitate high levels of learning for every single scholar. Her role is to motivate and get the best performance from her team, while ensuring that they feel valued and supported. To that end, she leads weekly professional development for her staff on Wednesday afternoons (scholars are dismissed at 12:30pm) and is an on-the-

ground coach in the classroom on a daily basis.

In addition to being the chief academic officer of the school, she is the key to ensuring that teachers learn how to manage school culture and parent engagement. The principal at SA Harlem 2 works hard to set a positive tone and create a unified community, which is essential for high levels of learning to occur. Recognizing that she cannot manage the school on his own, it is her investment in her team that truly sets her apart. We divide many of the traditional roles of the principal among other staff members so the principal can focus on instructional decisions and systems. In addition to two assistant principals, SA Harlem 2 has two business operations managers, whose focus is on the facility itself to ensure all teachers and scholars have everything they need from safety to food to supplies and the school runs as efficiently as possible. Among other key staff members is an operations coordinator to manage the building custodians and oversee repairs and supplies, a community relations coordinator who makes sure parents are fully informed and invested in their scholar's education, and two education managers who ensure that our scholars receive the special education instruction and services they need. Managed by the principal, the leadership staff at SA Harlem 2 has a Daily Leader Caucus where the team convenes to discuss priorities, evaluate successes and plan for the coming day.

The entire school team is in turn supported by centralized teams at the Success Academy network office including Academics, the School Management Office, Talent Recruitment, Data, Technology, and many more. All of these centralized services empower the principal and her team to focus on raising the bar of academic rigor every day, taking on responsibility for logistical needs so that teachers can focus 100% on teaching and learning.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

SA Harlem 2's commitment to leader development is exceptional, and benefits the academic achievements of our scholars as well as the professional development of our teachers and leaders. This cultivating of great school leaders begins with our principal. As our principal puts it, she is constantly "in the trenches" with her teachers, visiting classrooms, providing assistance, and creating an environment where there is no disconnect between school staff. She acts as a coach and a mentor, providing constant feedback and suggestions as well as celebrating the effort and commitment of her staff. Our school staff has surprise lunches, monthly recognition meetings for those who are exhibiting our school values and workout classes after school during the week where teachers can bond and relax. She has created a school culture where accountability is not a scary word, instead it is the driving force connecting the hard work and passion of our teachers who are working as a team so that our scholars can succeed. Our principal's leadership inspires her staff to grow and to be the best that they can every day for their scholars.

Our principal embodies all that SA Harlem 2 represents and acts as a role model to our scholars and our teachers and assistant principals alike. Through weekly leadership team meetings, Daily Leader Caucuses and constant one-on-one time each week with her team, our principal ensures that our school staff is consistently supported, and is also growing all the time to be better. At SA Harlem 2, our teachers feel a deep respect for our principal but also a level of comfort that allows for ease of communication and transparency and thus ensures that concerns are quickly mitigated and questions are answered swiftly and comprehensively. The school day is jam-packed with deep learning and activities, but our principal is the engine of positivity that keeps the staff moving. Given this strategy, it is no surprise that this year six out of 13 rising senior leaders (principals) across the network began their SA careers at SA Harlem 2 as teachers or assistant principals.

We think it is exceedingly important that our scholars see the healthy relationships between our principal and our teachers and observe the giving and receiving of positive and constructive feedback on a regular basis. The mentorship that our principal gives to our teachers is echoed in the way she supports our scholars. What educators learn one day is immediately put into practice in our classrooms the next day so that our students reap maximum benefits from the adult learning. Similarly, we see that our scholars are constantly imitating adult practice they observe every day, as they grow into mature, polite young adults. As is true throughout our entire schooling model, professional development for teachers and principals is about the adults, but it is for the kids.