

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):
- 26 Elementary schools (includes K-8)
 - 9 Middle/Junior high schools
 - 12 High schools
 - 0 K-12 schools
- 47 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	39	25	64
1	28	42	70
2	51	40	91
3	42	54	96
4	41	35	76
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	201	196	397

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 64 % Black or African American
 - 30 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 1 % White
 - 3 % 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	18
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1, 2016	390
(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: 3%
12 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

English, Spanish, Chinese, Russian

7. Students eligible for free/reduced-priced meals: 79%
Total number students who qualify: 312

8. Students receiving special education services: 16 %
64 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>3</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>13</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>46</u> Speech or Language Impairment |
| <u>1</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: 1
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	9
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	22
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 20:1

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	97%	97%	97%	96%	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, 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 Bed-Stuy 1 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 Bed-Stuy 1 (SA Bed-Stuy 1) is part of the Success Academy Charter Schools network, located at 70 Tompkins Avenue in Brooklyn, in Community School District 14. It opened in 2011, with grades K-1, and now educates 397 young scholars in grades K-4. Seventy-nine percent of scholars at SA Bed-Stuy 1 are eligible for free or reduced-price lunch; 93% are Black or Hispanic; 16% have special needs; and 3% are English Language Learners. Bed-Stuy 1 shares space with Success Academy Bed-Stuy Middle School, as well as P.S. 368, a District 75 school that serves students with disabilities.

At SA Bed-Stuy 1, we constantly ask ourselves: “Would our scholars choose to come to school, even if they didn’t have to?” The answer is a resounding “Yes!.” This results from setting the bar high while providing endless opportunities for scholars to explore, engage, learn and laugh in our classrooms. Bed-Stuy 1 is not just a school, it is a vibrant community. Our Facebook page showcases academic excellence, tells the story of Parent Appreciation Week, second graders coding, an Apollo Theater Workshop, and a nine-year-old who has received awards and been recognized by elected officials for her lyrics and DJ skills used to help end bullying and support victims of bullying.

Scholars at SA Bed-Stuy 1 are admitted by random lottery, and have reversed the achievement gap by collectively ranking in the top .03% in math and the top .17% in literacy on the 2017 New York State (NYS) tests. SA Bed-Stuy 1 is #1 in NYC in math and #6 in English Language Arts (ELA), outscoring NYC students by 62 percentage points in math and 58 percentage points in ELA. “Joyful rigor” is the mantra that drives SA Bed-Stuy 1’s high attendance rate (96% average daily attendance) and extraordinary academic achievements. Each day is filled with opportunities for scholars to find their own voice to express their ideas, collaborate on class projects with their peers, and discover new talents. Through a vast electives program, scholars take art, soccer, sports, musical theatre, and chess. Further, the robust field studies program connects classroom curriculum to real-world experiences. Visits to the Liberty Science Center and the American Museum of Natural History expose students to cultural experiences that they may not otherwise access.

At SA Bed-Stuy 1, we go above and beyond to engage families in every aspect of our school model. In February 2018, SA Bed-Stuy 1 families joined school faculty in helping scholars celebrate Black History Month by studying one outstanding African-American figure each day, such as Neil DeGrasse Tyson and Nina Simone, in class and during reading time at home. Black History Month culminated with a viewing party of the film, *Hidden Figures*, for scholars, families, teachers and school leaders. Our leadership team instituted “prize alarm”, which allows scholars to earn tickets for exhibiting hard academic work, collaborating with their peers and showing overall effort. As scholars earn a certain number of tickets, they enter a raffle which is pulled when a teacher triggers the prize alarm, for tangible and experiential prizes. Our school community places great value on the diverse range of cultures that make up our school community. Principals host frequent parent potlucks throughout the year and encourage families to bring traditional dishes so that scholars and staff can learn about the unique cultural history and traditions of their peers.

At SA Bed-Stuy 1, we celebrate the whole child. We are guided by our ACTION values: Agency, Curiosity, Try & Try, Integrity, Others, No Shortcuts. We believe that schools share an obligation with families to teach kids right from wrong, and that character development is an important part of schooling. We communicate the benefits a college education to our scholars beginning in kindergarten. In fact, our classrooms are named using the year the scholars will graduate from college. Every classroom contains a “college corner” adorned with banners and pictures of famous alumni from the teacher’s alma mater and photographs of the teacher graduating from college.

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 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. Our nimble system differentiates teaching based on our scholar needs, doubling up resources to support struggling scholars, and providing engaging challenges for those who are excelling.

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. Every one of our 31 elementary schools delivers the same curriculum.

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.

We believe it is essential to provide our scholars with a strong foundation of reading comprehension skills. Beginning in kindergarten and first grade, we use the foundational curriculum, “Success for All” in daily instruction. Success for All is fast-paced and engaging, allowing scholars to build phonemic awareness and decoding skills that strengthen oral language, build reading fluency and help them to be critical thinkers when they reach more difficult texts in later grades. This is followed by a period of practice where scholars read and discuss books aligned with the skills covered that day and in prior lessons. It is because of these critical skills that our third and fourth-grade scholars at SA Bed-Stuy 1 are able to read challenging works such as *The Rescuers* by Margery Sharp and *The Phantom Tollbooth* by Norton Juster.

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). Lessons within a math unit focus on tackling complex, multidimensional problems that have correct answers but multiple ways to arrive at these answers. Scholars are encouraged to think creatively and independently to develop their own approach, which strengthens their ability to apply prior knowledge to new contexts and deepens their conceptual understanding.

During Math Workshop time at SA Bed-Stuy 1, scholars are introduced to new concepts in geometry, fractions, measurement and data analysis. Kindergarteners learn shapes and navigation, first graders tackle place value and linear measurement, second-grade scholars start early algebra and data analysis, third-grade classes become experts in multiplication and division and finally our fourth-grade mathematicians study line plots, complex fractions, decimals and unit conversion.

Our scholars receive hands-on, inquiry-based science with a dedicated science teacher five days a week and conduct 150 experiments annually. Scholars discuss observations, data, and results in the same way scientists do. Lessons launch with a research question from the teacher that ignites the curiosity of our scholars. After they work collaboratively on the challenge pose and record their observations (i.e. what happens to the plant when food coloring is added to the water?), they participate in rich discussions about their discoveries. Finally, scholars at every grade level present their conclusions in reports that grow in sophistication over the course of elementary school. All lessons are designed to be as hands-on as possible, striking the right balance of being enjoyable and conceptually stimulating. Kindergartners explore the five senses through experiments, and first graders guide a dragon through a maze with programming using Kodable. Second graders study ecosystems in science class and use their imaginations to create terrariums suitable for human life on their own foreign planets.

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, Iroquois and Lenape, Ellis Island, American Revolution, and Westward Expansion. In a third grade unit on Ellis Island, scholars write diary entries documenting the journey to America, then visit Ellis Island and Tenement Museum to see primary source documents and artifacts. SA Bed-Stuy 1 third graders have the opportunity to ride the Roosevelt Island Tram as an experiential learning piece of their PBL on subways and transportation.

Success stories from two of our highest needs scholars inspire us to continue our mission to support all

children. A newly enrolled first grade scholar came to us this year reading at a “B” level. This scholar had an IEP and had already been held back at his previous school. Our teachers rallied around him, working to help him find his passions and discover books he would enjoy. At the end of the year, this scholar had grown eight F&P levels and had become a voracious reader. Similarly, a new second grader came to us after having been held back at her previous school. Our school staff made sure that she received adequate support, enrolling her in one of our 12:1:1 classrooms where she has grown to be one of the highest performing scholars. These are just two stories of how SA Bed-Stuy 1 invests heavily in the success of our scholars.

2. Other Curriculum Areas:

Last year was the first year that SA Bed-Stuy 1 had a musical theater program and it has become a beloved staple of our school community. One of our scholars was so excited about her role in the play “Annie” that she memorized everyone’s lines, acting as understudy when her peers were out sick and helping them practice their lines. In February 2018, SA Bed-Stuy 1 scholars in the theatre club staged a performance of “Charlie and the Chocolate Factory”, after having attended the Broadway show as a field study earlier in the year.

All scholars, K-4, have art class at least once a week where they grow into passionate “meaning-makers,” using art to explore their own ideas and the world around them. Through independent and collaborative experimentation with various materials and mediums, including clay, collage, digital art/photography, painting, printmaking, and textiles, scholars gain technical skills and confidence in their ability to express themselves visually.

In twice-weekly Performing Arts class, scholars focus on music, dance, or theater and explore a variety of genres, styles, influences, and artists. Scholars tell the stories of their imaginations, their lives, and their communities through a combination of existing work and original pieces. Scholars showcase their work at performances open to the entire school community.

SA Bed-Stuy 1 hosts after-school and in-school soccer programming for our scholars modeled after the elite “travel” soccer leagues but free of cost. We believe it is critical that our scholars experience the joy and camaraderie of team sports, as an essential aspect of their holistic development. 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 class. We introduce scholars to a variety of sports at a young age in weekly physical education classes, such as basketball and volleyball, so they can find one they truly enjoy. These classes focus on skill development and learning the rules of the game, and class concludes with a fun mini-match.

At Success Academy, 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.

In February 2018, scholars from SA Bed-Stuy 1 traveled to Saratoga Springs, NY for the NYS Chess Championship where they performed exceedingly well, placing in both the individual and team tournaments for the K-5 Division. Scholars receive weekly chess instruction beginning in kindergarten. 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.

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:

SA Bed-Stuy 1 has a deep commitment to serving children with disabilities. Last year our third and fourth grade ICT classrooms were led by exceptionally dedicated teachers who went above and beyond to ensure that their scholars were mastering content and main ideas across all subjects. The hard work of our teachers and scholars paid off as 100% of students in these two ICT classes passed the ELA and Math NYS tests. About 16% of our scholars have special needs, and SA devotes considerable resources to serving them, including hiring highly capable special education teachers. SA Bed-Stuy 1 has one Integrated Co-Teaching (ICT) classroom in each grade K-3, and two ICT classrooms in grade 4. Additionally, 3rd grade at SA Bed-Stuy 1 has a 12:1:1 classroom for our highest need scholars.

Beyond the built-in differentiation of our curriculum at SA Bed-Stuy 1, we also 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 — every child is able to advance without being overwhelmed or bored.

SA Bed-Stuy 1 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 help 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 Bed-Stuy 1, 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 Bed-Stuy 1 have continued to excel academically on the NYS exams since 2014 school year (the first year we had scholars in testing grades). To measure students' academic progress throughout the school year, 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, 95% of kindergarteners, 98% of first graders, 99% of second graders, 94% of third graders, and 100% of fourth graders at SA Bed-Stuy 1 were reading at or above grade level (D, J, M,

P, and S respectively).

It is through the careful study and analysis of scholar work, including assessments, that SA Bed-Stuy 1 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 Success Academy's 12 years of experience and centralized approach to professional development, SA Bed-Stuy 1 teachers are trained to preempt the pitfalls we have seen over the years and truly transform the quality of student learning.

We are happy to share that there are no subgroups with a 10+ percentage point achievement gap on the 2017 NYS exams. At least 93% of scholars in every subgroup passed the NYS 2017 ELA exam, and 100% of scholars achieved proficiency on both the 2017 math and science state tests, with an astounding 100% of scholars achieving the highest score of 4 in science.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

A beautiful, safe, consistent environment acknowledging effort and adding joy, exemplifies the values of SA Bed-Stuy 1. This year, the SA network of schools launched an initiative focused on “culturally responsive teaching”, ensuring that all classrooms are respectful communities where students feel comfortable engaging in thoughtful, courteous, and lively roundtables with a range of opinions. In addition, working to ensuring SA Bed-Stuy 1 continues to be a safe space for discourse, our teachers and principals do an exceptional job of celebrating effort. This year, our school hosted an “SA Bed-Stuy 1 Olympics”, where scholars spent the day wearing an olympic medal showcasing their accomplishments. We have frequent dance parties, and other celebrations (e.g., “Fun Fridays” at SA Bed-Stuy 1 might include a popsicle party). Also, this year SA Bed-Stuy 1 third graders were treated to a hip-hop workshop from the Apollo Theater for excellent attendance and effort. 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 weekly assembly celebrating successes and highlighting our school values. To celebrate the end of a particularly challenging reading unit, scholars were treated to visits from authors Ola Oladoyin and Lynn Ma. Often times when a scholar does an exceptional job explaining their thinking or problem solving, they will visit another classroom with their teacher to present to their peers.

This past year, SA high school scholars visited SA Bed-Stuy 1 to read with our scholars. We believe it is incredibly important for our youngest scholars to have role models in the SA community and feel supported by their peers in addition to their teachers, principals, and parents.

Recognition is not just for scholars, but for teachers as well. Each spring during Teacher Appreciation Week, SA Bed-Stuy 1 holds a Parent Potluck, where parents and scholars bring in homemade dishes and enjoy lunch with school staff. Scholars write letters of gratitude to their teachers explaining what they love about their school and their classes. Importantly, the principal works hard to ensure all teachers have an opportunity to shine and that teachers that excel in certain aspects of classroom management or in a particular content area are invited to lead a professional development session. Talented teachers can become Grade Team Leads, managing all sections across a grade, or labsite teachers, who demonstrate best instructional practices for their peers. We understand the importance of setting our teachers up for success, and work hard to synthesize feedback and make changes when necessary. This year at SA Bed-Stuy 1, our teachers have two dedicated planning periods per day during which time they can meet with fellow teachers, their school principal or plan independently. The principal and assistant principals—spend at least 50% of their time in classrooms, coaching and giving feedback.

2. Engaging Families and Community:

We could not do the work of schooling without our parents. This year, dedicated SA Bed-Stuy 1 families wrote letters of encouragement to their scholars as they prepared for the NYS tests. Our parent communication strategy is robust. 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 home weekly ACTION newsletters, updating families on recent and upcoming school activities as well. 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. And 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.

Parents are encouraged to join SA Bed-Stuy 1's Parent Council, Parent Council Executive Committee, and Education Reform Council. 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. Through activities such as "Parent Paint Night" and "Literacy Night", we offer opportunities for parents to connect with school leadership and teachers outside of school hours. Parent members of our Education Reform Council have visited with local officials to speak with them about our school and invite them to visit. Local elected officials frequently visit SA Bed-Stuy 1 to learn more about our school community, and this year are attending our Art Show and Performing Arts Showcases.

Community partnerships and civic engagement are essential to our goal of educating the whole child and instilling virtues in our scholars. As just one example, staff and scholars at SA Bed-Stuy 1 organized a relief effort for the victims of Hurricane Maria, collecting food, toiletries, clothes and other necessities in fall 2017. In addition, each year we have a diversity of community members visit SA Bed-Stuy 1 to share their expertise with scholars. For instance, during a PBL on the Iroquois and Lenape, SA Bed-Stuy 1 hosted an in-school assembly with museum educators from the New York Historical Society; and in February 2018, American Jazz musician, Clifton Anderson, taught scholars about melody, harmony, and rhythm, and performed an original composition.

3. Professional Development:

We encourage our teachers to hone their craft through various professional development opportunities. For instance, SA Bed-Stuy 1's wonderful art teacher has attended the National Art Education Conference for the past three years and was selected to be a presenter this year after a blind review. She has also had her work highlighted at the Child Mind Institute showcase. This teacher is a role model to our aspiring artists, taking them to the Whitney Museum on field studies each year to expose them to new and different art forms.

SA Bed-Stuy 1 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 Bed-Stuy 1, 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 Bed-Stuy 1 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 teachers 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 must be a masterful teacher and exemplar of ACTION values; she is the key to ensuring that teachers learn how to manage school culture and parent engagement. The principal at SA Bed-Stuy 1 works hard to set a positive tone and create a unified classroom community, which is essential for high levels of learning to occur. Recognizing that she cannot manage the school on her 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. At SA Bed-Stuy 1, we have a principal, two assistant principals, an education manager and a business operations manager, who together oversee day-to-day classroom management, data management, supplies procurement, and facilities.

This leadership 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

Success Academy scholars are known for their high levels of academic achievement. However, for a good number of SA Bed-Stuy 1 scholars, exceptional achievement does not come easily. The SA Bed-Stuy 1 team is outstanding at creatively implementing a methodology to ensure that all scholars, regardless of the challenges they face, have the opportunity and the tools to see improvement and experience success. The SA Bed-Stuy 1 team is an incredibly supportive and cohesive team of leaders and teachers committed deeply to scholars with special needs. We have learned much over the past several years about how to best support scholars who have disabilities or who are struggling and are incredibly proud of the immense progress we have seen. We are self-reflective and committed to continuous improvement, and our special education program reflects this. As a hallmark of SA Bed-Stuy 1's approach to supporting special needs students, through social-emotional learning and differentiation, we do not change our classrooms for our special needs children, we simply add in the supports they deserve. When we see that a child is struggling, whether they have an IEP or not, our team immediately discusses how to set the groundwork for their success. Teachers constantly study and share assessment results to home in on what exactly the child requires and implement it immediately.

On the socio-emotional side, we have witnessed incredible progress in our special needs scholars due to the establishment of "choice time". To our scholars, this is a time away from academics. To our teachers and leaders, it is a time to look for social, emotional and knowledge-based areas that can be addressed in a seemingly casual but, in reality, a very targeted way. This period of free play, where scholars independently choose from a range of independent and group activities has fostered a greater sense of confidence in all of our scholars, particularly those with special needs. Scholars who previously reacted intensely to change or an unforeseen event, now are much more flexible and use skills developed in choice time (conflict resolution, sharing, etc.) to cope with small changes. Our principal has noted that scholars seem less shy, and that special needs students especially are playing collaboratively more than ever before.

Another large part of this successful strategy is constantly communicating positive updates on progress as well as realistic expectations to our parents. Our leadership team has found that this strategy has changed the way parents feel about discussing the needs of the children, and has destigmatized many of the difficult conversations. This is due in large part to the hard work of our Education Managers, who customize communication strategies for families based on preferences and level of need and develop meaningful relationships with parents so that they feel comfortable reaching out with questions or concerns. SA Bed-Stuy 1 has had the same speech and occupational therapists in our school for the past three years. They are very much a part of our team and have been integral to our success in supporting special needs students. In short, our entire school staff is committed to finding ways to develop the whole child, and even during free play they are busy making sure all of our scholars grow and succeed.