

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [X] Magnet [] Choice

Name of Principal Ms. Ronia Davison
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Sadler Arts Academy
(As it should appear in the official records)

School Mailing Address 800 Altamont Street
(If address is P.O. Box, also include street address.)

City Muskogee State OK Zip Code+4 (9 digits total) 74401-4401

County Oklahoma

Telephone (918) 684-3820 Fax (918) 684-3821

Web site/URL https://www.muskogeeps.org/schools/sadler E-mail ronia.davison@roughers.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Jarod Mendenhall E-mail jarod.mendenhall@roughers.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Muskogee Tel. (918) 684-3700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Larry Stewart
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 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.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. 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.
9. 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.
10. 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.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 7 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 10 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☒ Urban (city or town)
☐ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	44
1	46
2	45
3	49
4	52
5	50
6	45
7	32
8	27
9	0
10	0
11	0
12 or higher	0
Total Students	390

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- | |
|--|
| <u>11.8</u> % American Indian or Alaska Native |
| <u>1</u> % Asian |
| <u>13.6</u> % Black or African American |
| <u>7.3</u> % Hispanic or Latino |
| <u>0</u> % Native Hawaiian or Other Pacific Islander |
| <u>30.5</u> % White |
| <u>35.8</u> % 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 2021 - 2022 school year: 3%

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, 2021 until the end of the 2021-2022 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2021	360
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

Chinese, Spanish

English Language Learners (ELL) in the school: 2 %

8 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 390

8. Students receiving special education services with an IEP: 16 %
Total number of students served 61

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>0</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> Developmental Delay	<u>19</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>37</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %
Total number of students served: 8

10. Number of years the principal has been in the position at this school: 12

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. 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 23:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	97%	98%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

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

Yes X No

If yes, select the year in which your school received the award. 2016

16. In a couple of sentences, provide the school's mission or vision statement.

To provide a rigorous and arts-infused education that combines caring and cognition.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.muskogeeeps.org/vnews/display.v/SEC/Our%20District%7CNon-Discrimination>

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

Sadler Arts Academy is open to any student in grades Kindergarten through eighth on a space-available basis. Entry is determined by a desire to come and not by special abilities in the arts. Sadler is not on a quest to see what our students can do for the arts but rather what the arts can do for them. Sadler uses an arts-rich education to foster a love of learning. In accordance with school board policy, a simple screening process for attendance, discipline, and leadership is part of the criteria for determining entry to Sadler Arts Academy. A formal but simple application involving both student and parent is provided to everyone wishing to attend.

PART III – SCHOOL OVERVIEW

At Sadler Arts Academy, we take pride in our commitment to providing an exceptional education to all students, regardless of their background. Our student population is diverse, both racially and socio-economically, and we recognize that many of our students face unique challenges in their academic journeys. Despite these obstacles, our students consistently outperform their peers at other schools in Muskogee and within our state. We attribute this success to our faculty's unwavering dedication to our core beliefs, which serve as the foundation of our educational approach.

Our commitment to integrating the arts into every aspect of our curriculum has been a game-changer for our students. It engages and inspires those who might otherwise struggle with traditional academic subjects, and it provides a platform for all students to express themselves creatively.

We are proud of our school's history of excellence, and we are honored to continue the legacy of being a former National Blue Ribbon School of Excellence by providing a top-tier education to our students. At Sadler Arts Academy, we believe that every student has the potential to excel, and we are committed to helping them achieve their goals.

We have a corps of like-minded educators that are committed to using arts-integrated instruction in the regular classroom. Collegial conversations take place daily that are centered around the importance of arts-infused instruction. These conversations have evolved into a cultural norm at Sadler Arts Academy and serve to keep us in a continuous cycle of development, refinement, and growth. The mindset of growth is a foundational pillar of our ongoing success. Just as our success has remained constant, so has our commitment to our five core beliefs. The arts are intellectual disciplines of substance and deserve center stage in the regular classroom. Literature is the thread that binds all aspects of the curriculum together. All students are gifted and talented. An inclusive environment is best for most students. We should all practice being kind to each other, tenderhearted, and forgiving. Sadler's faculty continues to hold steadfast to these principles.

Our classrooms serve as a backdrop to the arts with caring, confident, and committed teachers at center stage. Creativity and great literature are the platforms for instruction at Sadler Arts Academy. We know that creativity takes courage, and to build that courage, children need opportunities to express themselves artistically without judgment or imposed standards of perfection. What children can do is essential, but more importantly, what they feel about what they do is crucial to their success. Our team holds the pedagogical belief that we strive to join artistic learning with what our students think and with what our students feel.

At Sadler Arts Academy, we know literature is an essential tool for integrating the arts into our curriculum. By using quality literature as a thread that binds together academic subjects and artistic expression, we have been able to create a truly unique and engaging learning experience for our students.

In our classrooms, literature serves as the primary instrument of instruction, providing a rich source of inspiration for students across all subjects - from science and history to math and language arts. Through reading and discussing quality literature, our students gain a deeper understanding of the world around them and are able to express their ideas and opinions through writing.

In addition to written work, our students also engage in art projects that are inspired by the books they read. From alliterative wordles to Mondrian-inspired geometric prints, literature figures prominently in all of our students' work. By using literature as a springboard for creativity, we are able to foster a love of learning that will last a lifetime.

When visitors step into Sadler Arts Academy, they are immediately struck by the vibrant and collaborative atmosphere that permeates the entire building. Our students can be seen working together, engaging in academic discussions, defending their ideas, and creating beautiful works of art that demonstrate their knowledge.

These positive and productive learning experiences are made possible by Sadler's culture of mutual respect. Every member of our community - from our students and teachers to our parents and staff - is committed to creating a safe and inclusive environment where everyone can thrive.

One shining example of our commitment to providing high-quality arts experiences is our signature performance piece, "Nutcracker." This annual event has become much more than a school program - it is a beloved community tradition that brings families and neighbors together to celebrate the talents of our students. In fact, "Nutcracker" has inspired a surge of parent involvement in our school, helping to create an even stronger sense of community and support for our students. Additionally, Sadler uses a variety of special events to bring our community together and encourage bonding between students, families, and teachers. These include literature nights/weeks, multi-grade book buddies and clusters, STREAM Day/Nights, Gallery Nights, Talent Shows, Monday STEM emphasis, a flower garden, food and supply drives, vehicle day, themed dress-up weeks, and a weeklong educational field trip for 7th and 8th graders that emphasizes history, geography and promotes the preservation of our Democracy.

Our dedication to arts-infused instruction has yielded impressive results. In our very first year, Sadler Arts Academy registered the most prominent test score gain in the state - a testament to the power of the arts to engage and inspire students. Since then, we have consistently earned High Performing or Reward School status, and our students continue to excel academically and artistically. Each year as our students' self-efficacy soars, so does ours. Hard work, dedication, and the arts are all transformative. Being recognized as a Blue Ribbon School is a point of pride for our teachers and students. This recognition is accepted both as a reward for working hard and a challenge to continue to develop new activities that engage all students to meet the high standards. This recognition also means that on tough days we can remind ourselves and our students that "we are better than that." We have been recognized for a tradition of excellence not just by our district, not just by our state, but nationally. So when we have a setback, we can't give up; we have to try again to uphold our tradition. This recognition has been a catalyst for the continuous cycle of improvement. At Sadler Arts Academy, we are honored to be ambassadors of public school excellence and work each day diligently to be deserving of being a National Blue Ribbon School of Excellence.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

At Sadler Arts Academy, our skilled educators recognize the value of literature as a catalyst for instruction in reading and language arts. We integrate great literature and the arts across all content areas, creating a rich and engaging learning experience for our students.

We believe that a strong foundation in reading is essential to academic success. That's why we systematically teach the five components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension - with intentionality and great literature. Our scope and sequence are guided through our reading series HMH Into Reading.

To develop phonemic awareness, our students rotate through literacy centers that provide skill work in rhyming, sound blending and segmenting, phoneme isolation and substitution, and wordplay activities like tongue twisters and alliteration. We believe that phonics is critical to reading success, so our teachers provide explicit instruction on letter-sound relationships and model decoding words using phonics rules. Daily word-family activities, such as sorting and categorizing words with similar spelling patterns, help students build on this foundation.

Small group instruction takes place each day in our K-2 classrooms. During this time, students engage in decodable text reading practice and receive guided practice in comprehension strategies, such as making predictions, questioning, summarizing, and making connections. Our teachers also use think-aloud and close reading activities to support comprehension development.

To develop fluency, we use a variety of strategies, including modeled reading and read-aloud. Choral reading, repeated reading of short passages, timed reading exercises like DIBELS, and tracking student progress over time. We also encourage students to read for pleasure and practice reading aloud in cooperative settings with their peers.

Building vocabulary is crucial for comprehension, so we provide explicit instruction on word meanings and multiple meanings of words. We also teach students to use context clues to figure out the meaning of new words, and we use word mapping and graphic organizers to help students visualize new words and concepts. We believe that talking about what they are reading is an excellent way to use new vocabulary words in context.

To help students make meaningful connections and understand what they are reading, we use a range of comprehension strategies, including making predictions, questioning, summarizing, and making connections. We believe that these strategies when used in conjunction with high-quality literature, can help our students become confident and engaged readers.

We believe that building strong reading skills is a collaborative effort between teachers, students, and families. That's why we encourage our students to read for pleasure at home and provide resources and support to families who want to help their children develop strong reading skills.

Our HMH Into Reading program offers Diagnostic assessments: These assessments are given at the beginning of the school year to identify students' strengths and weaknesses in key areas of literacy, such as comprehension, vocabulary, and phonics. We progress monitor no less than three times a year. These assessments are given at scheduled intervals each year to measure student growth and identify students who may require additional support. Our district also administers benchmark assessments beginning of the year, mid-year, and end of the year to measure student progress against grade-level expectations. The data collected from these instruments guide our instructional practices and informs decisions about student learning.

Once children have developed these foundational reading skills, they move into the "reading to learn" phase, which typically begins around third grade. During this phase, children shift from learning to read to using their reading skills to learn new information across the content areas, such as science, social studies, and literature. Children in this phase are expected to read with greater fluency, accuracy, and comprehension and to use reading as a tool for acquiring and processing new information and ideas.

In other words, "learning to read" is focused on acquiring the necessary skills to read, while "reading to learn" is focused on using those skills to access and apply new information. Both phases of literacy development are important for academic success and lifelong learning. To foster this, picture books are a key tool we use to provide students with visual experiences that help them develop their understanding of storytelling through images. Folktales, fairy tales, myths, fables, and legends are also essential components of our curriculum, as they not only satisfy content standards but also provide students with opportunities to develop problem-solving skills. Many of these stories feature characters who must face obstacles or solve problems, which helps our students develop their critical thinking and creative problem-solving skills.

Realistic fiction is another important component of our curriculum. It helps our students develop empathy and understand diverse perspectives by presenting relatable characters and situations that are relevant to their own experiences. Historical fiction is also valuable in helping our students understand the impact of historical events and gain a deeper appreciation for the past.

In addition to fiction, we also use nonfiction books to help our students learn about topics of interest and develop research skills. By integrating literature across all content areas, we create a truly interdisciplinary learning experience that helps our students make meaningful connections between different subjects and develop a lifelong love of learning.

We understand the importance of developing research skills and critical thinking in our students. To this end, we use a variety of literary forms to help our children develop language skills, vocabulary, rhythm, and tone, all while allowing for creativity and personal expression. Students learn best when engaged with their content and enjoy the materials used to present new information.

One hallmark of our approach is the rigorous academic conversations that take place in our classrooms. These conversations depend on rich literature, and our teachers work hard to ensure that classroom experiences stay deeply connected to the texts being studied. Our students learn to develop habits for making evidentiary arguments in both conversation and writing, which helps them to comprehend better and analyze the texts they read.

To support our students' development of these skills, we place a strategic focus on building academic vocabulary. By emphasizing comprehension of pivotal and commonly-used vocabulary, our teachers help students access more complex texts across all content areas.

In our writing instruction, we emphasize the use of evidence to inform and support arguments rather than focusing solely on personal narratives and other de-contextualized prompts. While narrative writing still has an important role, we believe that students develop critical thinking and communication skills through the process of making and defending arguments based on evidence.

Our approach to reading and writing is informed by best practices in brain development and textbook curricula, and we are committed to staying current on educational research. As a school community, we are constantly seeking essential developments on how the brain assimilates information, recognizing that many proven strategies cannot be forsaken.

1b. Mathematics curriculum content, instruction, and assessment:

We have made significant strides in strengthening the mathematics curriculum through the adoption of Envision Math and College Preparatory Math. These programs have allowed teachers to focus on critical concepts prioritized in the standards, ensuring that students develop a solid foundation of mathematical

knowledge and understanding. This, in turn, enables students to transfer mathematical skills and understanding across different concepts and grades.

Teachers use a variety of innovative teaching strategies to help students connect math concepts to our world. For instance, students may learn about fractions by creating a fraction mosaic or decimals by examining a work of art that has decimals in the dimensional design. They learn geometry and measurement through experiential projects involving building and construction. Students represent and expand their understanding of number patterns that follow a specific rule by designing a Fibonacci sequence where each number is the sum of two preceding numbers. Explore concepts of self-similarity or recursions using Fractals. These creative approaches help students who might otherwise struggle with abstract mathematical concepts.

We also offer differentiated instruction to support the needs of all students. Upper-grade students who are struggling with specific concepts receive additional support, while those who need a challenge are provided with opportunities for advanced coursework. Technology is also incorporated into the program, with graphing calculators and computer programs used to enhance students' understanding and engagement with math.

Our math curriculum is designed to provide students with a comprehensive and engaging education that prepares them for success in higher education and the workforce.

Our approach to math education goes beyond simply teaching students how to get the answer. Instead, we focus on supporting students' ability to access mathematical concepts from multiple perspectives, helping them see math as more than just a set of memorized procedures.

Assessment of problem-solving skills, critical thinking, and conceptual understanding takes many forms at Sadler. Students are encouraged to apply core math and science concepts to new situations, demonstrating a deep and intangible understanding of these concepts.

In addition to demonstrating their understanding through problem-solving, Sadler students are also taught to communicate their ideas effectively. Through writing and speaking assignments, students are given opportunities to articulate their understanding of mathematical concepts and explain their problem-solving strategies.

Our approach to math education at Sadler Arts Academy is designed to help students develop a deep conceptual understanding of core mathematical concepts while also developing their problem-solving and communication skills. By applying their knowledge to real-world situations and effectively communicating their ideas, Sadler students are well-prepared to succeed in any academic or professional setting.

At our school, we recognize that math is the language of the sciences. To this end, our teachers provide opportunities for students at all grade levels to apply math concepts to real-world situations, including science applications.

To ensure that our students are making progress and mastering core mathematical concepts, we use a variety of formative and summative assessments throughout the year. Summative assessments are administered at least three times per year, and beginning-of-year data is disaggregated and used to inform instruction and develop content pacing guides for each grade level.

In addition to these assessments, teachers keep detailed data on each student's progress and use progress-monitoring assessments to track growth and identify areas where students may need additional support. This data is used to make strategic instructional decisions and provide targeted interventions or extensions to help students master or augment their understanding of mathematical concepts.

At Sadler, math education is data-driven and focused on ensuring that each student has the support they need to succeed. By providing opportunities for students to apply math concepts in real-world situations and using data to inform instruction, we are able to help our students develop a deep understanding of core mathematical concepts and succeed academically.

1c. Science curriculum content, instruction, and assessment:

Some think art and science are two seemingly different disciplines. We know they share many similarities and connections. Both art and science involve observation, exploration, experimentation, and creativity, and from this understanding, our science standards are accomplished.

In science, observation is key to the scientific method; our students gather data and draw conclusions about the natural world through field experiences, school gardens, and nature walks. Similarly, in art, observation is a foundational skill, allowing artists to capture the essence of their subjects and create works that are both realistic and expressive; thus, our students paint en plain air and capture their scientific discoveries in creative ways.

In science, experimentation is used to test hypotheses and gather data, while in art, experimentation is used to try out new techniques, materials, and styles. To further allow experimentation and exploration, our team has worked to create a Da Vinci Lab that is teaming with materials, manipulatives, and resources to engage students in higher-order thinking and problem-solving. By thinking in creative ways, problem-solving skills are enhanced, and new ideas and the ability to execute artistic visions are refined.

Art and science are driven by a desire to understand and appreciate the world around us; our students explore the complexities and beauty of the natural world. Harnessing the need of children to build an understanding of their world, over time, our science program has evolved into a form of S.T.R.E.A.M. (Science, Technology, Reading, Engineering, Arts, and Mathematics). Students are offered cohesive and connected learning experiences; that is hands-on, experiential, and applicable to their world.

Students explore their own interests and somewhat personalize their learning by using the items in our Da Vinci Lab to test their own questions or hypotheses. Technology is increasingly being incorporated into our program through robotic and engineering platforms. Students measure, create and test simple machines, all while diagramming, designing, and recording. Students stargaze using our telescopes while being inspired by Van Gogh's Starry Night. Our walls and halls make a living museum to the ways that our students engage with scientific content in creative, meaningful, and profound ways. Sadler's test scores, participation in science fairs, engineering and math summits, robotics competitions, and overall zest for scientific learning remind us science must be integrated across the curriculum and presented in a way that allows for visceral experiences.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

At Sadler Arts Academy, our kindergarten students learn about self and family and rules and responsibilities. They learn about community helpers and their roles. Our students are introduced to basic geography and map skills. We also dedicate instructional time to learning about holidays and celebrations.

In first grade, students expand their knowledge with lessons on communities and neighborhoods. Oklahoma symbols and landmarks. We learn about local government and how it works. We also teach basic economic concepts, such as goods and services. We also learn about famous Oklahomans.

In second grade, we teach Oklahoma history, including Native American cultures and early explorers. We conduct units on different cultures and traditions around the world. We teach basic geographic features, such as rivers and mountains; we teach how citizens can make a difference in their communities and also compare and contrast different types of communities.

Our third graders learn the basic principles of democracy and citizenship. We teach them the branches of government and how they work together. We deepen our studies of Oklahoma's geography and regions. We teach the impact of technology on society. We instruct about our Democracy by teaching the importance of rules and laws.

In fourth grade, social studies topics include Oklahoma's history from statehood to the present day. We teach about the impact of westward expansion on Native American tribes. We dedicate entire units of study to the

importance of energy resources in Oklahoma. Basic economic concepts, such as supply and demand. We learn about the role of Oklahoma in the Civil War.

In fifth grade, we learn about The U.S. Constitution and its principles and the role of the federal government, and how it works. We specifically teach the geography of the United States and its regions. We teach the causes and consequences of the American Revolution. We also ensure that our students know the importance of global connections and cultural diversity.

Our secondary students starting in sixth grade, learn the physical and human characteristics of different regions of the world and how geography affects cultures and economies. We teach the role of maps and other geographic tools in understanding the world. Students learn the impact of globalization on the world's economies and cultures and how to analyze and interpret geographic data and information.

Our seventh-grade students learn the history of Oklahoma from prehistoric times to the present day. We teach the impact of different cultures and groups on Oklahoma's development. We study the role of Oklahoma in the Civil War and other major historical events. We analyze the impact of natural resources, such as oil and gas, on Oklahoma's economy. We conduct research on the role of Oklahoma in the Civil Rights Movement.

In eighth grade, the causes and consequences of the American Revolution. We teach the principles of the U.S. Constitution and how they shape the American government. We expand our understanding of the westward expansion of Native American tribes. We further explore the causes and consequences of the Civil War. We examine the role of the United States in World War I and World War II. We also dedicate research to The Civil Rights Movement and the struggle for equal rights and justice.

Our students will also develop skills in critical thinking, analysis, and interpretation of complex information, as well as learning to communicate effectively and work collaboratively with others. We use great literature along with The Studies Weekly Social Studies program that aligns with the Oklahoma Academic Standards.

To assess student mastery of the Oklahoma Academic Standards in social studies, we employ adaptations of the following. We use a host of traditional assessments, such as tests and quizzes. Students create projects and presentations, allowing students to demonstrate their knowledge and skills in a more creative and engaging way. For example, students create a historical timeline, design a map of a historical site, or create a presentation on a particular topic. Students write research papers on a historical figure or event or write a persuasive essay on a current event or issue. We provide an opportunity for students to share their thoughts and ideas on a particular topic while also allowing the teacher to assess their understanding and comprehension of the content through classroom discussions. Children engage in role-playing and simulations helping our students to engage with historical events and concepts in a more interactive way. Students often conduct a mock trial or debate on a historical issue or simulate the experience of living in a particular time period.

Our integrated approach makes social studies a seamless transition across the content area. Literature is used to augment much of our social studies instruction since social studies and literature are interconnected. The book "Johnny Tremain " by Esther Forbes sets the stage for a meaningful connection to the content. This book teaches about the Revolutionary War and character development. Students grapple with personal connections as they imagine themselves in the position of Johnny as he faces his fight for freedom. Many works of literature are considered primary sources, providing insight into the time period. For example, "The Grapes of Wrath" by John Steinbeck is used to teach about the Great Depression and the Dust Bowl. We use current events to help students connect to the world around us. For example, students could read "The Jungle" by Upton Sinclair and then analyze how issues, like labor rights and food safety, are still relevant today.

Visual arts, music, dance, and drama are part of our social studies curriculum. Students create artwork based on historical events or cultural traditions, such as drawing or painting a scene from a historical period or creating a collage of artifacts. We use music to teach about different cultures and historical periods. Students create music compositions based on historical events. Students learn cultural dances. Dramatize

historical and cultural events, create and compose original pieces that are a demonstration of their understanding of the context and significance of history. Our Black History Program is an example of the expansion of cultural understanding through the arts at our school, as many forms of art were represented in the production. This culminating project is valuable beyond teaching social studies and history; it gives our students meaningful ways to be made better.

Students develop a deeper understanding of social studies concepts and think critically and creatively about history. Our approach works; not only do our test scores bespeak the efficacy but the excitement and enthusiasm for this subject are noticed by our students and teachers.

1e. For schools that serve grades 7-12:

The rigorous instruction at Sadler Arts Academy actively supports college and career readiness by providing our school-wide culture of high expectations. We work to prepare our students for a workplace where excellence is the norm. This is evident by the successes in the lives of our former students. The arts and the experiential learning at Sadler provide robust exposure to so many, many forms of learning and creative expression that our students have the courage to capture their dreams, the skills to make it happen, and the growth mindset to stick to something, even when it is challenging.

Additionally, our secondary students participate in Oklahoma ICAP (Oklahoma Individual Career Academic Plan). It is a statewide initiative designed to help students plan and prepare for their future careers and post-secondary education. The goal of Oklahoma ICAP is to provide students with the tools and resources they need to make informed decisions about their education and career paths. Our students explore different career options and learn about the skills and education required for each one. Students can create a plan for their future career and education goals based on their interests, skills, and aspirations. Students learn to set academic goals and create a plan to achieve them, including selecting courses and developing study skills. Students learn about the cost of post-secondary education and develop a plan to finance their education. Students develop social-emotional skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our students can connect with post-secondary education and career opportunities through job shadowing, internships, and mentorship programs. Many of these experiences are made possible through the connections to our community that are made by the way we actively interact with our stakeholders.

Our rising eighth graders are also given the opportunity to apply to an Early College High School program that is a union between Muskogee Public School and Connors State College. Acceptance to this program is contingent upon the completion of a comprehensive application, essays, personal interviews, and letters of recommendation. By design, it is arduous because academic and personal grit and prowess are needed to be successful in this program. Sadler's students are very successful in their bids for acceptance into their program. The high number of successful applicants again is a testament to the value of the arts education they have received during their tenure at our school. Our students will graduate high school with an Associate's Degree with the successful completion of the program components.

We offer our students many opportunities to explore a host of potential pathways beyond high school graduation through field trips, career fairs, and invited guests. We know that true success comes from loving what you do and fulfilling your potential in a way that is meaningful.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Our children are intrigued by creating art to express themselves, and helping them to achieve this goal is part of our purpose at Sadler Arts Academy. Our visual and performing arts program allows children the opportunity to explore pathways for nonverbal communication. Visual and performing arts are integrated into our core curriculum. Creating a beautiful springboard to teach history, culture, geography, math, and science.

Students receive inspiration, examples, techniques, tools, and guidance to create beautiful art or performances. Students gain dexterity and creativity from these expressive genres. It also teaches perseverance and confidence, reinforces the core curriculum, and strengthens tenacity.

Perseverance and confidence are character traits that can lead to success in all walks of life. These are taught in small ways every day in visual art and theatrical classes through the ‘oops’ moments that happen during the creative process. We don’t throw our problems away and restart. Students are led to think about ways to change their goals and incorporate the problem into the final product. Through perseverance, children develop confidence in their problem-solving skills. The Arts help students embrace their uniqueness and value the uniqueness of others.

Art is also an essential part of forming our school community as we work together on common goals with our school-wide themes, such as “change” or “wonders of the world.” Students of all ages work on different projects that come together in displays or performances that we can share with each other daily and with our families and other visitors to our school during special events.

2b. Physical education/health/nutrition

At Sadler Arts Academy, we understand the inextricable connection between physical activity, proper nutrition, how the brain processes information, and our overall well-being. To achieve full academic potential and grow physically and mentally, students need to be well-nourished and engage in meaningful physical movement. To this end, we have developed and refined a comprehensive physical education program that uses dance and coordinated movements in tandem with gymnastics, agility training, organized sports, track and field, and physical conditioning. Our students move their bodies in coordinated and controlled manners, helping develop gross motor skills. The sustained movements in our dance and physical education program foster cardiovascular health, improve range of motion and enhance coordination, spatial awareness, and endurance. Our students learn to have command over their muscles and test their physical abilities through daily workouts, dance routines, and other creative forms of physical and large motor movement. Tremendous self-discipline is derived from this part of our school program.

We marry the discipline of dance and physical education by teaching healthy habits and good nutrition. Our staff models the habits of a healthy lifestyle through hosting community running events, physical fitness challenges, and participation in daily physical exercises.

2c. Foreign language(s), if offered (if not offered, leave blank)

In our quality arts education program, foreign language is pervasive and integrated throughout our curriculum. The most intense exposure is in our dance, music, and art classes. The language of ballet is French. Our students learn Plie’ requires bending of the knee; to Pirouette, they must make a complete body movement while on one foot. The language of music has Italian origin. By performing in the first-grade opera, our students learn recitative and arias. Our visual art classes provide students with language exposure from all over the world, such as “chiaroscuro” (light-dark), renaissance (rebirth), and “ars gratia Artis” (arts for art’s sake).

Our arts program is the perfect stage for teaching foreign languages. The sheer design of our program inspires students to search for new ways to express themselves, and that is often accomplished through their expansive understanding of languages outside of our own. This understanding comes from teachers speaking French to enhance a learning experience or teaching Latin and Greek word origin by dancing the Intermezzo (Journey through the snow) in our school’s Nutcracker production. Cultural immersion and language are tenets of the inspirational program we offer at Sadler Arts Academy.

2d. Technology/library/media

Our Library Media Center is the heartbeat of our school. From this area, all things flow, as most great things at Sadler Arts Academy start with a good book. Our Library Media Center has a host of resources and tools for multimedia projects that widely support all technological applications used to promote a love of reading and learning. Our students have access to a wide range of resources, including books, e-books, audiobooks, and online databases that cover a variety of subjects and reading levels. We offer instructional support, including help with research, information literacy, and digital citizenship skills. Collaborative learning is fostered through book clubs and research groups. We promote a love of reading by encouraging students to read for pleasure, providing access to popular books, and creating engaging reading events such as a Starry Night Family Literacy Night!

At Sadler, technology is a progressive tool that is becoming increasingly utilized across all grade levels. Our district has a one-to-one device program, and every student at our school is armed with advanced technology. Our ever-changing and always-growing Media Center is staffed with a trained and incredibly knowledgeable teacher that helps children glean the appropriate resources and support them in what is needed to succeed.

2e. Any other interesting or innovative curriculum programs you would like to share

One of the most essential parts of what we do at Sadler Arts Academy is to teach children that talent and intellectual capacity are not fixed commodities. Hard work can change things. This is where the “power of yet” comes in. Our entire educational approach is rooted in having a growth mindset and teaching children to approach setbacks and failures as opportunities to understand that they cannot do something, “yet.”

The arts and the overall educational design of Sadler teach children that dedication and discipline are primary tools for growth. By pushing the boundaries of their physical bodies in ballet classes, children learn that by not giving up, they have the opportunity to make something beautiful by overcoming their initial struggles. This is but one example of the way the arts allow children to create a mentality of growth, positive expectations, and high hope. Grit and tenacity work together to enhance their self-efficacy and deploy new strategies for overcoming obstacles. We have seen the “power of yet” be transformative for our students and the adults that teach them. We are all reminded that hard work changes things!

3. Academic Supports

3a. Students performing below grade level:

In response to students performing below grade level each week, our Data Team Meetings and Professional Learning Communities provide a platform for educators to come together and make informed instructional decisions. Using a wide range of data sources, including computerized learning modules, formative and summative assessments, quarterly benchmarks, anecdotal classroom observations, and parental input, we thoroughly analyze student performance to identify areas for improvement.

To meet the diverse learning needs of our students, we employ the Response To Intervention (RTI) approach, which involves creating multiple paths to learning. By differentiating instruction, we ensure that students of varying abilities, interests, and learning needs are equally engaged and challenged.

By and large, our RTI (Response to Intervention) is implemented by our classroom teachers as they are the ones closest to the student and know their academic needs most discretely. Interventions are provided in a tiered approach, with increasingly intensive and individualized interventions provided to students who continue to struggle. The interventions occur in our academic learning block. Most of our RTI occurs each day in the ninety-minute literacy block. In Tier 1: we use our HMH series, leveled readers, and great children’s literature to provide students with a variety of opportunities to read and write independently and collaboratively in a supportive environment. In the second tier of RTI, students not making adequate reading progress will receive more targeted interventions. This includes small group instruction with their teacher; students typically receive additional support with phonics, fluency, or comprehension skills. The third tier of

RTI is for our students who continue to demonstrate extreme difficulty mastering reading skills. We offer one-on-one instruction with a reading specialist who comes to Sadler thrice weekly but is housed at another site. Our classroom teachers are growing in their skillset using evidence-based interventions such as the Orton-Gillingham approach, designed to provide intensive, structured support for students with suspected dyslexia and other reading difficulties as they also help support Tier 3 interventions.

The progress of students who receive interventions is monitored as outlined in our ELA descriptions to determine if the interventions are effective. By intervening early and systematically, we actively prevent academic failure and reduce the need for more intensive interventions later.

Through this intervention framework, our students are empowered to take ownership of their own learning and are provided with opportunities for peer teaching and cooperative learning. Our interventions are carefully selected to maximize impact and drive progress, ultimately ensuring that each student receives the support and guidance they need to achieve their full potential. We recognize that students have unique learning styles, and we offer tailored interventions to support them. For visual learners, we provide pictures, graphics, and keywords written in bold. Auditory learners benefit from oral discussions, presentations, and group collaboration. Kinesthetic learners receive hands-on tasks, rhythmic or movement experiences, and an alternation of active and passive tasks to satisfy their tactile exploration needs.

In addition, we provide students with choices in how they demonstrate their knowledge. By offering a variety of projects, students can choose the one that best suits their individual response preferences.

To address skill deficits revealed by disaggregated data strands, we make changes to our core instruction delivery. We also provide additional learning time to students to enhance their opportunities to learn.

At Sadler Arts Academy, we value parent collaboration and actively engage parents in the learning process. We believe that by working together, we can provide the best possible education for our students.

3b. Students performing above grade level:

The design of our arts integration program allows acceleration for our students performing above grade level as all children are taught as though they are gifted and talented. The development of critical intelligence is a primary function of schooling. We emphasize critical thinking skills through analyzing, evaluating, and synthesizing. Students engage in complex problem-solving activities that challenge them intellectually.

To further meet the needs of our advanced learners' we promote collaboration not only on stage and in the art department but also in the classroom. Lessons are presented in ways that allow students to show what they know in creative and open-ended formats. Higher-order thinking is engaged when children plan and analyze the most effective way to demonstrate their understanding.

Additionally, we use collaborative groupings to promote a sense of purpose by allowing everyone the opportunity to work together and be made better by the unique perspectives of the team members. Collaboration is part and parcel of our mathematics curriculum. Children are given opportunities for acceleration by working ahead when they demonstrate deep conceptual understanding. Collaborative groupings give relevance to math acceleration because students engage in discourse that is driven by their ability to describe their knowledge in ways that can teach others.

We know all children have gifts and talents, and we give them opportunities to extract them. Children often need authentic forms of acceleration that posture them for success. Our students engage in peer tutoring by having book buddies, math buddies, and other collaborative time with younger students. Teaching others allows for a deeper understanding of the subject.

The needs of our advanced learners are supported through philanthropic clubs, service learning projects, and gifted programs. Our Da Vinci Lab is an atmosphere of exploration. The inspiration for this area comes from Da Vinci himself to encourage and develop children's gifts and talents. Like Da Vinci, children are

encouraged to paint, invent, draw, be musical, dance, and dramatize. Sadler Arts Academy allows the mind to do beautiful things and enhance the possibilities of human potential.

3c. Students with disabilities:

At Sadler and in accordance with Oklahoma requirements, any student suspected of having a learning disability or other impairment can be referred for an evaluation by a qualified examiner. This evaluation will typically include assessments in areas such as academic performance, cognitive ability, and social and emotional functioning. A referral can be made by a teacher, a parent, or another individual who believes that a child may need special education services.

Once a referral has been made, we follow our RTI framework for thirty school days to see if interventions are all that are needed to help the student make adequate progress. If adequate progress is not made during the intervention time, we step forward with the evaluation process. Based on the evaluation, a determination will be made as to whether the child is eligible for special education services under the Individuals with Disabilities Education Act (IDEA).

If the child is found to be eligible, an IEP will be developed. The IEP is a written plan that outlines the child's educational goals, the special education and related services they will receive, and how progress will be measured. Once the IEP has been developed, we will implement the plan, providing the special education and related services outlined in the plan. The IEP must be reviewed and revised at least once a year to ensure that it remains appropriate for the child's needs. The child's progress will be monitored regularly, and the IEP may be revised if necessary.

At Sadler, we believe that an environment of inclusion is best for our students. Our students with disabilities spend most of their time in the regular classroom with their peers.

Resource services in both a push-in and a pull-out environment are utilized to address the specific student needs as related to their disability and to fulfill the goals outlined in their individual education plan. These services are provided by a licensed and certificated special education teacher. She is assisted by a trained paraprofessional. Our educators use the HMH Into Reading Series, leveled readers, adopted math curriculums, and Study Island for instructional support for our resource students and as outlined in each child's individualized education plan.

The inclusive environment allows all children the opportunity to hear rich academic conversations, build vocabulary, and grow in their ability to access more complex topics by interacting with all learners in the classroom. They take part in practicing to gain understanding through extended applications across the content area.

The arts naturally lend themselves to the creation of empathetic thinking. Empathy is built when we are asked to respond creatively to problems or have the courage to dance, sing, or perform in front of others. Empathetic thinking is also enhanced through art history studies and by learning about the challenges and obstacles many artists face. Henri Matisse learned to "paint with scissors" during a period of confinement to a hospital bed. Many of his greatest works were created during that time. Empathy and understanding have become the cultural norm at Sadler, both paving the way for compassion and acceptance. The success of our inclusive SPED program reminds us of the value of the arts as we all are asked to face fears and do things that challenge us. We have a host of incidences of lives made better through the inclusive approach at Sadler. We all cherish the victories realized when children and adults step up to be champions for those facing obstacles.

3d. English Language Learners:

English Language Learners are served at Sadler Arts Academy by first determining their needs through WIDA (World-Class Instructional Design and Assessment): WIDA is a comprehensive ELL program that provides a framework for developing lesson plans and assessments aligned with language development standards. The results of this assessment identify the specific needs of our students, and from there, we align

resources and materials in direct correspondence.

One resource we find helpful is the Rosetta Stone interactive software. It offers our students a variety of lessons to develop their language. Speaking, reading, and writing skills, all while enhancing their listening skills. We have recently also been using the digital learning platform called Imagine Learning. It includes a range of features, such as games, videos, and assessments, that are designed to engage students and help them progress. Our students respond favorably to this platform. We are always in an adaptive process with our response to educating our English language learners, as their specific needs are dependent on circumstantial factors that are relevant to their point of origin. We love the diversity that they bring and always look for ways to be culturally responsive.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We place a high priority on creating a positive school environment that motivates our students to take risks, accept the challenge to create, and grow their social and emotional skills. These things are carefully crafted not only through our art program but also through our comprehensive character education campaigns. Our character education initiative has had a profound impact on our school culture, student behavior, and academic achievement. While continuously refining our practices, much of what we do is rooted in practices that remain consistent. Our school culture is based on the foundational watchwords "be kind, tenderhearted, and forgiving," which have guided teacher interactions with students since Sadler opened. Our school motto, "Creating a Better Citizenry Through Arts Education," is a byproduct of our overarching premise: "Through the Arts, we learn to care!" Hence, Sadler's touchstone is "The Art of Caring." From the consistent, caring attitude of teachers in the classroom to the weekly Rise and Shine Character Assemblies, we continually promote our core beliefs, which foster mutual respect between staff and students. We use literature not only to teach children to read but also to explore the dynamics of actions and consequences. Our consistently high test scores demonstrate that all students perform at academically high levels. Our students also explore the importance of character development, which is an essential aspect of their education and personal growth.

Sadler's students are given a wide range of opportunities to explore, learn, and grow. Through project-based learning, collaborative projects, hands-on research, and writing activities, students engage actively in their education. Diverse instruction allows us to recognize and celebrate the unique gifts and talents of our students. By participating in real-life, meaningful experiences, our students are given the chance to construct their own knowledge and develop a deeper understanding of the world. This approach to education has allowed our students to thrive, and it has been an essential aspect of our success as a school. Every student has the potential to succeed, and our commitment to providing diverse and engaging educational experiences has helped us to unlock that potential in countless students over the years.

Beyond the basic needs of survival, safety, and security, it is essential for teachers and students to feel a sense of belonging and acceptance. This feeling of belonging and contributing plays a crucial role in our success at Sadler. Over time, this sense of community has become ingrained in our collective consciousness. Sadler teachers are more willing to take on challenging projects and be involved in innovation and creativity because we understand that our "whole" is much, much bigger than the sum of our parts.

2. Engaging Families and Community:

We know that the connection between home and school is vital to student success. To facilitate this connection and to engage our families actively in their child's academic career, we host student-led conferencing in lieu of traditional parent-teacher conferences. No less than twice annually, our students take the lead in preparing samples of their learning to be shared with their parents in the form of a portfolio. Our students facilitate the conferences and articulate their strengths and weaknesses to their families. This time of sharing with their parents grows our students metacognitively and intellectually. We know that self-efficacy is increased in our children, and parental support and overall buy-in are also increased.

Over time, our inclusive and welcoming school culture has helped form a dedicated group of volunteers who work tirelessly to support our mission of providing a high-quality education to all our students. Mothers, fathers, and grandparents can be found in the school every day, helping with everything from fundraising to making costumes, building stage sets, to reading to students. They are a loyal and dependable group, always willing to pitch in and support our initiatives.

One of the things that set Sadler apart is the strong sense of community that we've built over the years. Our traditions involve parents directly, such as our annual Constitution Parade, Veteran's programs, literacy nights, and Gallery Nights, which showcase student talents. These events are well attended by our entire community.

Every week, we gather for "Rise and Shine," a special time when various grades and classes perform for their peers in a family atmosphere. It's a chance for students to showcase their talents and for the whole school to come together in support and celebration. Standing ovations are common, and the sense of pride and belonging is palpable.

At Sadler Arts Academy, we believe that education is a community effort, and we're grateful for the support of our dedicated volunteers and families. Together, we're creating a school that truly serves the needs of all our students and prepares them for a bright future.

We have established strong relationships with many community agencies, and we encourage our students to give back through volunteer service. Our students donate countless hours to local organizations, helping to make a positive impact in our community.

We are proud to be a part of a community that values education and service, and we look forward to continuing our partnerships with local organizations to make a positive impact in Muskogee and beyond.

3. Creating Professional Culture:

We take a rigorous and evidence-based approach to professional development for our teachers. Our approach is rooted in scientific research and driven by data, ensuring that we are always incorporating best practices into our instructional delivery in a way that makes teachers feel valued, supported, and inspired.

We rely on longitudinal data analysis of key metrics such as OSTP's, Benchmarks, and Student Performance Indicators. Using this data, we are able to tailor our professional development offerings to the specific needs of our teachers and students, ensuring that we are always improving our instructional delivery.

We offer comprehensive training on district-adopted and state-board-approved mathematics and literacy curriculums, and we also provide targeted training on specific Oklahoma Released Test Items and Testing Blueprints.

We know collaboration is key to achieving the best outcomes. We have PLC (Professional Learning Community) meetings where teachers come together, aiming to enhance their effectiveness as professionals and improve student outcomes. Teachers work collaboratively, embracing the following premises: supportive and shared leadership, collective creativity, shared values and vision, supportive conditions, and shared personal practice. Our teachers form a strong sense of collegiality and increase their collective knowledge and skills.

Through lateral and longitudinal learning, teachers gain new insights and perspectives and are better equipped to address the unique needs of their students. Ultimately, our PLC meetings are a powerful tool for enhancing teacher effectiveness and improving student outcomes.

We study a new art form each year. From Art Nouveau to Cubism, Fauvism to Expressionism, and Abstract Expressionism to Pop Art, we've delved into a wide range of art styles and techniques, all with the aim of enhancing our students' understanding and appreciation of the arts.

Our art-infused studies aren't just about enriching our students' education - they're also an opportunity for our teachers to engage in site-specific professional development. Our teacher leaders plan and provide professional development that is tailored to the specific art theme of the year, providing foundational knowledge and skills that our staff can then integrate into their classroom teaching. Our teachers learn not only about different art styles and techniques but also the language and vocabulary associated with each genre.

Our test scores are a testament to the fact that all our students consistently perform at exceptionally high academic levels. However, this level of achievement is not a coincidence; it is the result of meticulous decision-making by our data teams. By making informed choices about our student's progress and how to

address their learning needs, we continue to thrive and succeed. All of this works together to demonstrate how our professional culture is part and parcel of our success.

4. School Leadership:

The leadership philosophy at Sadler Arts Academy is not about individuals but about the collective good of the entire community. A place where the concept of "we" is given more importance than "I."

This school has embraced the idea that shared or horizontal leadership is the key to success. It's not just about one person making all the decisions, but about everyone working together towards a common goal. And that goal is simple: to create the best possible learning environment for our students.

This philosophy is the foundation upon which our entire school community is built. Year after year, teachers and educators are supported in their work, and their ideas are valued. This creates a culture of mutual respect and collaboration that is felt throughout the school. There's a sense that everyone has a role to play in building a better future for the students. Whether it's through mentoring programs, community service projects, or simply taking the time to listen to each other, everyone is encouraged to contribute in whatever way they can. Teachers feel valued and supported, and parents are welcomed as partners in their child's education.

At the helm of this school is a principal who believes in setting high expectations for everyone involved in the school community. But these expectations aren't just about academic achievement; they extend to creating a culture of mutual respect and shared leadership. This means that everyone - from students to faculty to parents - is encouraged to take ownership of their role in building the school's positive culture.

Under the principal's guidance, Sadler Arts Academy has become a shining example of how a supportive attitude can have a transformative effect on a school. Our school doesn't just focus on academic achievement but on fostering the kind of values that will serve its students well for the rest of their lives. Whether it's through community service projects, peer mentoring programs, or daily affirmations and reflections, Sadler Arts Academy is constantly finding new ways to instill a sense of empathy, kindness, and respect in its students. The school's commitment to character education is so strong that it has been twice recognized as both an Oklahoma School of Character and a National School of Character.

Students are encouraged to take responsibility for their own learning and behavior and are given the support they need to succeed. Teachers and staff are empowered to lead initiatives that promote positive character traits like kindness, honesty, and respect. And parents are welcomed as partners in the school's mission to create a nurturing environment that fosters academic and personal growth.

Thanks to the principal's leadership, drive, and persistence, Sadler Arts Academy has become a place where students are not just educated but truly inspired to be their best selves.

5. Culturally Responsive Teaching and Learning:

Sadler Arts Academy sits in the heart of a diverse community. Our students come from different backgrounds and cultures, and we see this as a unique opportunity to use the arts as a tool for teaching cultural responsibility.

At the heart of our program is a belief in the power of creativity to bridge divides and bring people together. We know that by encouraging students to express themselves through the arts, we are creating a safe and welcoming environment where everyone is valued and respected.

One of the ways we teach cultural responsibility is by exposing students to a plethora of art forms from around the world. We learn about traditional African drumming, Indian classical dance, Native American beadwork, Chinese guo' hua,' and French Jete, just to name a few. By learning about these different art forms, the students gain a deeper understanding and appreciation for the diverse cultures represented in their community.

At Sadler, we know it is not just about learning about other cultures - it is also about learning to be responsible members of a global community. The students are encouraged to think critically about the impact of their actions on the world around them. They learn about environmental sustainability and the importance of taking care of the planet we all share.

As our students progress through the program, they begin to see themselves not just as artists but as cultural ambassadors. They understand that the arts have the power to bring people together and that they have a responsibility to use their talents to create positive change in the world.

Through the power of the arts, our school, in a diverse community, has become a beacon of cultural responsibility. We hope that our students go on to become leaders in our community and use their creativity and passion to build bridges and promote understanding. Just think, all of this potential has gained momentum with a few dedicated teachers who believed in the transformative power of the arts and the willingness to dare to dream!

PART VI - STRATEGY FOR EXCELLENCE

When the question was posed, “What makes Sadler Arts Academy Excellent?” resoundingly, we heard, “Teaching through the arts!” Our success is made possible by a deep-rooted set of core beliefs, which are part and parcel of who we are and how we deliver instruction. At Sadler Arts Academy, art infusion is more than just a term. It's a way of life. The teachers believe that every child has the potential to be an artist, and we use quality pieces of children's literature to bridge the gap between traditional academic subjects and the arts.

In our school, you will see a math class where students use rhythm and beats to learn fractions. Or a science class where they create movements to demonstrate the principles of physics. At Sadler Arts Academy, there are no boundaries between subjects. Instead, we use the arts to bring them all together. It is not just about learning new concepts. Art infusion is about developing critical thinking skills, creativity, empathy, and collaboration. Children come to school as creative beings that are intensely curious about their world. They are natural scientists, musicians, storytellers, artists, mathematicians, historians, actors, and dancers. Through encounters with paintings, poems, and piano sonatas, students can enter a world of an ongoing dialogue that can move them from narrow interest and absorption in self to an unfolding curiosity and a growing concern for the world in which they live. Through arts integration, students can connect with the world in a deeper and more meaningful way.

Our commitment to arts integration has undoubtedly transformed our school from the state in which we found it in 1996. Students are now excited to come to class, and their grades and test scores have improved. But more importantly, they are developing a lifelong love of learning and a sense of curiosity that will serve them well beyond their academic years. These tenets have allowed amazing things to happen at our school every year. Our students are not simply passive receptors of knowledge but active participants in their learning. They rise to the occasion when we challenge them, accept what we offer, and ask more questions when we make suggestions.

Our commitment to teaching through the arts has transformed our school culture and created a community of learners who are passionate about education and excited to come to school every day. From an interpretive dance to a geometric tessellation, from a “rocketed” egg drop to a walk on a “non-newtonian” substance, wonderful moments of learning take place at Sadler Arts Academy. Our students make our school a place like no other, where children learn from teachers and each other and where teachers learn from students and each other, and everyone is encouraged to explore their creativity and curiosity.