

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Rachel A. Reid

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

Official School Name Saginaw Arts and Sciences Academy

(As it should appear in the official records)

School Mailing Address 1903 N. Niagara Street

(If address is P.O. Box, also include street address.)

Saginaw MI 48602-5561
City State Zip Code+4 (9 digits total)

County Saginaw

Telephone (989) 399-5500

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Web site/URL http://www.spsd.net/sasa/

E-mail rreid@spsd.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.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Ramont Roberts

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail rmroberts@spsd.net

District Name School District of the City of Saginaw Tel. (989) 399-6502

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.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Ruth Ann Knapp

(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.

Date _____

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

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, write N/A in the space.*

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 2019 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 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
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. 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 (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 15 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	48	53	101
7	42	57	99
8	35	57	92
9	27	55	82
10	27	33	60
11	21	39	60
12 or higher	20	29	49
Total Students	220	323	543

*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):
- 1 % American Indian or Alaska Native
 - 10 % Asian
 - 33 % Black or African American
 - 7 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 48 % White
 - 0 % 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 2017 – 2018 school year: 6%

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, 2017 until the end of the 2017-2018 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	31
(3) Total of all transferred students [sum of rows (1) and (2)]	31
(4) Total number of students in the school as of October 1, 2017	545
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 1%
3 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 42%
Total number students who qualify: 227

8. Students receiving special education services: 1 %
5 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>4</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	0
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 19:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	97%	97%	97%	97%
High school graduation rate	100%	100%	100%	96%	94%

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 2018.

Post-Secondary Status	
Graduating class size	39
Enrolled in a 4-year college or university	67%
Enrolled in a community college	18%
Enrolled in career/technical training program	0%
Found employment	15%
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.

The Saginaw Arts and Sciences Academy (S.A.S.A.) faculty, parents, and community partners are committed to serving gifted and talented students. S.A.S.A will promote a system of education that: provides the highest level of artistic and academic achievement, prepares students in career pathways through the structure of concentrations of study, through innovative instruction and authentic learning experiences while allowing collaborative instruction to promote creative and productive learning.

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

Saginaw Arts and Sciences Academy is a magnet school within the Saginaw Public School District. S.A.S.A. is a gifted and talented school that focuses students in either an academic concentration, or a visual or performing arts concentration. In order to attend S.A.S.A. students go through an admissions process. The admissions process includes: entrance testing, review of academic history through grades, two teacher recommendations, discipline record review, state assessment review, and an audition if interested in visual or performing arts programs.

PART III – SUMMARY

The Saginaw Arts and Sciences Academy (S.A.S.A.) is a spectacular institution of learning. In 1984, the Center for Arts and Sciences (C.A.S.) was founded within the Saginaw Public School District. It was designed as a part-time magnet program for students interested in specific areas of core academics, visual arts, or performing arts. Students that attended schools within the school district and surrounding districts were able to attend C.A.S. half day, and their home school. While at C.A.S., students spent 3 to 4 hours in their “concentrations”. In 1998, The Center for Arts and Sciences transitioned from a half day program to a full day program/school and was renamed the Saginaw Arts and Sciences Academy or S.A.S.A. The first graduating class, was a class of twelve students, matriculated in 2002.

There are many outstanding characteristics that separate S.A.S.A. from other schools. The most defining trait is the concentration component. Concentrations are classes, specifically selected by students, that last for an extended period of time. They cover the content of the course, broadly and deeply. The academic concentrations offered are: Math/Science, Global Studies, and English Language Arts. The performing arts concentrations are: 2D or 3D Visual Art, Dance, Theatre, and Voice/Keyboard. After completing the admissions process and being accepted, students spend two to three hours in their concentrations each day, taking other required courses and electives during the rest of their school day. The middle school concentrations are in the morning hours and the high school concentrations take place in the afternoon hours. There are two schools within our one building operating on two separate schedules. Middle and high school students have varied class schedules, lunch periods, start and dismissal times. Our school is very diverse and we serve families from over 38 zip codes across Michigan. Students come from all counties to get intense education in various concentrations. Our school is made of a diverse population, 33% of our students are African American, 7% Hispanic or Latino, 48% White and 11% Asian students.

Many instructors teach both middle and high school courses and concentrations. Due to this instructor format in concentrations, students are able to have the same instructor for their middle school years and their high school years. In this scenario, master instructors within their content are able to get to know their students intently, understand their potential and goals, and assist them in reaching their desired goals and full potential. In these concentrations, as well as the academic concentrations, instructors expose students to experts in their field of study. Representatives from colleges, universities and art schools come to S.A.S.A. throughout each school year to do workshops with students, review portfolios, and provide experience within the field of study their concentrations focus on. Students also participate in adjudicated competitions every year in each concentration. Some of these experiences within each concentration include, but are not limited to, the following:

Math/Science: Students participate in Science Fair each year. It is a year-long project in which students complete the scientific process on a chosen topic then compete at a regional competition. Each year many high school students qualify for the state science fair. Students earn substantial scholarships through the adjudicated competitions that they participate in through the Math/Science Concentration.

Global Studies: Students in this concentration participated in Law Day, an annual adjudicated contest for all participating schools in Saginaw County. Students prepare for a trial and compete against other schools at the Saginaw County Courthouse for a county judge. Prosecuting and defense attorneys from the county coach students while preparing for trial.

English Language Arts (ELA): Students in the ELA concentration participate in the Scholastic Art and Writing contest and Michigan Youth Arts Festival or MYAF. Each year our high school students submit writing pieces to be adjudicated and earn top level awards and scholarships annually. Middle school students participate in the County-wide Spelling Bee and a variety of writing adjudications.

Theatre: High school students produce 3-4 productions and our middle school produces one to two plays each year. In high school plays, monologues, and original pieces are presented at the Mid-Michigan Theatre Arts Festival or Love Fest. S.A.S.A. theatre students participate in workshops, view plays, and musicals, are adjudicated in performances and technical skills, and earn scholarships.

Voice/ Keyboard: Students in this concentration have adjudicated experiences such as: Classical Solo Voice Performances (guest adjudicators), Saginaw Valley State University (SVSU) Choral Clinic (SVSU Clinicians), Clinic/Workshops with area choral conductors, and Piano Masterclasses.

Dance: High school students in this concentration participate annually in the Michigan Youth Arts Festival (MYAF). Students submit pieces choreographed by our dance instructor, guest instructors, and upperclassmen within the concentration. Dance students perform throughout the community at events and participate in other state-level competitions throughout the year.

2D and 3D Visual Art: Our student artists are required to participate in multiple showcases and adjudications throughout the school year. Middle and high school students compete in the Scholastic Art and Writing Contests annually, earning prizes and scholarships.

S.A.S.A. has strong ties and many collaborations with community organizations and leaders. These relationships, along with our diligent and dedicated staff offer our students an exemplary experience in education that cannot be attained at any other surrounding school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

At S.A.S.A. the curriculum is based on Common Core Standards, but the emphasis lies on integrating the arts—specifically through an interdisciplinary reading/writing workshop approach. English Language Arts (ELA) courses are designed to differentiate instruction by deepening the level of analysis required of students. We use inquiry-based learning to individualize curriculum to the students’ interests, helping students to problem solve contemporary issues that align with their unique knowledge and experience levels. Explicit instruction is scaffolded to activate prior knowledge and elicit gradual mastery of new skills, allowing for gradual release of responsibility and increased student engagement. To facilitate differentiation and tiered instruction, we conference with students, allow for topic choice on projects, and provide individualized meaningful feedback. Summative assessments include writing portfolios and use of Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) test data to improve instructional focus. Formative assessment strategies include write to learn activities, quizzes, timed writings, and entrance/exit tickets.

Students in our ELA Concentration choose an extended course block with an additional emphasis on creative writing. Student writing is adjudicated at the state, regional, and national level, published in various online literary journals, and published in our school’s national literary magazine, which was awarded the Columbia Scholastic Press Association (CSPA) Gold Crown Award for 2018. Students participate in annual writing retreats, the national spelling bee, and are annually awarded at the Michigan Youth Arts Festival (MYAF). Literature taught is selected for socioemotional development and multicultural awareness. All seniors complete capstone literacy/writing projects and can elect to sit for the Advanced Placement (AP) Language and AP Literature course exams. Our creative writing students complete a final chapbook highlighting their growth as a high school writer.

1b. Mathematics:

S.A.S.A offers a rigorous mathematics curriculum to its students, with offerings tailored to students both within and outside the Math/Science concentration. It is a requirement that students take a math class every year during their educational time at S.A.S.A. Non-concentration students have Sixth Grade Math in sixth grade, followed by Pre-Algebra, Algebra 1, Geometry, Algebra 2, Precalculus, and either Personal Finance or AP Calculus AB their senior year. Students in the Math/Science concentration begin with Pre-Algebra in 6th grade and proceed in the same sequence, except replacing Personal Finance in their Senior Year with a college level dual enrollment at a local university, in Calculus 2 and beyond or take an online option such as AP Statistics.

Our math teachers employ a variety of instructional approaches including direct instruction, inquiry-based methods with group projects, Socratic questioning, and modeling and demonstration of mathematical concepts with the aid of digital projectors in each classroom.

Teachers use a variety of techniques for assessment including use of digital classroom assessment programs to get immediate feedback on assessments. The ability to have instant feedback affords our math faculty the opportunity to perform item analysis so that they can see what topics and standards our students individually and collectively need remediation with. For outstanding students, we offer math competitions as an opportunity for their growth, exposure to advanced mathematics, and potential to earn scholarships or invitations to state and national level competitions.

1c. Science:

S.A.S.A. uses Next Generation Science Standards (NGSS), reflecting the latest vision for science education. Application of science concepts is prioritized over the memorization of concepts, drawing on prior knowledge and experiences. The standards were chosen as they offer differentiated instruction that cut across all domains of science. The cross-linking of science domains allows students hands-on experiences that relate to real-world applications. Looped curriculum is organized into a ‘concentration format’, giving interested students 1.5 hours of science per day during middle school and 2 hours during high school. By the time they graduate, a student gets two years of biology, two years of physics, and two years of chemistry, as well as environmental science (four required AP courses), and anatomy/physiology, plus electives in robotics, AP computer science, and astronomy. Teachers run after-school science programs such as, Chemistry Club, Environmental Club, Local Science Fair, and STEM programs.

Students are encouraged to present their research to adjudicated external programs such as Intel Science and Engineering, Google, and S.A.S.A. (middle school only) Fairs, A.H. Nickless Innovation Award and International Sustainable World Engineering Energy Environment Project (iSWEEEP) competitions. In all but 3 years since S.A.S.A.’s existence, students have qualified at the state level to compete at the International Science and Engineering Fair (ISEF). In 2017, one of our students won first prize at ISEF.

Our facilities were renovated in 2011. Rooms are spacious, with fume hoods and work surfaces that allow students to set up and maintain research lab space for most projects they care to pursue. In 2017, we made a major investment in laboratory probes and data acquisition technology. This equipment facilitates meaningful lab activities and supports students’ original research projects. We cultivate relationships with local universities such as Saginaw Valley State University (SVSU), University of Michigan (UM), Central Michigan University (CMU), and Alma College so that when a student outgrows our ability to support them, they can utilize those facilities as well. Student are given both formative and summative assessments in science. Students benefit from use of Illuminate Software, which provides real time longitudinal data to pinpoint issues and trends. Summative assessments include tri-annual NWEA MAP, M-STEP (Michigan Student Test of Educational Progress), PSAT, and NAEP standardized tests.

1d. Social studies/history/civic learning and engagement

The Global Studies gifted and talented curriculum is based on Michigan Social Studies Standards but includes a cross-curricular workshop approach that focuses on reading, writing, speaking, and listening. Differentiated and tiered instruction is implemented in lessons which include Socratic Seminar discussions, and Document Based Questions (DBQs). Instructors address different learning styles in lessons as well: using oral, kinesthetic, and visual methods, while incorporating whole class instruction, small group instruction, partners, individual practice, and sometimes peer tutoring.

Technology is utilized by both educators and students to enhance global learning. Formative assessment strategies include literacy strategies, analytical discussions, quizzes, timed writings, and entrance/exit tickets along with summative assessments to improve learning. All classes are college prep with a strong emphasis on preparing students for the standardized tests they take such as the M-STEP, and Michigan Merit Exam (MME). Students in our Global Studies Concentration annually compete in Michigan History Day, and their projects are adjudicated at the regional, state, and national levels. Students in 8th grade are able to participate in an annual trip to Washington D.C. and complete a culminating project following their visit. AP assessments are offered to our high school students as well. In addition, students compete each year in Michigan History Competition, which a 6th through 12th grade experience. This competition begins locally within the county and extends to a state-level competition to which S.A.S.A. students qualify for each year.

1e. For secondary schools:

SASA supports career and college readiness, especially in the concentration that a student chooses in which to focus his talents and skill set. Students have requirements such as a job shadow, career focus paper, and a capstone senior portfolio graduation requirement directly related to their career interest. Students attend several Living Arts programs that introduce a variety of career possibilities. Our 11th and 12th grade students partake in a Career and College Fair that includes area businesses’ booths/tables, mock interview

experiences, college/university representatives and a panel of current college students that are available to answer questions.

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

2. Other Curriculum Areas:

S.A.S.A Visual Arts students, whether specializing in 2-D or 3-D, receive differentiated instruction studying art production, art history, art criticism, and aesthetics. Both specializations are rigorous and skill-building in nature; assignments are scaffolded. In each two-hour concentration class, teachers and students collaboratively create criteria for learning and assessment. Seniors meet with art college representatives annually to have portfolio reviews. Most art students continue to pursue their studies in art and go on to have careers in the field. Non-Concentration students have the opportunity to take elective courses in Visual Arts for a 54-minute period in high school. In middle school, we offer Visual Arts activities in our middle school Rounds elective. We offer a Rounds elective to middle school students, and most of our 6th grade students receive this elective. The elective is focused on keyboarding skills, art, physical education, research, technology, coding, goal-setting and community service projects. This elective provides students with a well-rounded experience and allows students to explore many different areas of interest.

Students regularly write, developing concepts, artist's statements, and critiques of artwork. Students are also encouraged to make connections to other core S.A.S.A. disciplines. Students engage with post-secondary institutions as well as, community partners in service projects. Field trips and workshops are frequently part of the Visual Arts curriculum.

Admission representatives from respected art colleges and universities regularly visit and review students' portfolios. Adjudication occurs at national, regional, and local levels. Because of these relationships and activities, annual scholarships average \$153,000 for S.A.S.A. art students; 2016 marked an all-time high of more than \$1.29 million in scholarships offered to seniors in art.

Performing Arts students have the unique opportunity to study theatre, dance, and music. These students receive a two-hour block of instructional time within their concentrations and are with the same instructor over their 6-12 grade career at S.A.S.A. This provides for a unique opportunity for teachers to differentiate instruction for students who enter S.A.S.A. at a variety of skill levels in order to challenge them to grow in knowledge and skills while discovering their interests within their art. Students who are not in the performing arts concentration, have opportunities to take performing arts courses as electives, and all students in the building have an opportunity to audition for plays.

Studies have shown that students involved in the performing arts are more likely to be successful in the workforce. Collaboration, communication, time-management, determination, creativity, confidence, and accountability are no longer being referred to as soft skills. Our programs offer students unique opportunities which include public performances, competitions, authentic and professional adjudication, networking within the field, and our students have been offered hundreds of thousands of scholarship dollars.

Physical education at S.A.S.A. is focused on life-long skills and character building such as teamwork, leadership, and integrity. Instruction promotes physical activity and health outside of school. Differentiated instruction is used to meet all the needs of our students, not just those who are athletically gifted. Students earn grades based on improvement, participation, and knowledge. The philosophy of the instruction is to assist and promote healthy lifestyles for all students as they transition to a physically active adult lifestyle beyond high school. Lessons feature cooperative, as well as competitive games, such as: golf, aerobics, dance, circuit training, volleyball, and fitness testing. All high school students must take at least one year of Physical Education and we allow middle school students to choose Physical Education as an elective at some point in their middle school career.

S.A.S.A.'s world language program is a comprehensive in-depth study of the Spanish language and culture. Students in high school must get at least two years of Spanish, but about 80% of our students choose to take additional years of world languages. All middle school students get at least one year of world languages and if they successfully complete the course they can receive high school credit for the course. Students engage in all components of language learning: listening, reading, writing and speaking. Activities include reading and interpreting novels, writing original fiction or personal narratives, recording audio/video materials (movie trailers, songs, etc.), and listening to and interpreting authentic songs. In addition, students learn the history and culture of the many Spanish-speaking countries around the world. As the level of instruction increases, so does the level of immersion in the language. Students in the 7th grade and 8th grade can earn high school foreign language credit, due to the level of rigor at which Spanish is taught. Many students that take advantage of the opportunity to learn a second language beginning in middle school, are able to take higher levels of Spanish, up to and including AP Spanish before their senior year. Other students opt to dual enroll at our local university and continue their study of Spanish Conversation and Composition (3rd year college level courses) with great success. Our foreign students compete in adjudicated contests at Foreign Language Days held by Central Michigan University and Saginaw Valley State University annually. Students compete in writing and performing original skits, song, dance, and oratory contests and compete in competitions in which our students excel.

3. Special Populations:

Saginaw Arts and Sciences Academy tailors instruction to all students. Many of our courses are multi-grade level courses which allow students to take the class that meets their individual needs. All of our teachers start with the mandated state standards and we differentiate the instruction to provide enrichment and acceleration for those who have already achieved the standards and provide support for students who still need additional support to meet the standards. Strategies are incorporated throughout our courses to actively engage students, make content relevant to students' lives and future college and career choices, and to ensure that collaboration takes place during learning. Dual-enrollment is offered to students who have excelled in their core classes and we partner with Saginaw Valley State University (SVSU) and Delta College. Many of our students leave S.A.S.A. with at least one college class on their transcript which better prepares them for their college future. Another opportunity that we offer our students is Michigan Virtual High School for online courses and additional Advanced Placement Courses. The Michigan Virtual High School courses introduce students to a new learning experience and familiarize them with online learning. Students attend these courses in our online learning lab and they interact virtually with their instructors as well as our online mentor instructor who is available during the hour.

Students who need additional support in courses have tutoring available by teachers. Teachers here at S.A.S.A. ensure that all students are successful in their learning environment and provide support as needed. Tutoring can include but is not limited to: SVSU Math tutors, teacher required tutoring sessions with the instructor, peer-to-peer tutoring, after school tutoring and study tables. S.A.S.A. also offers in-house SAT Tutorials on Saturdays to support students on the SAT exam. The SAT Saturday Prep courses are focused on a core group of students who may be performing below or at grade level in Math and/or Reading and Writing. During the Prep course students receive intense instruction in the content with a student/teacher ratio of 15:1.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Positive school climate directly impacts student achievement as well as provides a feeling of safety and acceptance which results in lower discipline issues. S.A.S.A. has created a culture where all students are focused on academics. S.A.S.A. promotes an atmosphere where students can be who they are without fear of judgement. Here at S.A.S.A. everyone belongs and has the opportunity to excel in their area of interest. In each concentration, students are in multi-grade levels and mentoring opportunities take place. Our environment is of a competitive nature where all students strive to do their best. We use Positive Behavioral Interventions and Supports (PBIS) as a basis of promoting positive behaviors in the building, but we pride ourselves on the fact that S.A.S.A. lets students be who they are and strive to be the best in their areas of interest. We engage students in academic adjudications to allow them the ability to shine in their area of concentration.

Our school creates a climate where teacher and staff members feel valued and supported. Our staff has shared leadership opportunities which include, School Quality Team, PBIS Leadership Team, Building-Wide Building Network where decisions are collaboratively made. During conferences and other school related events our parents provide lunch and gifts for our staff to show their appreciation. Parent teacher conferences are very well attended and the parental support in our building is amazing.

2. Engaging Families and Community:

Saginaw Arts and Sciences Academy uses the Epstein Model for successful school, family, and community partnerships. We strive and succeed to have great levels of parental involvement and the Epstein Model allows us to monitor the levels of involvement that we have with our families and the community.

One way we ensure involvement is through communicating. We communicate in a variety of ways. Many events and supports for students and families are communicated through our Instant Messenger System, which allows for robo-calls and email communication, Instagram, S.A.S.A. Facebook, S.A.S.A. Parent Advisory Council (SPAC) Facebook. Many of our concentrations have their own Facebook pages to showcase news in their concentrations. In addition, our teachers are able to send newsletters, via email, to our parents through our Skyward System.

All parents are invited to our parent group meetings (SPAC) where decisions are made about the school and activities that will take place throughout the school year. In addition, we have the S.A.S.A. Foundation which is comprised of community members, parents, staff and principals. The foundation continues to reach out to engage our community and families to inform them of the opportunities that S.A.S.A. can offer to students.

S.A.S.A. works in collaboration with community partners and brings these resources and curriculum into the classroom. An example of some of our partnerships include: Prevention and Youth Services (PAYS), Child Abuse and Neglect, (CAN COUNCIL), The Underground Railroad, Great Lakes Bay Health Center (GLBHC), Midland Center for the Arts, Anderson Art Center, Saginaw Coral Society, Pit and Balcony, Saginaw Valley State University, Delta College, Michigan Youth Arts, Western Michigan University, University of Michigan and Michigan State University. Many of our teachers invite community members and organizations into the classroom as speakers to ensure that our students are college and career ready. In addition, S.A.S.A. students go out into the community to support community initiatives, most recently some of our Art students painted murals at the new Saginaw Farmers Market. S.A.S.A. teachers are often contacted by many community organizations to bring a group of students to perform.

Saginaw Valley State University sends undergraduate students with fieldwork assignments to our school each semester. They work in a close partnership with us due to the experience that their students can get with our teachers and students.

3. Professional Development:

Professional Development (PD) is offered yearly to S.A.S.A. staff through District course offerings and Advance Placement Workshops and Teacher Institutes. The district wide opportunities either happen in a half day format or through Teacher Institute, which can be after school or in the summer. The district PD is focused on district and state initiatives. The PD sessions are lead by our District Coaches as well as consultants who are hired to support learning.

S.A.S.A. receives specialized training from the district on curriculum materials that meet the needs of the gifted and talented population as well as strategies and initiatives that the entire district receives. Professional development is also provided through a job-embedded model, where staff members and district coaches provide professional development where teachers are learning teaching practices that are designed for content-specific instructional practices around gifted and talented education. The classroom-based model is integrated within the workday and allow for immediate and authentic problem solving of practices to improve teaching and learning.

The district supports S.A.S.A. staff attending AP Workshops offered by the College Board, where teachers receive resources and strategies to engage students in high level of learning. Many of our staff members have received over 30 hours of content-rich professional development in the area of AP content that they teach. These workshops provide teachers with methods and strategies to teach students to develop skills, habits and concepts to be successful in college.

Saginaw Public School District made a commitment to developing professional learning communities (PLC) within the organization. Training has been provided for principals and staff to attend a Solution Tree PLC at Work Conference in various locations across the United States. An additional PD investment that the district has made is a PLC coach who provides training in unpacking standards and attends PLC meetings to support staff in data digging and making instructional changes. S.A.S.A. sent a leadership team to the conferences and the team members support PLCs within the building. The leadership team works within their respective PLCs to coach other members and to provide job-embedded training to support student learning and teacher growth.

Additional PD opportunities are building based and determined by the building needs. Professional learning takes place though professional articles, consultants, videos. The principal provides multiple learning opportunities for staff and staff has meaningful discussions around best practices during Building Network Meetings.

The professional development that is provided to the staff allows teachers to develop best practices and focus on content-based learning to apply in the classroom. All of the opportunities are focused on deepening our teachers understanding of students thinking and helps the teacher anticipate and respond to students' ideas and misunderstandings. The professional development ensures that teachers learn to sequence curriculum to help students make sense of concepts and master skills at an accelerated pace.

4. School Leadership:

S.A.S.A.'s leadership structure is a shared leadership approach, which is comprised of the principal, assistant principal and teachers from different concentration areas forming our School Quality Team. The principal and assistant principal meet daily and administration meets twice a month with the School Quality Team. The leadership team works together to create the agenda for the staff meeting to monitor the School Improvement Plan, review instructional and non-instructional data and establish learning goals and expectations for all concentration and non-concentration classes.

The leadership philosophy at Saginaw Arts and Sciences Academy is one of shared leadership and collaboration to ensure the success of every student. Every staff member at S.A.S.A. is a critical member of our team, and his or her contribution to our collective goals is directly linked to the success of our students. The administrative team is cognizant of the strength of each team member and they work diligently to

capitalize on those strengths and to support the team that is crucial to our success. Administration consistently communicates in the Building Network meetings on instructional and not instructional data to see if the building as a whole is meeting our goals. The transparency of data allows the staff to dig deep into the data and make immediate instructional changes.

Shared leadership is demonstrated through the various opportunities for staff members to get involved with school initiatives. We have School Improvement leadership teams, Promoting Positive Behavior Intervention and Supports leadership teams, every member in the building is part of the Building Turnaround Network team.

Professional Learning Communities at S.A.S.A. are an excellent representation of our collaboration used to ensure that all students succeed. PLCs consist of instructors that are grouped by content and/or grade level. Time is spent looking at data on students' performance and common assessments in order to best support student growth, learning, and achievement. These weekly meetings are times of strategic planning, especially for students that require additional support. Teachers initiate developing supports and create action plans to assist students. Resources are researched, discovered, and shared among instructors. All building instructors take responsibility for the success and improvement within their classrooms.

Student leadership is used at S.A.S.A. through Student Council in middle school and high school, and S.A.S.A. Ambassadors. Student council works with staff and administration to make S.A.S.A. a great place to learn. Student Council members work within their concentrations to bring ideas and programs to student council and then student council presents the ideas to administration. Our S.A.S.A. ambassadors present to our Board of Education each month. During these presentations they update the Board on what is happening in the building. Shared leadership among the students and administration creates a positive school culture.

The principal and assistant principal promote and participate in teacher growth and learning. Weekly walk-throughs identify strengths and areas of improvement as they pertain to high quality instruction. Exemplary strategies and practices are identified and shared with staff through conversation and modeling. The principal monitors assessment results and facilitates discussions with staff during analysis of strengths and weaknesses. The principal ensures that the environment for teaching and learning is one that is orderly and supportive so that teachers and students can focus on learning.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Saginaw Arts and Sciences Academy has developed a gifted and talented culture of excellence over the past thirty-five years. We have developed programming that meets the needs of a diverse student population and have developed a reputation in the community and across Michigan as a school where students want to join one of our concentration communities. Hundreds of students a year come from over 38 different zip codes to attend our magnet school.

What makes S.A.S.A. academically successful is our concentration model. Student success is a direct result of the magic that happens inside our classrooms where great instruction takes place and the environment is focused on learning. Each concentration focuses on direct career connections to the field of study and teachers provide many opportunities for students to connect with alumni in the field, professionals and colleges. We ensure that student success is a direct result of what happens when great instruction is supported by a strong, healthy community, and small class sizes. Most of our classes have approximately 20 students in the classroom, and it is the small class size and close connection with staff that make student achievement high at S.A.S.A.

Our concentration programs ensure that the state standards are taught, but that they are just a starting point for providing students with content that they need to become college and career ready. Differentiated instruction and the opportunity for acceleration and enrichment for students are at the heart of everyday instruction at S.A.S.A. Ensuring that all of our students, in all concentrations, are exposed to the arts, foreign language instruction and cultural instruction has always been a contributing factor to our academic success. The collaborative nature of our concentration programs with students and teachers contributes to our success. Teachers work together in PLCs and on their own time to create cross curricular lessons for students.

The support of our parents is a critical component in the success of our concentration programs. They have a strong belief in our program and they play key roles in mentoring and helping to grow our concentrations. Our parents like the concentration format for learning and the high academic standards and positive school culture of S.A.S.A., therefore they work hard to assist the school in impacting academic success.