U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

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

Official School Name Vista Del Futuro Charter School
           (As it should appear in the official records)

School Mailing Address 1671 Bob Hope Drive
           (If address is P.O. Box, also include street address.)

City El Paso   State TX   Zip Code+4 (9 digits total) 79936-0438

County   El Paso County

Telephone (915) 855-8143   Fax (915) 855-8179

Web site/URL   http://www.burnhamwood.org   E-mail ywhitman@burnhamwood.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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*Mrs. Iris Burnham   E-mail iburnham@burnhamwood.org
           (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Vista Del Futuro Charter School District   Tel.   (915) 855-8143
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 Mrs. Iris Burnham
           (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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.

3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school 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 (2015-2016) unless otherwise stated.

DISTRICT

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

                                  1 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	32	40	72
1	38	32	70
2	27	32	59
3	41	33	74
4	19	20	39
5	18	20	38
6	8	6	14
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	183	183	366

4. Racial/ethnic composition of the school:

<u>0</u> % American Indian or Alaska Native
<u>1</u> % Asian
<u>3</u> % Black or African American
<u>88</u> % Hispanic or Latino
<u>0</u> % Native Hawaiian or Other Pacific Islander
<u>6</u> % White
<u>2</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 2014 – 2015 school year: <u>16</u>%

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 *to* the school after October 1, 2014 until the end of the 2014-2015 school year	20
(2) Number of students who transferred *from* the school after October 1, 2014 until the end of the 2014-2015 school year	34
(3) Total of all transferred students [sum of rows (1) and (2)]	54
(4) Total number of students in the school as of October 1, 2014	342
(5) Total transferred students in row (3) divided by total students in row (4)	0.158
(6) Amount in row (5) multiplied by 100	16

6. English Language Learners (ELL) in the school: <u>27</u> %
   <u>99</u> Total number ELL

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

   <u>Spanish</u>

7. Students eligible for free/reduced-priced meals: <u>55</u> %
   Total number students who qualify: <u>200</u>

8. Students receiving special education services: <u>8</u> %
   <u>30</u> 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>0</u> Autism   <u>0</u> Orthopedic Impairment
   <u>0</u> Deafness   <u>1</u> Other Health Impaired
   <u>0</u> Deaf-Blindness   <u>7</u> Specific Learning Disability
   <u>1</u> Emotional Disturbance   <u>21</u> Speech or Language Impairment
   <u>0</u> Hearing Impairment   <u>0</u> Traumatic Brain Injury
   <u>0</u> Mental Retardation   <u>0</u> Visual Impairment Including Blindness
   <u>0</u> Multiple Disabilities   <u>0</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: <u>1</u>

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	1
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	0
Student support personnel e.g., guidance 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   <u>20:1</u>

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	97%	97%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes <u> </u>   No <u>X</u>

    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.

 Prepare children to accept responsibility for their own learning by teaching them skills, knowledge and values to survive and prosper in a changing, diverse society.

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

Registration of new students is accepted in March. Because of the limited capacity, a lottery takes place monthly. Students not selected are placed on a waiting list, as capacity becomes available parents are called. Siblings of currently enrolled students will have priority. Parents must facilitate the receipt by our school of all records and transcripts from prior schools. A parent will be notified by phone/e-mail when to bring in their child for a reading and math assessment for a correct placement in those subject areas. After assessment, the school will contact the parent with testing results.

PART III – SUMMARY

Vista Del Futuro is an open enrollment K-6 school with an average student to teacher ratio of 20 to 1. The school opened in 2010 with 133 students. Since then it has grown to over 350 students consisting of a large Hispanic population, 27% being ELL students. It welcomes all students and provides additional support to military families because of their ever changing needs, as a result of their mobility. The educational philosophy of VDF is to provide a high quality education to each student by meeting the challenges of their needs.

Students are tested in Math and Reading. Those scoring below grade level must attend summer school, so they may begin the school year on a level playing field.

Vista Del Futuro opened its doors in 2010. Unfortunately, after the first year, it was identified as a priority school. The district implemented new leadership and a change in curriculum, in an effort to turn the school around. Since then several milestones have been achieved.

In 2012-2015 the school was acknowledged as a TEA Reward School. The school met state standards and achieved distinctions in Reading, Math, Science, Top 25% Student Progress and closing Performance Gaps.

One of the changes that took place in order for these milestones to be achieved was a change in instructional strategies. Another factor that led to success was learning how to collect and review data to drive instruction. Teachers were also provided with training to strengthen the strategies being utilized in the classroom. Each one of these elements enabled the school to turn around and make huge strides in their performance. This caused an increase in enrollment and teacher retention.

The school culture is now becoming rooted in a high performing student centered learning environment.

Traditions are invaluable to Vista. At the start of every school year, new parents attend a Parent Orientation meeting. A power point presentation is provided with pertinent school information. There is an open question session followed by a tour of the school.

Prior to the first day of school, parents attend an Open House. Parents and students meet their teachers. Teachers provide a power point presentation on classroom procedures and routines.

In an effort to weave tradition and curriculum, Vista celebrates several Core Knowledge events throughout the year. For example, In October, in lieu of Halloween, our school holds a Literary Fair Day. Students wear costumes, bringing literary characters to life. All parents are welcome to the events throughout the year. In November, Vista celebrates Veteran's Day with a breakfast for our military families. Students prepare letters and songs and poems for their families. During Career Week in April, military parents conduct presentations for students.

Vista Del Futuro prides itself in enabling all students to develop their full potential in every area of their lives. Academically, leveled instruction is provided in the classroom setting so all students can benefit at their own pace.

A supplemental reading program enhances each student's comprehension and fluency skills. There is a designated reading time when students receive reading instruction at their appropriate reading level. It has proven to be successful because students are able to gain up to two years in comprehension and fluency mastery.

Academic and Personal Milestones are celebrated. STAR students are acknowledged monthly, Honor Roll and attendance are honored every six weeks. The grade level with the highest attendance for the six weeks is given an after school popcorn party.

At the end of the year, all students are honored with trophies, certificates, medals, and ribbons. Every child receives an award.

Although there is no counselor on campus, there are services provided in lieu of a counselor. There is a support network consisting of administrators, teachers, Special Education Professionals and staff. We teach our children to find their voice and speak up when they feel something is wrong and tell an adult.

Vista Del Futuro has faced many challenges because of the limited facilities. However, in spite of these factors the teaching staff provides creative alternatives.

During P.E. the students follow the state curriculum but also have Wellness Wednesdays. On these days, grade levels and their teachers challenge each other in fitness competitions.

At the end of the school year, the students perform in a Ballroom Exhibition. Students also work on the school garden. Gardening provides students with a love of nature and an appreciation for the outdoors.

Students work together collaboratively in teams in a congenial manner and adhere to positive rules of engagement. Using Core Knowledge activities such as International Day, students create projects which become living productions. Students abide by respectful interactions. After school activities provide other opportunities for students to bond. There are several clubs: Robotics, Music, Suzuki Violin, Art, Zumba, and Garden Club.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The school's core curriculum is based on the Texas Essential Knowledge and Skills (TEKS). These are the standards that all schools in Texas must follow. This core curriculum is supplemented with materials based on students' level of learning and/or deficiencies. In Kindergarten, students are pretested prior to entry for heterogeneous grouping. Students in Kindergarten acquire foundational skills through the state adopted text and pre-tests which include: identification of letters, sounds, colors, numbers, and speaking skills. To place students at their appropriate levels, other skills are included. Readiness skills, identification of a picture's likenesses and differences, tracing, cutting and speaking in complete sentences are valuable in a student's placement.

In an effort to increase the use of quality data to drive instruction, teachers administer formative assessments throughout the year. Teachers meet weekly to review the data results. In order to improve the skills of students, data is examined which is collected from benchmarks, unit assessments in math, reading, writing, social studies and science. The teachers use differentiated instruction and multiple strategies to address specific skills needed.

In the area of English Language Arts and Reading (ELAR), students participate in a specialized reading program. It is used to aid all students, and target those who are at and below grade level. This program is extremely effective at Vista. It addresses vocabulary, comprehension, and fluency skills. Students travel throughout the school to a classroom where they are grouped according to their reading level. Students are assessed every three weeks. If the comprehension and fluency levels have increased, they move to a higher group. If the levels are too high, they are placed at a lower level. By the end of the year, many students have made great strides. In many instances, we have seen up to a two year gain. In an effort to enable students to master reading skills, they are provided with a weekly visit from the Librarian, where skills learned in the classroom are reinforced. Children are encouraged to develop the love of reading by exposing them to different authors, different genres, and different award winning books.

Foundational skills are acquired by using decoding skills, reasoning skills, and simply learning to interpret what the student has read. Students are exposed to a variety of literature and genres. Students participate in extending activities in all subjects and this attributes to student success. The classroom environment allows all students to communicate and work together. Rubrics are an essential component for quality work in writing. When students are involved in the writing process, the rubric provides a guide for a clear understanding of expectations.

In Mathematics, just like in ELAR, pretests, state testing, benchmarks, and continual monitoring are employed. Teachers provide instruction on the lesson of the day to the entire group. Students then work in whole groups with teacher guidance. The teacher assesses student progress to determine the level of learning. Based on results, students are placed in their appropriate differentiated learning group to address above, on, and below grade level needs. Manipulatives and interactive smart board activities are used to enhance learning. Students then have the opportunity, through the use of technology, to continue their learning at home. The school utilizes a computerized program that has proven beneficial to students. If they master the concept they advance to the next level. If not, they must return to a lower level for review. At this point, parents are encouraged to provide additional support at home by providing access to the online program. Just like in reading, another common thread is incorporation of independent projects to align with the state curriculum and challenge students. For example, after learning to plot ordered numbers, students design an animal or object using this information. During the day, a tutor supports students who are working below grade level by providing small group and/or one on one instruction. Tutoring is available for students twice a week and for at risk students on Saturdays once or twice a month.

Science: The essential factor of success in Science is teaching an understanding of vocabulary. In the aforementioned curriculum, vocabulary is stressed to address the needs of all students with emphasis on ELL students. Short interactive lectures and videos enhance instruction. Students keep journals by creating

a foldable and vocabulary sets. Students can then create their own vocabulary "world" where they not only write definitions, but include pictures. This type of instruction meets the learning need of each child. Students work together in labs. Gardening is also an essential component in Vista's science program. It is a living lab for students. The Science Fair provides students an opportunity to use the Scientific Method as a tool which is employed in their science projects and applied to real life situations.

In Social Studies: Core knowledge curriculum enhances the state curriculum and incorporates TEKS. Social studies comes to life through student performances of historical events. Students use technology and work together, in leveled grouping or independent projects to find information needed such as economy, food, customs, and geography. Students gather the information, work in teams, and present projects to the classes and parents. This curriculum allows students to build upon the knowledge at hand and apply it across the curriculum.

2. Other Curriculum Areas:

At Vista Del Futuro, the arts, physical education and technology are provided to all students.
In the area of the arts, students are offered Music classes during the day. In Music, students acquire an appreciation of music and incorporated music into performing arts events. For example, during International Day, students learn songs from different countries and weave this across the curriculum to enhance core knowledge events.

Violin classes are offered to the student body as an extracurricular activity, beginning with Kindergarten students through 6th grade. Interested students attend these classes, after school. Violin classes and music classes are integrated during events within the school and events in the surrounding community. There are approximately thirty violin skills that students learn. Some of these skills are: learning parts of the instrument, coordinating the bow and fingers, producing good tone with the bow, performing various rhythms with the bow, crossing strings and keeping the bow between the bridge and finger bow while playing. This carries over into the curriculum. Students follow directions, establish a positive attitude towards hard work.

Art club is an extracurricular activity. Students learn about the principles of drawing using different mediums to create art projects. Newly acquired art skills are applied to in class projects. Students' work is auctioned twice a year during the Garden Market Day.

Physical Education classes are part of the state curriculum. However, it is enriched by supplemental curriculum offered to students, such as gardening, Ballroom Dancing and Fitness Wednesdays. On Fitness Wednesdays students participate in different fitness activities and compete with their grade levels. Teachers and parents are encouraged to join in. At the end of the week the winning class is recognized by displaying their class section on a bulletin board in the cafeteria. Parents and teachers are also recognized for their efforts as role models for students.

Gardening provides students with a love of nature, health benefits, and can be incorporated into all curriculum. Students apply the principles learned to everyday life. The foods that are healthy and beneficial to a healthy lifestyle are stressed. Currently students have been exposed to gardening techniques. The book knowledge of a plant's life cycle becomes a reality through hands on activities. The weather vane in the garden allows students to track the weather and how this impacts the garden. Gardening can be effective across the curriculum. Garden Market Days are held twice a year. The produce students have grown is sold to the community. Ballroom dancing aligns with the TEKS. Students acquire fundamental movement patterns. It provides students with enjoyment and social interaction and gives parents an opportunity to see their children perform.

Technology is integrated into the curriculum. For example, students create original products using a variety of resources that become more pronounced as they advance in grade levels. During International Day, students use technology to research and develop projects. By the upper grades, students have concrete knowledge of researching, formatting, collecting and organizing information to include all media.

Supplemental materials are provided to all students through technology which enhances curriculum on a daily basis. For example, Math concepts that have not been mastered can be practiced at home through a computer based program. This program allows students to master skills at their own pace. If a concept is mastered, students go to the next level of learning. However, if they struggle, they are redirected to a reteach lesson. Teachers incorporate technology into their classroom by using, projectors and interactive white boards. This technology enables students to actively participate and remain engaged through interactive lessons.

Parents remain informed about their child's academics and behavior using a phone app. This digital communication device keeps parents informed on a daily basis. It is interactive which enables the parent to respond.

Student laptops enhance classroom instruction. For example, students in a classroom are learning about persuasive writing. Students then transfer that skill and create real life situation via a commercial.

3. Instructional Methods and Interventions:

Vista del Futuro employs various learning approaches. The goal is to enhance basic learning by using different strategies to meet the needs of each child. To ensure all students have the opportunity to answer questions and remain engaged in a lesson, a simple method such as Popsicle sticks with student names is utilized to call on students. To encourage continued engagement, these sticks are recycled rather than drawn and left out of the container.

Using language and content objectives at the beginning of the lesson can raise a student's achievement by 27%. The lesson is started by students stating the objective in kid friendly language. This is aligned to the assignment and at the end of the lesson, students summarize what was learned by using an exit ticket.

Another Instructional approach to support the acquisition of knowledge is the use of graphic organizers to meet the needs of all students. For example, a Frayer Model is used for ELL students, but extremely effective for all populations. Foldables provide students with a visual, dimensional and interactive mode of learning a concept. It provides a self-check tool that can be utilized at any grade level and subject. This hands on approach makes learning fun and enables students to retain pertinent information.

The teachers use supplemental materials, not only to enhance learning but to gear instruction to a student's level. In Math, teachers present a general concept but supplement the mastery by using additional resources at each student's level. For example the state adopted curriculum is supplemented with three levels of supportive materials, for above, on, and for below grade level learners.

Continuing with the same thread of learning, Bloom's Taxonomy addresses basic to advanced levels of mastery. The teachers design their lessons by focusing on the verb in the learning objective. This verb then determines the level of Blooms Taxonomy. The activities and final products are aligned accordingly.

With continual monitoring of student progress through data, teachers develop a profile on each student and determine what interventions need to be put in place. This information is discussed during Professional Learning Communities (PLC's) and a plan of action is established and maintained for students who are struggling. Based on their weaknesses, tutoring is tailored for their needs.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Assessments are administered throughout the school year. Some are systemic and ongoing such as the state and district adopted curriculum assessments. These tests are administered every three to six weeks. Results are documented and graphed for student placement. Benchmarking occurs every nine weeks. This type of testing is indicative of how well a student will do on the state assessment. It also determines what areas of weakness need to be focused on. Teachers use formative and summative assessments throughout the grading period to readjust levels of learning as needed. These methods have not only been effective, but have enabled the school to reach and maintain high levels of student achievement.

Parents are an integral part of our campus and are informed via different methods. Newsletters are utilized to inform parents of school activities. A phone application, is effectively employed to inform parents about their child's behavior and academics. A school wide phone message system is utilized, which informs parents of school emergencies, reminders, events, and pertinent information. Before progress reports are sent home, teachers have a one on one conference with each student. Reports are sent to parents every three weeks to enable students to improve any area of academic and/or attendance concerns. Report cards are sent out to parents every six weeks. However, in the fall and in the spring, parent-teacher conferences are conducted to personally inform parents of their child's academic achievement and discuss any concerns that may exist. The community also has continual access to the district website to receive information on school academic achievement, accolades, and state results.

Whenever an achievement gap is identified, an individual plan of action is established for the student. This process begins by teachers meeting weekly in Professional Learning Communities (PLC's) to discuss data and monitor students who have not mastered Texas Essential Knowledge and Skills. A meeting is held with the parents to inform them and enlist their support. If the student shows little progress an RTI (response to intervention) plan is established. Based on this information, teachers intervene by utilizing different strategies and activities to aid the student. This is considered Tier One of the RTI. Tier II involves student monitoring, testing, and continued support. Ongoing testing indicates what support is needed by the child to ensure him of academic success at his grade level. If the child needs further intervention, he goes to Tier 3. With the documentation in place to substantiate student learning needs; monitoring continues and special education personnel observe the student. At this point, it is determined whether the student needs to be referred to special education or other avenues of support are pursued.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Instructional strategies for the students are tailored for all levels of learning. There are various methods used. Cooperative learning and differentiated instruction are major components of instruction. Research based protocols are effective in improving student learning. For example the Think, Pair, and Share strategy enables students to discuss what they have learned before proceeding with a lesson. They check their knowledge to see if they are on the right path. The Tell, Show, Do method allows the teacher to tell students what the expectations are, show them or guide them, and then students employ prior skills to complete assignment together. The teachers also use signals to gain student attention. They use signals such as Give Me Five and Eyes on Me, to ensure all students are quiet, still, and ready to listen.

Vista's school climate encourages a positive learning environment. They acknowledge the student's milestones to enable them to accomplish their academic and behavioral goals. For example, students are recognized for their accomplishments with incentives. After school popcorn parties are given to students who have perfect attendance. Family movie nights, dances, and ice cream sundae parties are incentives to continue positive reinforcement of academic and behavioral targets. The students who are struggling are celebrated by receiving Star Student certificates for their dedication and hard work. At the end of the year, students receive awards, trophies, and ribbons in recognition for their academic and behavioral successes.

Vista provides a positive and caring climate for all stakeholders. Vista administration, teachers and staff feel a responsibility for students to grow and learn. Behavior interventions are addressed in a constructive manner. Vista uses a Positive Behavior Intervention Support approach. Positive behavior is stressed and behavior interventions are addressed in a constructive manner. Behavior targets for each grade level are posted in the hallways. Proactive strategies are used to emphasize a positive school environment. All stakeholders establish clear behavioral expectations that students follow. The expectations are taught, modeled, and reinforced.

The teachers are the heartbeat of the school. They work hard, are dedicated, and are focused on student needs. Teachers are selected monthly for recognition, by their peers, based on their efforts, skills, and genuine concern for students. Teachers receive a certificate, a goodie bag, and their pictures are posted at the entry way of the school. Pot lucks are planned and held monthly. This allows teachers to build rapport and collegiality among their grade levels. The District hosts a Winter Celebration and an End of Year Celebration for Teachers in appreciation for their commitment and efforts.

Ongoing teacher support is essential for an effective and student centered school. New Teachers are provided with trainings, mentor teachers, and Professional Learning Communities (grade level support). Teacher input in the form of a teacher survey, is beneficial in planning future professional development.

Achievement, at Vista, is a goal and not an objective. Vista has created a positive learning culture which is focused on high expectations. Once again these expectations are taught, modeled, and reinforced by all stakeholders. Teachers use creative classroom instruction and activities. Students are challenged and supported for their efforts. These efforts are acknowledged verbally and written. Parents are actively engaged by volunteering, working on committees, and attending parent conferences for student success. All stakeholders are on the same page and know the expectations.

2. Engaging Families and Community:

Open communication with parents has provided a solid foundation for students. From the onset of school parents are informed about events, student progress, student learning needs, and how they can take an active role in their child's education. Vista provides a New Parent Orientation at the beginning of the year. Parents are shown a power point presentation of the school's philosophy, vision, goals, and beliefs. This is followed by a question and answer session and tour of the school.

On the Friday prior to the first day of school, parents and students attend a Meet and Greet with their child's teacher. Procedures and routines are presented to the parent and child for the classroom setting. The child meets the teacher and knows what classroom they will be assigned to. They also get to meet some of their classmates. It provides a great opportunity for everyone to be on the same page regarding routines and procedures.

Throughout the year, teachers will have ongoing communication with the parents. Progress reports are sent out every third week. Parent Conferences are held in the fall and spring to discuss their child's academic and social development.

Parents are active participants at our campus. Parents fill out a volunteer application and a background check is conducted. They help decorate the school and provide food for our events, such as International Day. Vista has a school garden and parents work alongside their child in caring for the garden. The produce is sold at Garden Market Day and parents help their child determine fair market value. Parents are invited to attend all of their child's events: Violin Recitals, Ballroom Dancing Performances, Garden Market Day, Gardening Committees, Choir Performances, Fundraising Events, and Robotics exhibitions. Vista welcomes every opportunity to embrace the community. To name a few, they fundraise for the Leukemia-Lymphoma Foundation, Western Refinery Opportunity Homeless Center, The Child Crisis Center, and the American Cancer Society.

Vista Del Futuro prides itself in having an open door policy which encourages ongoing communication with parents. Parents can email, phone, or communicate on a one-to-one basis. Parents feel included and heard. With the active participation with parents, communication is enhanced and contributes to student success.

3. Professional Development:

Professional Development, prior to the beginning of school, provides teachers with the critical tools they need to enable them to become effective educators. This is determined through an end of year teacher survey and through teacher observations. Observations are fundamental in determining what training and skills a teacher needs in order to improve their craft.

One of most impactful training teachers have benefitted from is differentiated instructional strategies that are implemented in the classroom. These strategies have been instrumental in the reading program. Students are provided with tasks that are aligned to their level and degree of knowledge. Students are grouped to enable them to be successful; and not struggle with comprehension and fluency skills. At the end of the lesson, Exit Tickets are provided to students to confirm that learning has taken place. Exit tickets provide teachers with the information that is needed to drive instruction.

Professional development has also been provided on Graphic organizers. Teachers employ. These provide a visual display of knowledge. One of the most effective organizers, at our elementary, is the Foldable. This organizer is used to write information in a creative way. A student can write a vocabulary word or picture and use this word in a sentence. This method is effective with all populations and especially with the English Language Learners.

Keeping in mind, that the quality of the teacher is the most critical component for improving student achievement; in order for a teacher to be effective, they must be prepared, trained, and supported with professional development and lead teachers. Lead Teachers are used to build capacity. One Lead teacher is selected per each grade level. These individuals possess knowledge, skills, and professional experience to guide their colleagues. These teachers attend professional trainings based on campus needs. In turn, they train their appropriate grade levels.

Based on data collected from various walkthroughs during the current school year, it is apparent that there are inconsistencies in teachers framing the lesson and working in the power zone. Some of these inconsistencies may be a result of new hires who had not received previous training in these areas. Therefore, Vista Del Futuro will be embarking on a book study. Teachers will be focusing on the basic

practices of quality instruction. In an effort to build capacity, a power point presentation will be provided for all teachers. They, in turn will be assigned a chapter and asked to provide a summary to their colleagues along with activities and discussions regarding quality instruction. This knowledge will then be implemented in lesson planning, activities, and assessments to improve student academic success.

4. School Leadership:

As a leader, ensuring student success by providing teachers with essential training is crucial. Teachers need a toolbox of strategies, effective lesson plans and activities that are engaging and differentiated. Supporting teachers and providing positive feedback is needed for teacher retention. Using data to guide instruction has been crucial in Vista's success. Parents are an essential component and must continually be included in their child's education.

Effective communication between the principal and all stake holders enables the school to provide a welcoming and positive learning environment. The main role of the Principal is to ensure that there is a consistency in curriculum and the delivery of instruction. The leader is instrumental in providing professional development that will provide any additional support a teacher will be in need of. By continually evaluating data, along with teachers, this information provides all stakeholders with information that is critical in placing students at their level of learning and ensuring academic success. It is of utmost importance to align the curriculum with effective teaching strategies and supplemental material for student achievement.

The principal assigns lead teachers, at every grade level, who support administration by observing instructional strategies that colleagues employ in the classroom. They provide constructive feedback and guide teachers with training and support, along with the administration. In addition, instructional coaches provide support in the classroom in reading and math. Tutoring is provided for students who are at risk and are struggling with basic concepts. Vista uses the state curriculum as a resource and enhances it with supplemental materials to meet all student needs. For example in math, the math curriculum is enhanced with three supplemental resources. Each one coincides with a student's learning level. Reading, Math, and Science include leveled instruction.

Grade levels meet weekly in Professional Learning Communities where curriculum, assessments, and instruction are discussed, along with specific students who are displaying educational needs. In addition, the principal attends these meetings to interpret student data in relation to instruction and how it is impacting student learning. After reviewing data, the information is used to drive and align instruction to enable students to experience success.

A safe positive learning environment is needed in order for a student to thrive. This environment is provided to students at Vista del Futuro, in an interactive and amicable manner. The students embrace and engage in every opportunity to learn. They meet and exceed academic and behavioral expectations because the lessons start at their learning level and become more challenging as the units progress.

Parents are instrumental in creating a positive learning environment. Through the following activities parents are encouraged to actively participate in their child's education: meet and greet, parent orientation, parent conferences, (CIT) Campus Improvement Team meetings, Garden Market Day, Violin and Music Concerts and Ballroom Dancing Exhibition and many other activities. Parents are included in the academic, behavioral, and extra-curricular decision making process. A Parent/Student compact is signed before the first day of school. It is a commitment from the parent, student, teacher and principal agreeing to work together for the success of each child.

Part VI – INDICATORS OF ACADEMIC SUCCESS

The determining factor to Vista Del Futuro's success is gathering and reviewing data to address the academic needs of all students.

Vista Del Futuro has a five step process in place to ensure students of success and create a safety net, when needed. Step one commences at the end of each school year. Teachers complete student information cards. This information contains a student's reading and math level, final grades, attendance and behavior indicators, any special services students require, and teacher comments regarding the student.

Using this information, step two is then used to place students in summer school, if needed. Summer school is provided two weeks prior to the beginning of the school year. Student skill deficiencies are addressed in order to level the playing field prior to beginning of the school year.

Step three uses the information from the previous year and summer school to place students during the first week of school. Students are heterogeneously mixed. Students are pre-tested in Reading and Math. Strengths and weaknesses are identified and students will be placed accordingly. Based on the data, instruction will be differentiated to meet the needs of each child.

Step four incorporates ongoing testing in the classroom so student progress may be monitored. Students can progress to the next level or interventions are put into place. Assessment results are reviewed to enable teachers to track and evaluate the effectiveness in the changes to their instruction and student learning.

Finally, step five incorporates the review of all formative assessments, state essential knowledge and skills testing, and benchmarks. Testing results are graphed and color coded by level of success. Throughout the year, students who are working below grade level will be provided tutoring. Students who are below 70% mastery in Reading and Math are offered weekly tutorials. Students below 60% mastery are offered Saturday tutoring which is a smaller group of students (3-4) with intense instruction.

In summary, information cards, summer school, placement, monitoring of data and tutoring are aligned with the state's essential knowledge and skills and are a success indicator for the following school year.