

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

[X] Public or [] Non-public

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

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

Official School Name Monte Vista Elementary School
(As it should appear in the official records)

School Mailing Address 3211 Monte Vista Boulevard NE
(If address is P.O. Box, also include street address.)

City Albuquerque State NM Zip Code+4 (9 digits total) 87106-2119

County Bernalillo County

Telephone (505) 260-2030 Fax (505) 255-4680

Web site/URL <https://montevista.aps.edu/> E-mail Cicely.Ryan@APS.edu

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* Mr. Scott Elder E-mail superintendent@aps.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Albuquerque Public Schools Tel. (505) 880-3700

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Yolanda Montoya-Cordova
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

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

PART II - DEMOGRAPHIC DATA

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

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

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

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

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

☒ Urban (city or town)
☐ Suburban
☐ Rural

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

Grade	# of Students
PreK	0
K	68
1	71
2	78
3	54
4	80
5	70
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	421

*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):
- 3.5 % American Indian or Alaska Native
 - 2.1 % Asian
 - 3 % Black or African American
 - 48.9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 37.2 % White
 - 5.3 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 2%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2021	442
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

Albanian, Arabic, Bengali, Catalan, Chinese, Croatian, Danish, Dutch, Farsi, Finnish, French, German, Greek, Hindi, Italian, Japanese, Kinyarwanda, Kirundi, Korean, Pashto, Persian, Polish, Portuguese, Russian, Spanish, Swahili, Swedish, Urdu, Vietnamese, Western Farsi

English Language Learners (ELL) in the school: 7 %

29 Total number ELL

7. Students eligible for free/reduced-priced meals: 34 %

Total number students who qualify: 143

8. Students receiving special education services with an IEP: 19 %
Total number of students served 79

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

<u>5</u> Autism	<u>12</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>0</u> Other Health Impaired
<u>4</u> Developmental Delay	<u>37</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>21</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. Students receiving special education services with a 504: 2 %
Total number of students served: 9

10. Number of years the principal has been in the position at this school: 1

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

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	92%	90%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

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

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

Yes ☐ No ☒

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

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

To create a learning community for children, families, and staff that values multicultural diversity and respect for others and our environment. Within our child development-centered community, we strive for excellence in personal, physical, and social growth. Our school will teach essential literacy, computation, and the critical thinking necessary to reason, analyze and make intelligent decisions in a variety of contexts.

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

<https://www.aps.edu/about-us/policies-and-procedural-directives/policies/a-foundations-and-basic-commitments/a.03-nondiscrimination>

<https://www.aps.edu/about-us/disclaimers/aps-non-discrimination-statement>

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

PART III – SCHOOL OVERVIEW

Monte Vista opened its doors to the public in 1931. We are located in Nob Hill a block over from the University of New Mexico. Monte Vista's campus is listed in both the New Mexico State Register of Cultural Properties and National Register of Historic Places. Monte Vista is a very unique community, we are made up of several generations of families. Fifty percent of our student population is actually zoned for our school and the other fifty percent is made up of transfers outside of our boundaries. We strive to make sure we support the whole student by providing engaging instruction and encouraging students to take ownership of their learning.

We have one full time counselor who provides services for our students and families. She is our point of contact when families need outside resources. Our counselor is a part of our Health and Wellness Team (HAWT) . This team is made up of the Principal, Counselor, Nurse, Behavioral Redirector, Classroom Teacher, Parent/Guardian, and our Resource Teacher. In these meetings we address academic, social, and attendance concerns that we have about the students. We come up with a plan to support the students so that they are able to successfully attend school and again if the family needs services outside of what the school can provide, receive those resources.

Under the leadership of our new administrator we have revamped our school wide Penguin PRIDE program. This program promotes the reinforcement of students to make good choices and show great character in class and around the campus. Our principal has implemented Restorative Justice Practices. Restorative Justice practices include having mediation circles between the students that are having a hard time getting along. The principal encourages all staff to take the time to listen to the student or students, thoroughly investigate any situations, have conversations, and make sure we are following through on all incidents.

This year we have started implementing Spirit weeks to boost the morale of the staff and students. We are having announcements and different classes help with the Pledge weekly. This started because students wanted to do the pledge and hear announcements over the intercom.

Students get to go on physical and virtual field trips to enhance their learning. We have community members come in and do presentations for our students. We have several classrooms learning about Trout with our New Mexico Game and Fish Department. The New Mexico Forest Service came in and taught our fourth graders about the National parks in New Mexico and gave each student a pass so they could visit the parks along with their families.

Our school offers the following clubs for students to participate in before and or after school: Penguins Rock(Student Council), Crochet, Chess, Choir, and Book Club. We will be implementing more clubs next school year. This year was a transitional year for our school but the new principal has a vision for making sure we are supporting the whole student.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Our school uses Benchmark, Foundations, Book Studies and various reading sources to meet the learning standards. Benchmark is the curriculum provided by the district. Benchmark uses rich materials that integrate language development, literacy, and content learning in an asset based instructional approach that values the knowledge, strengths, and background of each student. Foundations is a curriculum focused on phonics and phonological awareness. Teachers use whole groups, small groups and peer to peer instruction strategies. During the whole group instruction, teachers provide the overview of the lesson, the teachers go over the Learning Targets and or Learning Goals, and the Essential Questions with the students. During the small group instruction teachers provide intentional targeted interventions for the students. The groups are created based on the data from the assessments. These groups are always changing because the data changes. Our Intermediate grade levels all partner with a Primary grade level and this provides support for our younger readers and also support for our older readers. We call these partnerships "Book Buddies." The buddies meet once a week to read with each other and complete reading activities or projects. During the state testing window, the little buddies send encouraging messages and or snacks to their intermediate buddies. Teachers also have implemented a vocabulary/word wall in their classrooms. We are looking at implementing this school wide, putting up words in the hallways and other common areas used by the students to encourage reading.

Our librarian provides a lot of out of school reading activities for our students to participate in at home with their families. Our primary grade levels have chosen to focus on phonics this year due to the data received from the beginning of the year assessment. Teachers use the Benchmark Phonics from our curriculum to address these deficits. Benchmark Phonics has a comprehensive Tier 1 and 2 instruction aligned to the Science of Reading. The students are assessed using Istation, Benchmark, Foundations, NM-MSSA (New Mexico Measures of Student Success and Achievement) and or IReady. Istation, Iready and NM-MSSA are all state and district assessments. The assessments are required to be taken by the students three times a year. The NM-MSSA is only taken by our third through fifth grade students. Teachers assess Istation bi-weekly except during the testing windows. Some of the teachers give the Iready assessments in between testing windows to see if the students are truly making gains. Teachers use the data collected from these assessments to guide their instruction. If students are not on grade level they are put on a MLSS (Multi-Layer Student Support) where they are monitored. If the students on the plan do not show growth with the provided interventions completed by the classroom teacher, they are referred for further testing. Testing for students who are referred for the testing is provided by a district diagnostician. If the students pass the diagnostic test they are then put into Special Education classes based on their qualification. Students receive the needed services in the special education class and they also receive the support with their grade level peers in the general education class.

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

This year the district adopted a new math curriculum. Ready Common Core Mathematics. This curriculum addresses the Common Core Math standards aligned with New Mexico Standards. Ready Common Core Mathematics helps teachers create a rich classroom environment in which students at all levels become active, real world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. Ready Common Core Mathematics encourages students to develop a deeper understanding of mathematics concepts through the embedded Standards for Mathematical Practices. It builds on students' prior knowledge with lessons that make connections within and across grade levels and directly addresses the major focus of the grade. Some teachers use Eureka Math. Eureka Math is a holistic curriculum for all grade levels that carefully sequences mathematical progressions in expertly crafted modules, making math a joy to teach and learn. Some of the teachers use the previous curriculum Stepping Stones. Stepping Stones is aligned with the Common Core State Standards. Stepping Stones uses a variety of multiple visual representations which ensure that every

student has access to conceptual understanding. All of these math curriculums have strategies for teaching our English Language Learners. Our Resource teacher provided a lot of professional development for our staff this year around the new math curriculum. Since the curriculum was brand new our Resource teacher partnered up with a district trainer to get our teachers the proper professional development. The teachers received four targeted professional development sessions this year. One of the sessions taught the teachers how to take a deeper dive into the data and use the data to guide the classroom instruction. Students are assessed by Istation, IReady, -MSSA (New Mexico Measures of Student Success and Achievement), and teacher created assessments. Teachers also use the data collected from formal and informal assessments to guide their instruction.

Teachers provide instruction through whole groups, small groups, one to one, peer to peer and through various math games. During the whole group instruction, teachers provide the overview of the lesson, the teachers go over the Learning Targets and or Learning Goals, and the Essential Questions with the students. During the small group instruction teachers provide intentional targeted interventions for the students. The groups are created based on the data from the assessments. These groups are always changing because the data changes. We are starting to implement cross curricular activities and cross grade level articulation to help teachers with strategies for teaching math. Our new administrator has made that a big push this year. If students are not on grade level they are put on a MLSS (Multi-Layer Student Support) where they are monitored. If the students on the plan do not show growth with the provided interventions completed by the classroom teacher, they are referred for further testing. Testing for students who are referred for the testing is provided by a district diagnostician. If the students pass the diagnostic test they are then put into Special Education classes based on their qualification. Students receive the needed services in the special education class and they also receive the support with their grade level peers in the general education class.

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

New Mexico doesn't really have a set curriculum for our elementary students but my teachers use a district provided program Mystery Science, to address the science standards. Mystery Science is a standard aligned curriculum that inspires kids to love science. Mystery Science is an innovative, standards aligned, hands-on curriculum that teaches children how to think like scientists. The instruction also helps kids to better understand the world around them through writing, discussion, and exploration. Mystery Science offers a variety of online lessons that teachers assign for homework. They also incorporate a lot of STEM (Science, Technology, Engineering and Mathematics) lessons in their class. Teachers are using a lot of hands-on activities as their assessment of standards. Students are assessed by teacher created assessments. This year the state changed which grade level took the state science assessment. In the past the fourth-grade students across the state were the ones who had to take the NM-ASR (New Mexico Assessment of Science Readiness), the state science assessment. This year the state changed it to the fifth-grade students in the state. The school held a Science Fair and had over 300 hundred entries. It was a grade for students in third through fifth. Kindergarten through second grade participated also.

STEM Wednesday is another initiative we have started to make sure students are getting the opportunity to engage in science activities. Our school is an early release Wednesday school. On Wednesdays our attendance is very low. To address this issue the teachers decided to make Wednesdays intentionally the days to address the science standards. Teachers have invited college professors and students majoring in science at the University of New Mexico to come into their classes to present to the students on key topics and complete activities with the students.

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

Social Studies is embedded in our Benchmark ELA lessons and teacher created lessons. We do not currently have a set Social Studies curriculum or Social Studies Standards. The New Mexico Social Studies Standards will go into effect the first semester of the two thousand twenty-three/ twenty-four school year. Teachers are using Scholastic News, History Channel, Newsela and cross curricular activities to provide lessons. Newsela is an online platform with content that builds connections, promotes inquiry, and changes with the changing world. The teachers and students also go on in-person and virtual field trips. Teachers are always inviting guest presenters to make presentations to the students on current events and their careers.

The fourth-grade classes held a History and Geography Fashion Show in their classes so the students could creatively show what they learned. Teachers try to think outside of the box and allow students to show their mastery in a variety of ways.

We know all students are not test takers, so we always strive to meet them in their element. This year one of our Special Education classes completed research projects on famous people in history and famous landmarks. The teacher allowed the students to choose the person and or famous landmark. The students completed the research project over a three-week period. They had to write about their person or landmark, draw a picture of the person or landmark, and complete an oral presentation. Teachers in the General Education Intermediate classes are planning on using this idea in their class instruction next year. The teachers also have suggested having a History Fair along with the school Science Fair next year. There is no state mandated assessment for students to complete at this time. We are sure that with the new standards being implemented next year that one is coming. Our school feels like we will be somewhat prepared for the standards and assessments.

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

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Each school year we rotate between Music and Art instruction. This year we are on the district's Music cycle. Next year we will have Art. School year twenty-three/twenty-four will be the last year we only have one of the arts. In school year twenty-four/twenty-five we will have both Music and Art instruction. Since we are on the Music cycle this year classroom teachers make sure they touch on the art in their classes. Teachers are incorporating art into all of the core subjects.

All of our students receive music instruction once a week for fifty-five minutes a session. In this class time, the teacher addresses the grade level state standards and assesses the students on those standards. Next year the students will receive art instruction for fifty-five minutes where the teacher will address the state art standards and assess the students accordingly. We have an annual school Art and Dessert Night. At this event families enjoy the classroom art exhibits from all of our classes and get an opportunity to hear poetry and bid on the classroom plates in a Silent Auction. This year for music we had several students participate in the District Honor Choir. Our music teacher taught the entire school a morning song that students sing over the intercom during morning announcements. Our gifted teachers provided music for our Monster Mash, students were able to sing along and dance. We have partnered up with our feeder middle school to offer orchestra for our third through fifth grade students afterschool for a minimum fee. We have around fifty third through fifth grade students who participate in the orchestra at the middle school outside of instructional hours.

2b. Physical education/health/nutrition

Physical Education is provided once a week for fifty-five minutes to each grade level. Our PE teacher works with outside agencies to provide bike riding lessons, rock wall climbing, a school wide jog-a-thon, and field day. She has also hosted a Parent to PE week, and the families really enjoyed being able to participate in the class with their students. In the primary classes we had participation from both parents. The parents enjoyed the obstacle course and seeing how the PE teacher addresses the Physical Education standards. Our PE teacher teamed up with about six other teachers in the district to work on a grant for extra funding. The PE teacher and other teachers received the grant to provide more outdoor activities for the NBRS 2023

students that may not get to do things like fishing, camping, roller blading, and archery.

Nutrition is not taught as part of the PE curriculum. The PE teacher does address nutrition in their lessons. Nutrition is addressed as a whole because of a need we saw as a school. We have a lot of students who do not have access to a lot of food and or good nutritional habits. We have a school garden, we talk about composting, we provide healthy snacks to students who may need food over the weekend and or breaks. We also have a food table in the cafeteria where students can put unopened food so that it does not get wasted. Our principal has teamed up with her sorority to help address the students in need. Next school year we plan to have a monthly nutrition challenge for all of the students, staff, and family members.

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

2d. Technology/library/media

As a result of the pandemic our district has pushed for students to have their own school issued device. Grades kindergarten through second are issued I pads. Students in grades third through fifth are issued chrome books. Teachers have created Google classrooms for students to receive assignments and or turn in assignments when they are absent from school. Teachers also use our district wide EdTech program to provide enriching activities on their devices. Students have to turn in their devices at the end of the school year for inventory. If the student is attending summer school they do get to keep their device over the summer. Parents and students sign a device usage agreement every year during registration. If the device is damaged under the students' care, the families are deemed responsible and are required to take care of the damages. A majority of our parents have asked that the students leave their device at school so they do not have to worry about the device getting damaged or lost.

Our librarian provides three bookfairs a year. She also puts on our One School One Book program. This is where the school reads a chapter book school wide for about two weeks, participates in fun daily trivia questions and concludes the reading with a literacy night. The librarian also provides opportunities for families to check out library books. She has teamed up with the city libraries to get students library cards so they can check out books over the summer and throughout the year.

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

Monte Vista has an in house after school program that provides daily after school care for students until six pm and provides enriching activities and tutoring. Monte Vista is excited about the Penguins Rock club, this is like our student council. These members of the group are selected by their peers and teachers. They are the voice for the students. They work with the counselor and principal to address student concerns and or ideas presented by their peers. They help with assemblies and assist with putting on school wide events when needed. This year they helped revamp our Penguin PRIDE behavior program by coming up with the meaning for each letter and what it looks like in each of the categories. Example the letter "P" is for being prepared; and having all of your materials for school every day and "R" for respectful; means using kind words toward your peers and or adults.

We are also excited about our Penguin PRIDE behavior program. Students get recognized by the staff for representing one of the letters P-Prepared, R-Respectful, I-In Control, D-Do Your Best, and E-Everybody Works Together. If they receive recognition the students receive a shout out during the morning announcements and they receive a small little prize. Some students have asked to help the principal during their recess time as their prize. The principal has gladly obliged to this request. Next year the principal plans to have monthly lunch with the principal and administrator for the day. They love this program and we have seen a decline in misbehaviors.

3. Academic Supports

3a. Students performing below grade level:

Students performing below grade level according to the state and district assessments data are put them on a MLSS(Multi-Layer Student Support) support plan and make sure they receive intensive interventions. The MLSS support plan includes meetings between the teacher, parent, administration, our SAT(Student Assistant Team) chair, bi-weekly monitoring, and data tracking. If the students are continuing to not make gains with the interventions being implemented in the classroom by the teacher and or on the assessments we have a SAT (Student Assistant Team)meeting with the teacher, administration, parents, and district support to go over the data and recommend testing to rule out any learning disabilities and or sometimes we recommend continuing with the bi-weekly monitoring for a couple of more weeks.

The data shows that thirty-seven percent of our students' kindergarten through fifth in math, five percent of this group is performing consistently below grade level. The data shows that two percent of our students' kindergarten through fifth are performing below grade level on the state and district assessments. The plan for next school year is to have the teachers use the same curriculum in ELA and math to address the standards with little supplementation. The teachers are pulling the students that are performing below grade level aside and making sure they are getting more one to one instruction or making sure they are receiving small group intensive interventions. After the intensive interventions have been implemented over a six-week period in the classroom by the teacher, if the student is still showing they are not making progress, the SAT team meets with a district diagnostician. In this meeting the recommendation for further testing is made to the parents or parents. The parents then decide to either move forward with the testing and or deny the testing for their student

3b. Students performing above grade level:

Data gathered from our interim district and state assessments kindergarten through fifth grade over forty three percent of our students' population is performing on or above grade level. Teachers are making sure they provide differentiated instruction and enriching activities for all of the students in the classroom. Sometimes this can still be a challenge for the students who are scoring above grade level peers. When the classroom teacher notices they are not able to meet the students' needs they ask for a SAT meeting. We then host a meeting with our SAT (Student Assistant Team) to make sure interventions are being implemented for the students who are performing above grade level. The team makes sure students are screened for the gifted program. If the student is recommended for the gifted test, they are pre-screened by one of our certified gifted teachers using the district's screener. If they do not pass the gifted screener the team still makes sure to provide enrichment classes for those students. These classes are set up to provide extra support for the students in the area they are not getting in the regular classroom setting. The student has to wait two years before they are eligible to take the gifted test. If they do pass the pre-screener they are now screened by a district diagnostician to see which area or areas they qualify for. Once the results are received by our head teacher a meeting is set up with the parents, general education classroom teacher, Gifted teacher, and the district diagnostician to discuss the eligibility of the student, how many instructional minutes they will receive and complete the students IEP (Individual Educational Plan). Once the student qualifies for gifted services they will continue to receive the services throughout their school years in New Mexico. If the student moves out of state, their IEP will follow them but they might have to retest in their new state due to different eligibility criteria.

3c. Students with disabilities:

Monte Vista currently serves students with learning disabilities. We do not service students with severe deficits such as social communication and social emotional needs. Students with disabilities identified by their pediatrician and or the screener completed by a district diagnostician are provided the resource classes. We service students with Specific Learning Disabilities, Speech or Language Impairment, Developmental Delay, and Autism. If a student qualifies for a more severe disability such as Deafness, Blindness, Emotional Disturbance, and Traumatic Brain Injuries they are sent to a district school that can provide the service they require. We meet as a team made up of the parents, administration, general classroom Teacher, Special Education Teacher, District Diagnostician and District Special Education Representative and hold an IEP (Individual Education Plan) meeting to discuss the student and to make sure we are servicing the student correctly. We make sure teachers know the qualified minutes for their students so the students do not get underserved or overserved. We are trying to do more inclusion in the general education setting when

possible for these students so they are exposed to grade level content with their grade level peers. The intent of our inclusion is to prepare students for their middle and high school years. If they are not in a specialized program they will most likely get inclusion classes assigned to them when they leave elementary. In our resource classrooms the teachers use the district curriculum SPIRE. SPIRE is an intensive reading intervention program that targets students that are nonreaders, struggling readers, and students with dyslexia. SPIRE consists of multisensory activities that meet different learning styles and engage all students. The teacher also uses intervention strategies they learn from professional development to help with the instruction of our students with learning disabilities. This is how the ELA deficit is addressed. Students struggling in math get instruction in their resource classes using the Ready math curriculum.

3d. English Language Learners:

Monte Vista has a very small English Language Learner population. We service exactly twenty-nine students out of our four hundred and twenty-one students, about seven percent of our student population. Most of the students in this target group are usually strong English speakers. The parents usually mark these students down as English Language Learners if they speak another language at home other than English on their school registration. The teachers that provide services to these students must be TESOL (Teaching English to Speakers of Other Languages) certified. We make sure to have at least one TESOL certified teacher at each grade level. The students are included in the General Education class. We do not have separate classes for these students since we are not a bi-lingual school.

The teachers use the Benchmark ELA curriculum which has strategies and resources embedded in the curriculum to address the needs of our English Language Learners to help them with their learning of reading. These strategies are very helpful with the success of our students. The Ready math curriculum that our students are exposed to also has strategies embedded in it to address the learning needs of our English Language Learners in math. The students get the first teaching in English in both reading and math just like the non-English Language Learners. All of our English Language Learners receive the WIDA (Wisconsin Delaware Arkansas) screener. In order to stop receiving ELL services the students in kindergarten and first grade must achieve an overall score of 4.5 and a minimum of a 4 in each domain (reading, writing, speaking, and listening). In second through fifth grade the student must achieve an overall score of a 5 and a minimum of a 4 in each domain. Parents have the right to opt their student out of ELL services each year by filling out a opt out form at the beginning of the year.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Monte Vista prides itself on the school wide behavioral program. The school wide behavioral program is our Penguin PRIDE behavior program. Students get recognized by the staff for representing one of the letters P-Prepared, R-Respectful, I-In Control, D-Do Your Best, and E-Everybody Works Together. The staff member completes the Penguin PRIDE Shout Out form and turns it into the office for the morning announcements. If they receive recognition the students receive a shout out during the morning announcements. The shout out consists of their name being announced over the intercom, the letter they represented is announced, how they met the category, and which teacher recognized them. They get to come to the office and get a prize. They love this program and it has helped with minimizing the undesirable behaviors.

We like to host morale spirit weeks. During these weeks we have a daily dress up theme and teachers usually decorate their classroom doors with a message to go with the overall theme for the week. To help with staff morale, the PTA (Parent Teacher Association) provides monthly potlucks. The principal sends out a weekly memo for the week with important information and inspiring quotes. The principal is always looking for engaging activities and competition to boost academics and social growth. We have daily SEL (Social and Emotional Learning) time that we have built into our master schedule. During this time teachers have class meetings where they check in with the students to see how they are feeling emotionally and how they are feeling academically. Our PE teacher also includes SEL time in the start of her lesson and as a wrap up to her lesson.

Our counselor has been going to classes and providing lessons for the classes on social skills and skills to help with building the students' character. Our Behavior Redirector also meets with students to address their social emotional needs. The principal also makes sure she takes the time during the day to check in with students. She goes out of her way to make sure she greets every student she can in the morning during arrival and dismissal. This gesture has really been impactful to our students that usually struggle with coming to school because she makes them feel like they belong. The principal's office is very inviting, students go in there to take breaks when needed. The principal makes sure the students have a voice and she listen to them. This is a very important part of social emotional learning. The goal for next year is to purchase a curriculum that helps with teaching SEL.

2. Engaging Families and Community:

We have a fantastic PTA (Parent Teacher Association) that works with school leadership, staff and students to provide family and community activities. The PTA hosts bimonthly general meetings with administration, teachers, and parents to discuss how they can support the school as a whole. The PTA also coordinates and hosts monthly staff appreciation potlucks where they invite families to provide food, drinks and other goodies for the staff to enjoy. The families really enjoy this because this is the only way some of them get a chance to participate in activities due to their work schedules.

The PTA hosts three big family events during the year but they support the small events throughout the year. They provide funds for supplies and other things the school needs to provide for the students. We also have a partnership with one of the neighborhood churches. The church provides supplies, snacks, and an alternate site for us to evacuate to in the case of a school emergency. The church is planning on providing a service for the parents one day a week next school year due to the new start and end time. This will help parents out with after school care. Our principal has connected with the University of New Mexico's football team to come and do activities with the students such as sports clubs, play games, and tutor. Our principal is also planning on reaching out to the feeder high schools in the area to offer opportunities for their athletic teams, student senate, and other clubs to come and provide activities for our students such as tutoring, after school clubs, and/or just volunteering when needed. Alpha Kappa Alpha Sorority, Incorporated has partnered with our school to help students in need of food. This is a part of their Childhood Hunger Initiative Power Pack program. The program is designed to offer a supply of meals and snacks, free of charge, to students enrolled

at the school over the weekends and/ or extended breaks. Each week, a bag with non-perishable food items will be delivered to the school containing food for two breakfasts, two lunches, two snacks, and one can of vegetables and one can of fruit. Though the program is intended to help those children whose families find it difficult to have access to enough food for the entire month, all children are eligible for this program.

This is a big community driven school, it is also generational. We have students enrolled in our school whose parents attended before them. We have a Foster Grandparent program at our school through the city. Elderly community members who are background checked, are assigned to a specific classroom and they assist the teacher and students with whatever they might need.

3. Creating Professional Culture:

The leader has an open-door policy. The leader listens to the staff and makes sure the staff is getting what they need. The leader has made sure teachers can get the professional development that is relevant to them along with the professional development required by the district. This year the district implemented a new curriculum for math, and so the principal made sure all of the staff received the four different professional development sessions that were being offered. She had the trainers come to the school and present so staff did not have to take off and attend off campus.

The leader leads by example. The leader has brought in outside district support to make sure staff is following district policies. Staff did not know a lot of policies existed before the new leader took over. The leader brought in a presenter from the Audit department to go over the rules for collecting money, turning in money in a timely manner, and how to request Purchase Orders. The leader also invited the Teachers Union President to come in and go over how an Instructional Council should be run and what the role of the Instructional Council is supposed to look like. The leader is very transparent and she is not a micromanager. The leader gave the staff a survey to see what types of professional development we thought we needed. The staff main request was the need for implementing Restorative practices and working with building a strong collaborative community among staff members. The leadership team is going to work with the district on getting those professional development opportunities for us. They are working with the operational budget to see how we can purchase the materials such as books and or even presenters to come and present to the staff on these topics. The plan is to work with the new schedule and schedule time in the day to meet as grade level teams to discuss the topics. Our principal is also hoping to get our entire school trained in NVCI (Non-Violent Crisis Interventions). Right now, only Special Education teachers are trained but we have seen the need for General Education teachers needing professional development due to the rise in behaviors. If we get our entire staff trained with NVCI it will help us create different response teams and help with burnout of teachers always having to respond when the crisis team is called to help. It will also allow for us to have back up staff to respond if someone on the team happens to be out for the day. The staff is grateful for our new leader and the support she has provided so the teachers and all staff members.

4. School Leadership:

The leadership philosophy is "we always do what is best for all students". Our leader believes in student voice, restorative practices, collaboration and teamwork. Our new leader has shifted the mindset of the teachers and staff, they really don't just talk, they walk the talk. Our leader is out and about seeing what is happening on the campus. Our leadership believes in collaborative leadership. She takes care of the things that staff do not have control over such as the facility maintenance. Our principal does not have an assistant so she handles everything at the school that teachers are not responsible for. Our leader is making sure staff are following district policies and still allowing the staff to do their job. Example of this, the district says teachers must use the curriculum purchased by the district. Our leader says use it as a resource but supplement when needed.

The leader is always looking for ways to help us improve our instruction. The leader has really built a strong instructional team. The leader's instructional team is made up of our Resource Teacher, Instructional Council Chairman, a teacher from every grade level, a representative from the support staff (Librarian, PE, or Music). The school leader does not make decisions that impact the entire staff and school without having a conversation with the leadership team. The process for these conversations is, we meet as a leadership

team, take the information back to our constituents to get their feedback and or their thoughts, we then go back to the principal and talk about what our constituents thought or said. Once that is done we proceed with a vote on how we will move forward. This year the leader presented our operational budget for next year to the staff and asked how we wanted to spend the monies we had control over. Staff that have been at our school and only our school were very shocked at this gesture. The leader is very welcoming and always willing to talk to families and hear their concerns. The leader makes sure to respond to families within a timely manner. The leader will stop what she is doing at the moment and listen to staff, students, and parents when they need her. The leader is big on follow through with everyone no matter the situation. Follow through has been a huge mind shift for the staff, students, and parents this year. Staff, students, and parents were used to hearing I will take care of it and get back to you without the leader getting back to them. With this mindset, our school is really moving in the right direction. Our leader always asks us to remember why we come to work everyday, to make a difference in the students lives we encounter.

5. Culturally Responsive Teaching and Learning:

The school embraces all cultures, we are always celebrating the cultures in our school. The leader has encouraged the staff to get to know every student in their class and has challenged staff to get to know the students outside of our class. One thing we do as a school community is respect the diversity in the school population. We do this by hosting events where families can share with others about their families beliefs, and traditions. We invite families to come into the school and present to classes. Families are encouraged to talk with staff and share important things about their culture so it can be embraced in the school community. Staff has been provided professional development on Cultural Diversity and staff is encouraged to seek out professional development that they think will benefit them.

The leader is working on presenting the staff with a book study on the book "Culturize: Every Student. Every Day. Whatever It Takes," by Jimmy Casas. This book shares insights into what it takes to cultivate a community of learners who embody the innately human traits our world desperately needs, such as kindness, honesty, and compassion. With this book study staff will learn strategies for reaching the students who seem unreachable, what to do when students disengage, how to make students feel empowered, and how to challenge all students to be inspired to do their best. This will help change the mindset that culture is only about race and ethnicity.

The culture of our school right now is somewhat split as, we have veteran teachers who are set in their ways of teaching and do not feel that students should have a lot of input in their learning. The new teachers are all about the voice of the students and having the students share how they learn and how they want to feel at school. Our leader has really tried to implement the voice of the students being heard along with the parents. Our leader surveyed the families to see what they felt was needed at the school. Majority of the families said they wanted to feel heard and like they were on a team with the school. Another area we are trying to focus on as we improve the school culture is equity. We know that equity does not always mean equal. What we try to do is make sure all of the students and families have access to the bare necessities such as school supplies, community resources, and support of the school.

PART VI - STRATEGY FOR EXCELLENCE

Administration takes the time to meet with the students and have conversations about what they want to see happening. The one practice that has been the most instrumental to Monte Vista's success is the students' voice in their school. One of the things the students wanted was morning announcements over the intercom. They wanted to say the Pledge of Allegiance and just hear announcements. The Administration made it happen by asking the teachers to sign up so their classes could help with the Pledge of Allegiance. Students whose teacher did not sign up came and joined other classes for the pledge. Next year the principal is going to assign weeks to the classes at the beginning of the year so all classes including our Special Education classes have an opportunity to participate in saying the Pledge of Allegiance. The students suggest clubs that they find interesting like chess, gardening, sports, and game clubs. The administration and staff find ways to provide the clubs for them. It is all about the students because if we have them on board they are going to be excited about coming to school and be ready to learn. This has helped tremendously with attendance and behavior.

The mindset of our previous leader and our new leader have really played a big part in the success of our students and staff. Making students feel valued and heard have really helped with attendance and students wanting to be successful. The staff has started saying more affirmations to the students. The principal has a mirror in her office that she has the students look into and say "I am"...they fill in the rest, she does this to help build self-esteem. The leader is always out around campus in the morning greeting students during arrival, she makes sure to visit classrooms, sit and eat lunch with students, and cover duty for teachers. She encourages students to ask questions in class when they do not understand what is being taught or what is being asked of them. The leader has encouraged teachers to put up essential questions for their lessons and encourage students to answer them during the lesson. Teachers are making the tasks for the lessons purposeful. Since the students are starting to feel safe and comfortable at school they are coming more and wanting to be at school. With attendance improving they are starting to perform better on assessments and in class because they are at school and getting the instruction they need. A lot of our students have even started using their voices at home and sharing why it is important to be in school with their families. Student voice will continue to be part of our focus, as we know if the students are not being set up for success, we are not doing our jobs.