

U.S. Department of Education
2016 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 Ms. Kristi Pashley

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

Official School Name Vista Del Sur Traditional School

(As it should appear in the official records)

School Mailing Address 3908 West South Mountain Avenue

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

City Laveen State AZ Zip Code+4 (9 digits total) 85339-7897

County Maricopa County

Telephone (602) 237-3046 Fax _____

Web site/URL http://vistadelsur.laveeneld.org/ E-mail KPashley@laveeneld.org

Facebook Page _____
Twitter Handle _____ https://www.facebook.com/VistaDelSur/ 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*Dr. Williams Johnson E-mail bjohnson@laveeneld.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Laveen Elementary School Tel. (602) 237-9100

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. Heather Farmer

(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 (per district designation):
- 7 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 7 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban 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	40	48	88
1	51	45	96
2	38	55	93
3	41	55	96
4	44	51	95
5	36	52	88
6	38	52	90
7	52	41	93
8	47	36	83
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	387	435	822

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 10 % Asian
 - 19 % Black or African American
 - 44 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 20 % White
 - 5 % 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: 33%

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, 2014 until the end of the 2014-2015 school year	180
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	93
(3) Total of all transferred students [sum of rows (1) and (2)]	273
(4) Total number of students in the school as of October 1, 2014	824
(5) Total transferred students in row (3) divided by total students in row (4)	0.331
(6) Amount in row (5) multiplied by 100	33

6. English Language Learners (ELL) in the school: 0 %
2 Total number ELL

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

Amharic, Arabic, Bengali, Camodian, Dinka, German, Korean, Laotian, Maay, Mandarin, Other Indian, Other Non-Indian, Persian, Serbian, Somali, Spanish, Tagalog, Urdu, Vietnamese

7. Students eligible for free/reduced-priced meals: 38 %
Total number students who qualify: 312

8. Students receiving special education services: 2 %
15 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.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 0 Other Health Impaired
- 1 Specific Learning Disability
- 14 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 29:1

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	96%	98%	97%	97%	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 No

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

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

To provide a safe learning community in which all can exceed academically and become valuable members of society.

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

Vista del Sur is a school of choice within the Laveen Elementary School District. Students are selected based on the criteria below;

- Date of completed paperwork
- Laveen Resident
- Entrance Exam

PART III – SUMMARY

Nestled at the base of South Mountain, Vista del Sur Accelerated Academy resides in the “Village of Laveen.” Our unique community in South Phoenix was once populated with dairy cows, alpha and cotton fields, and a few scattered farms and ranches. Laveen’s close proximity to downtown Phoenix and vistas of both South Mountain and the Sierra Estrella Mountains, have attracted a rapid influx of new residents. This growth has changed the face of our once agricultural community. Families from across the nation and around the world have been drawn together to form this vibrant urban community.

ultimate goal of the mentor program is that there is a positive relationship between both the mentor and mentee, that will lend itself the opportunity for the mentee to gain self-esteem, emotional support and development, and increased academic performance.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Foundationally, it has been essential that the curriculum at Vista align to the rigorous academic standards adopted by the State Board of Education. The use of these standards serve as a step to moving ALL students towards readiness for high school, college and career.

We, at Vista, believe that an effective math teacher must deeply understand the content they teach, seek insight to how the students process and learn mathematics, and refine our lessons to best promote students' learning. Arizona's College and Career Ready Standards (ACCRS) require students to demonstrate a deep understanding of math while developing strong critical thinking skills. Our district has adopted programs written specifically for these standards: McGraw-Hill's My Math for Grades K-5 and Glencoe Mathematics for Grades 6-8 (as well as high school level algebra for those performing in advanced classes). In addition to printed books and workbooks, a digital platform gives students and parents the ability to access online tutorials, learning activities, manipulatives and tools. Using these programs and ACCRS standards as the foundation, teachers have additionally implemented the philosophy of Math Solutions (founded by Marilyn Burns) to integrate Number Talks into classrooms. Active participation in daily Number Talks not only helps children build mental math and computation strategies, but motivates learners to feel empowered and collectively reason about numbers, while building connections about key conceptual ideas in the field.

In the arena of English Language Arts (ELA), the ACCRS call for an integrated approach to teaching reading, writing, language, and speaking and listening. We at Vista strive to promote literacy across all of the content areas, exposing students to a rich balance of fiction and nonfiction texts. Students read selections from a wide range of text types and integrate research, writing and media skills through the use of one-to-one student technology devices. We have adopted McGraw-Hill's Reading Wonders for Grades K-3, Pearson's Reading Street for Grades 4 and 5 and Common Core Literature for Grades 6-8 and use these materials in conjunction with an abundant book room from which teachers have the liberty to select novels that apply to differentiated student lexiles as well as interests. The purposeful integration of writing instruction with the use of an anthology/ novel study has encouraged teachers to utilize Amy Buckner's Notebook Know-How to enhance and deepen literacy learning through a smart and focused use of writer's notebooks weather on paper or through a digital format.

With our recent acquisition of a one-to-one student device ratio, we have adopted Discovery Education's Science TechBook program for Science instruction in grades K-8. Through this platform, teachers may seamlessly integrate technology into curriculum and instruction aligned to the Arizona Science Standards. With lessons aligned to state defined conceptual understanding of core ideas and practices, teachers are able to select hands-on activities, virtual labs, and technology-enhanced formative assessment, creating a rich and engaging learning experience for students. In this manner, students are able to identify and explain the connection of science to other disciplines and do not separate those standards related to process from those related to content in the field of science.

Social Studies lessons at Vista combine a purposeful integration of the History and Geography standards approved by the Arizona Department of Education. Additionally, as students transition between "learning to read" in grades Kinder through second and "reading to learn" starting in grade three, teachers are careful to use Social Studies instruction as an opportunity to teach history through literature. Teachers craft lessons using Harcourt materials in conjunction with the aforementioned book room, where a multitude of the novels focus on Historical Fiction as well as first-hand accounts of historical events.

Within all taught content areas, teachers recognize the importance of differentiation. It is this belief that propels us to create opportunities to meet the needs of a diverse group of learners. At Vista, there is no belief that "one size fits all" and for this reason, teachers pull from all available materials to create dynamic, engaging, differentiated lessons both in whole and small groups. To assess the needs of learners we value the importance of assessment and the use of data in driving instruction. The students control the pace and style of learning. When students do not demonstrate mastery of a given skill or concept we create

opportunities for intervention through the use of a school-wide Response to Intervention (RTI) model. This model involves every staff member from the art teacher to an instructor of seventh grade science, for during this daily allocated time, “our students” split into small work groups to receive targeted instruction be it remediation to gifted acceleration.

2. Other Curriculum Areas:

Within a classical education, the study of literature, poetry, drama, philosophy, history, art, and languages are tied to the study of academics. This foundational education is enjoyed by students at Vista del Sur Accelerated Academy.

As an exposure to fine arts affects so many aspects of a child’s learning, we create opportunities to foster performance and creative arts in all students. Weekly, all Vista del Sur students attend Art and Music classes. Students in grades 5-8 increase their experience if they choose to enroll in a band course. Students also participate in after school clubs of choir, art and drama. Our arts students contribute to District art festivals and state competitions.

In addition to meeting the standards provided by the state of Arizona for each discipline, our students also develop their creative thinking skills; an essential 21st Century career and college readiness skill. Whether a student is solving a math problem, writing an argument or tackling an engineering challenge, they need to have flexible thinking (to see a problem or task from various viewpoints and perspectives), they need to have fluent ideas (able to generate many different ideas), they need to be original (meaning not “typical”) and they need to be able to elaborate (communicate) their ideas effectively with others.

Providing language opportunities is a Vista tradition. Vista students in seventh and eighth grade work towards High School Spanish credit through participation in daily Spanish classes. The program goal is to provide students more than language and cultural experiences but rather, an in-depth understanding of the development of languages which carries into their English Language Arts study. Success in this program not only places our students a year ahead of their typical peers when they enter high school, but heightens their understanding of the community and world around us.

The rigor of new standards has increased the need for our students to branch out and acquire additional skills. This has been embraced fully by our Vista community. We have worked tirelessly to developed a strong robotics program offered to students in grades 3-8. This past year, our program excellence was noted when one of our robotics advisors was named “Mentor of the Year” by the Arizona First Lego League. Additionally, students in grades 6-8 have the opportunity to experience engineering challenges at the central region and state level, through our MESA engineering club. Last year, students placed second in state in the Aquatic vehicle competition and this year, students placed second in the Changemaker challenge at the Central Region competition.

Technology plays an ever increasing role in education. Two years ago, all grade levels received devices at a ratio of 2:1 and core classrooms were provided Smartboards. Upon receipt of the Smartboards, teachers were provided training on integrating this piece of technology into their instruction to enhance learning. This year, with community support, the district was able to provide each school with additional Chromebooks. Now, every grade level classroom is able to enjoy one device to one student. Visitors to our campus will see active technology integration every day not just on celebratory days such as “Hour of Code” and “Digital Learning Day.” Technology provides new platforms for learning and is an essential part of each student’s everyday academic life. Students and teachers value the collaborative and connectivity that technology has delivered from online curriculum to Google classrooms and applications.

All work and no play is not the norm at Vista. Our students enjoy Physical Education classes twice a week and a rich array of inter-mural sports. We are winners both in the classroom and on the playing field. We also offer two health oriented clubs: “Girls on the Run”(3- 5) and “Heart and Sole” (6-8). Over sixty students regularly participate in our am/pm “Walking School Bus” program. We further promote healthy habits through our Friday “Healthy Snacks” which offers a wide variety of tasty snacks that allow students to enjoy favorite vegetables and fruits as well as try something new, such as jicama and blood oranges. At

Vista, all learning experiences build the education of our students such as when science and health merged together when our kindergartners harvested their first crop of radishes from our community garden.

3. Instructional Methods and Interventions:

With a unique and diversified campus of learners, Vista students call for a variation in strategically planned, modified, and differentiated lessons and instructional methods that meet the needs of both the most gifted learner and the most scaffolded learner. To cultivate a deeper level of understanding, we utilize Webb's Depth of Knowledge and the Hess Matrix to drive our lesson planning and questioning during the delivery of each lesson that is taught. This ensures that the students are not only mastering content, but challenged to analyze and synthesize the material at a deeper, more innovative level.

To engage every learner, our campus uses Kagan Collaborative Learning Structures. These structures increase academic achievement, assist in creating a risk free learning environment, increase self-esteem, and build a strong classroom community. This allows us to hold each and every student accountable for their learning, while maintaining a fun, risk free environment.

Vista is also a Professional Learning Community in which the grade level team, administration, and coaches come together to discuss and analyze the latest data collected from the students in a given discipline. Together, we then decide on the most effective intervention implementation to address the latest assessment data. Therefore allowing us to identify achievement gaps, weaknesses, and also providing a deeper level of learning for the groups of students that mastered the given assessment. After analyzing the data, we use the information and create differentiated lessons to be taught during a grade level intervention switch. All students participate in a daily 30 to 45 minute intervention block to strengthen any weaknesses found via the latest assessment or to build on the mastery. In addition, our four instructional assistants use the PLC data to instruct small groups and/or work one-on-one with our underachieving students as an additional intervention.

Identified gifted students at Vista participate in a creative program designed to meet their unique needs. Set up as a thematic unit, each grade level meets weekly to conduct research as well as create plans and goals to help our school and community in a variety of ways. This year students have been conducting research on the amount of trash our community produces, how this garbage is affecting our community, and what we can do as a community to lessen it. The gifted program also provides several field trip opportunities throughout the school year to propel student involvement in the community and beyond.

Vista participates in the Junior Achievement program which encourages parents and other community members to share their chosen professions and careers. Through this program, volunteers teach a series of mini-lessons that build upon ways to become a successful, productive, and active member of society. At the sixth grade level, students begin to implement the career readiness lessons by facilitating a mock city, BizTown. At this time, all students are assigned a career in the town. Each child is responsible for the success of the town. Thereafter, students participate in Finance Park which focuses on the financial preparations needed to be a successful adult. This hands-on process is an empowering method of teaching that our students benefit from by learning the necessary tools in becoming a persevering, successful adult.

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

Teachers at Vista work in partnership with all kinds of data. They realize that data must be more than a look at end-of-year assessment scores. Data is collected not for the sole purpose of entering grades into the grade book but rather as a way to investigate questions about students, teaching practices and learning.

We take great pride in the fact that we are a Professional Learning Community. Our PLC meetings are not "events" but rather the manner in which we do business. We constantly and critically ask ourselves what we want for our students to learn, determine how we will know if they have learned it, and plan for what we will do once students have (or have not) met that expectation.

Teacher teams plan together, create assessments together and analyze test results together. When a child or group of children do not show mastery we work collaboratively to determine how the content should be retaught. Opportunities for intervention/ remediation are abundant. A “reteach” is so much more than just another dose of the same lesson. We know that most student errors are not careless but based on an extension of a previously known or simpler procedure. The remediation that a student receives must provide a sound bases for a student to internalize a new process or strategy. This means that merely giving the learner more practice will not increase understanding. If possible we reteach conceptually and encourage additional development of critical thinking skills.

So how does this happen? Vista reserves thirty to forty-five minutes every day for a “walk to intervention” model. Students are leveled by standard, performance, and error pattern regardless of teacher and receive an added dose of instruction targeted to their specific needs. After added opportunity to practice they are given opportunity to demonstrate mastery.

The success of our interventions can be credited to their flexibility. Flexibility from both the students and teachers. Students move between groups as warranted by their demonstrated understanding. Smaller groups of students are supported by the fact that all teachers facilitate these interventions -- our PE teacher has gotten great at decomposing fractional pieces through his work in grade five! Again demonstrating our belief that these children belong to all of us and not just one teacher or grade level.

We also believe in sharing data not only within teacher teams, but with parents and students. Teachers share benchmark and progress monitoring data with parents on a regular basis, via email, phone or in person conference. School and grade level data is shared with students during data assemblies and by their teachers in class. To keep our community informed at the beginning of each year and after each benchmark data is shared at both PTO and Site Council meetings.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

All individuals at Vista, whether administrators, office staff, teachers, coaches or custodians, operate with the belief that all 823 Vista students are “our” students. This belief is embedded in everything we do each day both in and out of the classroom, cafeteria, playground, or gym. The atmosphere at Vista is one of mutual support and care between and among staff, administration, and students.

Within this culture, Vista has a number of structures in place to motivate students. Vista uses Positive Behavior Intervention Support (PBIS) to foster and reward positive behaviors. We use the acronym ROAR (Respectful, Organized, Alert, and Responsible) to connect expected school behaviors with our tiger mascot. Students can receive public recognition through Tiger Tickets, which reward outstanding behavior and character. Tiger Tickets are shared with the school community daily on our morning announcements.

We are passionate about celebrating our students’ academic success and growth. Vista holds quarterly Honor Roll and Principal’s List assemblies where staff and families honor our students’ achievement. To foster these achievements, academic goal-setting takes place in each class and subject area. Recently, students who demonstrated growth and met their goals on our district Benchmark Tests celebrated with a barbecue presented by the school administration.

Vista recognizes that positive relationships with adults have a huge impact on our students. Students who are identified by staff as needing additional support are provided with mentors on campus--teachers, support staff, or administrators--who meet with students at least once a week to problem-solve and celebrate successes. More than thirty students benefit from this program, which also builds relationships with students across grade levels.

Vista also profits from having tremendous support from parents in our community. Each year, our PTO and Vista’s Dads’ Club put on a carnival for the school and wider community. Our PTO has been proactive in identifying school needs and providing for them, with an attitude of “What do our students and teachers need, and how can we help?” Visitors to Vista will regularly see parents helping in the cafeteria, assisting teachers in the classroom, or enjoying lunch with their child and some friends outside. These close relationships foster a sense that Vista is a supportive, student-centered community.

Finally, Vista values its educators. Teachers regularly visit each others’ classrooms for ideas or mentoring from experienced staff. Teachers can also nominate one another to receive “Teacher Tickets” for going above and beyond in our service to colleagues and students. These Teacher Tickets are shared at staff meetings and professional development days. Teachers can also earn badges for demonstrating best practices, such as using technology, cooperative learning, and creating rubrics for our classroom.

As a school, Vista has a lot to celebrate. Our stakeholders would agree that it is our climate and culture that make us an outstanding place to work, learn, and grow.

2. Engaging Families and Community:

Fostering partnerships with parents and the community is a top priority for Vista del Sur. All parents sign a volunteer pledge committing to seven hours of volunteer service. We have a very active Parent Teacher Organization, which assists with schoolwide programs, incentives, and community outreach activities. Each year our PTO hosts a fall carnival that attracts over 1,000 community members each year. They sponsor family events such as movie under the stars, family dances, field day, and our annual talent show. Our PTO involvement also allows us to recognize students not only for their academic achievements with Honor Roll and Principal’s List assemblies, but student and class of the month recognitions as well. The Parent Teacher Organization meets monthly along-side our Site Council. In addition, our National Junior Honor Society, Student Council, staff and community members join together to participate in volunteer

projects, such as cleaning up the neighborhood park, Humane Society donations drives, even a Dress for Success shoe drive.

Our school also has active partnerships with local businesses, the City of Phoenix, the Parks and Recreation Department, and our local high schools. We have worked closely with the City of Phoenix and Parks and Recreation department in the development and facilitation of our safe routes to school Walking School Bus program.

3. Professional Development:

Through effective professional development, Vista del Sur ensures that its teachers deliver high-quality instruction. Professional development that we provide guarantees superior learning through developing, implementing, and modifying the school's three year professional development plan. This three year plan allows for administration to create an extensive impact on all educators.

Along with the Laveen Elementary School District, Vista del Sur aligns its professional development with Common Core standards and the academic need of all students. All stakeholders, including instructional associates, teachers, and administrators are provided the opportunity to learn from administrators, peers, master teachers, coaches, and district level personnel.

In addition to district mandated classes, stakeholders are provided the opportunity to choose between 8 and 12 hours of additional professional development courses. Each teacher's selected course is based off the individual needs of the educator and what they view as essential to improve the impact they have on the students. Each course offered promotes the academic, social, and emotional achievement of our children. These courses support the development of knowledge and skills in school improvement and all academic areas. The courses include but are not limited to: mental math strategies, English Language development, gifted instruction, and new curriculum training. Each course ensures that high standards are being met by all educators, therefore, all students are being challenged and receiving the highest level of instruction possible.

To best differentiate and meet the needs of each teacher, administration implements professional development that allows for vertical collaboration between content area teachers. In addition, our administration strives to provide multiple sessions during professional development. This allows the teachers, instructional associates, coaches, and administration to target specific grade level needs.

Furthermore, educators at Vista del Sur are provided Varied Instructional Coaching. Varied Instructional Coaching allows for each teacher to receive coaching on evidence-based practices in a setting that each individual feels most comfortable. Whisper coaching, In and Out, Team Teaching and Lesson Planning are all options for educators when receiving reinforcement and refinement from an Instructional Coach on campus.

4. School Leadership:

Our school leadership team consists of principal, assistant principal, instructional coaches, and one teacher per grade level team. From every aspect we believe that every child has the potential to be successful. That belief is just as consistent from Vista's leadership. The leadership philosophy of Vista centers on ensuring that every student has the resources as well as the social-emotional and academic support to reach their full potential.

The leadership team meets at a minimum twice a month to discuss topics related to our students' safety and academics. Our principal, assistant principal, and instructional coaches regularly model the Professional Learning Community process at our leadership meetings. This includes but is not limited to: analyzing student achievement data, planning appropriate and rigorous interventions, and researching best practice and focusing on students. Thus, supporting grade level leaders in their own bi-monthly grade level meetings.

Leadership at Vista exists on a myriad of levels.

Vista del Sur's Site Council meets monthly to discuss curriculum, benchmark results, or any topic related to systemic change on campus. The Site Council consists of two teachers, two parents, one classified staff member, and one community member. These individuals serve as an advisory to the principal.

Bi-weekly, grade level teams meet with instructional coaches to plan a daily data-driven intervention time. Teachers analyze previous standardized test scores per standard to create flexible groupings to allow for a reteach or enrichment opportunity. Students are continually reassessed and regrouped for further instruction.

Administration works very hard to not only support their teachers on an academic level, they are all very supportive and empathic on a personal level. This helps build not only the teacher morale, but the student climate and culture as well.

Part VI – INDICATORS OF ACADEMIC SUCCESS

We consider our campus climate and culture to be the number one practice that has led to our success. People want to come to Vista because of our climate and culture. Vista is a friendly school that exemplifies student centered environment. This can be seen through staff and student interactions, art-work in the courtyards, and brag tags hanging from backpacks and lanyards. Brag tags are also known as Tiger Tags in Vista country. Students earn Tiger Tags for modeling our Tiger's ROAR, academic achievements, extra-curricular activities, or similar accomplishments.

The positive relationship between home and school is contagious. Every morning at the start of the day you will see a plethora of parents and families enjoying breakfast together, watching our garden grow, or reading in the library. After our day begins parents stick around to volunteer in their child's classroom sharing their expertise or even making copies. On a daily basis families choose to eat lunch with their child and are often seen lending a helping hand in the daily operations of our school. All of these things have created an overwhelming sense of belonging and all stem from our introduction of PBIS.

Over the past five years we have introduced, modeled, improved, and instilled the PBIS. Every classroom and staff member on campus has been trained in PBIS and our Tiger's ROAR is woven through everything we do. We are Respectful, Organized, Alert, and Responsible. We focus on positive feedback and reward students in several ways. Our partnership with our families is evident because many of our families have implemented the same system at home.

Our friendly and inviting atmosphere in combination with PBIS, have created a safe, risk-free environment for students, where all students achieve and reach their highest potential.