

U.S. Department of Education
2021 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 Mr. Robert Solomon
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Frank Lamping Elementary School
(As it should appear in the official records)

School Mailing Address 2551 Summit Grove Drive
(If address is P.O. Box, also include street address.)

City Henderson State NV Zip Code+4 (9 digits total) 89052-4924

County Clark

Telephone (702) 799-1330 Fax (702) 799-1347

Web site/URL https://lampingelementary.com E-mail solomrw@nv.ccsd.net

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Jesus Jara E-mail jarajf@nv.ccsd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Clark County School District Tel. (702) 799-5000

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Linda Cavasos
(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 electronic signature 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 2021 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 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

- Number of schools in the district (per district designation):
 - 231 Elementary schools (includes K-8)
 - 60 Middle/Junior high schools
 - 52 High schools
 - 25 K-12 schools

368 TOTAL

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

- 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

- Number of students as of October 1, 2020 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 Males	# of Females	Grade Total
PreK	11	3	14
K	53	40	93
1	41	50	91
2	44	40	84
3	49	51	100
4	63	58	121
5	48	56	104
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	309	298	607

*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):
- 0.5 % American Indian or Alaska Native
 - 9.4 % Asian
 - 5.8 % Black or African American
 - 23.1 % Hispanic or Latino
 - 1.5 % Native Hawaiian or Other Pacific Islander
 - 51.6 % White
 - 8.1 % 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 2019 - 2020 school year: 12%

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, 2019 until the end of the 2019-2020 school year	43
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	72
(4) Total number of students in the school as of October 1, 2019	614
(5) Total transferred students in row (3) divided by total students in row (4)	0.12
(6) Amount in row (5) multiplied by 100	12

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Farsi, Turkish, Korean, Vietnamese, Arabic, Mandarin Chinese, Filipino, Bulgarian

English Language Learners (ELL) in the school: 4 %
23 Total number ELL

7. Students eligible for free/reduced-priced meals: 28 %

Total number students who qualify: 172

8. Students receiving special education services: 15 %
94 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>30</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>17</u> Developmental Delay | <u>18</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 11
10. 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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 24:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	95%	95%	96%	96%	96%
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 2020.

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.

Provide an environment where each child is challenged to achieve commensurate with their ability while providing enriching experiences that foster personal integrity, respect, and responsibility.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Lamping Elementary School opened in full distance education for pre-kindergarten through fifth grade at the beginning of the 2020-2021 school year. All students were provided with devices and instruction was designed with synchronous and asynchronous learning. Canvas was utilized as the school's Learning Management System (LMS) to provide learning modules for asynchronous learning while classroom teachers engaged students in live synchronous learning through Google Meets daily in each subject area. In the Spring, students in pre-kindergarten through third grade transitioned to the hybrid model, attending class on campus two days a week for in-person instruction and engaging in both synchronous and asynchronous instruction from home on the other three days. All instructional schedules were maintained throughout the school year, as students increased times on campus safely. In the later Spring, all prekindergarten through third grade students were provided an option to transition to the campus five days a week for in-person instruction. This model integrated instructional strategies and modes to engage the in-person students and distance education students simultaneously within each classroom. At this time, fourth and fifth grade students also began a transition to the full five day in-person model, providing options for families to remain in full distance education. 77% of all pre-kindergarten through third grade and 85% of fourth and fifth grade transitioned to the in-person model of instruction on campus.

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

Lamping Elementary School is an elementary school with a traditional attendance zone boundary as identified by the CCSD attendance zone map and addresses. Additionally, Lamping Elementary conducts Open Enrollment at the beginning of the school year allowing any student in CCSD regardless of home address or background to register and attend the school if registration is completed in the identified registration window prior to the beginning of the school year. Once a student is enrolled under Open Enrollment, they are assigned to the school until completing the last enrolling grade level (fifth grade).

PART III - SUMMARY

Frank Lamping Elementary School is an exceptional, urban school located in Henderson, Nevada. The school is home to approximately 600 students from prekindergarten through fifth grade. Our school is one of 368 schools within the Clark County School District, currently the fifth largest school district in the United States. Lamping Elementary is named in honor of Frank Lamping who is perhaps best known for helping establish the middle school concept in the Clark County School District. Mr. Lamping gave Clark County 30 years of dedicated service prior to his retirement.

It is our mission at Frank Lamping Elementary to provide a caring, positive, and safe learning environment where each child is challenged to achieve commensurate with his or her ability and is provided enriching experiences that foster personal integrity, respect, and responsibility.

The Lamping teachers, parents, and community all work together to provide the best education possible for our students. We are proud to be ranked as one of the top schools in CCSD. A big part of our success is the level of high expectations placed on staff and students. Higher expectations result in higher achievement. We ask that all parents partner with our school to demonstrate the importance of a good education by making school a priority, ensuring school assignments are completed accurately, volunteering, and communicating with and supporting teachers and staff. For nine of the past ten years, our school was recognized with a 5-Star status, the highest possible designation in our state. This signifies our achievements in academic performance, closing achievement gaps, and improving learning for all students. Moreover, all student subgroups have shown exceptional growth. Particular academic growth in meeting proficiency for reading and mathematics is consistently above the district average.

At Lamping, we use a variety of assessments to ensure mastery of grade level standards. Staff members are continually collaborating with grade level teams to discuss best practices, strategies, and instruction, while encouraging student discourse, higher order thinking, and problem-solving skills. Instructional rounds and professional learning communities assist teachers with reflection regarding educational practices and build capacity for continued professional development. All staff members focus on building a positive rapport with students and families. Positive relationship building is essential for student academic and social emotional success.

Lamping Elementary is designated as a STEM school by the Nevada STEM Coalition, meeting rigorous standards for providing Science, Technology, Engineering, and Mathematics instruction and experiences for all students. With extensive parent and community involvement a partnership was formed with Barry and Audrey McCool to honor their son by naming our Science Center after William McCool, pilot of the ill-fated Columbia Space Shuttle Mission. Our students are provided with a dedicated STEM specialist that works out of our William McCool Science Center (WMSC) and provides instruction to all students in the areas of science, robotics, and technology. Students are provided hands-on instruction with our space shuttle simulator, paleontology fossil dig area, greenhouse, and observatory.

Teachers, community partners and our PTA go above and beyond to provide extracurricular activities such as Rubik's Cube Club, after school tutoring, Gardening Club, choir and percussion group, BETA Club, Student Council, PTA Family Movie Nights, the annual WMSC Fun Run for the Stars, PTA Fall Festival, Academic Night, Astronomy Night and Robotics Club. Intermediate students also participate in STEM field trips each year including exploring Mt. Charleston, Astronomy Camp, and learning about ocean life on Catalina Island.

Lamping Elementary School has created a positive school environment that provides equity and access to all students, even during COVID-19 restrictions. We have adjusted and adapted our positive school environment both virtually and with the use of the district hybrid model for all students. All students are provided the opportunity to grow and achieve at high levels, no matter the circumstance. Administration has worked diligently with teachers, staff, and the community to develop and maintain a fun, positive and productive school environment using virtual instruction, organized through the use of Google Meets and the Canvas instructional forum. We have worked hard to promote student participation and engagement while

going above and beyond to support student, family, and staff emotional wellbeing through the use of our school Multidisciplinary Leadership Team (MLT). Although COVID-19 closures have posed multiple challenges both socially and academically, we have come together as a community. Lamping Elementary has a strong belief in preparing students to build an understanding of the world we live in and the changes that occur over time. When presented with these challenges we actively engage in supporting one another to meet the needs of all students.

Frank Lamping Elementary School is honored to be considered for the National Blue Ribbon School Award. We believe we are deserving of this prestigious recognition due to our dedicated staff, caring leadership, engaged community, and mostly our high-achieving students. We are dedicated to academic excellence, social emotional learning, student growth, and closing the achievement gap.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Lamping Elementary is currently using the hybrid model of instruction. Grade level teams work together to create lessons and assessments with Canvas as the vehicle for delivering instruction. Each grade level has one teacher designated to create all the lessons and assessments for one subject area. During weekly meetings, teachers work together to review lessons and provide feedback, creating consistency for our students. For modeling, primary teachers are using Google Jamboard which allows teachers to deliver lessons for both students in class and students at home. Intermediate teachers use Nearpod to provide interactive lessons which allow teachers to provide instant feedback. Google Breakout Rooms allow students to engage in discourse to further develop their knowledge of the content area. Our staff are currently using the same assessments we have used in previous years and have adapted them by utilizing electronic versions of each assessment. Teachers use Google Meets to administer assessments and GoGuardian to monitor engagement and performance of students. Over the past year, our educators have made several changes to adapt teaching for students virtually. In March of 2020, our school district implemented full distance learning. Teachers created Google Meets and delivered instruction online. Guidance was provided as to the amount of time spent on each subject area. In August of 2020, teachers were given ten days of intensive professional development on how to create modules, assignments, and assessments using Canvas. Grade level leaders were identified within the school to lead their grade level in the implementation of Canvas. Professional learning evolved during distance education to meet the needs of staff and the formats they were instructing in. These sessions provided staff with relevant opportunities to acquire skills for instructing students in full distance education, hybrid instructional model, and during full in-person learning. Additional strategies and electronic tools for maintaining engagement were a focus as teachers implemented high quality instruction in a variety of models.

The Nevada Academic Content Standards (NVACS) are used by teachers to plan and deliver the literacy curriculum. Reading instruction is delivered in a balanced approach using the five domains of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers use the Clark County School District Literacy Framework to structure their daily reading and language arts instruction. The components of this framework include: whole group explicit reading instruction, differentiated reading instruction, reading and analyzing of complex text, use of literature and informational text, and writing instruction. In addition to using Reach For Reaching, our school-wide adopted reading program, teachers use leveled readers, novel sets, literature circles, author studies, genre studies and technology to reach all students. Engagement strategies are used to provide students opportunities to use academic language during student discourse. Nearpod lessons are used by teachers during distance learning to ensure students are engaged in online lessons. Anchor charts are created by students to create meaningful learning experiences and are posted in the Canvas module for students to reference as needed. To encourage students to apply reading strategies throughout the day teachers incorporate non-fiction text in all subject areas. Writing instruction is connected to reading and integrated throughout the curriculum. In addition to using Being a Writer, our school's writing curriculum, teachers use graphic organizers and use the writing process to guide students through each step of the writing process. Students are given multiple opportunities to publish their writing such as creating books, word processing and multimedia presentations.

Our math program at Lamping is based on the NVAC standards. In addition to using our school-wide program, Envision 2.0 teachers use visuals and models to make math concepts comprehensible for all learners. During distance learning, teachers used the Visual Learning Bridge (VLB) video resources to give students visual representations and step-by-step explanations of new math concepts. Teachers were able to assign students assignments based on their students' performance on a variety of formative assessments. Google Breakout Rooms were used for students to work together and explain their mathematical thinking in solving problems. Khan Academy was utilized by our third through fifth grade students to create individual learning paths for students to further extend their math skills while our primary students utilized Khan Mappers.

STEM lessons are taught daily using the Next Generation Science Standards (NGSS). Engaging hands-on lessons provided by our Full Option Science System (FOSS) curriculum offer every student the opportunity

to apply the NGSS. During distance learning, teachers demonstrated the hands-on lessons and students use google slides to record data and demonstrate understanding. Teachers embed cross-curricular instruction each day using informational text. The use of informational text provides academic vocabulary students will use during small collaborative group science investigations. The teachers assigned the online text version of the information text and used Actively Learn to scaffold learning by providing multiple comprehension checks throughout the text. Actively Learn also provides vocabulary development by providing visuals and definition. For our English learners, it provides translation of text in over 100 languages. Prior to instruction, students participate in science curriculum pre-assessments in order to drive student learning. Data is used to create engaging, challenging, and collaborative investigative lessons for all students based on what they already know about the science topic. Post assessments are administered after each investigation and then analyzed to evaluate student performance growth and instructional effectiveness.

Social Studies lessons are based on the NVAC standards at each grade level. Our goal is to prepare students for the challenges of college and career readiness and to become productive citizens. Interactive units are developed to incorporate realia and real-world connections for students. During distance learning, additional technology is used to help students interact with new content. This is accomplished with virtual field trips, interactive projects with Google Slides, simulations, and a variety of engaging activities to check for understanding of concepts. We use a variety of experiential learning activities that increase engagement and participation. Throughout distance learning students engaged in digital scavenger hunts, working in groups to solve riddles and clues to get from one stop to another. Teachers utilized additional informational text such as Scholastic News and other online resources to introduce new content and build background knowledge. The digital resources allow educators to present student- friendly current events in a relevant manner.

Teachers at Lamping Elementary employ effective and varied instructional strategies to meet the diverse needs of learners. Using the NVACS as a basis for purposeful planning, teachers work collaboratively to plan lessons with high cognitive demands, linking new learning to previously learned information in order to support students' understanding. On a regular basis, teachers engage students in academic discourse to deepen their understanding of concepts and provide them with opportunities to share their knowledge. Differentiated instruction is used to provide tasks at each student's ability level. One form of differentiated instruction we employ is flexible grouping. This provides students with equitable opportunities to receive support targeting a specific skill. A reading specialist provides support to students in need of intensive intervention. The specialist tailored instruction to meet the needs of each student within each small group.

Lamping Elementary uses a variety of assessment data to inform instructional decisions and analyze current teaching practices to improve student achievement and school performance. Our educators use two universal screeners at Lamping. The Measure of Academic Progress (MAP) assessment and EasyCBM help staff identify students at high-risk for academic difficulties or in need of enrichment. Based upon results, students are monitored to ensure they are working toward year-end mastery as determined by EasyCBM norms. Diagnostic assessments are used to determine areas of specific skill deficit to guide instruction and intervention. The CORE Phonics Survey and Qualitative Spelling Inventory (QSI) help create a starting point for targeted instruction. Formative assessments are utilized to guide instructional practices and are used in Professional Learning Communities (PLC) to increase student achievement. Exit tickets, teacher observations, student-teacher conferences, self and peer assessments, class discussions, classwork, quizzes, and checklists are just a few of the types of formative assessments that teachers use. To determine a student's level of mastery, Lamping Educators use summative assessments. Data collected from summative assessments provide students and parents with feedback to improve student academic performance. Smarter Balanced Assessment Consortium (SBAC) tests are required to be given to students in third to fifth grade. Data from these assessments are used to monitor teacher, school, district, and state progress to assist in determining whether curriculum, instructional strategies, and pacing were effective.

1a. For secondary schools (middle and/or high school grades):

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

Our preschool program provides language skills, social/behavioral skills, literacy, math, fine motor skills, gross motor skills, and self-help skills. Lessons have been adapted to fit the virtual classroom format by using digital and interactive lessons, such as Boom Cards and Seesaw. We have continued to use read-alouds, however, we present them using the ELMO projection for students to see the story better. Parents are encouraged to be near their child to assist and support with redirection and maintain engagement while learning virtually. Students are actively involved during the class by using music and movement activities. During hybrid instruction, our educators have continued to involve both students who are in-person with students who are online during live literacy and math sessions. Teachers have modified classrooms into learning stations with each student having their own workspace with their own materials and activities to complete while participating in face-to-face instruction. Activities in the learning stations are rotated and changed weekly.

Our preschool program utilizes the Nevada Pre-K Content Standards to ensure students are meeting each of the academic standards for pre-kindergarten as we prepare them for kindergarten. Our Pre-K educators use Teaching Strategies Gold objectives for development and learning as a guide and to collect data on how our students are progressing. Our data indicates students have made progress in the academic areas during the hybrid instructional model. There may be an impact in our students social, behavioral and language skills as they move into the primary grades. This would be due to the difficulty of interacting with peers during live Google meetings and the lack of being able to learn to share and take turns with materials. With the move to hybrid and in-person models of instruction, we are hopeful that the learning loss of these skills will be able to be mitigated and we will continue to see the growth we have seen in past years.

2. Other Curriculum Areas:

Lamping Elementary provides four weekly specialist classes to students in grades K-5. These classes are physical education, music, art, and science. Students attend a specialist class daily for 50 minutes. Under the hybrid instruction, all grade levels attend the same specialist class daily to minimize possible exposure. One specialist teaches the lesson via Google Meet while the other specialists facilitate the lesson for the students in their classroom. Specialists communicate with grade-level teachers to support school-wide initiatives and content standards. Additionally, specialists meet weekly during PLC meetings to discuss their weekly lesson plans and long-range goals.

Fostering a passion for the arts is at the heart of the Lamping visual arts program. Students learn the basic skills of art criticism, art history, aesthetics, and art production. Engaging students in a creative process using an art form to reinforce concepts in math, English language arts, and science strengthens instruction for all students. Students learn basic art making skills while developing critical and creative thinking skills through the exploration of varied media. Our music program offers students a variety of ways to express themselves through movement, voice, and instruments. Math and literacy skills are reinforced as students count beats and learn the lyrics of historic songs. During distance learning, Nearpod incorporates videos, collaboration, and games that make the music experience more engaging for students. Incorporating online recorder tutorial videos have helped students learn and practice their recorder at home.

The goal of physical education program at Lamping is for students to develop life-long skills and healthy habits by getting students active. Students learn how to team build and communicate while integrating content from core subjects such as math, literacy, and science. For example, students keep a fitness journal to log their daily fitness and create goals. In preparation for middle school, intermediate students learn several different sports and activities. Under the hybrid model, lessons are conducted using Google Meet. Exit tickets are administered to students at the end of each lesson via Canvas.

All students at Lamping are provided opportunities to attend an additional special with a science humanities educator in the William McCool Science Center (WMSC), housed on our school's campus. This science program provides students with an additional 50 minutes of science instruction by a specialist teacher each week. The science specialist works closely with classroom teachers to increase students' access to high quality hands-on science curriculum. Before students attend science, classroom teachers build background knowledge using a variety of informational text and pre-teach academic vocabulary. When students attend science class, the teacher models hands-on activities while students record scientific notes as they are

observing. Using Google Meet Break-Out Rooms, all students can participate in small groups to discuss their observations as well. After the lesson, students use the Canvas platform to take quizzes on learned skills and submit projects they have completed in teams. The quiz begins with a question asking students how well they know the topic. This question allows students to self-reflect on their thinking. The next question is a constructed response. Primary grades are expected to answer in complete sentences while intermediate students must use the Restate, Answer, Prove, and Summarize (RAPS) response.

3. Academic Supports:

The MAP assessment is administered to students three times each year to drive instruction. In accordance with our statewide Read by Grade 3 program, students who score at or below the 40th percentile are identified at risk of not meeting grade level reading standards. These students receive a Student Literacy Performance Plan (SLPP). The plan creates an individualized intervention plan that identifies specific areas of deficit. Lamping teachers use EasyCBM as a screening tool for all students three times a year. Students scoring below the 25th percentile are progress monitored weekly in the identified area of deficit. In addition, students are referred to our Instructional Curriculum Team (ICT). This team works closely to ensure these students are receiving intervention that is targeted and strategic. Intervention is organized within a walk to read model at each grade. In this model, grade level teachers rotate teacher intervention to a small group of students every week via Google Meet. This provides students with a variety of teaching strategies given by all grade level teachers. Students can extend the learning day in our after-school iStation tutorial program. This program assesses students at the beginning of each month and tailors literacy lessons to meet their needs.

Students performing above grade have access to technology supports such as MAP accelerator that can accelerate their learning up to eighth grade. Students in fifth grade can take sixth grade accelerated math. This course is offered online which allows students to work at their own pace. Upon successful completion, students are on track to receive both Algebra I and Geometry credits in middle school. Students in third, fourth, and fifth grade Gifted and Talented Education (GATE) program receive online instruction for 150 minutes per week from a GATE specialist.

Students identified with learning disabilities have an Individualized Education Plan (IEP) designed by the individualized team, including the parents. The IEP addresses each student's individual academic needs and services needed to help close the achievement gap as well as provide students with access to the general education curriculum. Lamping has a continuum of services to meet the needs of all students. We have two resource classrooms that service students in kindergarten through fifth grade. We have two early childhood classrooms and a KIDS autism program that services three- and four-year-old children. Additionally, we have two primary autism and one intermediate autism classrooms.

Lamping provides a variety of services to meet the needs of our English language learners (ELL). Students receive weekly lessons with our school counselor via Google Meet. Additionally, a Certified Teacher Tutor (CTT) meets with students twice a week to work on language acquisition. Students can attend a virtual after-school program in which students work on an online program, Imagine Learning. This program is adaptive and specially tailored for ELL students. Furthermore, all teachers were provided intensive training each month for a year on the Academic Language and Content Achievement (ALCA) model. This training equipped teachers with a variety of instructional strategies to implement in their classrooms which include academic discourse strategies and use of anchor charts.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The school environment at Lamping Elementary is systemic to student growth, mastery, and success. Lamping Elementary has established a positive environment that promotes and supports student academic success along with student social/emotional growth and well-being.

We begin every school year with a positive student behavior expectation assembly for students in kindergarten through fifth grade. The focus of the annual assembly is to teach and model expected behaviors for all students to follow and maintain throughout the academic year. Additionally, students follow the STAR program to promote a safe, respectful, and bully free environment. STAR stands for “STICK together, TELL the bully to stop, ALERT an adult, and RESPECT others.” Students are encouraged to fill out Buckets of Kindness to share random acts of kindness among staff and students schoolwide. The counselor reads the Buckets of Kindness out loud during lunches and students are rewarded with their bucket, a Be Kind pencil, or a Be Kind bracelet. At Lamping Elementary, we follow the 6 Pillars of Character Education, announcing each week's character trait on the student-led daily video broadcast. All staff focus on providing positive reinforcement for students who exhibit school wide expectations by earning lightning strikes. Lightning strike redemption is held monthly where students can choose rewards based on the number of lightning strikes they've earned. During the Lamping Broadcast, students in both primary and intermediate grades are recognized by teachers for making positive choices and following schoolwide expectations and students also participate in the Jogging and Walking Stars (JAWS) program at Lamping. Students are recognized with incentives for the miles completed each week during lunch.

During school closures and remote learning, teachers were trained on the implementation of Canvas, a virtual platform for students to access lessons and assessments. Additionally, teachers used Google Jamboard and Nearpod for their virtual lessons which provided strategies and pre-made resources to promote online student engagement. Classroom counseling lessons focused on the six pillars of character education, mindfulness, and self-awareness. The Week of Respect was promoted virtually in October where students and teachers were encouraged to complete activities together to promote respect. Lamping piloted the Lifeline Program to monitor the social and emotional well-being of our students where students in grades third through fifth were administered a social and emotional learning survey. Individual check-ins for social and emotional wellness were conducted with students based on survey results.

2. Engaging Families and Community:

Frank Lamping Elementary School has created a positive and cohesive relationship with all stakeholders in our community. Consistent communication and collaboration are critical to building and maintaining positive relationships with our families, students, and our school community. Although COVID-19 brought a great deal of challenges to school communities, Lamping continued to evolve and establish new routines for communicating and engaging with families. Newsletters were developed and sent electronically to families weekly, while virtual presentations to families were held in the evenings via Google Meet to allow families to engage with our administration and staff. Topics included the implementation of the hybrid instructional model, meet and greet virtual sessions with classrooms teachers, open house, resources for families to support students at home both academically and with social emotional learning, and presentations to fifth grade families on the new Bridge to Accelerated Math (BAM) program established to allow students to take middle school math classes virtually while attending and completing fifth grade math simultaneously.

In 2019-2020, we partnered with CCSD's Family and Community Engagement Services (FACES) to host monthly after-school sessions which provided learning opportunities on-site for families. The after school family sessions focused on supporting student academic, social, and emotional growth.

Lamping Elementary has an exemplary award-winning Parent-Teacher Association (PTA). Our PTA hosts an annual pancake breakfast during the Fun Run for the Stars where the school community comes together

to enjoy a walk or run followed by a pancake breakfast on campus. The Lamping PTA also partners with the school community and local businesses to host an annual Fall Festival, Family Movie Night, monthly Courtyard Coffee chats, Grandparents Day, Lunch with Dad, Mom's and Muffins, and Nevada Reading Week. Our PTA also hosts monthly Spirit Nights with local restaurants where the school community comes together, and local proceeds go to the school. Lamping's annual Open House allows for families to meet school personnel and teachers prior to students' first day of school. Lamping hosts an annual Academic Night where families are provided resources and learn various take-home academic strategies for their children.

The key to welcoming our families is being present. All teachers, specialists, and administrators are available to families before and after school and are available while conducting student arrival and dismissal. Parents also receive formal communication regarding upcoming events and/or family resources from the school through school wide Parentlink messages, monthly newsletters, and PTA events.

Lamping Elementary values parent involvement in our school's decision-making process. The School Organizational Team (SOT) is composed of teachers, parents, support staff and community members that participate in important decision making impacting our school. The team is responsible for crafting the school's budget and aligning school programs with the needs of the local community as well as the culture and climate of the school.

3. Creating Professional Culture:

Lamping Elementary practices the philosophy of celebrating success to create an environment where teachers feel valued and supported. Positive recognition is important at Lamping Elementary. Staff members are recognized on a weekly basis for their hard work within the school. During the holiday season and at the end of the year, Lamping staff are provided with lunch from administration as well as from the PTA. Personalized signs were made and delivered to staff members' homes for Teacher Appreciation Week. Throughout the year, staff is provided with unannounced treats, snacks, and notes of appreciation.

During transition to distance learning, teachers were provided professional development on effective online instruction with the use of a computer-based programs, including Canvas. Teachers who became well-versed in Canvas became leaders in helping other teachers use the program. The Canvas leads have continued to work with the district to assist in additional implementation of new Canvas features for the District, and then provide further professional learning for our educators. Lamping Elementary has a Read by Three Learning Strategist that offers professional development and instructional support. The Read by Three Strategist visits classrooms and offers support and suggestions to classroom teachers on effective ways to teach lessons. During weekly collaborations throughout distance and hybrid learning, grade levels teams create common assessments to drive instruction where students would demonstrate mastery of the standards. Continued professional learning is provided throughout the year on the Nevada Educator Performance Framework (NEPF) for planning, implementing, and reflecting on instructional practices for both virtual and in-person learning. Staff members and administration participated in collaborating with The Fantastic Four. This collaboration was organized among four different elementary schools within the nearby community. The ability for all staff to meet and share instructional strategies with similar grade level departments assisted in supporting the emotional wellbeing of our staff during school closures. This collaboration allowed for peers to also share successful instructional and professional strategies.

Additional support is evidenced with strategic scheduling, targeting resources for materials and staffing, facilitating collaboration among staff, and designing high quality professional development for staff to support instruction. Teachers have been provided with additional support in the form of online teaching tools, to make virtual instruction more effective and engaging for students. Grade levels have been meeting monthly with same grade levels from neighboring schools to share and collaborate ideas. In addition, Lamping Elementary developed a Multi-Disciplinary Team (MLT) to support teachers, students and families. This site-based team designed tiered supports around academics and social emotional wellness for all students. Several of the supports were provided for high-needs cases for students in-person, while a number of services were established to be delivered virtually and during home-visits. Examples of supports to families include targeted interventions, home visits, classrooms support, individual and family support to

counseling and community resources, and parenting classes. Additional collaboration and consultation with teachers and administration are conducted on behavior management, social emotional learning, culture, universal screenings, school engagement and truancy.

4. School Leadership:

The leadership philosophy and structure at Lamping Elementary begins with the principal who shares leadership roles with the teachers. The principal has a visible presence and builds strong relationships with students, staff, families, and community members. Instructional leadership includes communicating, setting high expectations, providing needed resources, motivating staff and students, supervising instructional practices, and providing necessary feedback. The principal works with staff to maintain a focus on student achievement. This philosophy gives teachers ownership of their students' success and inspires teachers to continually reflect on and refine their practice.

Teacher leaders at Lamping Elementary School are trusted and empowered to lead committees that impact every facet of the school. They are included in all budget planning, staffing interviews, and curricular decisions. Teacher leaders portray active listening skills, build relationships, support problem-solving, and engage in shared decision making. School Performance Plans are written with a focus on student achievement. Additionally, teachers serve on grade level, ICT, student-generated funds, technology, science, math, and literacy committees. Grade levels meet weekly to focus on long range planning, best instructional practices, common assessments, and analysis of student performance data.

During COVID-19 school closures, administrators have worked diligently to ensure the safety of all students and staff. Instruction pivoted between in-person learning, hybrid learning and full distance learning; therefore, administrative roles frequently shifted to ensure safe practices were implemented while safeguarding instruction time. This was particularly evident in the need to rely on others through delegating, providing opportunities for leadership on others, thinking innovatively, and exhibiting and modeling a great deal of flexibility and patience.

5. Culturally Responsive Teaching and Learning:

Lamping Elementary recognizes and supports the diverse needs and backgrounds of our students, families, and staff. We focus on preparing students with a better understanding of the world we live in and how to positively accept changes that occur over time. Students are provided opportunities to recognize the connections between local and global cultural differences and how these differences impact cultural awareness and build respect.

At Lamping, every classroom offers a welcoming experience where students are empowered to work in a cooperative and productive manner. Core values are promoted schoolwide where staff and students are encouraged to practice safety, character, compassion to others, instill high expectations, and promote advancement. Essential Manner posters can be seen throughout the school environment in every classroom where the emphasis is placed on saying, "please, thank you, you are welcome, and I am sorry." Additionally, the counselor reinforces essential manners daily with students during school lunches. The Lamping Broadcast Team always incorporates and discusses current events. This past year during distance education, students were interviewed and asked to share about their cultural traditions schoolwide during the holiday season. During monthly recognition and celebrations, Lamping's broadcast team highlighted appropriate topics of discussion while teachers assigned research projects to students focusing on relevant topics of interest and learning. Additionally, our classroom teachers use Scholastic News weekly to keep their students informed on current national and international events.

At Lamping, our counselor serves as our ELL student success advocate. She attends monthly ELL professional learning development sessions and provides staff with strategies and resources to meet the needs of diverse learners. At Lamping, we identify and implement asset orientation

which recognizes and incorporates the assets and strengths all students bring into the classroom, which then ensures that learning experiences, from curriculum through assessment, are relevant to all students.

Our PTA supports our community by offering a Giving Tree around the holidays to support families in need by purchasing toys and other items for children. A uniform exchange is always available to support students who are in need of school uniforms.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Lamping's exemplary commitment to effectively utilizing student performance data has played a significant role in closing the achievement gap for all students. Specifically on the 2020 annual WIDA assessment, 47% of ELL students scored 4.5 or above on a five-point scale, which qualified them to exit from ELL status. Additionally, 95.8% of all ELL identified students demonstrated growth from 2019 to 2020.

At the beginning of the 2019-2020 school year, WIDA data was analyzed to determine the current learning status of all students. The previous year's assessment results revealed individual student strengths and specific deficits within the four domains of listening, reading, speaking, and writing. A site-based team comprised of the counselor, learning strategist and Certified Temporary Tutor (CTT) support staff serviced students in targeted intervention groups to develop both academics and language. Our team participated in WIDA professional learning sessions and developed additional formative assessments to measure the effectiveness of interventions throughout the year and adjust interventions as needed. Specific learning goals were developed for licensed staff, and they were held accountable for improvement and growth of all students, but specifically of those students in the identified target populations. The team implemented interventions, effectively tailoring instruction toward the domains where students demonstrated the greatest deficits. As students participated within in-person interventions before COVID-19 closures, the pre, mid, and post assessments were used to track and monitor student growth throughout the year.

Upon school closures and into the opening of the 2020-2021 school year our team was challenged with maintaining a focus of achieving growth gains for targeted groups of students through distance learning. The focus on improving achievement for our ELL students was again critical to the momentum of closing the achievement gap with our ELL subgroup.

Although similar data analysis was used during distance learning, interventions were conducted virtually from all members of the team. WIDA data was collected and analyzed in the beginning of the school year highlighting the growth achieved by each individual student. Virtual lessons were tailored, and targeted instruction was implemented weekly for our ELL students in grades K-5. Students participated in these virtual interventions with the CTT twice weekly while the counselor conducted sessions with ELL groups of students each week to develop additional language skills. Additionally, the day was extended by an hour for students in this group to access additional electronic programs focusing in on the reinforcement of the skills learned during interventions. Support staff were charged with encouraging families to have these students participate while in distance learning and recognizing their participation in phone calls home each week.

Targeted instruction and support with a focus on developing competencies in listening, reading, speaking, and writing coupled with a clear plan for progress monitoring student performance and adjusting interventions heavily contributed to our success of closing achievement gaps for all learners.