

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

[X] Public or [] Non-public

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

Name of Principal Ms. Pamela Lindemuth

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

Official School Name Charles And Phyllis Frias Elementary School

(As it should appear in the official records)

School Mailing Address 5800 Broken Top Avenue

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

Las Vegas City NV State 89141-0437 Zip Code+4 (9 digits total)

County Clark County

Telephone (702) 799-2298

Fax (702) 799-6859

Web site/URL

rias <https://friaselementary.wixsite.com/frias>

E-mail nortopm@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

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail jarajf@nv.ccsd.net

District Name Clark County School District Tel. (702) 799-2273

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. Lola Brooks

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

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

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

334 TOTAL

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Rural or small city/town
- Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 29 | 10 | 39 |
| K | 53 | 39 | 92 |
| 1 | 59 | 58 | 117 |
| 2 | 61 | 51 | 112 |
| 3 | 48 | 42 | 90 |
| 4 | 60 | 58 | 118 |
| 5 | 78 | 63 | 141 |
| 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 | 388 | 321 | 709 |

*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 % American Indian or Alaska Native
 - 10 % Asian
 - 11 % Black or African American
 - 25 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 43 % White
 - 11 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 15%

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

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

| Steps For Determining Mobility Rate | Answer |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year | 76 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year | 48 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 124 |
| (4) Total number of students in the school as of October 1, 2017 | 832 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.15 |
| (6) Amount in row (5) multiplied by 100 | 15 |

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

Specify each non-English language represented in the school (separate languages by commas):
Mandarin Chinese, Lao, Vietnamese, Spanish, French, Russian, Lithuanian, Cantonese, Chinese, Portuguese, Filipino, Persian, Dari.

7. Students eligible for free/reduced-priced meals: 36%
 Total number students who qualify: 255

8. Students receiving special education services: 14 %
98 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>31</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>23</u> Developmental Delay | <u>12</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>22</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</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: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

| | Number of Staff |
|--|------------------------|
| Administrators | 2 |
| Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher. | 27 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc. | 12 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 13 |
| Student support personnel e.g., school 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 25:1

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

| Required Information | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95% | 95% | 96% | 95% | 95% |
| 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 2018.

| 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.

Our mission at Frias Elementary School is to create a partnership between school, home, and community that will foster a positive and nurturing environment in which students can reach their maximum potential educationally, emotionally, and socially.

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

PART III – SUMMARY

Charles and Phyllis Frias Elementary School is a suburban school located in the southwest region of Las Vegas, Nevada. It is one of 227 elementary schools in the Clark County School District (CCSD). Frias provides high quality education to 709 students from early childhood to fifth grade. Frias Elementary School opened in 2003 and was dedicated on March 16, 2004 in honor of Charles and Phyllis Frias. It was their belief that every child could sail, soar, and succeed. With a flip of a coin, “heads we go, tails we stay” the journey of the Frias’ legacy began in 1958. Charles began his career as a taxi driver and worked his way up to become the owner of the largest transportation company in Nevada within five decades. Their charitable contributions include funding for the Smith Center, Shade Tree, Opportunity Village, Las Vegas Metropolitan Police Department, Girls Scouts of the United States of America, and Clark County Fire Department, to name a few. Mr. and Mrs. Frias exemplified what every school dreams of having in a namesake: kindness, generosity, commitment, and willingness to provide students and staff with the support to achieve greatness. To keep the Charles and Phyllis Frias' legacy alive, our school honors students monthly who display positive attitudes and demonstrate a growth mindset.

The mission of Frias Elementary School is to create a partnership between school, home, and community that will foster a positive nurturing environment in which students can reach their maximum potential educationally, emotionally, and socially. The school community is dedicated to the belief that all students can learn and thrive through a developed growth mindset.

Frias has achieved the highest academic ranking of a five star school based on the Nevada School Performance Framework in addition to receiving the CCSD Superintendent’s Honor Roll. Frias has achieved these accomplishments due to a staff compiled of National Board Certified Teachers, veteran teachers, Heart of Education nominees, an awarded Teacher of the Game, a multitude of community recognitions, and more than half of its teachers holding advanced degrees.

The staff of Frias is dedicated to providing high quality instruction with a focus on student diversity through collaboration and intentional academic discourse. Frias has a diverse population that brings excellent opportunities for peer interaction and learning. The student body of Frias has the opportunity to extend their learning through experiences such as the Pali Institute, Sea Camp, Disneyland, daily student council live broadcast news, and a variety of after school activities. The students benefit from highly skilled staff members who facilitate a rich learning environment where students thrive. The teaching staff provides opportunities for students to reflect on their own learning through lessons that promote critical thinkers to use layered levels of knowledge. Staff members provide a wide range of assessments from performance based tasks to constructed responses that allow for self-monitoring, reflection, and goal setting.

Family engagement and community involvement are key to our academic success at Frias. Family support is promoted through events such as meet the teacher, open house, family academic nights, Family and Community Engagement Services (FACES), and a multitude of Parent Teacher Organization (PTO) sponsored events. Families are encouraged to attend events such as the monthly Frias Pride ceremony, APEX Fun Run, field day, spring carnival, a literacy night, a STEM night, and parent student teacher academic planning time. With the support of PTO and Apex Fun Run, our students are promoting a healthy lifestyle while raising money to fund resources that directly impact student learning. This money is used to purchase state of the art technology that prepares our students for an ever changing future. Parents and students have unlimited access to the most current grades and attendance through Infinite Campus. This allows parents the opportunity to be aware of their child’s progress at school and in all subject areas in real time.

The staff of Frias ensures a safe and friendly environment through communication and collaboration. The school wide communication system called ClassDojo allows for immediate parent notifications on upcoming events and district information. Instant two way communication is available between teachers and parents. This also allows for communication after traditional school hours. Collaboration among teachers, administration, support staff, and families allow students to feel protected and cared for, which directly affects our students achievement and success, resulting in high self-esteem, positive peer interactions, and

well rounded individuals.

Frias has demonstrated consistent high academic achievement through visionary leadership, a dedicated staff, an engaged community, and inquisitive learners. Based on our school's consistent high accomplishments and our drive for future excellence, Frias Elementary School is a strong candidate for the National Blue Ribbon Award.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

A balanced literacy approach is used within the reading instruction at Frias. This approach incorporates key components of literacy and includes phonemic awareness, explicit phonics, fluency, vocabulary, and comprehension. The Clark County School District’s literacy framework provides the framework for the literacy and language arts instruction. The key components of this framework are built upon whole group explicit instruction, differentiated reading instruction, reading and analysis of complex text, use of literature and informational text, and writing instruction. Lessons are focused on a gradual release of learning where the students are empowered to take ownership of their literacy. Teachers use a variety of strategies and materials to differentiate and scaffold learning for all students including Reading A-Z, iReady, Words Their Way, Accelerated Reader, data notebooks, interactive notebooks with foldables, Kagan Cooperative Learning engagement strategies, and teacher created thematic units of study that build upon research-based literacy instruction. Teachers utilize leveled readers, Daily 5, literature circles, author studies, novel studies, genre studies, guided research projects, and student discourse to broaden and improve literacy skills. Additionally, our Frias literacy lab provides resources for literacy instruction such as leveled readers, novels, exemplar texts, classroom libraries, games, manipulatives, and professional texts that cover a wide variety of genres and reading materials for use in the classroom setting. Daily writing is integrated throughout all academic areas. Organization within writing utilizes Thinking Maps, 4 Block Instruction, and interactive notebooks to scaffold and support student thinking. Authentic literature and exemplars are used to guide student writers toward publishing their work. Some formats include the use of computers, Chromebooks, multimedia presentations, creating handmade books, posters, or brochures, and publishing hardbound books through Studenttreasures. Student progress is assessed and monitored through the use of common summative grade level assessments, AIMSweb universal screenings and progress monitoring, running records, CORE Phonics, Developmental Reading Assessment, Words Their Way, Kindergarten ESGI, Smarter Balanced interim assessments, and MAP interim assessments.

1b. Mathematics:

Mathematics is taught using the mathematical standards and aligning it closely with the Common Core's eight Standards for Mathematical Practice. The CCSD mathematical framework provides structure for math instruction. The key components of the framework incorporate instruction, understanding, and reflection. Student-centered math instruction includes five key strands of mathematical proficiency: conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition. Number talks are used as a meaningful way to build computational fluency and number sense. Through the use of math notebooks and classroom discourse, teachers provide students the opportunity to write and talk about mathematics, solve real-world problems, take notes, explain their thinking, and reflect on their understanding of concepts and their individual progress toward mastery. Various structures are used in our math instruction, including a reverse release of responsibility. In this model, students start with a worthwhile task to see what strategies they are able to apply. This allows students to use previously taught mathematical ideas and use the strategies they have learned in their tool chest. Next, teachers use collaborative structures to work through any roadblocks students may have encountered with the task. Finally, teachers provide direct instruction based on the formative assessment data they’ve collected during the first two parts of the lesson. This structure allows teachers to promote understanding, correct misconceptions, pose questions, and clarify the mathematical concept. This model creates rich learning experiences for students and reinforces their ideas and problem solving strategies. To ensure that students have a thorough understanding of math concepts and skills they are learning, teachers instruct from a concrete base to representational model and finally an abstract sequence of instruction. Students are able to make meaningful connections and blend concepts and procedures in a structured manner. Student progress is assessed and monitored through the use of common summative grade level assessments, AIMSweb universal screenings and progress monitoring, math diagnostics, Smarter Balanced interim assessments, and MAP interim assessments.

1c. Science:

The science instruction at Frias Elementary School is based on Next Generation Science Standards (NGSS). The NGSS framework requires students to operate by incorporating three dimensions of learning. These include Crosscutting Concepts, Science and Engineering Practices, and Disciplinary Core Ideas. Resources implemented vary to meet the diverse needs of students. These resources include the Full Option Science System (FOSS), in which instruction is primarily inquiry based with informational text integrated to provide a deeper understanding of concepts. Teachers also implement the Science Alive Program high quality STEM units. These units integrate cutting edge research and brings science to life by employing active learning strategies that foster critical thinking and problem solving skills. Generation Genius, a video streaming service, enhances classroom discussions, observations, and reflections of student understanding. Partnered with the National Science Teachers Association, science topics are energized with educational videos, assessments, and hands on activities for each topic. Additionally, teachers use curriculum kits called Green Boxes provided by the Desert Research Institute. These boxes contain highly engaging science curriculum and teaching materials that are made by educators for educators. The Frias science lab provides teachers with access to FOSS learning activities and experiments, additional science resources and materials, in addition to live animals for student study and observation. Throughout science instruction, teachers use the scientific method as a foundation for science exploration and discovery. The principles of the scientific method provide students with a structure to question, reason, observe, evaluate, and synthesize what they are studying. Additionally, students track their learning and data collection in science notebooks. Science notebooks allow students to communicate their thinking. Students access key vocabulary in a unit of study, track data throughout various experiments, reflect on their observations, and increase their overall understanding of science. Teachers use formative and summative assessments in the form of science notebooks and various forms of note taking, experiments, informative writing, quick writes, and exit tickets.

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

Social studies instruction includes the study of history, geography, economics and civics and is integrated throughout subjects in the form of thematic units and project based learning. Teachers integrate reading and writing throughout their social studies instruction. Students are asked to evaluate, analyze, and synthesize key concepts in social studies. Grade levels engage in off-site field trips focusing on an area of study within the standards. Classes have visited Anderson Dairy, Las Vegas Natural History Museum, Springs Preserve, Clark County Wetlands Park, and the Las Vegas High Roller observation wheel. To extend students' social interactions and learning, we have a variety of assemblies and guests come into the school to present real world information. Presenters and assemblies include firefighters, police officers, canine units, Nevada Energy, Kids Voting USA, Discovery Children's Museum, Colorado River Conservation District, professional sports players, and Every Kid in a Park. Fifth grade students participate in a career unit in which they bring life to their chosen careers in a live museum. Fourth graders are challenged to master the following tasks for the Great Nevanan: reciting the Preamble to the Nevada Constitution, singing the Nevada state song, identifying Nevada facts, and identifying and writing the 17 counties and county seats of Nevada. Likewise, fifth graders participate in the Great American Challenge by completing six tasks focused on important aspects of our country's history. The six tasks include: writing the Pledge of Allegiance, reciting the order of Presidency, identifying all states and capitals, reciting the Preamble to the Constitution, singing the Star Spangled Banner, and reciting the Gettysburg Address. Teachers use formative and summative assessments in the form of short and long term projects, essays, quick writes, and exit tickets. Our social studies instruction goal is to develop students' skills to become engaged citizens who are prepared for college and careers.

1e. For secondary schools:

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

Frias services students in preschool in two self-contained programs. The first program is early childhood special education. The majority of these students have developmental delays. The second program is early

childhood autism. The majority of students in this program meet the eligibility requirements of autism. Teachers collect and record observational data into an online system and the checkpoints are finalized three times a year. All data collection is on-going and is utilized to drive and inform instruction. Classroom standards are equivalent to general education classroom expectancies and are aligned with the Nevada Pre-K Content Standards. Academic and functional expectancies are based on the individual needs of the student and are reflected in the student's IEP goals and benchmarks. The curriculum focuses on all developmental domains and content areas.

2. Other Curriculum Areas:

Frias Elementary School employs specialists in the areas of art, music, physical education, library and ST Math. The students in grades kindergarten through fifth grade participate in a six day rotation of these classes.

The visual arts program at Frias is dedicated to building students' love of the arts. Frias artists are encouraged to "be like themselves instead of more like everybody else." The art room at Frias creates an energetic atmosphere where students partake in art instruction and immerse themselves in a creative and safe environment to explore the visual arts. Students engage in Discipline-Based Art Education, learning the basic skills of art criticism, art history, aesthetics, and art production. The elements of art and the principles of design are the starting point for the art program at Frias. However, instruction is strengthened through an arts integrated method of engaging students in a creative process using an art form to reinforce concepts in math, English, and the sciences. When a Frias artist has completed a project, his or her artwork is published online to the world's largest student based gallery, Artstonia, where family and friends from all over the world can view and comment on the student's work. Seeing the comments on a creation is a big boost to a child's self-esteem. When the artists see that people from all over the world are admiring their artwork, it's a great incentive for them to continually develop their talents.

At Frias, the library media instruction assists students in becoming effective users of information and ideas. Resource based instruction provides students the ability to locate, select, evaluate, and apply information that is crucial to a student's academic success. Standards based instruction with lessons focusing on inquiry, research, and digital citizenship allow students to find, evaluate, and apply their knowledge. Library instruction promotes a love of reading for all students by matching books to readers, providing exposure to various genres through book talks and read-alouds, and fostering a positive attitude towards literature. The library media specialist and instructional assistant collaborate with staff in order to support classroom lessons and objectives by providing print and digital materials in a variety of formats. This helps to support achievement in the library as well as the classroom.

In our music program, students experience a varied repertoire of music through singing, movement, and playing musical instruments. They learn to read, notate, listen, and analyze, as well as compose music within specific guidelines. Through music education, students learn to successfully work in both large and small groups while improving their critical thinking skills. Music combines science, math, reading, or history in all lessons and has been proven to increase memory for studying and test taking. We also provide opportunities for students to perform. Choir and musical theater help children build and improve language and reading skills, increase self-esteem as well as self-awareness, and create a well rounded education.

The primary goal of our kindergarten through fifth grade physical education program is to develop the mind and body through exercise, sportsmanship, problem solving, and teamwork. We strive to get students active and keep students active by providing lessons that create lifelong healthy habits. Students participate in a variety of fine motor and gross motor activities that allow them to continue to foster communication and team building skills. The staff also takes part in a fun-filled football and kickball game against the students. At the end of the year, the students are able to apply the skills they have learned in our school wide field day.

Teachers make use of a variety of technology labs and programs available within our school. We have two computer labs, a ST Math lab, two iPad carts, and one-to-one Chromebooks for fourth and fifth grade students. Technology is also utilized in every classroom with the use of document cameras, iPads, SMART NBRS 2019

Boards, and projectors. This technology allows classroom teachers to prepare our students for the technological world we currently live in. Students attend ST Math as a special class during their six day special rotation. ST Math allows students to build on and improve their mathematical skills necessary for success in the classroom. Teachers also utilize ST Math in the classroom, along with Lexia, Reading A-Z, Google Classroom, and Epic in order to further enhance classroom instruction.

3. Special Populations:

Differentiated instruction is used to provide appropriately leveled tasks for every student. The Gifted and Talented Education (GATE) program offers instruction to identified students in grades three through five. Enrichment programs are available to second grade students who may qualify for GATE. Collaboration occurs between the GATE specialist and general education teachers to ensure students have enrichment opportunities. This involves demonstrating mastery of standards by creating their own student-led lessons, real-life application of standards, and participating in open inquiry research projects. In first through fifth grade, there are 30 minutes of intervention and enrichment. During this time, students identified in the Response to Intervention (RTI) process meet with their teacher to improve skills in a deficit area of reading, math, or writing. During this time, other students have the flexibility to develop their academic skills such as working on research projects, solving problems with their peers in math centers, or improving fluency with reader's theater. Frias has a Certified Temporary Tutor (CTT) who pulls small groups for tier two and tier three reading intervention.

The resource team opened the Best Buddies chapter at Frias last year to promote inclusion. Last school year, Frias held two events where general education students and students with disabilities worked together to create personalized puzzle pieces to the theme of "we all fit together." In addition, we have worked closely with assistive technology to allow students who struggle with written expression and reading to have an opportunity to complete projects alongside their peers using voice typing and the Google Read&Write extension. This has helped our students tremendously, empowering them to write multiple paragraph essays instead of three to five sentence paragraphs. For the first time, resource students performed a holiday play this year for their peers and family members. Students were able to build reading and writing skills while gaining wonderful life experiences.

Our early childhood special education and preschool autism programs encourage community outings by taking our students on field trips to places such as indoor playgrounds, orchards, and musical performances. These group outings build family confidence by taking children into the community and augmenting social interaction skills. These special education programs also organize family engagement days. Parents come into the school with their child and work on family activities together. Teachers show parents various strategies in fine motor, academic, and social skills.

Throughout the year we also have therapy dogs visit and engage with students. Frias partnered with Love Dogs of Las Vegas to bring the program to our school that helps children understand that it is okay to be different. Our children with special needs get to visit the dogs along with some of our students who struggle with behavioral issues. We also provide weekend food backpacks for those students who are food insecure. Frias has teamed up with a local food bank called Three Square. Students who are signed up for the program receive a food bag every Friday. Operation School Bell provides students in the program with a bag of new clothes every school year.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Growth mindset and school spirit are heavily embedded into the culture at Frias Elementary School. Each morning, our day begins with a school wide newscast presented by our student council representatives and an administrator. This helps to kick off the day with school news, celebrations, and a daily growth mindset quote. Some examples of our monthly growth mindset focus include, “overcoming challenges,” “perseverance,” and “goal setting.” Each month students who have demonstrated the growth mindset focus of the month are recognized at an award ceremony. Students, parents, and staff gather together to celebrate their growth. Our Frias cheerleaders also perform for the students and families to help celebrate their accomplishments. In addition, students demonstrating a growth mindset are selected by classroom teachers to enjoy a story and a snack with administration once a month. Growth mindset among students and staff is one of the major reasons our school is able to grow and thrive.

Students are recognized at Frias in many ways, including monthly perfect attendance awards, class barbecues with specialists at the end of the year, Accelerated Reader luncheons, ST Math one hundred percent achievers, and student centered pep rallies for our third through fifth grade students focused on SBAC testing.

Our school culture is also heavily influenced through the use of Kagan structures throughout the building. Through the use of Kagan, students are engaged and develop positive social skills while interacting and learning with each other. Our staff has received Kagan training and works together to foster an environment that is collaborative benefiting all of our students. Using Kagan structures is an underlying belief that is embraced within our daily practices and interactions between teachers and students. For example, one of the structures teachers introduce and model for students is “rally coach.” Students partner together to provide strategies and guided tips for one another. They actively listen to one another and are provided verbal gambits that model positive social responses to each other and give praise. This sets peers, classrooms, and our whole school up for positive interdependence.

Our school also provides for a collaborative, friendly environment for staff. Many staff members volunteer their time to organize a Sunshine Committee. This creates a positive culture by providing monthly themed potlucks, fun holiday activities such as “Secret Snowman” or “You’ve Been Boo’d,” and recognizing and celebrating all of our valuable staff members for Counselors’ Week, Boss’ Day, Administrative Professionals Week, among other staff recognitions. At Frias, we believe in our team and work together to ensure that all students succeed.

2. Engaging Families and Community:

Frias Elementary School is a place where all families feel welcome and are encouraged to participate in the learning process. Each year we offer educational opportunities for our families to attend. Along with family nights and events such as a STEM night, literacy night, and game nights, we have partnered with the FACES department to offer engaging and informative family and parent classes. These classes include: How to Navigate Infinite Campus, 100 Ways to Raise a Reader, Prepping Your Child for Standardized Testing, Online Safety, Attacking Addition and Subtraction, Mastering Multiplication, No Summer Slide, Ready for Kindergarten, Growth Mindset, and interactive STEM classes.

Our PTO is instrumental in involving our families with events such as a bingo night, Monster Mash, a trunk or treat, a spring carnival, a father and daughter dance, a mother and son skate night, a chili cook-off, a family breakfast, and a pajama and painting morning. In collaboration with our PTO and the Apex Fun Run, we have raised over \$120,000 for our school in the last four years. Our PTO meets monthly to share upcoming activities and gather volunteers for school events. PTO funds are used to reimburse teachers for materials they have purchased for their classrooms.

We actively give back to the community with our Two Lunch Tuesday program. This monthly program

involves students and families making and packing a lunch to donate to a local homeless shelter. Frias also coordinates Pennies for Patients each year which strives to collect and donate money for cancer research. Each year, we invite members of the community to our school to share their knowledge and expertise during our Career Day. From doctors and firefighters to ice cream shop owners and snake charmers, our students are exposed to a variety of career options.

Teachers, PTO, and administration communicate with Frias families using ClassDojo. This interactive platform allows us to share information weekly about events, achievements, and school celebrations.

The education process continues at Frias after the school day is over with a variety of after school programs. We offer sports and fitness programs such as Red Rover, Girls on the Run, tennis, and cheerleading. Technology clubs include TechBranians, robotics, and Play-Well TEKnologies, a LEGO inspired engineering club. Students can also join our garden club or Girl Scouts. In addition, we have after school activities that focus on fine arts such as Drama Kids, choir, and our spring musical production.

3. Professional Development:

We strive to create a collaborative learning environment which focuses on improving instruction for all students. Teachers are given opportunities and encouraged from administration throughout the school year to observe colleagues utilizing best teaching practices during lessons to support our collaborative learning environment.

Teachers meet twice a month to unwrap English language arts and mathematics Nevada Academic Content Standards (NVACS) using the “Frias Five.” Through Professional Learning Communities, teachers identify what standard they want students to learn and purposefully plan accordingly. Teachers identify how they will know if students have learned the standard and how they will respond if students experience difficulty in learning the standard. Additionally, common assessments are collaboratively created during this time, teachers reflect on teaching methods, and data is analyzed after each standard is taught to revise instructional strategies.

We understand that students need to be engaged in their own learning, which led our school to focus on student engagement and growth mindset. Every teacher participated in Kagan structures training. Teachers were taught how to implement cooperative learning in the classroom, which has allowed students to have structured discourse throughout each lesson. A team of lead teachers facilitated multiple on-site professional development sessions on discourse strategies and teachers walked away with materials they could immediately use in their classrooms to promote productive discourse. Every teacher also participated in a book study and training classes on growth mindset. Each month our school has focused on an attribute of maintaining a growth mindset to help students see their own potential through goal setting and reflection. Frias has also utilized experts from our district and within our school on topics that included RTI, number talks, CCSD reading and math frameworks, differentiation, data notebooks, student-led parent conferences, science integration, grading, accountable talk, and blended learning. These collaborations contribute to our high level of academic achievement.

This year, we began a three year cohort training targeting English Language Learners (ELL). Teachers in our school attended district trainings for these sessions and are now guiding the instruction sessions in our school. These sessions have emphasized the use of graphic organizers, anchor charts, productive discourse, accessing students’ prior knowledge, and creating experiences that build academic connections. Teachers attend an instructional session and are given time to implement the strategies in their classrooms. Teachers meet to debrief, ask questions, and share ideas with their colleagues.

Our staff believes that our school culture is based upon high quality and relevant professional development which supports student achievement.

4. School Leadership:

The administration at Frias Elementary School believes in a shared leadership philosophy. There are multiple opportunities for consensus building, feedback, and input as it relates to the daily functions and structures of the school.

Grade level leaders facilitate Professional Learning Communities. Through PLC meetings, teachers learn from one another and critically examine what does and does not work for student growth. Teachers collaboratively plan and examine their expectations for students. They share evidence based instructional strategies and discuss student understanding of instructional content. Additionally, they analyze student work and revise their instructional strategies. This collaborative process allows teachers to strengthen their tier one instruction and make instructional adjustments to ensure that students are successful.

RTI leaders assist their grade level with identifying students at-risk for failure and planning for intervention. Each grade level meets multiple times a year with the school psychologist, counselor, and administrator to dialogue about effective strategies and identify resources in the school and community to assist students struggling academically, socially, and emotionally. Students are measured using national norms and are progress monitored weekly to track growth. Weekly monitoring allows teachers and teams to continually analyze, differentiate, and respond in a timely manner for every child.

The Curriculum Committee plans a literacy and STEM night for families. The evening events are extensions of key concepts taught in school related to reading, writing, math, and science. Additionally, the Curriculum Committee plans and organizes reading programs and activities supporting Accelerated Reader, Nevada Reading Week, and book challenges.

The Sunshine Committee supports our school's climate by organizing monthly luncheons and staff parties, honoring staff birthdays, providing support during personal tragedies, celebrating major life events, and providing overall sunshine to everyone's day.

The School Organizational Team (SOT) is an advisory team that meets once a month. The team is comprised of two teachers, one support staff member, and three parents. This team works collaboratively with the administration to create the school's strategic budget and school performance plan. Additionally, the team provides insight and advice on anything that may impact our school.

The role of the administration is to support the school's core belief that every child is given what they need to succeed. Through this core belief, the administration aligns resources and staff to support students academically and socially and to establish structures that encourage collaboration across the school. The administration models the belief that we must work as a team to move everyone forward.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Collaboration, which leads to rigorous tier one instruction, is the cornerstone of success at Frias Elementary School. The staff collaborates within grade levels on a weekly basis and across grade levels during scheduled Site Based Collaboration Time (SBCT). Faculty and staff in the building are constantly engaging in collaboration that energizes instruction in order to maximize student achievement.

Within grade levels, collaboration is made possible through intentional planning during common prep times and regular PLCs. Sharing of instructional methods and materials allows teachers to provide the right amount of support and enrichment for students. PLCs also provide structured collaboration that enables grade levels to implement strategies gained through regularly scheduled school wide SBCT.

Collaboration across grade levels occurs weekly as well. SBCT is set aside for focusing on school wide goals like growth mindset, student engagement, and language acquisition strategies. During these meetings, teachers share responsibility for delivering professional development and engaging with colleagues across grade levels. As a result, a deeper understanding is gained of each grade level's expectations and a seamless flow of rigorous expectations from one grade level to the next is created.

Specialists collaborate with staff members, supporting the school wide vision of growth mindset and student engagement across content areas. Specialists play a key role in supporting core curriculum. The librarian provides instruction in research, the ST math specialist supports math fluency and problem solving, the art and music specialists support analysis and critique of arts and literature, and the PE specialist provides opportunities for team building and learning sportsmanship. Specialists are an integral part of the team at Frias and support work in the classrooms.

School leaders collaborate with staff members regularly to provide feedback on instruction and to make decisions on staffing and budget. This collaborative culture fosters a trust and transparency which allows teachers to continually assess the rigor of instruction in the classroom. The rigor and engagement provided in tier one instruction engages students to set and achieve their goals.

The excellence at Frias Elementary School is made possible through a collaborative work environment. The staff is flexible and open to feedback from trusted and capable colleagues. The work done at a micro level is supported by the strategic planning of leadership and specialists who provide common prep times for grade level collaboration, while supporting students across content areas. With a focus on rigorous instruction and a belief in the possibility of every student, the staff of Frias continues to stretch themselves and students to create a positive, highly motivated learning community.