

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. 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	27	37	64
K	37	27	64
1	26	25	51
2	22	27	49
3	20	21	41
4	12	19	31
5	20	26	46
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	164	182	346

*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):
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 33 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 54 % White
 - 7 % 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: 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, 2017 until the end of the 2017-2018 school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	41
(4) Total number of students in the school as of October 1, 2017	332
(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. English Language Learners (ELL) in the school: 2%
6 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 34%
Total number students who qualify: 117

8. Students receiving special education services: 9 %
31 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>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>10</u> Developmental Delay | <u>4</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>16</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</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: 13
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	9
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 19:1

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	96%	96%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

We believe in every student, every day. Our mission is to provide the skills necessary for each student to be successful academically, socially, and emotionally.

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

Paul Munro Elementary School (PMES) is a public school located in a quiet residential neighborhood in the northwest section of Lynchburg, Virginia. Our school is just minutes from the James River and approximately thirty-four miles from the Blue Ridge Parkway. We are extremely fortunate to live in close proximity to three colleges: the University of Lynchburg, Randolph College, and Liberty University. These established partnerships allow our school opportunities to work with a number of college interns and student teachers each year.

Paul Munro Elementary School, named in honor of Lynchburg City Schools' fourth superintendent, opened its doors to students and staff in September 1962. Originally created as a neighborhood school, Paul Munro has grown to accommodate and educate a wide cross-section of our city's families for over fifty-six years. It is a small, family-focused school, averaging approximately 280 students in grades K through 5, and 64 students in Pre-K. The small student to teacher ratio of 19:1 encourages teacher collaboration and a team approach to differentiated instruction.

Students at Paul Munro participate in many educational, cultural, civic, and enrichment activities. It is the goal of our teachers and staff to continue to develop innovative and creative ways to improve every student's overall success. Through continuing education and professional development, we strive to find and implement exciting new strategies to expand our students' learning and success. We believe that all students can learn and it is our goal to provide them with a strong educational foundation.

Our school consists of a diverse population of students, with 34% economically disadvantaged and 46% minority. Twenty-four of our students participate in the PMES Sustaining Our Students (SOS) backpack program sponsored by the United Way. Eligible students take home backpacks filled with prepared foods each Friday, which provides nutritional support over the weekend.

Our school is made up of a veteran staff with very little turnover. This results in Paul Munro having over 562 years of teaching experience among 30 faculty members. When school staff retire, they often return as volunteers and substitutes. In addition, many of the parents and grandparents of our current students attended Paul Munro as children. It is wonderful to hear their happy memories and the positive impact our school has had on their educational foundations.

We are very proud of our teachers' and students' successes in meeting state accreditation and federal standards. Paul Munro has continued to make significant progress over the past three years in core subject areas. Our school is fully accredited and the recipient of the Distinguished Achievement Award in 2017. In addition, it has received the following awards: Title One Distinguished School Awards 2006, 2007, 2008, 2009; Board of Education Competence to Excellence 2010; and the 2011 Board of Education Excellence Award.

The school staff works closely with the Parent Teacher Association (PTA) to provide special events, such as the Back to School Family Picnic and Open House, Winter Sing-Along, An Evening with the Arts, STREAM (Science, Technology, Reading, Engineering, Art, and Math) Night, Family Literacy Night, Field Day and School Picnic, Talent Show, and Spring Carnival throughout the year for our students. These celebrations are traditions that we look forward to each year.

We are proud to call our school a warm, welcoming home for all of our Paul Munro Patriots.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

At Paul Munro, we believe that all students must be effective, motivated readers in order to realize academic and personal success. It is our expectation that our children will be reading on or above grade level on the journey to becoming lifelong readers. Silent, sustained reading time is built into the language arts block and takes place daily at school and at home. Our instructional strategies are guided by the Lynchburg City Schools' Pacing Alignment Resource guides and are based on the Virginia English Standards of Learning. Although the curriculum is division driven, teachers tailor instruction to meet the needs of each student. Teachers in Pre-K through 3rd grade use a state required Phonological Awareness Literacy Screening (PALS), while teachers in grades 2 through 5 use the Developmental Reading Assessment (DRA) to monitor and track each student's reading level and monitor progress throughout the year. Students in grades K through 2 are reassessed every three to four weeks using running records and anecdotal notes to monitor reading progress. Reading instruction is data-driven to ensure that educational strategies are aligned to meet the individual needs of each student.

Primary grades focus on “learning to read”, whereas upper elementary grades transition to “reading to learn”. Teachers use a variety of explicit and intentional teaching strategies to help students read with fluency and comprehension. High yield instructional strategies include small group guided reading, leveled assignments, differentiated word study, and responding to reading through writing.

We believe early intervention is the key to building a strong foundation in reading; therefore, our kindergarten classes have a full time instructional assistant to provide one on one instruction to students needing extra support. Students who are not meeting state benchmarks receive additional Title 1 funded support: Early Intervention Reading Instruction (EIRI), a reading specialist, a literacy coach, and support staff using research based leveled interventions.

1b. Mathematics:

Teachers adhere to the Lynchburg City Schools' Pacing Alignment Resource Guide and the Virginia Standards of Learning when planning lessons. They use numerous strategies and methods to ensure students' learning and to enhance the opportunities for future growth. These instructional strategies are the result of teachers' personal teaching experiences, workshops, and collaboration with colleagues. Teachers design effective instruction through team planning prior to instruction and reflecting upon the lessons after completion.

Teachers use a tiered approach with each unit of study. Data gleaned from pre-assessments drive instruction. A typical lesson begins with whole-group instruction to introduce content. Students are then placed into differentiated instructional groups for guided math lessons. Instruction is provided for each student's zone of proximal development. Those students demonstrating proficiency/mastery receive further scaffolding and enrichment. Remaining students work within their groups to build a stronger foundation. Students then rotate through stations that include small group instruction with the teacher, hands-on experiences, and opportunities for students to make real world connections. Spiral reviews are given periodically to ensure students are retaining the skill. Cloud-based laptop computer lessons are used to give a variety of question types, techniques, and answer responses. Instructional assistants work with students who have special needs requiring accommodations in the classroom. They also work with individual students who need enrichment or remediation. An after-school tutorial program is offered to “striving” students in grades 2 through 5 who need further support. Educators work together to teach the building blocks of math, to enhance students' critical thinking and problem solving skills, and to motivate students to learn.

Assessment data is analyzed continually to guide instruction. There are pretests prior to instruction,

formative assessments during and after a lesson, and summative assessments at the completion of units. Upon analyzing data, remediation is used, if needed, to clarify concepts.

1c. Science:

Our K through 5 science curriculum provides a hands-on approach to instruction. Lessons are inquiry-based and integrate math, reading, writing, and the arts. We utilize science kits, developed by Lynchburg City Schools, to address preconceptions and to use metacognitive strategies through reflection. A kit is supplied for each standard of learning in every grade, providing lesson plans and materials for content specific instruction. Students “do science” daily through active learning experiences where they apply the process skills of inferencing, observing, communicating, modeling, analyzing data, and drawing conclusions. Cooperative learning and technology integration are also fundamental components of our science curriculum.

We believe students learn best when provided with real life applications of scientific concepts. Students can often be seen outdoors collecting scientific data on weather, gathering natural samples, and observing seasonal changes. Local partners, the Virginia Extension Agency and Appalachian Power, collaborate with classroom teachers, sponsor field trips, and facilitate science fairs. Our science fairs give students an opportunity to investigate topics of their choosing using the scientific method. Students orally present their projects and their findings to a panel of judges, defending their conclusions.

We use formative assessments and quick checks to gauge students’ learning, giving immediate feedback to students and teachers. Summative assessments are used to measure mastery at the end of each unit.

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

Social Studies teachers provide lessons based on the Lynchburg City Schools’ Pacing Alignment Resource Guide and the Virginia Standards of Learning. Teachers provide opportunities for students to think critically, to communicate with peers, to collaborate with one another, to display creativity, and to use good citizenship. Students learn about the world around them and how they fit into a diverse society. They begin in kindergarten to learn about their community and, by the time they have completed 5th grade, the scope has expanded to encompass their city, state, country, and world.

Teachers take a cross-curricular approach to teaching social studies, immersing students in the core content while they are learning about other subjects in the curriculum. Students use interactive notebooks and study guides to help them learn and retain information. Independent students and collaborative groups create projects and presentations that make concepts meaningful. Teachers make historical events and time periods come alive by inviting guest speakers who share related hands-on materials, taking real and virtual field trips, using student-performed dramatizations/experiential activities, and incorporating technology. Students enjoy our rich local history through field trips to Thomas Jefferson’s Poplar Forest, Monticello, Jamestown, Appomattox Courthouse, and Rightmire Children’s Museum/Amazement Square. Students also learn about ancient and modern civilizations as they make connections to the past, present, and future.

Student growth assessments are administered twice a year in grades 2 through 5 to monitor students’ understanding of the social studies curriculum. Students in grades 3 through 5 are also assessed using additional performance-based assessments. These assessments encourage deeper learning and are an essential component of a balanced testing program. The ultimate goal of the teachers is to help students make sense of the world and to help them become engaged citizens in a multicultural, global society.

1e. For secondary schools:

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

The Paul Munro Pre-Kindergarten program is aligned with the Virginia Foundation Blocks for Early Learning and the Second Step Social-Emotional curriculum. Instruction is divided into play-orientated activities that encourage exploration, socialization, communication, and problem solving. Direct instruction takes place daily during small group times. Students have the opportunity to participate in hands-on lessons that encourage curiosity and enthusiasm for learning. Every effort is made to involve community helpers, such as public librarians, firefighters, and police officers in our units of instruction. Our Pre-K classes provide inclusion opportunities that teach our students to accept others.

2. Other Curriculum Areas:

Grades K through 5 participate in the STREAM (Science, Technology, Reading, Engineering, Art, and Math) program twice a month. Through innovative inquiry and project based learning, students work collaboratively and think critically to address real-life challenges and issues while simultaneously learning standards from several core content areas. This collaboration cultivates an environment in which students are prepared to effectively communicate with their peers and thoughtfully consider the many approaches their classmates may use to solve a problem.

Technology is an integral part of instruction, taking place in every classroom, every day. At PMES, technology is used in coding, research, and virtual field trips. Using technology improves student engagement and knowledge retention while encouraging both independent learning and collaboration.

Paul Munro students in grades K through 5 receive art, music, and movement education for fifty minutes each week. Paul Munro students are exposed to various musical styles and theories to develop an appreciation for all forms of music. The Show Choir provides performance opportunities for select 4th and 5th grade students throughout the year. Students present a minimum of one grade level play a year.

Art students study two- and three-dimensional art forms, art history and theory, and cultural impacts of art. In addition, lessons also reinforce the teaching of grade-level reading, math, science, and social studies skills. Our Visual Arts program continually reaches out to the community. This year, we have formed a partnership with the Taubman Art Museum in Roanoke, Virginia, and are working on the "Shared Art" program between our 4th grade students and Westminster Canterbury Retirement Community residents.

The movement education curriculum emphasizes fitness as well as healthy lifestyle choices. Students participate in a variety of aerobic exercises, individual skill work, partner activities, and group games. The goal is for students to improve their motor skills, to encourage fitness, and to develop an appreciation for physical well-being. All grades are exposed to health information, including nutrition, safety, body systems, and the family life curriculum.

The Suzuki Violin Program at Paul Munro, now in its forty-eighth year, provides twice a week pullout lessons. Suzuki trained students develop a mature musical sensitivity and keen aural skills from this method of instruction. They also advance in the areas of coordination, self-discipline, self-confidence. Their ability to concentrate and memorize is also enhanced. Frequent performances reinforce skills and motivate students to progress. We are proud that 30% of the PMES students participate in the violin program.

The library program's goal is to create a culture of lifelong readers. Students in grades 1 through 5 participate in a reading incentive program where children, aided by teachers, establish goals each grading period for independent reading. This results in a 100% rate of participation and an approximate 91% acquisition of goals. We seek to expand the scope of student interests through yearly author visits, fall and spring book fairs, and participation in the Virginia Readers' Choice awards program. In addition, the librarian promotes access to books at all times for students through an open library policy, summer library, accessible classroom libraries, digital devices, and community book boxes.

We offer an after-school program to 1st through 5th grade students in Spanish. Children learn conversational Spanish as well as vocabulary, with a focus on student interaction. Participants enjoy cultural experiences such as fiestas, dance, food, music, and games. This year, we have expanded our after-school language program to incorporate Mandarin Chinese for grades 3 through 5. Lessons are center-based and focus on

reading, writing, speaking, and comprehending.

Paul Munro Elementary School has a comprehensive school counseling program. The program aligns with the American School Counseling Association (ASCA) national standards and the Virginia state curriculum standards in order to service our student body through whole group, small group, and individual means of delivery. Our school counseling program addresses academic, career, and social/emotional issues for grades Pre-K through 5, while also placing a heavy emphasis on the character traits. We also implement a system of positive behavior support in order to promote positivity in redirection of maladaptive behaviors.

3. Special Populations:

A continuum of services are available to students with disabilities. Kindergarten students with high needs are provided a self-contained, adaptive program with a small student/teacher ratio. Pre-K through 5th grade students with mild disabilities are taught in the least restrictive environment, utilizing inclusive strategies. Specialized instruction is driven by these students' individual education plans to meet the specific needs of each child. A speech pathologist provides services to students with speech and language impairments, specifically to address articulation delays, receptive/expressive language delays, and stuttering disorders. An occupational therapist visits once a week to address deficiencies in fine motor skills and to reduce barriers to classroom participation. In addition, Paul Munro serves a small population of English Language Learners with pullout services. Parent communication is a vital part of the special education team approach and continues throughout the identification, eligibility, and services process for our students with disabilities. Phone calls, agenda notes, conferences, and progress reports keep families informed and celebrate student successes and achievements.

Identified gifted students, currently 14% of the school's population, receive enrichment and extension activities in grades 3 through 5. These students receive services in a small group setting of six to eight students once a week for 50 minutes. Enrichment lessons provide learning opportunities that utilize higher level thinking skills, such as analysis, synthesis, and evaluation (Bloom's Taxonomy). These opportunities include open-ended, student-led activities in order to motivate students and to enhance creative thinking. Paul Munro also has a group of accelerated 5th grade math students who are instructed and tested on a 6th grade math level in accordance with the Virginia Standards of Learning.

In order to address students identified as performing below grade level in math and reading, Paul Munro, a Title I school, uses a tiered approach to assign research-based interventions aligned with the individual needs of identified students. The process includes student identification, intervention selection, frequency, duration, and consistent monitoring of progress. One full time grant funded reading specialist, a part-time literacy coach, Early Intervention Reading Instruction (EIRI) support personnel, and an instructional assistant provide services to strengthen reading fluency and comprehension.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Paul Munro Elementary School believes every child can grow academically, socially, and emotionally. The key to our student success is the positive relationships our staff builds with our children and their families. Students are greeted each morning upon entering Paul Munro by staff and volunteers. It is our way of rolling out the welcome mat and letting our students know we are glad they are at our school.

Paul Munro classrooms are student-centered, engaging, nurturing, and positive. Students feel a sense of trust and love that enables them to grow and to willingly accept challenges. The classroom dynamics at Paul Munro ensure equity, trust, and respect while providing a barrier-free learning environment for all students.

High expectations are established in every classroom, maximizing student engagement and minimizing disruptive behaviors. Learning activities are meaningful and have real world relevance. Teachers implement daily lessons and activities that support student academic, social, and emotional growth while creating lifelong learners. Students develop relationships with their peers as they learn to support and help one another.

Student and classroom accomplishments are frequently recognized and celebrated. The Paul Munro family loves to acknowledge each other through morning announcements, grade level newsletters, weekly folders, daily agendas, school communications, emails, and phone calls.

Our staff's dedication to excellence is evident daily. It is through the trust and support of the school leadership and parents that we are willing to go the extra mile. Paul Munro is a school where the staff are treated like professionals, where we are supported for our initiatives and implementation of new ideas, and where we are respected by the community. Once an individual comes to Paul Munro to teach, work, or learn, he or she never wants to leave.

2. Engaging Families and Community:

At Paul Munro, education is an all-encompassing experience involving the home, school, and community. Our school year always begins with an emphasis on our motto, "We Are Family". In order for our school to flourish, all families need to feel welcome and a part of our school community. We challenge ourselves to contact 100% of our students' families by telephone within the first two weeks of school to welcome them to Paul Munro. These initial conversations allow a positive connection between school and home, which sets the tone for the school year. Throughout the year, parents are kept informed of student progress through interims, daily agendas, fall and winter conferences, class newsletters, emails, social media, school communications, and personal phone calls. Attendance is crucial to student success; therefore, Paul Munro employs a school attendance clerk to monitor attendance. At the end of each grading period, students with perfect attendance are recognized. The clerk also makes every effort to have updated contact information for all students, bridging the home-school connection.

Parents and families are encouraged to visit often for lunch or to volunteer for one of the many Paul Munro opportunities. Volunteers can be seen helping in the library, reading stories in the classroom, providing small group tutoring, coaching running clubs and Lego teams, teaching after-school Spanish and Chinese, and participating in our Watch D.O.G.S. program for dads. Other parent involvement activities include a fall back to school open house and picnic, a STREAM evening, special themed literacy nights, a spring play, and our carnival. Paul Munro's vibrant community is a reflection of its supportive families. We love having a parking lot full with guests and our school building buzzing with activities.

Paul Munro's PTA provides support and funding that allows for additional educational experiences for our students and teachers. Our community partnerships with local colleges, businesses, and nonprofit organizations support instruction, increase parental involvement, and promote health awareness and safety.

This results in an engagement-rich school where students feel comfortable taking academic risks and ownership for their learning. We are constantly adapting and growing to meet our students' and families' needs while never forgetting that "We Are Family".

3. Professional Development:

The environment at Paul Munro is one that emphasizes continuous learning and instructional improvement. Faculty and staff complete state-wide (CPR, first aid, and dyslexia training) and division-wide (poverty simulation training, aligning the standards, and Bloom's Taxonomy in lesson plans) mandated professional development for teachers. Curriculum supervisors use division-wide data to determine areas of need, providing professional development on topics such as learning strategies and utilizing various teaching tools each year. Building-wide professional development opportunities are offered to teachers and instructional staff to reinforce relevant content and to determine areas of need and interest. The topics include, but are not limited to, hands-on approaches to teaching the content, problem-based learning, incorporating STREAM into the classrooms, and utilizing building materials to provide small group reading instruction.

The instructional technology resource teacher offers mini-workshops on ways to enhance instruction with technology-based programs. These workshops provide teachers with resources to engage students with activities that make the curriculum more relevant and meaningful to the students. Teachers also attend regional conferences and participate in webinars in order to stay relevant on the ever-changing educational methodology.

4. School Leadership:

Our principal fosters a collaborative community where all stakeholders have the opportunity to participate in decision-making and shared leadership. As an instructional leader, she identifies strengths within the school community and creates an environment where collaboration and sharing are the expectations. They participate in peer observations, which open doors to meaningful dialogue. These conversations include teaching strategies, longitudinal data analysis, and needs assessments. An instructional leadership team, led by the principal and consisting of unit leaders and representatives, meet at least once a month to participate in the decision-making process of the school. This ensures that ideas are heard, decisions are communicated, and concerns are addressed. Teachers in grades Pre-K through 5th meet weekly in professional learning communities to disaggregate data, monitor student interventions, and plan differentiated learning strategies that support our belief that every child can learn and be successful.

In our school community, we are building relationships that address the individual needs of every child every day. Positive community and student surveys relate the open and inviting atmosphere that pervades Paul Munro. This cohesive atmosphere translates into a warm, friendly learning environment for students, their families, and staff.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The Virginia Department of Education identified Paul Munro as a focus school during the 2012-2013 school year based on an achievement gap in reading. Our school remained a focus school until the fall of 2016.

The focus school status challenged our school to provide data-driven instruction that included data analysis, student identification, intervention strategies, professional development, consistent monitoring, and self-reflection. The improvement process made it necessary to unite as a Pre-K through 5th grade school-wide team, taking ownership of each student's success. In the past five years, we have continued to strengthen our data-driven approach to instruction. Pre-K through 5th grade level teams meet weekly to plan and implement strong data-driven instruction that is differentiated to enhance the learning and success of each student.

Paul Munro students who do not meet state standards have the opportunity to participate in an "Extended Day" program, the Expert Learners Academy. Identified students attend the Expert Learners Academy two days a week to receive support in reading and math. The program starts in January and runs through mid-May.

At Paul Munro, it is the expectation that all students work to their highest potential. The school prides itself on high student performance and believes that high expectations are the key to success. Our school staff believes that all of our children can be successful. We have worked hard to identify areas for improvement and have made great gains in the implementation of differentiated instruction.