

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Debra Misecko

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

Official School Name Memorial Elementary School

(As it should appear in the official records)

School Mailing Address 1052 Park Avenue

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

City Valparaiso State IN Zip Code+4 (9 digits total) 46383-4549

County Porter County State School Code Number\* 6913

Telephone 219-531-3090 Fax 219-531-3009

Web site/URL

http://www.valpo.k12.in.us/Doma  
n/337

E-mail dmisecko@valpo.k12.in.us

Twitter Handle

Valpo Memorial Facebook Page N/A Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

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

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr. Ric Frataccia

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

E-mail: rfrataccia@valpo.k12.in.us

Other)

District Name Valparaiso Community Schools Tel. 219-531-3000

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

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Mark Maassel

(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 that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

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

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	30	26	56
1	23	20	43
2	27	26	53
3	28	27	55
4	21	17	38
5	37	24	61
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	0	0	0
<b>Total Students</b>	166	140	306

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 2 % Black or African American
  - 7 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 85 % White
  - 5 % Two or more races
  - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 6%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1	306
(5) Total transferred students in row (3) divided by total students in row (4)	0.062
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 2 %  
5 Total number ELL  
 Number of non-English languages represented: 2  
 Specify non-English languages: Spanish, German
8. Students eligible for free/reduced-priced meals: 19 %  
 Total number students who qualify: 59

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 19 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 13 %  
40 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 categories.

- |                                |  |
|--------------------------------|--|
| <u>6</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>9</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>13</u> Specific Learning Disability         |
| <u>2</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
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. Please summarize your school mission in 25 words or less: Memorial Elementary will provide a safe and caring educational environment. Our students will develop skills to maximize academic, social, creative, and emotional intelligences.

## **PART III – SUMMARY**

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Memorial Elementary School's purpose is to provide all students with the best educational opportunities possible. The Memorial staff, in cooperation with parents and students, will provide a safe and caring environment. Each student will be encouraged to expand to their potential in academic, creative, emotional, physical, and social skills.

Memorial Elementary School is located at 1052 Park Avenue in Valparaiso, Indiana. It is a part of the Valparaiso Community School Corporation, which consists of eight elementary schools, two middle schools, and one high school. The corporation serves the 6,000 students living in Center Township. Center Township has a population of 43,267. At the center of the township is the city of Valparaiso. It is the county seat and a middle-class community with a population of 32,261. The median family income is \$68,626. The percent of families under the poverty level is 14.4 percent with a 5.2 percent unemployment rate. About 91 percent of the district's adults have a high school diploma, and 35 percent have a college degree. Therefore, most of the income generated is by two-income families with a mix of blue-collar occupations and white-collar professionals. (City and township data from 2010 census)

Memorial Elementary School was originally built in 1957 and opened in 1958 for grades kindergarten through six. Eventually, the middle school concept was adopted and Memorial became a school that contained grades kindergarten through five and still follows this model. Memorial is a small neighborhood school. In August, 1990 an addition and remodeling project doubled the physical size of the school. It went from having one classroom per grade to two classrooms per grade. At this time Memorial has two classes per grade level, K-5, with approximately 310 students.

Academic success is an important characteristic in Memorial Elementary's school culture. It has achieved Four Star status from Indiana for four of the last five years. The staff, parents, and students share high expectations for learning and growth. Some of the key factors for this success are continual staff collaboration, an involved Parent Teacher Organization, and ongoing parent communication between school and home. Education is a priority for Memorial families.

The curricular offerings at Memorial Elementary have been developed to meet the diverse needs of the students. Students are taught core curricular subjects (reading, writing, math, science, social studies, and health) in self-contained classrooms. All classes have a 30 minute period each day for Response to Intervention and enrichment activities. Paraprofessionals are available in each classroom for this 30 minute period. This support helps the teacher deliver individualized instruction to challenge students, as well as focus instruction for reteaching and remediation. In addition to core classes, all students have music, art, and physical education for one hour a week. The Media Center and mobile technology carts are available as resources for all teachers and integrated into each classroom at least once a week. Valparaiso Community Schools has also developed a K-12 curricular map for technology integration and skill development.

As part of P.B.I.S. (Positive Behavioral Interventions and Supports) Memorial has adopted school-wide behavioral expectations and procedures. These are identified in our motto of being "Vikings with H.E.A.R.T." This acronym stands for Honesty, Effort, Attitude, Respect, and Teamwork. The HEART principles are also the basis for classroom procedures and expectations. This shared philosophy has helped teach positive behaviors which maximize student engagement and achievement. Students showing their HEARTS are celebrated in various ways.

In order to address all student learning styles and social-emotional needs, Memorial also offers a variety of extracurricular activities. Kindness Keepers (a group dedicated to treating others with kindness and respect), Student Council (a group of student leaders), Math Bowl and Spell Bowl (competitive academic clubs), Kool Aid and Canvas (semi-private art lessons), Choir, Circle the State with Song, and After School Sports. The PTO also sponsor students activities and events throughout the year, such as Red Ribbon Week and TV Turn-Off Week.

The entire Memorial learning community benefits from the high level of collaboration and cooperation evident among the Memorial staff. Wednesday mornings are designated for collaboration time as students arrive later and time is dedicated to intra-school and inter-school district meetings. Grade level teachers share a common plan time each week that can be utilized to plan units, assessments, and projects to support the instruction of the standards. Teachers, specials instructors, the school social worker, and instructional aides often work together to solve challenges that students encounter, whether academic, social, or emotional.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

The teachers of the Valparaiso Community Schools have created well-defined expectations for curriculum at all grade levels. Teachers in grades kindergarten through twelve use Standard Based Curriculum Guides written by faculty committees to help ensure that what is taught is based upon Indiana College and Career Readiness Standards as well as the local needs of our students. These curriculum guides also represent portions of the National Common Core expectations. Committees ensure that the curriculum indicates what students are to learn at each grade level and has been aligned horizontally as well as vertically throughout the grades to meet Indiana College and Career Readiness Standards. With this curriculum in hand, teachers throughout the school corporation can align their instruction to the standards created by the State of Indiana. As a result, classroom instruction at Memorial Elementary School is guided by locally written curriculum maps and the Indiana College and Career Readiness Standards provided by the State of Indiana. Curriculum is updated every six years, preceding the selection of new textbooks. These maps and resources are made available to teachers to guide instructional planning. Time is provided for teachers to collaborate and make curriculum decisions based on these curriculum resources.

#### Language Arts

The reading portion of the language arts component is made up of a ninety minute reading block, wherein phonemic awareness, phonics, vocabulary, fluency, and comprehension are foremost in instruction. Differentiation is a priority and is evidenced by literacy stations, guided reading groups, whole group mini-lessons, and novel studies. The reading series from Benchmark Literacy supports these daily components of high-quality reading instruction. Benchmark Literacy provides resources to meet all students at their instructional level and is grounded in research based instructional activities. Teachers use the Benchmark assessment components to drive instructional decisions. The instruction can then be tailored to meet individual as well as whole class needs. In addition to a writing curriculum provided within the Benchmark Literacy program, Memorial teachers also utilize the Six + 1 Traits of Writing. Grammar and spelling are embedded in the lessons and writing activities presented through Benchmark Literacy, Six + 1 Traits, and Simple Six curriculum.

#### Math

Bridges math uses an experiential, inquiry based approach to learning the foundations of mathematics. Memorial's math curriculum is closely aligned with both state and NCTM standards. Number sense, computation, and problem solving are integrated in active, hands-on groups, both small and large. Teachers at Memorial utilize the district curriculum maps as well Indiana College and Career Readiness Standards to create a well-balanced approach to mathematical instruction that accommodates various types of learners, meeting individual student needs.

#### Science

Memorial's hands-on curriculum, National Geographic, is often integrated into other areas of the curriculum, applicable to nearly all content areas. Life, Earth and Physical Science are the basic foundations to building the understanding of scientific inquiry. Small group work is conducive to the many science explorations conducted. Teachers plan instructional activities, non-fiction reading opportunities, experiments, and assessments to address both state and local Science curriculum expectations.

#### Social Studies

History, civics/government, geography, and economics are the core of our curriculum. Harcourt Brace is the series currently used to exceed state standards. Teachers often enrich Social Studies education through field trips, guest speakers, and multicultural experiences. A curriculum map has been developed and will be implemented across grade levels. The curriculum includes studies of national, state, and local government.

## 2. Other Curriculum Areas:

In both visual and performing arts, students are given an opportunity to express themselves and learn from others in creative and unique ways. Memorial's art teacher supports students' acquisition of essential skills and knowledge by integrating other curricular areas such as reading, math, social studies, and technology into the visual arts program. The art teacher at Memorial Elementary is diligent in uploading each and every student-created masterpiece into The Artsonia website. This is a means by which every child can access a personal online portfolio filled with his/her masterpieces. All children in grades Kindergarten through Fifth participate in art curricular activities each week for one hour. The art teacher plans, prepares, and executes four art shows each year: This Is Our Story, Arts a Budding, as well as the fall and spring art shows. In addition to this, Memorial's P.T.O. sponsored art program, Brush with the Masters, extends an overview of art history into the classroom.

Music at Memorial Elementary School encompasses a wide variety of learning and enrichment experiences for students that stimulate an appreciation for many styles of music and a desire to express music and perform themselves. Students have the opportunity to perform through the 4th/5th Grade Choir and in classes through the "Share Your Talent" program. All children in Kindergarten through Fifth Grade participate in our Veteran's Day convocation and in our Holiday Sing. By integrating music with drama, reader's theater, American celebrations and those from other countries, our student body gains a comprehensive experience in the performing arts. All students at Memorial participate in music classes for one hour each week and perform in the All-School Music Program every other year. The music teacher at Memorial Elementary provides a constant thread of cross-curricular knowledge through the integration of the elements of music with other curricular areas, such as reading, social studies, math, and art. As a part of our 4th/5th Grade Choir, students participate in This Is Our Story (a district wide holiday arts festival), Circle the State with Song and All-State Honor Choir – the latter two being audition selected special events.

Technology is integrated into every part of the day at Memorial Elementary School. We realize the importance of getting our students prepared for the expectations needed to be successful in college and careers and work diligently to set our students up for success. This is done by integrating technology into our everyday lessons and not having technology be a stand alone subject. Creating an environment where reading and math lessons are enhanced with technology. Each classroom has a small set of chromebooks or iPads to use at any point in the day. Often times teachers use these devices for listening to reading or small group differentiated instruction activities. We also have two class sets of laptop carts which teachers use for at least one hour a week. During computer time students learn how to type, use word processing programs, and learn about creating and researching. We also have an ipad cart that is shared between the first - fifth grade classrooms. Our kindergarten classes are currently piloting on demand iPads in the classroom. This has been a wonderful experience where our kindergarten students have been given the opportunity to fully integrate technology into their days. Kindergartens use their iPads starting with morning work and throughout the entire day. Our Kindergarten students have the ability to create iMovies about a book they have read or rhyming words. They seamlessly use math apps to have a hands on calendar experience. Students are even able to use a programming app to design math problems and letter identification questions for their fellow students.

Physical Education at Memorial Elementary School provides learning experiences that teach students to value physical activity and how it contributes toward a healthy lifestyle. The teachers help students learn the skills necessary to participate in a variety of physical activities that are appropriate to the developmental level of each age group. Students are expected to respect differences among others and follow the rules of team and individual sports. They are taught ways to make healthy choices that positively affect the health and safety of themselves and others. Students in fourth and fifth also have the opportunity to participate in team sports as part of the After School Sports program. All students at Memorial participate in physical education classes for one hour each week and participate in the All-School PE Night every other year as part of TV Turn-Off Week.

### **3. Instructional Methods and Interventions:**

Memorial Elementary provides varied instructional approaches and interventions to insure high levels of student learning. After formalized assessments have been gathered and analyzed, principal and teachers meet to make action plans including goals, personnel needed, intervention to be used, and level of intensity for students who are in need of targeted support. Our Response to Intervention (RtI) program meets the needs of students who are struggling academically or behaviorally. RtI delivers scientific, research-based instruction in a three tiered method. Tier 1 is the core curriculum in which all students are involved within the classroom setting and may include general classroom interventions. Students receiving Tier 2 interventions are provided with additional support outside of regular classroom instruction for 90 minutes or more weekly. In Tier 3, the intervention is intensified by meeting a minimum of 150 minutes weekly and may include smaller group sizes or one-on-one instruction. Every 6-8 weeks the collaborative team meets again to assess the effectiveness and update the plans as needed. Letters informing parents of the details of their child's RtI action plan are mailed after each meeting.

Interventions used within each tier are carefully chosen to meet each child's individual needs. At Memorial we use the following instructional programs/approaches: Leveled Literacy Intervention (K-2), Read Naturally, Wilson Reading, Study Island, Road to the Code, Reading A-Z, Phonics Lessons: Letters, words, and How They Work by Fountas and Pinnell, Math Facts in a Flash, and Ten Marks. Students with behavioral goals have action plans that target negative behaviors and assists students in replacing them with appropriate ones. Teachers, principal, and social worker collaborate to insure students are supported in their needs.

Students in Tiers 2 & 3 are monitored frequently to assess their progress and the effectiveness of the instruction. In the primary grades, mCLASS progress monitoring subtests are chosen to correlate with the students' RtI action plan goal. Intermediate grades select the most appropriate AIMSweb progress monitoring subtest to determine whether the intervention is working. Students in all grade levels with a behavioral action plan are monitored through behavior logs/charts correlated to their goal. Tier 2 students are monitored every other week, while Tier 3 students are monitored weekly.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

The assessment data shows that over the past five years Memorial has had consistent achievement scores on ISTEP+ above the state averages in both math and language arts. When Robert Marzano's Regression Formula, as explained in his "What Works in Schools" text, is applied to the ISTEP+ scores Memorial students are performing nearly 1.7 standard deviations above what is to be expected compared to states' ISTEP+ scores. The regression formula, controlling for poverty, compares Indiana's 2014 passage rate of 70.6% (46.7% SES) in both English/Language Arts and Math, Memorial's 2014 rate is 95% (19%SES). This appears to indicate that school and teacher factors are making a statistically significant difference for Memorial's students.

During the 2010-2011 school year the fifth grade students achieved a low of 80% passing in English/Language Arts. This was a drop for that cohort group from 93% passing the year before. Those test results caused the Memorial staff to reflect and further analyze the ISTEP+ data, as well as other school assessment data. As a result, a need for improved reading comprehension was determined. The school improvement goal was changed to address Reading Comprehension across the school. After the 2010-2011 school year, the percent passing for English/Language Arts in grade five steadily increased and was at 95 % passing last year.

Memorial has limited data available for disaggregation and analysis in sub-groups. However, there is data from grade 4 to support that the subgroup of free and reduced population achievement was lower in the years of 2009 to 2012 than the entire population. The data shows an increase over the next two years that is higher than the whole population. One possible reason for the increase is the addition of the after school Jumpstart remediation program for students identified at risk of not passing ISTEP+. Jumpstart has been implemented the past 5 school years for eight weeks each spring.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Dibels and mCLASS benchmark assessments are given in grades K-2 three times each year in reading and math. Student reports are printed and sent to parents when the tests are given to show their child's progress. Teachers analyze the data independently and with their teaching partner to compare students and determine needs.

Students in grades 1-5 take STAR Reading and Math assessments every quarter. Teachers use the reports provided by Renaissance Place to group students according to their specific academic needs. ISTEP is given to students in grades 3-5 every spring. This state-mandated test provides valuable data about student achievement, not just within each classroom, but also compared to other students district and state-wide. ISTEP scores are published in local papers and online as public records to inform parents and the community of our school's performance in each subject area. Students in grades 3-5 are required to take Acuity three times each year. Students in third grade are assessed on both reading and math. The fourth grade assessments focus on reading, math, and science while fifth grade students are assessed on reading, math, and social studies. Acuity provides standards-based reports which allow teachers to design instruction and interventions based on students' needs.

Teachers use formal and informal assessments on a daily basis in their classrooms. Formal assessments include unit tests in reading and math, spelling tests, and chapter tests in science and social studies. Informal assessments are content-driven, including running records, checklists, portfolios and observations.

All assessments are used to help teachers determine students who need to be placed in RtI, special education placement, sent to summer school, or retained the next school year. Progress monitoring of intervention effectiveness in all grades is done throughout the year. Progress monitoring may be done by the classroom teacher or the Reading teacher.

## **Part VI School Support**

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### **1. School Climate/Culture**

Memorial is committed to providing a positive safe environment for its students and staff. It is a shared belief that an orderly school promotes high achievement. The school wide PBIS (Positive Behavior Intervention and Supports) plan has been developed school-wide to promote positive behavior and a safe learning environment. It is centered around the motto of being “Vikings with H.E.A.R.T.” The HEART acronym stands for Honesty, Effort, Attitude, Respect, and Teamwork. A school wide behavioral matrix is used to identify the positive behaviors expected in each part of the school day related to the H.E.A.R.T. skills. They are also used as the basis for classroom management plans. The school is reminded of these skills each day through morning announcements. Students are rewarded for demonstrating their HEART with individual and class awards.

The staff is committed to working together to achieve high goals as a school and feels supported by the school principal, school secretary, and PTO. The school principal is visible and supportive throughout the school on a daily basis. She goes above and beyond to keep the morale in the building high as well as achievement. The school secretary assists in keeping the building running smoothly while welcoming parents, students, and visitors with kindness and warmth. The PTO supports teachers by funding classroom needs, field trips, and organizing a staff appreciation week every year. Teachers feel valued and supported at Memorial given all of these components.

Memorial has a part-time social worker who works collaboratively with staff, students and parents to provide emotional and behavioral support. The social worker works with students individually and in small groups. These small groups are focused on present student needs such as test anxiety, friendships, and organizational skills. The social worker also helps facilitate personal safety lessons at each grade level, such as “Kelly Bear” lessons in kindergarten about “good touch” and “bad touch,” and “When Should I Tell?” in grade 5 about sexual abuse.

Frequent visits from the Valparaiso Police Department officers assigned to Memorial through the Adopt-a-Cop program, help students and staff feel safe. The officers visit the school often to create a positive relationship between students and police. The police officers are a good resource and speak with students about making good decisions related to personal safety, such as saying no to drugs. The Valparaiso Fire Fighters are also a presence in the school. They visit kindergarten classes in October for Fire Prevention Month, participate in Trunk or Treat, and sponsor the program Firefighter Phil, a fire safety presentation for students in grades K-4.

### **2. Engaging Families and Community**

Memorial Elementary engages families and the Valparaiso community in many ways. Community volunteers teach students about economics through Junior Achievement. Lucky the Dog visits to share life lessons with the primary grades. The “I Need a Hug” program, supported by United Way and the Valparaiso University softball team, provides stuffed animals to encourage literacy fluency in first grade. Student support also comes from AmeriCorps and Valparaiso University tutors. The AmeriCorps tutor is given the task of tutoring students in need. Her work is data driven and based on student need.

Memorial has an active Parent Teacher Organization (PTO) which provides needed services and goods. The PTO sponsors activities that promote a positive school climate, like Trunk or Treat, TV Turn-off Week Activities, holiday parties, and field day. They also organize a Discovery Fair, Saturday Night Live (upper grades reading night), and Red Ribbon Week Activities. The PTO has monthly meetings to discuss and plan activities and to help encourage others to get involved. The PTO facilitates “Backpacks and Snacks,” which allows all students the opportunity to donate food items to be given to students in need during school vacations.

Maintaining good parent communication is a focus for the Memorial staff. Teachers send class newsletters, maintain class websites, and use Twitter, and the YAPP App to inform parents. Our school uses a web page which includes a monthly newsletter and Twitter to share information. The School Messenger system sends out electronic notifications via phone and email. Parents are also able to view real time student progress using the student management system parent portal.

The American Heart Association partnered with Memorial to build a Teaching Garden in which students plant seedlings (spring), parents care for the growing plants (summer), and students harvest (fall). Students are taught to cook using the fresh and healthy ingredients. The American Red Cross involves students in the annual blood drive held at Memorial.

Porter County Soil and Water Conservation District volunteers teach lessons in classrooms throughout the year. Valparaiso Parks Department worked with students and staff to complete the building process of our town playground, Valplayso.

Students are mentored by older students through Team Lead and Pen Pal programs. Team Lead is a mentoring program for fifth graders where middle school students visit grade 5 to prepare for middle school. The Valparaiso High football team has a Pen Pal program with grades 3 and 4 students during the season.

### **3. Professional Development**

There are a variety of professional development opportunities for Memorial teachers and staff. The goal of all professional development is to develop skills and strategies that promote student well-being and achievement. Valparaiso Community Schools has established two full days at the beginning of the school year for district PD. Teachers attend compulsory and choice sessions during the two days. The offerings on these two days vary and include topics based on curriculum, technology, student management, assessment, and data. In addition, Wednesday morning collaboration time was added each week for teachers to analyze data and improve instruction.

There are additional professional development opportunities throughout the year which vary in methods of delivery. The Valparaiso Community Schools has adopted a four year rotation for updating and editing curricular maps for each subject. Professional Development at the district level is based on these maps and new textbooks, as they are adopted.

In the past three years, lead teachers from Memorial have attended various training sessions. S.I.O.P. (Sheltered Instruction Observation Protocol) training prepared staff for working with our EL students. U.D.D.I. (Universal Design for Differentiated Instruction) training was provided and shared with all teachers to develop ways for Memorial teachers to differentiate instruction for the wide range of student needs at our school. An IDOE State Standards workshop was attended by two faculty members and information was then shared with all faculty. C.L.E.A.R. training(Center for Literacy Education and Research through Purdue University) has been provided for several teachers on our staff and those teachers have used a train-the-trainer method for sharing updated literacy techniques with colleagues.

As part of our school improvement plan, all faculty received training in literacy-related topics. Most recently all classroom teachers have attended Benchmark Literacy (the newly adopted text for reading and writing) training, literacy training from Smekens Education and a training session in Simple Six writing. Additional training in Simple 6 will be provided this spring and next fall. All of the material presented in these literacy-focused workshops was brought back to the classroom to better instruction.

In the area of technology, professional development is available through the technology integration specialist. This professional development is sometimes done with the whole teaching staff, but is also available to meet the specific needs of individual teachers. These training sessions include topics such as Google Drive, Microsoft Publisher, Wixie, Scratch, and Scratch Jr.

#### **4. School Leadership**

At Memorial, there is a shared sense of responsibility for the growth and achievement of all children between all stakeholders, which includes the principal, teachers, support staff, students and parents, as well as district leaders. While the building principal may be the educational leader and administrator in the building, working in a smaller school affords all staff to be involved in multiple leadership roles. There are varied members of the staff that serve on school and district leadership committees, such as AdvancEd School Improvement, DQST (District Quality Schools Team), textbook adoption committees, the Insurance/Benefits committee, and the Technology Committee, with the purpose of representing Memorial's staff. Each staff member serving on the district level committees accepts the responsibility of representing the views and needs of the Memorial staff at the committee meetings, and also the responsibility of sharing and training the Memorial staff with the work of the committee.

The hiring process in Valparaiso Community Schools is very thorough and robust and only the most qualified candidates are hired. The Memorial teachers strive to achieve highly effective ratings on teacher evaluations. The teacher evaluation process makes it possible for the principal and teacher to collaboratively discuss areas of strength and areas in need of improvement. The open dialogue and discussion about teacher evidence and observations provides an opportunity for teachers to share teaching practices and contributions to the school community and to develop their own professional goals for improvement.

The principal often solicits the input from staff for decisions that impact the school community. There is an open door policy in the office, where concerns are professionally discussed and addressed. The principal visits classrooms daily and stays connected in the lives of students as well as staff members and is always demonstrating a kind and caring attitude. Her sense of service to her community as a principal at Memorial is inspiring to others. The principal fully supports her staff by lending a listening ear, being a cheerleader, or being a problem solver. Because of the shared responsibility of student growth and achievement, the principal and staff have a relationship of mutual respect and accountability.

The most recent (January 2015) AdvancEd staff surveys confirmed that there is a shared commitment to teacher collaboration and high expectations for kids. In addition to gaining input from staff, parents, and students also provide feedback for the purpose of school improvement. The school improvement planning process has involved all school stakeholders and has confirmed overall satisfaction with the teaching and learning at Memorial.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>ISTEP+</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB/McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Pass and above	94	95	91	93	91
Pass+	37	24	35	55	29
Number of students tested	35	61	54	80	55
Percent of total students tested	97	98	96	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	2	4	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Pass and above			100	82	92
Pass+			17	36	17
Number of students tested	3	9	12	11	12
<b>2. Students receiving Special Education</b>					
Pass and above					
Pass+					
Number of students tested	4	9	5	4	3
<b>3. English Language Learner Students</b>					
Pass and above					
Pass+					
Number of students tested	0	0	0	1	0
<b>4. Hispanic or Latino Students</b>					
Pass and above					
Pass+					
Number of students tested	1	3	1	2	0
<b>5. African- American Students</b>					
Pass and above					
Pass+					
Number of students tested	0	2	3	2	1
<b>6. Asian Students</b>					
Pass and above					
Pass+					
Number of students tested	0	1	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Pass and above					
Pass+					
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Pass and above					
Pass+					
Number of students tested	1	0	0	0	0
<b>9. White Students</b>					
Pass and above	94	98	92	93	90
Pass+	38	41	40	57	29
Number of students tested	32	51	48	75	52
<b>10. Two or More Races identified Students</b>					
Pass and above					
Pass+					
Number of students tested	1	2	2	1	2
<b>11. Other 1: Other 1</b>					
Pass and above					
Pass+					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Pass and above					
Pass+					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Pass and above					
Pass+					
Number of students tested					

**NOTES:** The Indiana Modified Achievement Standards Test (IMAST) is the alternative assessment noted above.

The percentages for Pass and Pass+ are unavailable for subgroups with less than 10 students tested.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>ISTEP+</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB-McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Pass and above	98	93	89	91	95
Pass+	49	27	39	34	29
Number of students tested	61	56	84	58	56
Percent of total students tested	100	97	99	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	3	1	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Pass and above	100	93	71	77	85
Pass+	15	7	21	23	15
Number of students tested	13	14	14	13	13
<b>2. Students receiving Special Education</b>					
Pass and above			80		
Pass+			20		
Number of students tested	9	7	10	5	5
<b>3. English Language Learner Students</b>					
Pass and above					
Pass+					
Number of students tested	0	0	1	0	0
<b>4. Hispanic or Latino Students</b>					
Pass and above					
Pass+					
Number of students tested	4	2	3	1	0
<b>5. African- American Students</b>					
Pass and above					
Pass+					
Number of students tested	2	3	2	0	1
<b>6. Asian Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Pass and above					
Pass+					
Number of students tested	0	0	0	0	1
<b>9. White Students</b>					
Pass and above	98	92	92	91	95
Pass+	36	31	41	36	29
Number of students tested	50	49	78	56	55
<b>10. Two or More Races identified Students</b>					
Pass and above					
Pass+					
Number of students tested	4	2	1	1	0
<b>11. Other 1: Other 1</b>					
Pass and above					
Pass+					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Pass and above					
Pass+					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Pass and above					
Pass+					
Number of students tested					

**NOTES:** The Indiana Modified Achievement Standards Test (IMAST) is the alternative assessment noted above.

The percentages for Pass and Pass+ are unavailable for subgroups with less than 10 students tested.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>ISTEP+</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB - McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Pass and above	98	90	92	98	93
Pass+	58	44	32	40	41
Number of students tested	57	86	60	55	54
Percent of total students tested	97	99	98	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	1	2	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Pass and above	100	88	82	100	
Pass+	57	18	18	0	
Number of students tested	14	17	11	12	8
<b>2. Students receiving Special Education</b>					
Pass and above		60			
Pass+		0			
Number of students tested	5	10	6	7	4
<b>3. English Language Learner Students</b>					
Pass and above					
Pass+					
Number of students tested	0	2	0	0	0
<b>4. Hispanic or Latino Students</b>					
Pass and above					
Pass+					
Number of students tested	2	5	0	1	0
<b>5. African- American Students</b>					
Pass and above					
Pass+					
Number of students tested	2	2	2	1	1
<b>6. Asian Students</b>					
Pass and above					
Pass+					
Number of students tested	0	1	0	1	0
<b>7. American Indian or Alaska Native Students</b>					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Pass and above					
Pass+					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Pass and above	98	91	95	79	92
Pass+	59	47	32	19	43
Number of students tested	51	79	56	52	51
<b>10. Two or More Races identified Students</b>					
Pass and above					
Pass+					
Number of students tested	2	0	2	0	1
<b>11. Other 1: Other 1</b>					
Pass and above					
Pass+					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Pass and above					
Pass+					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Pass and above					
Pass+					
Number of students tested					

**NOTES:** The Indiana Modified Achievement Standards Test (IMAST) is the alternative assessment noted above. The percentages for Pass and Pass+ are unavailable for subgroups with less than 10 students tested.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>ISTEP+</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB- McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Pass and above	97	100	96	96	96
Pass+	17	16	35	33	22
Number of students tested	35	61	54	80	55
Percent of total students tested	97	98	96	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	2	4	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Pass and above			100	91	92
Pass+			17	0	8
Number of students tested	3	9	12	11	12
<b>2. Students receiving Special Education</b>					
Pass and above					
Pass+					
Number of students tested	4	9	5	4	3
<b>3. English Language Learner Students</b>					
Pass and above					
Pass+					
Number of students tested	0	0	0	1	0
<b>4. Hispanic or Latino Students</b>					
Pass and above					
Pass+					
Number of students tested	1	3	1	2	
<b>5. African- American Students</b>					
Pass and above					
Pass+					
Number of students tested	0	2	3	2	1
<b>6. Asian Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Pass and above					
Pass+					
Number of students tested	1	0	0	0	0
<b>9. White Students</b>					
Pass and above	97	100	98	97	96
Pass+	19	18	38	32	23
Number of students tested	32	51	48	75	52
<b>10. Two or More Races identified Students</b>					
Pass and above					
Pass+					
Number of students tested	1	2	2	1	2
<b>11. Other 1: Other 1</b>					
Pass and above					
Pass+					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Pass and above					
Pass+					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Pass and above					
Pass+					
Number of students tested					

**NOTES:** The Indiana Modified Achievement Standards Test (IMAST) is the alternative assessment noted above.

The percentages for Pass and Pass+ are unavailable for subgroups with less than 10 students tested.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>ISTEP+</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB-McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Pass and above	97	93	95	98	93
Pass+	38	27	44	29	30
Number of students tested	61	56	84	58	56
Percent of total students tested	100	97	99	98	0
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	3	1	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Pass and above	100	100	93	92	85
Pass+	15	29	14	8	23
Number of students tested	13	14	14	13	13
<b>2. Students receiving Special Education</b>					
Pass and above			80		
Pass+			0		
Number of students tested	9	7	10	5	5
<b>3. English Language Learner Students</b>					
Pass and above					
Pass+					
Number of students tested	0	0	1	0	0
<b>4. Hispanic or Latino Students</b>					
Pass and above					
Pass+					
Number of students tested	4	2	3	1	0
<b>5. African- American Students</b>					
Pass and above					
Pass+					
Number of students tested	2	3	2	0	1
<b>6. Asian Students</b>					
Pass and above					
Pass+					
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Pass and above					
Pass+					
Number of students tested	0	0	0	0	1
<b>9. White Students</b>					
Pass and above	98	96	96	98	93
Pass+	36	47	46	30	31
Number of students tested	50	49	78	56	55
<b>10. Two or More Races identified Students</b>					
Pass and above					
Pass+					
Number of students tested	4	2	1	1	0
<b>11. Other 1: Other 1</b>					
Pass and above					
Pass+					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Pass and above					
Pass+					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Pass and above	0				
Pass+					
Number of students tested					

**NOTES:** The Indiana Modified Achievement Standards Test (IMAST) is the alternative assessment noted above. The percentages for Pass and Pass+ are unavailable for subgroups with less than 10 students tested.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>ISTEP+</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB-McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Pass and above	95	90	88	80	93
Pass+	39	44	28	18	22
Number of students tested	57	86	60	55	54
Percent of total students tested	97	99	98	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	1	2	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Pass and above	93	88	91	75	
Pass+	14	18	9	0	
Number of students tested	14	17	11	12	8
<b>2. Students receiving Special Education</b>					
Pass and above		60			
Pass+		0			
Number of students tested	5	10	6	7	4
<b>3. English Language Learner Students</b>					
Pass and above					
Pass+					
Number of students tested	0	2	0	0	0
<b>4. Hispanic or Latino Students</b>					
Pass and above					
Pass+					
Number of students tested	2	5	0	1	0
<b>5. African- American Students</b>					
Pass and above					
Pass+					
Number of students tested	2	2	2	1	1
<b>6. Asian Students</b>					
Pass and above					
Pass+					
Number of students tested	0	1	0	1	0
<b>7. American Indian or Alaska Native Students</b>					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Pass and above					
Pass+					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Pass and above	94	91	89	79	92
Pass+	41	47	30	19	24
Number of students tested	51	79	56	52	51
<b>10. Two or More Races identified Students</b>					
Pass and above					
Pass+					
Number of students tested	2	4	2	0	1
<b>11. Other 1: Other 1</b>					
Pass and above					
Pass+					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Pass and above					
Pass+					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Pass and above					
Pass+					
Number of students tested					

**NOTES:** The Indiana Modified Achievement Standards Test (IMAST) is the alternative assessment noted above. The percentages for Pass and Pass+ are unavailable for subgroups with less than 10 students tested.