



## **PART I - ELIGIBILITY CERTIFICATION**

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11MN7

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

11MN7

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 2 Elementary schools  
 (per district designation) 0 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
3 Total schools in district
2. District per-pupil expenditure: 12038

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	0	0	0
K	19	12	31		<b>7</b>	0	0	0
1	12	14	26		<b>8</b>	0	0	0
2	19	16	35		<b>9</b>	0	0	0
3	0	0	0		<b>10</b>	0	0	0
4	0	0	0		<b>11</b>	0	0	0
5	0	0	0		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>92</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
97 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 12%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1, 2009	125
(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

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 50%  
 Total number of students who qualify: 65

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%  
 Total number of students served: 12

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>0</u>	<u>1</u>
Classroom teachers	<u>6</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>5</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>16</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 13:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	98%	96%	97%	97%	95%
Daily teacher attendance	99%	98%	96%	97%	98%
Teacher turnover rate	0%	21%	10%	10%	10%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

In 2008-2009 Viking Elementary had a 21% teacher turnover rate due to a teacher retirement and a moving of a teacher out of the district. This resulted in hiring two new full time teachers at the beginning of the school year.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

Marshall County Central School's mission is "Building a foundation and future of educational excellence – one student at a time." The district relies on the commitment and effort of the Viking Elementary School to lay the cornerstone of that foundation of educational excellence for its students.

The Northwest Minnesota school district includes the small towns of Newfolden, Viking, and Holt. All are small centennial towns located on the edge of the fertile Red River Valley. There are many family owned farms surrounding the communities. The communities are a great place to raise a family. There are a number of parks, churches, and small businesses that serve the citizens of the school district. The three schools in the district serve as the center of life in these small towns. The entire Marshall County Central Schools community is committed to providing a meaningful, enriching educational experience to its children.

Viking Elementary is where students in the district attend Kindergarten through second grade. In past years, the school was where students in the district attended Kindergarten through third grade. The teachers at Viking Elementary are committed to making student learning the primary focus of their work. One visit to Viking Elementary School is enough to see that it has a family atmosphere where each student feels special and important. The school building is well maintained. The dedicated teachers come early to work and stay late. A walk through the hallways displays marvelous examples of student work. A peek in each classroom shows students and teachers hard at work on carefully planned daily learning goals. After school, teachers often collaborate to discuss and share ideas. Parents stop by throughout the day and immediately become part of the learning taking place in the classroom.

Teachers work very hard to keep parents involved and informed in their children's education. Folders go home daily in each backpack with completed work, homework, and notes about student progress. Parents are always welcome to visit and fill the building during back to school night, parent-teacher conferences, concerts, and other learning activities.

Viking Elementary School's strengths and accomplishments center on the team based approach to school leadership. The teaching staff and support staff work together to identify and prioritize learning needs. Once an action plan is developed to tackle a learning need, the Viking Elementary School teachers meet routinely to discuss progress, make adjustments, and to share results. The principal works hard to support teachers, facilitating meetings, and finding resources to support ideas. Every team member has a role in the student learning process and is dedicated to helping each student succeed.

Viking Elementary School dedicates itself to improving the learning of all students – one student at a time. The teachers and school support staff do whatever it takes to help each learner achieve success. This is evident in our high level of student achievement.

The success of Viking School did not happen overnight. It happened because the school has a long history of being focused on school improvement. The school prioritizes one or two important needs a year and staff members work together diligently to meet students' needs. The school uses state assessment data, classroom performance data, parent input, and research based materials to make decisions. The school remains focused on student needs and continually meets to discuss ways to make improvements.

Viking Elementary School is very thankful for the nomination as a National Blue Ribbon School. The commitment to improving student achievement and the perseverance of students, teachers, family, and the community are models other schools can learn from in their pursuit to improve student achievement.

### 1. Assessment Results:

Viking Elementary School has seen a high level of achievement in the past five years. The total number of proficient students raised ten percentage points in 2007-2008 in mathematics and the school has maintained 96% proficiency each year following. In reading, the school also had a significant increase occur in the 2007-2008 school year and the school has maintained a high level of achievement since then. Viking Elementary School's data table includes four years of assessment data from 2006-2007 to 2009-2010. Viking Elementary was unable to gather data from the 2005-2006 school year because the school contained only K-2 students. There were no third grade students assessed by the state at Viking Elementary in 2005-2006 because they attended another school in the Marshall County Central School District.

One significant reason for increasing and maintaining a high level of student achievement is continual improvement in the percentage of students that are scoring at the advanced level on the state achievement test. In mathematics the percentage of advanced students in 2006-2007 was about 27 percent. This has increased each year to approximately 43 percent in 2009-2010. In reading the percentage of advanced students in 2006-2007 was 50 percent. This percentage has increased each year to slightly over 71 percent in 2009-2010.

Viking Elementary School has two subgroups that have a population higher than 10. Those subgroups include Free and Reduced Price Meals/Socio-Economic/Disadvantaged Students and White students. Viking Elementary School has a 50 percent Free and Reduced Price Meal/Socio-Economic/Disadvantaged Student population. Viking Elementary School's student population is 97 percent white. There is little evidence that an achievement gap exists in our school when comparing the subgroups to the entire school population results. The percentage proficient plus advanced is almost identical each year in both mathematics and reading. There has been only one occurrence where the Free and Reduced Price Meals/Socio-Economic/Disadvantaged student subgroup was over 10 percent lower than the whole school group. There has been two occurrences where the Free and Reduced Price Meals/Socio-Economic/Disadvantaged student subgroup was over 10 percent higher than the whole school group. The gaps are not consistent from year to year and our teachers carefully monitor student progress to ensure that the gap does not become a trend. There were no significant statistical differences between the white subgroup and the total population scores.

Minnesota achievement tests occur each year in April. Minnesota assesses students from grade 3 to 11. There are four categories students can achieve on the state test. The categories are Did Not Meet Standards, Partially Proficient, Proficient, and Exceeds Standards. The Proficient level is the level that meets the state standards. The Exceeds Standards level identifies students that meet the standards and show a significant advanced understanding of the standard. The Proficient level and the Exceeds Standards level were used to determine the Proficient plus Advanced percentage of students. The Exceeds Standards level was used to identify percentage of Advanced students.

The State of Minnesota displays report cards for each school district and each school on its website. The specific website displaying data for Viking Elementary is [http://education.state.mn.us/ReportCard2005/AYPStatus.do?SCHOOL\\_NUM=030&DISTRICT\\_NUM=0441&DISTRICT\\_TYPE=01](http://education.state.mn.us/ReportCard2005/AYPStatus.do?SCHOOL_NUM=030&DISTRICT_NUM=0441&DISTRICT_TYPE=01)

### 2. Using Assessment Results:

Viking Elementary School looks carefully at student achievement data. Over the years, Viking Elementary School has carefully examined state assessment data, classroom achievement data, and Northwest

Evaluation Association (NWEA) testing data to improve curriculum, instruction, and provide extra supports like Title I and Special Education to students when necessary. Data is discussed in staff professional learning communities when assessment results are completed. The data is used to generate staff development goals, student achievement goals, and to help make curriculum decisions. Discussions about performance data also help us provide extra support to at-risk students.

Students falling into at-risk categories like Does Not Meet Standards or Partially Proficient on the state tests and Low on the NWEA testing are discussed in student assistance meetings. Student classroom performance is discussed along with achievement data to establish what extra supports are needed to improve student achievement. Extra help includes Title I assistance, paraprofessional support, afterschool program assistance, accommodations to support learning, and special education referrals.

The data is also examined to help drive school goals and to make curriculum decisions. Each year the school creates staff development goals and student achievement goals. Student performance data helps prioritize objectives that the goals seek to meet. Student performance data also helps make decisions regarding curriculum. In 2007-2008 the district purchased a new math series because the previous series was found to not adequately help our students meet standards in the middle grades (4-8). Even though Viking Elementary had high student achievement data, the curriculum change is one reason the school has seen a significant increase in the amount of advanced students that exceed standards.

Viking Elementary School utilizes curriculum mapping to align the school curriculum to state standards. The school carefully examines data and uses the results to adjust curriculum to make improvements each year. When student performance is low in a specific area, teachers seek out supplemental material to help students learn necessary skills.

### **3. Communicating Assessment Results:**

Communicating the assessment results are an important component to involving parents and the community. Viking Elementary School's test results are available on the school district web site. Links to the state data are included on our school's web page and our academic testing web page. When results arrive from the state, the superintendent of schools discusses the results in the district monthly newsletter. The district newsletter goes to each household in the district. Individual student results are sent home to parents. A copy is also kept at school for the teachers to discuss with parents at school conferences. Teachers take time to explain state testing results and the NWEA testing results with parents. Tips for improving individual results and supplemental materials are made available to parents so they can help their child at home. Results are discussed by a community advisory panel each fall. The panel is called the Curriculum and Assessment Committee. The committee generates a report that explains assessment results. This report is approved by the school board and shared with constituents on the school web site and made available upon request to any district resident. Student achievement results are also shared with students. Teachers explain the importance of the testing, what the testing means, and help students goal set for future testing periods. This fall, results were shared with students and classrooms had celebrations because our students did so well.

### **4. Sharing Lessons Learned:**

Viking Elementary School has connected with our other schools and with other districts to share our successes in several ways. Successful achievements at Viking Elementary School are shared with the school district's two other school buildings by school leadership and at district staff development meetings. The other school buildings have utilized some successful ideas from Viking Elementary School. Marshall County Central School District is a member of the Northwest Service Cooperative (NWSC). The NWSC has created many opportunities for schools to connect and share success in order to help all schools in the cooperative. The NWSC provides cohort meetings in mathematics, reading, science, and leadership. Viking Elementary School sends teachers and administrators to the cohort meetings in order to learn from each other and from experts brought in by the service cooperative. The

NWSC also provides a special day called Staff Development Day each January. Viking Elementary School

teachers attend that activity. One hour and a half session at Staff Development Day is dedicated to idea sharing and collaboration with other schools. The building principal is a member of the Minnesota Elementary School Principals Association and regularly attends Northern region meetings. At these meetings successes are shared with other districts. This idea sharing has provided other schools with ideas that work at Viking Elementary School and has also brought ideas back to the school. Viking School is a member of the Northwest Regional Interdistrict Council (NWRIC) special education cooperative. Staff members from the NWRIC support Viking Elementary and also share ideas of what is working at other schools with Viking Elementary staff. Viking Elementary staff members are open to trying some of the ideas shared and many of the ideas have helped individual students. The NWRIC also provides workshops to NWRIC member schools. Viking Elementary staff members attend these meetings and contribute to conversations and efforts to improve all NWRIC member schools.

## 1. Curriculum:

Viking Elementary School's core curriculum includes reading, language arts, mathematics, social studies, science, physical education, music, art, and character education. Viking Elementary School's primary focus has been

creating a strong foundation for student learning that the other schools in our district can build upon as students advance towards graduation. The school day is highly enriched with literacy learning and literacy experiences.

Teachers have worked hard to plan a standards based curriculum. Viking Elementary School teachers have created curriculum maps in the core subjects of reading, language arts, mathematics, social studies, science, physical education, and music. The teachers have made adjustments to these maps over the years to ensure that the curriculum is aligned to state standards and that the curriculum builds and spirals as students advance in their education.

Teachers engage students with a variety of instructional techniques. Whole class instruction, small group instruction, working with partners, intensive individual help, and team teaching are all strategies used to help students engage in learning. Teachers engage students with technology like our computer lab, smart boards, videos, and hands on learning to supplement the educational experience. Teachers also help engage parents by sending materials home for parents to help work with their children. These types of activities include small projects, language skills practice, reading comprehension practice, fluency practice, and math skills practice.

Viking Elementary utilizes an objective based report card structure that identifies student progress in key benchmarks of student learning. Teachers carefully monitor student progress and formally report student performance to parents four times a year. If teachers need more support, they contact parents and inform them of the needs and work together to plan additional help.

Title I programming and Special Education programming are an essential part of the curriculum as well. Viking Elementary School's support services work closely with the classroom teacher and provide many supplemental learning experiences for the students that participate in those programs.

Students receive music education daily. The curriculum in music class is carefully aligned to school standards and progressively builds as students grow older. The students have two musical productions each year. Parents, grandparents, and community members fill the gymnasium to view the performances. The performances include singing, instrumentation, movement, and drama. Music is also used by classroom teachers to supplement learning in other core subjects.

Students receive physical education daily. The curriculum in physical education is carefully aligned to school standards and also builds in skill requirements as students advance from grade to grade. The physical education teacher, the kindergarten teachers, and the special education teacher have worked hard to design a boost up program that combines physical activity and academic learning in a morning warm up session that occurs daily for kindergarten and special education students.

Classroom teachers provide students with health education and nutrition education. The curriculum teaches students about healthy choices, healthy eating, exercising, safety, and well being. This is supplemented by a school social worker that visits classrooms weekly engaging students in character education. The county extension service supports nutrition education by providing a nutrition educator six times a year to students in grade 3.

Classroom teachers provide art instruction to students. The instruction helps students learn about different art media and techniques. Students engage in art projects weekly. The art projects are on display in classrooms, hallways, and school displays. Teachers often connect art with other core subjects.

## **2. Reading/English:**

Viking Elementary provides a literacy rich environment for students. Emphasis is placed on phonetic skills, vocabulary expansion, fluency, comprehension, and writing. Each teacher has developed a particular language arts routine to help students develop as they practice reading skills. Teachers engage families by asking parents to help students learn vocabulary words, practice fluency passages, and build reading comprehension.

The language routines also include differentiating content and skills to customize a reading program for each learner. The teachers have created small groups where students work together on story passages and reading skills with students at their own reading level.

Daily whole class instruction is included for reading skills, phonics skills, grammar, writing, and fluency. A paraprofessional is available in classrooms during their reading time to help students that need additional assistance. A Title I teacher is available daily to assist students most at risk of performing below grade level. Individualized Education Plans are designed for students that qualify for assistance in special education.

In addition to the reading curriculum, Viking Elementary utilizes Accelerated Reader to supplement student learning in reading. Students select reading material, read it, and then take comprehension tests on the books they read. Students also take vocabulary quizzes associated with the books they read. Teachers encourage students to participate in this program. The Viking Elementary teachers help students select books at their independent level and help give students strategies to improve their comprehension results.

Teachers carefully monitor individual student reading fluency, vocabulary acquisition, and comprehension. The school uses a Response to Intervention (RTI) approach to help students in these areas. Teachers listen to students read weekly and carefully monitor the words students acquire and their reading comprehension. If students start becoming at risk for performing below grade level, the teachers seek assistance through the school's student assistance teams or by conferencing with parents, the Title I teacher, or the special education teacher.

An important part of the curriculum is assessment. Viking Elementary School's reading program utilizes weekly assessments in reading skills and unit assessments at the end of units. Results help teachers make instructional decisions like whether to spend more time on skills or to determine if a particular student needs extra help. Viking Elementary School also conducts the NWEA achievement test three times a year in reading to establish benchmarks student performance. This test displays student growth and helps teachers make decisions related to instruction, curriculum, and student need.

## **3. Mathematics:**

Viking Elementary School provides a curriculum in mathematics closely aligned to state standards. The curriculum emphasizes math reasoning, problem solving, number sense, math operations, beginning algebra skills, identifying patterns, basic geometry, measurement, and beginning probability through skills like graphing.

Viking Elementary teachers have a daily math meeting to help students practice math skills utilized in the real world. In math meetings the students examine the calendar, the weather, the clock, and counting. Students also receive daily mathematical lessons, practice math problems, and complete homework.

Homework always contains problems that were practiced in class and includes instructions to help parents when they work with their children.

Teachers carefully monitor students' mathematical awareness and ability. Like reading, teachers utilize an RTI approach to help ensure students are learning the skills and performing at grade level. If students become at risk for performing below grade level, the teachers try many interventions to assist the students. Interventions include extra practice, extra time, paraprofessional assistance, peer tutoring, games related to math skills, parent help, and Title I assistance.

Assessment is an important part of the mathematics curriculum. Students receive assessment at the beginning of units, in the middle of units, and at the end of units. The assessments help teachers identify what students already know and what essential items need more practice. Viking Elementary students also take the NWEA mathematics assessments three times a year to establish benchmarks and to determine growth. Assessment results are shared with parents and used to make instructional decisions. The results also help determine if a student needs supplemental services like Title I or special education.

#### **4. Additional Curriculum Area:**

Marshall County Central School's mission is "Building a foundation and future of educational excellence – one student at a time." Viking Elementary School has the responsibility of building the foundation of learning since it educates our children in the primary elementary grades. Viking Elementary teachers have worked hard in the areas of science and social studies to ensure they are laying a strong foundation by closely aligning curriculum in those areas to state standards and by taking the time to communicate with teachers in the intermediate elementary building and high school. Conversations with teachers in the other school buildings have helped Viking Elementary teachers identify what crucial portions of the curriculum are essential to cover early in a child's education.

Viking Elementary teachers have dedicated time through professional development, learning communities, and discussions to improve the social studies and science curriculum. Like reading and mathematics, the curriculum in both subjects has been documented on curriculum maps and aligned to state standards. Meetings have occurred to ensure vital objectives are taught early on that are needed in later grades. When units are taught in both subjects, teachers help students make real life connections and integrate learning with other subjects. Teachers provide books and short videos to students that relate to content taught in social studies and science to spark further interest.

Science and social studies are taught in a way so students can relate the information to their life experiences. Students are often asked what they know about content prior to learning to help facilitate connections. Teachers provide hands on opportunities through experimentation and exploration. Visits to community resources like the wild life center, pioneer village, stores, post office, fire hall, and parks help students connect learning experiences to real life.

#### **5. Instructional Methods:**

Differentiated instruction is vital to student achievement at Viking Elementary School. Recent changes to curriculum have helped teachers differentiate learning to meet student needs. Viking Elementary's reading curriculum includes differentiated materials in key facets of literacy instruction. Teachers have leveled fluency materials, leveled books, leveled daily work, and leveled assessments at hand to individualize instruction. Viking Elementary School's mathematics curriculum also provides materials to reach on level, above level, and approaching level learners. Having different leveled materials at hand has provided flexibility in how Viking teachers are able to best reach student learners. Teachers are able to create different leveled learning centers, small group learning settings, and customized learning opportunities designed to meet individual needs. Teachers also work hard to reach different styles of learning. Viking Elementary teachers use visual aids and technology to reach visual learners. Teachers provide materials

and manipulatives to appeal to hands-on learners. Teachers also teach with movement and songs to best reach kinesthetic and musical learners.

Viking Elementary teachers are able to produce results for all students, including those in demographic subgroups, by customizing learning experiences based on students' specific needs. When students are having difficulty learning, even when materials are differentiated for their level, resources are available to help teachers. Viking Elementary teachers are able to utilize the support of paraprofessionals, a Title I teacher, a Special Education teacher, and the student assistance team if they find a student needs additional support.

## **6. Professional Development:**

Marshall County Central School District has a staff development team that contains representatives from all three schools in the district. The committee consists of a chairperson, the school administrators, a school board member, parents, an unlicensed staff member, and two licensed teachers from each school. Each year the district staff development team assesses the needs of the district and the committee develops two staff development goals and two student achievement goals for the year. The committee meets every six weeks to share goal progress and to work together on district initiatives.

Viking Elementary School has two site leaders on the staff development committee. The site leaders help Viking Elementary School develop two staff development goals and two student achievement goals directly related to the school district goals.

Viking Elementary school is given a set amount of money each year for teachers to attend workshops and to design best practice initiatives which would have a positive impact on achieving school or district goals. The Viking Elementary site leaders help the Viking Elementary team work toward their goals by approving all workshop requests and by discussing goal progress routinely at staff meetings and learning community meetings.

The school district has a goal to improve student achievement in order to maintain adequate yearly progress. The district also has a goal to increase parent involvement. When Viking staff met this fall, the staff decided to work on improving parent involvement. The staff put together a best practice grant to purchase researched materials in the area of parent involvement. The teaching staff is currently engaged in a learning community that meets every two weeks to discuss parent involvement ideas. As a result of studying the materials and meeting every two weeks, the Viking Elementary staff has conducted a parent involvement survey, started a back to school night, examined and improved existing practices regarding parent involvement, and is exploring further ideas to increase parent involvement.

## **7. School Leadership:**

Marshall County Central School District has a superintendent of schools, an elementary principal, and a high school principal. The district office, high school, and intermediate elementary school are centered in the community of Newfolden, Minnesota. Viking Elementary School is located in the community of Viking, Minnesota thirteen miles away from Newfolden. Viking Elementary School shares a school principal with Newfolden Elementary School (4-6).

The school principal plays an active role with the school staff by facilitating team meetings, monitoring action plan progress, and providing assistance whenever the school team or individuals need help. The principal frequently visits classrooms, observes teaching, and works with teachers and students to promote school improvement. The school principal has also assisted teachers in using student achievement data to help drive adjustments in curriculum and instruction. The principal regularly provides teachers with reading and math achievement data and leads discussion about how the school can improve achievement results. The school principal also has helped engage parents in their children's

learning by implementing a monthly elementary newsletter, recruiting parents to join school committees, encouraging parents to visit school, and surveying parents to find the best way to engage them.

The staff meets at least every two weeks in a professional learning community format. Viking was the first school in the district to utilize the professional learning community approach and it has helped Viking School run successful initiatives related to student writing, school climate, response to intervention, and parent involvement. The school staff works together with the school principal in a team based approach to plan, goal set, solve problems, and develop ideas.

Viking Elementary School staff members are very dedicated and with guidance of school leadership, embrace the team work process. Members accept responsibility for their individual role and follow through with expectations. The team is committed to the school improvement process and accepts the challenges it takes to make adjustments in order to increase student achievement.

Even though there is distance between schools, the school principal and superintendent have worked hard to improve communication with Viking Elementary School and the other two schools in the district. The district staff development committee and the school leadership have helped open up this avenue of communication by taking time at each district team meeting for schools to share success and move forward with initiatives.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 3 Test: Minnesota Comprehensive Assessment  
Edition/Publication Year: II Publisher: State of Minnesota (Pearson)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
Proficient plus Exceeds Standards	96	96	97	87	
Exceeds Standards	43	38	35	27	
Number of students tested	28	26	31	30	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	1	0	
Percent of students alternatively assessed	0	0	3	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Exceeds Standards	94	100	94	77	
Exceeds Standards	29	57	31	31	
Number of students tested	17	14	16	13	
<b>2. African American Students</b>					
Proficient plus Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient plus Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>6. White</b>					
Proficient plus Exceeds Standards	96	96	97	87	
Exceeds Standards	44	38	37	27	
Number of students tested	27	26	30	30	
<b>NOTES:</b> Data was not entered for 2005-2006 because the school contained K-2. Students in grade 3 were educated in Newfolden Elementary School during the 2005-2006 school year. The building is configured as a K-2 building this school year.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 3 Test: Minnesota Comprehensive Exam

Edition/Publication Year: II Publisher: State of Minnesota (Pearson)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
Proficient plus Exceeds	89	100	94	77	
Exceeds	71	54	65	50	
Number of students tested	28	26	31	30	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	1	0	
Percent of students alternatively assessed	0	0	3	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Exceeds	88	100	94	69	
Exceeds	71	71	56	46	
Number of students tested	17	14	16	13	
<b>2. African American Students</b>					
Proficient plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient plus Exceeds					
Exceeds					
Number of students tested					
<b>6. White</b>					
Proficient plus Exceeds	89	100	93	77	
Exceeds	70	54	63	50	
Number of students tested	27	26	30	30	
<b>NOTES:</b> Data was not entered for 2005-2006 because the school only contained grades K-2. Students in Grade 3 were educated in Newfolden Elementary School during the 2005-2006 school year. The building is configured as a K-2 building this school year.					

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# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
Proficient & Exceeds	96	96	97	87	
Exceeds	43	38	35	27	
Number of students tested	28	26	31	30	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	1	0	
Percent of students alternatively assessed	0	0	3	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient & Exceeds	94	100	94	77	
Exceeds	29	57	31	31	
Number of students tested	17	14	16	13	
<b>2. African American Students</b>					
Proficient & Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient & Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient & Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient & Exceeds					
Exceeds					
Number of students tested					
<b>6. White</b>					
Proficient & Exceeds	96	96	97	87	
Exceeds	44	38	37	27	
Number of students tested	27	26	30	30	
<b>NOTES:</b> Data was not entered for 2005-2006 because the school only contained K-2. Students in grade 3 were educated in Newfolden Elementary School during the 2005-2006 school year.					

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# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
Proficient plus Exceeds	89	100	94	77	
Exceeds	71	54	65	50	
Number of students tested	28	26	31	30	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	1	0	
Percent of students alternatively assessed	0	0	3	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Exceeds	88	100	94	69	
Exceeds	71	71	56	46	
Number of students tested	17	14	16	13	
<b>2. African American Students</b>					
Proficient plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient plus Exceeds					
Exceeds					
Number of students tested					
<b>6. White</b>					
Proficient plus Exceeds	89	100	93	77	
Exceeds	70	54	63	50	
Number of students tested	27	26	30	30	
<b>NOTES:</b> Data was not entered for 2005-2006 because the school only contained K-2. Students in grade 3 were educated in Newfolden Elementary School during the 2005-2006 school year.					

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