VOLGA CHRISTIAN SCHOOL

ESTABLISHED 1949

School Improvement Plan (Oct. 2023)

**The Mission of the Volga Christian School
is to enable students to honor God
by integrating Christian faith, learning,
and living through a Christ-centered,
quality education.**

"TRAIN UP A CHILD IN THE WAY HE SHOULD GO, AND WHEN HE IS OLD HE WILL NOT DEPART FROM IT."

Proverbs 22:6

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Welcome to the Volga Christian School. The school has a history of over seventy years of providing an exceptional education for students from preschool through the eighth grade. VCS is committed to the fundamental principles that the instruction and education of children, in school as well as at home, must be in accordance with the Word of God.

Volga Christian School History

The first meeting of a newly organized School Society Board was held in the consistory room of the Volga Christian Reformed Church on November 15, 1944. The following officers were elected: President Rev. M. Dornbusch; Vice president, Egbert Meyer; Secretary, Henry Bloem; Treasurer. Melvin Vanden Berg. John Clapp and William DeGroot made up the remainder of the board.

The next board meeting was held on February 13, 1945. A committee was formed to hire a teacher for summer school which was to begin on June 5, 1945. The teacher's salary was to be $30.00 per week. Tuition would be $4.00 for the first pupil, $2.00 for the second pupil and $1.00 for the third pupil. Miss Emma Vander Spoel was hired as teacher for the summer. Harriet Vanden Berg was hired as assistant teacher. At the June 1, 1945, meeting, considerable time was spent in discussing the possibility of opening a Christian school soon; the location and building were also discussed. On October 1, 1945, a committee was appointed to investigate the possibility of purchasing a building and site for the school and on December 10, 1945, it was decided the Christian School Society would join the National Union of Christian Schools. Various tracts of land and buildings were considered for purchase before it was finally decided to buy the house of Merle Olson for $350.00. This house was located about seven miles northwest of Volga, and it was the intention that it be moved and remodeled into a schoolhouse. It was again decided to have Vacation Bible School in the summer of 1946 and to secure two teachers. Miss Fannie Bloemendaal and Miss Harriet Vanden Berg were hired.

At the Christian School Society meeting held February 5, 1947, it was decided to buy a two-acre tract of land from M.H. Mans for the sum of $1,250.00, and also to advertise for sale the house recently purchased by the society from Merle Olson. It was decided to work in the direction of opening a Christian school by September 1948 and to have the Society incorporated under the laws of the state.

The house was sold by the society for the sum of $500.00. At the School Society Meeting held July 23, 1947, plans for a two-room school building size 38 by 52, were presented. After a lengthy discussion, plans were accepted. Four men were chosen to serve as a building committee. After investigating costs and material, it was decided to erect this building of cement blocks at the estimated cost of $15,000.00. Henry Lengkeek was hired as contractor and the building began in the summer of 1948.

Looking forward to the opening day of school, tuition rates were set as follows: $12.00 for the first child; $6.00 for the second child and $4.00 for three or more children. The opening day of school was September 5, 1949, and the first teachers hired were Miss Agnes DeGroot to teach the first four grades and Miss Marie Klumpers to teach grades five through eight.

The School Society met on July 22, 1952, and approved a motion to build a wing on the school in the summer of 1953. The new addition was completed at a cost of $8,627.87 and was in use by the beginning of the 1953-1954 school term.

The first Harvest Festival was held in the fall of 1963.

Kindergarten classes began April 6, 1964, for a period of six weeks, ½ day for five days a week, in a church basement.

Purpose – Values – Board Goals

Volga Christian School is owned and controlled by a society of Christian parents, committed to educating their children in an institution representing a Bible-based Christianity. The Society is committed to the fundamental principles that the instruction and education of children, in school as well as at home, must be in accordance with the Word of God; that the school is not dependent on or belonging to the church or state, but proceeds from and depends upon the home; and that the fundamental unity of the school and home must be maintained.

The Christ proclaimed in the scriptures is the Redeemer and Renewer of our lives, and thus of our teaching and learning. Consequently, in a school which seeks to provide a Christian education, it is not sufficient that the teachings of Christianity be a separate subject in curriculum, but that the Word of God must be an all-pervading force in the educational program and in the learning process.

The purpose of our school, therefore, is to provide for our children that weekday instruction which is in agreement with those principles of education stated above. This is necessary so that they, as children of God, can occupy their places worthily in society, church, and state.

Values:
1. Prepare students to fulfill their principle in life – to glorify God.
2. Teach the Bible in such a way that it becomes meaningful and alive, and thus, an important part of students' lives.
3. Become a living testimony by word and deed in this community, whereby all students and teachers demonstrate that God comes first in their lives.
4. Meet the academic standards of the state, both in respect to academic requirements for the staff and in terms of curriculum offerings.
5. Encourage each child to grow and develop academically, socially, emotionally, physically, and spiritually.

Board Goals:
- One on One – Volga Christian School strives to keep its education the highest importance. The teachers at VCS strive to differentiate instruction with each child. With small classes we can meet each child at their learning level and help them to succeed in the classroom. The administration and teachers work at knowing where the students are at in their learning. We use different assessments to know where each child is academically.
- Being a Role Model – At VCS there are opportunities for older students to become role models for younger students through the intermixing of grades during recess, lunch, chapel, and even in the classroom. Matthew 25:40 says, "Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me."
- Curriculum and Activities – Each teacher has daily prayer, devotions, and a time to teach Bible in their classroom. Keeping the Christian beliefs in our classroom is also important. The teachers use their Christian beliefs in all areas of academics: science, social studies/history, reading, writing, and math. The teachers at VCS help teach the students to see how God can be in every area of our lives by using the core education. Christ is the center of our education at VCS.
- Mission Statement – The VCS Mission Statement will be integrated into every classroom so that each student and teacher will be able to understand the mission of the Volga Christian School. The Mission Statement will be utilized when promoting the school through written communications.
- Academics – The VCS School Board goals for academics are to provide a "Quality Education" to all students and to maintain a continuity of curriculum in each subject area for the K-8th grades. VCS strives

to maintain a continuity of staff by retaining and empowering teachers, so students will be continually challenged and equipped to test proficiently and excel in all subjects.

- Enrollment – The goal for Volga Christian School enrollment is to increase each year.
- Board Specific – The Board will review and revisit the goals at every regular meeting. The Board will strive to run efficient meetings, making the best use of time and agenda items. The Board will be diligent in setting forth the responsibilities of the Administration and faculty as well as Board member roles. The Board will act as ambassadors of the school to serve and promote as called upon. The Board will keep society members informed through newsletters, local church bulletins, the school website and regular open board meetings.

Needs Assessment

Teachers begin each school year reviewing assessment data and then continue data assessment as more data is collected. Data sources include Smarter Balanced Assessment Consortium (SBAC) scores, Accelerated Reader data, and DIBELS data. VCS has recently made a switch from Star Math and Star Reading, a Renaissance product, to the NWEA MAP Assessment. SBAC data is analyzed in the fall. DEBELS, AR, and NWEA MAP are analyzed three times, fall / winter / spring during Professional Development Wednesdays.

Included in this year's School Improvement Plan is as follows:
- SBAC Math (2020-2021, 2021-2022, 2022-2023)
- SBAC Reading (2020-2021, 2021-2022, 2022-2023)
- Star Math (2020-2021, 2021-2022, 2022-2023)
- Star Reading (2020-2021, 2021-2022, 2022-2023)
- DIBELS (2020-2021, 2021-2022, 2022-2023)
- Accelerated Reader (all years students have attended… cumulative scores for all years)
- NWEA MAP (Fall 2023)
- Perception Data (Spring 2023)

Staff members are provided the guidance and assistance necessary to analyze this wide range of student achievement data and make decisions which will impact student instruction, curriculum, and assessments during the school year.

Because the school is so small, all teachers from grades kindergarten pred through grade 8 work together to analyze the data and develop goals for the year. Teachers develop both class goals and individual student goals.

The data enclosed in this SIP is aggregate data as each individual grade level contains fewer than ten students. When analyzing all forms of data (SBAC, Star, DIBELS, AR, MAP, Perception), teachers begin with aggregate data and look for trends over time. They then move to individual student data and look for strengths and weaknesses to be addressed in the classroom.

Teachers share achievement information with both the students themselves and with their parents/guardians. This is an important step; the teachers find students and parents to be very receptive. Achievement information is shared via take-home folders, parent/teacher conferences, and additional interactions as needed.

The summaries below are fairly general. Because there are so few students in any subgroup, it is difficult to generalize by subgroup and include either more of that subgroup data or the strengths / weaknesses of them. This is not to say that teachers at VCS do not spend a great deal of time and effort examining students' achievement data. On the contrary, more time and effort is spent at the individual student achievement data level and individual student goals are developed in addition to the subgroup goals.

Performance Distribution, By Test Group: Volga Christian School - 05302, 2020-2021

Filtered By **Test Reasons:** All Test Reasons | **Reporting Time Period:** 05/03/2021 | **Sorted By:** Date Last Taken

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Summative ELA
Grades Tested: **3, 4, 5, 6, 7, 8**

Tests Taken: **21**   Date Last Taken: **04/21/2021**

Percent	19%	10%	43%	29%
Count	4	2	9	6

Summative Mathematics
Grades Tested: **3, 4, 5, 6, 7, 8**

Tests Taken: **21**   Date Last Taken: **04/29/2021**

Percent	10%	38%	43%	10%
Count	2	8	9	2

SDSA Science
Grades Tested: **5, 8**

Tests Taken: **5**   Date Last Taken: **04/23/2021**

Percent	40%	20%	40%
Count	2	1	2
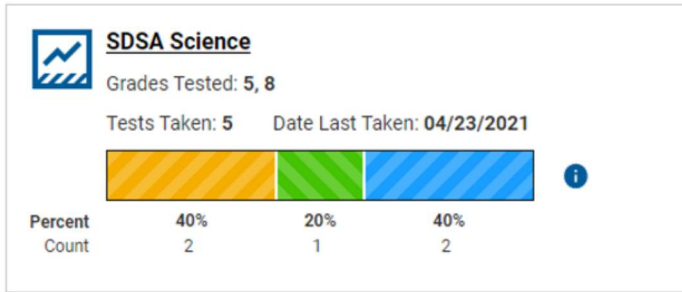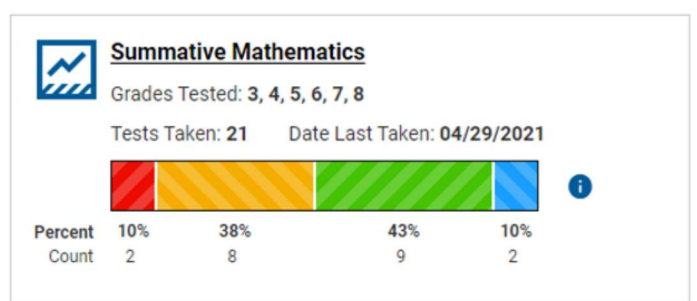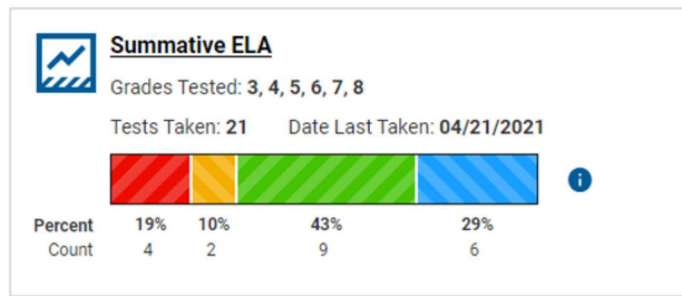
Performance Distribution, By Test Group: Volga Christian School - 05302, 2021-2022

Filtered By **Test Reasons:** All Test Reasons | **Reporting Time Period:** 05/02/2022 | **Sorted By:** Date Last Taken

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Summative ELA
Grades Tested: **3, 4, 5, 6, 7, 8**

Tests Taken: **24**   Date Last Taken: **04/27/2022**

Percent	8%	13%	38%	42%
Count	2	3	9	10

Summative Mathematics
Grades Tested: **3, 4, 5, 6, 7, 8**

Tests Taken: **25**   Date Last Taken: **04/20/2022**

Percent	12%	28%	48%	12%
Count	3	7	12	3

SDSA Science
Grades Tested: **5, 8**

Tests Taken: **7**   Date Last Taken: **04/20/2022**

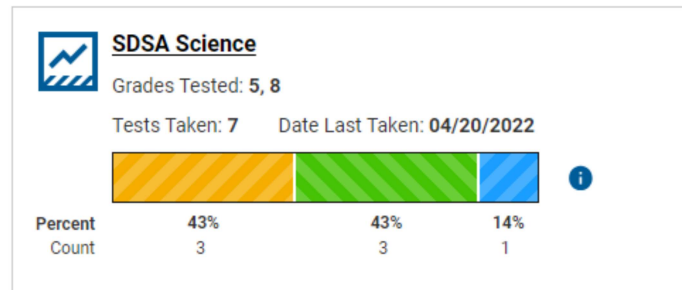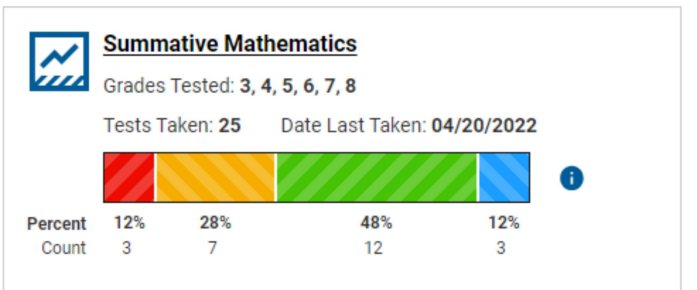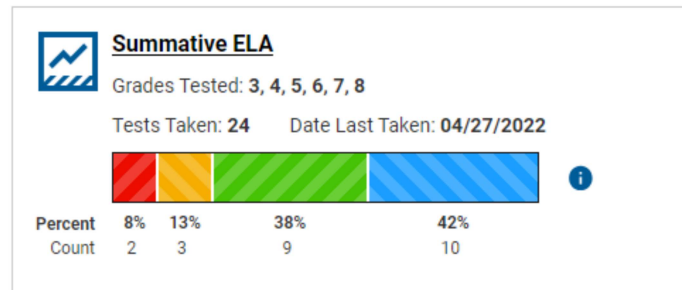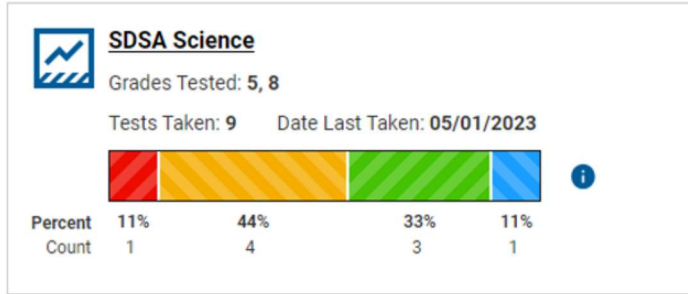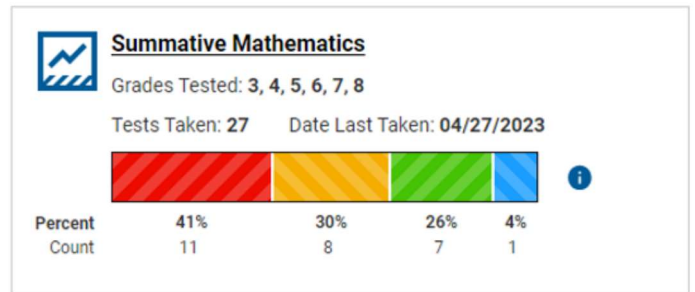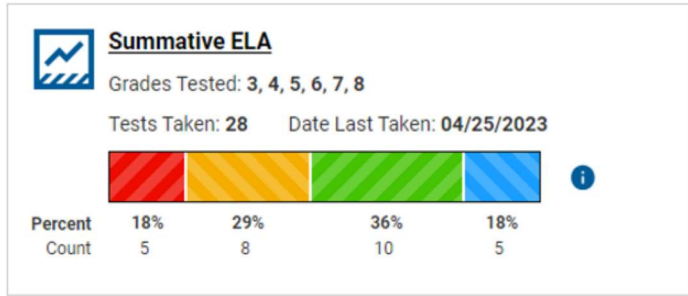|		
Percent	43%	43%	14%
Count	3	3	1

Performance Distribution, By Test Group: Volga Christian School - 05302, 2022-2023
Filtered By **Test Reasons:** All Test Reasons | **Reporting Time Period:** 05/01/2023 | **Sorted By:** Date Last Taken

Summative ELA
Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: **28**   Date Last Taken: **04/25/2023**

Percent	18%	29%	36%	18%
Count	5	8	10	5

Summative Mathematics
Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: **27**   Date Last Taken: **04/27/2023**

Percent	41%	30%	26%	4%
Count	11	8	7	1

SDSA Science
Grades Tested: 5, 8

Tests Taken: **9**   Date Last Taken: **05/01/2023**

Percent	11%	44%	33%	11%
Count	1	4	3	1

Summary:
SBAC Data shows that, at the aggregate level, students are doing better with ELA than they are with Math and Science. Additionally, we see that 7th and 8th graders are above the State ELA scores. Science scores are strong, and students have strong math fluency.

Teachers find that VCS students also have a few challenges to overcome. In general, the boys have a higher score than the girls, so there needs to be work done to bring the girls' proficiencies to a higher percentage. Another challenge would be our SBAC Math scores. We need to raise the 5th–8th math scores to the state proficient level or above. Mathematical concepts and procedures are weaker areas so those will be the first areas addressed. Finally, another challenge is teaching writing. More work needs to be done with research and informational writing.

RENAISSANCE® **Star Longitudinal Report**
Star Math Enterprise

School
All Schools
Volga Christian School

Demographics
All Demographics

District Benchmark Distribution of Same Set of Students Over Multiple Years

■ Urgent Intervention ■ Intervention ■ On Watch ■ At/Above Benchmark

School
Volga Christian School

Grade
2nd Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2023 - 2024	2nd Grade	No Activity Data Found	--	--	--	--	--	--	--	--	0
2022 - 2023	1st Grade		0	0%	1	13%	0	0%	7	88%	8

School Grade

Volga Christian School 3rd Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2023 - 2024	3rd Grade	No Activity Data Found	--	--	--	--	--	--	--	--	0
2022 - 2023	2nd Grade		0	0%	0	0%	0	0%	2	100%	2
2021 - 2022	1st Grade		0	0%	0	0%	0	0%	2	100%	2

School Grade

Volga Christian School 4th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2023 - 2024	4th Grade	No Activity Data Found	--	--	--	--	--	--	--	--	0
2022 - 2023	3rd Grade		0	0%	1	20%	0	0%	4	80%	5
2021 - 2022	2nd Grade		0	0%	0	0%	1	25%	3	75%	4
2020 - 2021	1st Grade		0	0%	0	0%	1	25%	3	75%	4

School Grade

Volga Christian School 5th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2023 - 2024	5th Grade	No Activity Data Found	--	--	--	--	--	--	--	--	0
2022 - 2023	4th Grade		0	0%	0	0%	0	0%	6	100%	6
2021 - 2022	3rd Grade		0	0%	0	0%	0	0%	6	100%	6
2020 - 2021	2nd Grade		0	0%	0	0%	0	0%	6	100%	6
2019 - 2020	1st Grade		0	0%	0	0%	1	20%	4	80%	5

School Grade

Volga Christian School 6th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2023 - 2024	6th Grade	No Activity Data Found	--	--	--	--	--	--	--	--	0
2022 - 2023	5th Grade		0	0%	0	0%	0	0%	4	100%	4
2021 - 2022	4th Grade		0	0%	0	0%	0	0%	2	100%	2
2020 - 2021	3rd Grade		0	0%	0	0%	0	0%	2	100%	2
2019 - 2020	2nd Grade		0	0%	0	0%	0	0%	2	100%	2

RENAISSANCE® **Star Longitudinal Report**
Star Reading Enterprise

School
All Schools   Demographics
Volga Christian School   All Demographics

District Benchmark Distribution of Same Set of Students Over Multiple Years

🟥 Urgent Intervention 🟨 Intervention 🟦 On Watch 🟩 At/Above Benchmark

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School   Grade
Volga Christian School 2nd Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR Number	%	10 - 24 PR Number	%	25 - 39 PR Number	%	At/Above 40 PR Number	%	# Students
2023 - 2024	2nd Grade	No Activity Data Found	--	--	--	--	--	--	--	--	0
2022 - 2023	1st Grade		0	0%	1	13%	0	0%	7	88%	8

School   Grade
Volga Christian School 3rd Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR Number	%	10 - 24 PR Number	%	25 - 39 PR Number	%	At/Above 40 PR Number	%	# Students
2023 - 2024	3rd Grade	No Activity Data Found	--	--	--	--	--	--	--	--	0
2022 - 2023	2nd Grade		0	0%	0	0%	0	0%	2	100%	2
2021 - 2022	1st Grade		0	0%	0	0%	0	0%	2	100%	2

School   Grade
Volga Christian School 4th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR Number	%	10 - 24 PR Number	%	25 - 39 PR Number	%	At/Above 40 PR Number	%	# Students
2023 - 2024	4th Grade	No Activity Data Found	--	--	--	--	--	--	--	--	0
2022 - 2023	3rd Grade		0	0%	0	0%	2	40%	3	60%	5
2021 - 2022	2nd Grade		0	0%	0	0%	0	0%	4	100%	4
2020 - 2021	1st Grade		0	0%	0	0%	0	0%	4	100%	4

School										
Volga Christian School 5th Grade										

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2023 - 2024	5th Grade	No Activity Data Found	--	--	--	--	--	--	--	--	0
2022 - 2023	4th Grade		1	17%	0	0%	1	17%	4	67%	6
2021 - 2022	3rd Grade		1	17%	0	0%	0	0%	5	83%	6
2020 - 2021	2nd Grade		1	17%	0	0%	0	0%	5	83%	6
2019 - 2020	1st Grade		1	20%	0	0%	0	0%	4	80%	5

School										
Volga Christian School 6th Grade										

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2023 - 2024	6th Grade	No Activity Data Found	--	--	--	--	--	--	--	--	0
2022 - 2023	5th Grade		0	0%	0	0%	1	25%	3	75%	4
2021 - 2022	4th Grade		0	0%	0	0%	0	0%	2	100%	2
2020 - 2021	3rd Grade		0	0%	0	0%	0	0%	2	100%	2
2019 - 2020	2nd Grade		0	0%	0	0%	0	0%	2	100%	2

Summary:

VCS has transitioned from Star Reading and Star Math to NWEA MAP. The main reason for this is because the teachers did not see a solid correlation between the two assessments.

As can be seen in this aggregate data view, most students are performing at or above 40 PR and yet students are not performing at this level on the SBAC. All teachers analyzed individual student reports to discover individual strengths and challenges each student demonstrated on each assessment. Those results are not listed here as that would be a violation of FERPA rights.

Overall strengths are similar to SBAC results in that reading achievement is stronger than math achievement. Literature is a strength whereas language and informational text needs more focus. This does mimic the SBAC data a bit showing a need for greater writing proficiency. In math, all areas were relatively low.

2020-2021 All Grades Status - DIBELS 8th Edition
District: Volga Christian School School: Volga Christian School

Grade	Beginning				Middle				End			
	Intensive	Strategic	Core	Core^	Intensive	Strategic	Core	Core^	Intensive	Strategic	Core	Core^
K	n=3 0 (0%)	3 (100%)	0 (0%)	0 (0%)	n=3 0 (0%)	0 (0%)	3 (100%)	0 (0%)	n=3 1 (33%)	0 (0%)	2 (67%)	0 (0%)
1st	n=4 0 (0%)	1 (25%)	1 (25%)	2 (50%)	n=4 0 (0%)	0 (0%)	2 (50%)	2 (50%)	n=4 0 (0%)	0 (0%)	0 (0%)	4 (100%)
2nd	n=6 1 (17%)	0 (0%)	2 (33%)	3 (50%)	n=6 1 (17%)	0 (0%)	1 (17%)	4 (67%)	n=6 1 (17%)	0 (0%)	0 (0%)	5 (83%)
3rd	n=3 1 (33%)	0 (0%)	2 (67%)	0 (0%)	n=3 1 (33%)	0 (0%)	2 (67%)	0 (0%)	n=2 0 (0%)	1 (50%)	0 (0%)	1 (50%)
4th	n=1 0 (0%)	0 (0%)	1 (100%)	0 (0%)	n=1 0 (0%)	0 (0%)	1 (100%)	0 (0%)	n=1 0 (0%)	1 (100%)	0 (0%)	0 (0%)
5th	No students with data.				No students with data.				No students with data.			
6th	n=2 1 (50%)	0 (0%)	1 (50%)	0 (0%)	n=2 1 (50%)	0 (0%)	0 (0%)	1 (50%)	n=2 1 (50%)	0 (0%)	0 (0%)	1 (50%)
7th	No students with data.				No students with data.				No students with data.			
8th	No students with data.				No students with data.				No students with data.			
All	n=19 3 (16%)	4 (21%)	7 (37%)	5 (26%)	n=19 3 (16%)	0 (0%)	9 (47%)	7 (37%)	n=18 3 (17%)	2 (11%)	2 (11%)	11 (61%)

Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support ■ Core^ Support
Results Based On DIBELS 8 Composite Score

2021-2022 All Grades Status - DIBELS 8th Edition
District: Volga Christian School School: Volga Christian School

Grade	Beginning				Middle				End			
	Intensive	Strategic	Core	Core^	Intensive	Strategic	Core	Core^	Intensive	Strategic	Core	Core^
K	n=8 1 (13%)	2 (25%)	1 (13%)	4 (50%)	n=8 1 (13%)	0 (0%)	2 (25%)	5 (63%)	n=8 0 (0%)	0 (0%)	2 (25%)	6 (75%)
1st	n=2 0 (0%)	0 (0%)	2 (100%)	0 (0%)	n=2 0 (0%)	1 (50%)	1 (50%)	0 (0%)	n=2 0 (0%)	0 (0%)	1 (50%)	1 (50%)
2nd	n=4 0 (0%)	0 (0%)	3 (75%)	1 (25%)	n=4 0 (0%)	0 (0%)	2 (50%)	2 (50%)	n=4 0 (0%)	0 (0%)	3 (75%)	1 (25%)
3rd	n=6 1 (17%)	0 (0%)	1 (17%)	4 (67%)	n=6 1 (17%)	0 (0%)	1 (17%)	4 (67%)	n=6 1 (17%)	0 (0%)	0 (0%)	5 (83%)
4th	n=2 0 (0%)	0 (0%)	2 (100%)	0 (0%)	n=2 0 (0%)	0 (0%)	0 (0%)	2 (100%)	n=2 0 (0%)	0 (0%)	1 (50%)	1 (50%)
5th	n=1 1 (100%)	0 (0%)	0 (0%)	0 (0%)	n=1 0 (0%)	1 (100%)	0 (0%)	0 (0%)	n=1 1 (100%)	0 (0%)	0 (0%)	0 (0%)
6th	No students with data.				No students with data.				No students with data.			
7th	n=2 1 (50%)	0 (0%)	1 (50%)	0 (0%)	n=2 1 (50%)	1 (50%)	0 (0%)	0 (0%)	n=2 1 (50%)	0 (0%)	1 (50%)	0 (0%)
8th	No students with data.				No students with data.				No students with data.			
All	n=25 4 (16%)	2 (8%)	10 (40%)	9 (36%)	n=25 3 (12%)	3 (12%)	6 (24%)	13 (52%)	n=25 3 (12%)	0 (0%)	8 (32%)	14 (56%)

Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support ■ Core^ Support
Results Based On DIBELS 8 Composite Score

Grade	Beginning				Middle				End			
K	n=4	2 (50%)	1 (25%)	1 (25%)	0 (0%)	n=4	2 (50%)	0 (0%)	1 (25%)	1 (25%)	n=4	1 (25%)	1 (25%)	2 (50%)	0 (0%)
1st	n=8	0 (0%)	1 (13%)	1 (13%)	6 (75%)	n=8	0 (0%)	1 (13%)	1 (13%)	6 (75%)	n=8	0 (0%)	1 (13%)	1 (13%)	6 (75%)
2nd	n=2	0 (0%)	1 (50%)	1 (50%)	0 (0%)	n=2	0 (0%)	1 (50%)	1 (50%)	0 (0%)	n=2	0 (0%)	1 (50%)	1 (50%)	0 (0%)
3rd	n=5	1 (20%)	0 (0%)	2 (40%)	2 (40%)	n=5	0 (0%)	0 (0%)	2 (40%)	3 (60%)	n=5	0 (0%)	0 (0%)	0 (0%)	5 (100%)
4th	n=6	1 (17%)	0 (0%)	1 (17%)	4 (67%)	n=6	1 (17%)	0 (0%)	0 (0%)	5 (83%)	n=6	1 (17%)	0 (0%)	0 (0%)	5 (83%)
5th	n=4	0 (0%)	0 (0%)	1 (25%)	3 (75%)	n=4	0 (0%)	1 (25%)	2 (50%)	1 (25%)	n=4	0 (0%)	0 (0%)	1 (25%)	3 (75%)
6th	n=2	1 (50%)	0 (0%)	1 (50%)	0 (0%)	n=2	1 (50%)	0 (0%)	1 (50%)	0 (0%)	n=2	1 (50%)	0 (0%)	0 (0%)	1 (50%)
7th	No students with data.					No students with data.					No students with data.				
8th	n=2	1 (50%)	0 (0%)	1 (50%)	0 (0%)	n=1	1 (100%)	0 (0%)	0 (0%)	0 (0%)	n=1	1 (100%)	0 (0%)	0 (0%)	0 (0%)
All	n=33	6 (18%)	3 (9%)	9 (27%)	15 (45%)	n=32	5 (16%)	3 (9%)	8 (25%)	16 (50%)	n=32	4 (13%)	3 (9%)	5 (16%)	20 (63%)

Legend n = Number of Students ■ Intensive Support □ Strategic Support ■ Core Support ■ Core^ Support
Results Based On DIBELS 8 Composite Score

Summary:
When examining DIBELS data, teachers report a large variety of information. The n-size of each group makes it difficult to determine trends. When there is a student who is not performing at an appropriate level (blue or green), there doesn't seem to be much movement from year to year which suggests a need for more intensive interventions at the individual student level.

Teachers are striving to establish a strong connection between the SBAC data and the DIBELS data. If one cannot be established, teachers are considering a change from DIBELS to another assessment which would serve to triangulate (with SBAC and MAP) an achievement picture of our students and curriculum.

MAP DATA

Accelerated Reader Data

Summary:
Teachers find a real disparity between students in the AR program data. Some students show a great deal of both achievement and growth, while others do not utilize the program much at all. The biggest takeaway for the teachers at this time is that AR is a good program for some students as it is very motivating. Others do not find it as motivating. Because VCS teachers believe that as students read more, they will become more fluent readers, they are working to find ways to motivate those students who are not avid AR readers to give the program a chance.

School Perception Data

Summary:
Positive = The most prevalent positive comments were about (1) Christ-centered teaching and curriculum, (2) small classes, (3) caring teachers and staff, and (4) a <u>safe</u>, positive school environment.

Two interesting responses = Communication is good. Technology is not viewed as a high priority.

One conflicting response = The curriculum is rigorous / the curriculum is not rigorous. BUT . . .

Negative = VCS is not perfect, and survey respondents identified legitimate issues. However, among the respondents to this survey, positive aspects far outweighed concerns.

School Profile

Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Preschool	10	14	10	10	0	0
K-Prep	15	10	18	17	18	14
Kindergarten	6	6	4	10	5	9
1st Grade	4	5	6	3	9	5
2nd Grade	6	4	7	6	2	8
3rd Grade	2	4	4	7	6	2
4th Grade	4	4	4	3	6	6
5th Grade	2	5	4	4	6	7
6th Grade	1	3	5	4	4	4
7th Grade	3	1	4	5	3	0
8th Grade	2	3	1	4	4	0

Student Data (continued):
- Percentage of students eligible for Free/Reduced Lunch – VCS does not participate in the School Lunch Program … students bring their own lunch.
- December 2022 Federal Child Count – VCS Students receive SPED services at Sioux Valley School District.
- Percentage of Special Needs Students – VCS Students receive SPED services at Sioux Valley School District.
- Open Enrolled Students Received – All requests for enrollment are reviewed by the School Board.
- Home School Average Daily Membership – 0
- Kindergarten Attendance Rate – 93%
- Grades 1-8 Attendance Rate – 95%
- District Dropout Rate – 0%

Church Affiliation	Number
Calvary Free Lutheran	1
Calvary Presbyterian	3
Christian Reformed	8
First Lutheran	5
First Reformed	8
First United Methodist	3
Gracepoint Wesleyan	21
Lake Campbell Lutheran	1
Peace Lutheran	2
Pius XII Newman Center	1
St. Thomas More	2
Total	55

Hometown	Number
Volga	22
Bruce	5
Brookings	25
Aurora	2
White	1
Total	55

# of Students per Family	Number
1 student Attending	22
2 students attending	15
3 students attending	1

Staff Data:
- Student to Staff Ratio – 10/1
- Teacher Base Salary - $30,350.00
- Average Teacher Salary - $32,520.00
- Average Years of Experience – 5
- Percentage of Teachers with Advanced Degrees 0%
- Certified Instructional Staff – 4
- Staff Waivers in Place – *ARSD 24:43:02:08 Plan of Intent*
  - NONE

Goals – Assessments - Interventions

Goal Area One… ELA

- Students in grades 3-8 proficiency on the SBAC ELA assessment will increase from 54% in 2023 to 64% in 2024.
  - Strategy 1: VCS will utilize the new BJU ELA curriculum and assessment package with fidelity.
  - Strategy 2: VCS teachers will split students into reading levels to offer more small group instruction at individual reading levels.
  - Strategy 3: VCS teachers will increase writing expectations and develop a rubric (derived from 6+1 Writing Traits) to use in all classrooms. This rubric will provide consistency of expectations and increased feedback for students.
  - Strategy 4: VCS students and teachers will collaborate to examine MAP testing data 3x/year to determine current achievement levels and set goals for next steps.
  - Strategy 5: VCS teachers will develop incentives for greater effort on assessment opportunities such as AR and MAP.
- Evaluation: Teachers and students will evaluate progress toward Goal Area One through:
  - Report Card Data
  - MAP Data
  - BJU ELA Classroom Assessments
- Timeline:
  - Individual student achievement is studied throughout the year within classroom assessments.
  - Formative assessments (MAP / AR) are provided, and feedback is provided throughout the year.
  - SBAC will be the summative assessment and will be given in late spring of 2024.
- Resources:
  - BJU Press ELA Curriculum
  - NWEA MAP ELA Assessment and Resources
  - Classroom visits to other districts to observe small group ELA strategies
  - Professional Development time every Wednesday for full team collaboration
- Persons Responsible:
  - Teachers, Administration, Board Members

Goal Area Two… Math

- Students in grades 3-8 proficiency on the SBAC Math assessment will increase from 30% in 2023 to 45% in 2024.
  - Strategy 1: VCS will utilize the new BJU Math curriculum and assessment package with fidelity.

- o Strategy 2: VCS teachers will split students into math groups to offer more small group instruction at individual reading levels.
  - o Strategy 3: VCS teachers will increase math fluency expectations and locate high-interest games for students to use to practice in all classrooms.
  - o Strategy 4: VCS students and teachers will collaborate to examine MAP testing data 3x/year to determine current achievement levels and set goals for next steps.
  - o Strategy 5: VCS teachers will develop incentives for greater effort on assessment opportunities such as MAP.
- Evaluation: Teachers and students will evaluate progress toward Goal Area One through:
  - o Report Card Data
  - o MAP Data
  - o BJU Math Classroom Assessments
- Timeline:
  - o Individual student achievement is studied throughout the year within classroom assessments.
  - o Formative assessments (MAP) are provided, and feedback is provided throughout the year.
  - o SBAC will be the summative assessment and will be given in late spring of 2024.
- Resources:
  - o BJU Press Math Curriculum
  - o NWEA MAP Math Assessment and Resources
  - o Classroom visits to other districts to observe small group Math strategies
  - o Professional Development time every Wednesday for full team collaboration
- Persons Responsible:
  - o Teachers, Administration, Board Members

Goal Area Three… Science

- Students in grade 5 proficiency on the SBAC Science assessment will increase from 44% in 2023 to 60% in 2024.
  - o Strategy 1: VCS teachers will work collaboratively to locate or design a more seamless science curriculum that will be in better alignment with the SD Science Standards.
  - o Strategy 2: VCS teachers will ensure science instruction and practice receives an appropriate amount of classroom instruction minutes per week.
  - o Strategy 3: VCS teachers will include high-interest inquiry-based science labs to increase student engagement.
  - o Strategy 4: VCS students and teachers will collaborate to examine MAP testing data 3x/year to determine current achievement levels and set goals for next steps.
  - o Strategy 5: VCS teachers will develop incentives for greater effort on assessment opportunities such as MAP.
- Evaluation: Teachers and students will evaluate progress toward Goal Area One through:
  - o Report Card Data
  - o MAP Data
  - o Classroom Assessment Data
- Timeline:
  - o Individual student achievement is studied throughout the year within classroom assessments.
  - o Formative assessments (MAP) are provided, and feedback is provided throughout the year.
  - o SBAC will be the summative assessment and will be given late spring of 2024.
- Resources:
  - o BJU Press Math Curriculum
  - o NWEA MAP Science Assessment and Resources
  - o Classroom visits to other districts to observe excellent science instruction
  - o Professional Development time every Wednesday for full team collaboration

- Persons Responsible:
  - Teachers, Administration, Board Members

Goal Area Three… Attendance

- Students in grades K-8 will increase their attendance rate from approximately 94% during the 2022-2023 school year to 96% during the 2023-2024 school year.
  - Strategy 1: VCS Administration and Board will send frequent reminders via email and social media highlighting the importance of attendance and its impact on achievement.
  - Strategy 2: VCS students who begin to demonstrate poor attendance will be contacted personally… first by the classroom teacher and then by a member of the School Board. These conversations will again highlight the importance of attendance and its impact on achievement.
  - Strategy 3: VCS teachers will hold personal conversations with students exhibiting poor attendance to determine the reason for it. Steps then can be taken depending on the reason.

Staff Development

Professional Development Plan: Teachers collaborate to design a professional development plan that both aligns with and supports Volga Christian School's goals for academic achievement. It supports multiple opportunities for teachers to engage in training in the implementation of teaching strategies based on the most current research. Regularly scheduled opportunities are also provided for teachers to collaborate about best teaching practices and to examine student work to determine the most effective instructional practices.

The Volga Christian School Calendar provides Professional Development time every Wednesday afternoon. During the 2023-2024 school year, Professional Development topics will include (but not be limited to:

- Kid Whisperer Behavior Management Strategies
- South Dakota Social Studies Standards
- NWEA MAP Assessment
- Early Literacy and the Science of Reading
- Classroom Strategies for Students with ADHD
- Restraint and Seclusion Training

Beyond the Professional Development engaged in throughout the year every Wednesday, all staff members attend the Heartland Christian Educators' Convention each year. This convention strives to strengthen and inspire attendees in their work and life through a variety of opportunities which include networking, discussion, learning, and worship.

2023 Convention Theme: *Flourishing – For Such a Time as This*
2023 Convention Verse: "The thief comes only to steal and kill and destroy; I have come that they may have life, and have it to the full." John 10:10

Documentation

Student performance for each goal is first analyzed using data at regular intervals. All teachers and administrators review NWEA MAP data, DIBELS data, and AR data in the fall, the winter, and the spring in order to judge the success of the interventions implemented. SBAC data is reviewed in the fall. Results of this analysis are reported to the school community through school board reports, parent teacher conferences, and

website updates. Additionally, assessment results are shared with the students themselves as they work with their teachers to set their own personal goals for academic achievement.

Instruction by State Certified Staff

ARSD 24:43:02:08 Plan of Intent - *All teachers must be certified in the areas they are teaching. A district wishing to employ a teacher not certified in the area to which he or she is assigned must complete a one-year plan of intent with the teacher. The plan of intent is reported to the state through the Personnel Record Form (PRF). A teacher may be on a plan of intent for up to two years. Districts wishing to employ a teacher who has exhausted the two years on a plan of intent and who remains uncertified in his or her area of assignment must request a waiver by completing the form below.*

Volga Christian School has been granted the following waivers: NONE

Parent Involvement in Education

Volga Christian School hosts many events to foster a spirit of collaboration in support of learning.
- Back to School Open House
- Parent / Teacher Conferences
- Service as school board and PTF board members
- Service as Circle Groups Members and at events such as graduation, Christmas Program, Spring Showcase, Field Day, etc.
- Service as Field Day volunteer chaperons, classroom aids
- Service in yearly summer cleaning of school

Volga Christian School strives to provide parents with pertinent information in an accessible manner.
- School website… policies, calendars, menus, personnel
- Sycamore School… attendance and academic progress
- Information of all types shared via text, email, and phone
- Monthly School Board meetings
- Yearly School Society meeting

Volga Christian School provides parents with achievement level status and opportunities for additional practice.
- SBAC and NWEA MAP Assessment Results… explanation of current achievement levels
- DIBELS and AR data
- Classroom Assessment data

Volga Christian School welcomes collaboration with the goal setting process.
- Parents and students are surveyed every other year.
- Parents are actively involved in the PTO group.

Transition

Volga Christian School educates children from kindergarten prep though eighth grade. Teachers participate in the kindergarten screening offered in the Sioux Valley School District and offer a kindergarten transition process at the beginning of each year.

Most students attending Volga Christian School transition to attending Sioux Valley School District starting in the ninth grade. Because many of the VCS students participate in extra-curricular activities such as band, FFA, and athletics, the transition is virtually seamless. Additionally, the staff at VCS are considered colleagues of the Sioux Valley staff and information is shared freely regarding academic requirements. This information is then shared from VCS staff to students and parents in the upper grades.

Parents and students who choose the Volga Christian School are provided written materials documenting the School's history, mission, processes, and requirements. Additionally, new families are typically paired with a veteran family so there is an easy way for new families to ask questions and become familiar with the School.

Monitoring and Support of School Improvement

The process of monitoring and supporting this school improvement plan lies with every staff member at Volga Christian School. The process in place to do so is as follows:
- All staff members assist with the creation (and yearly revision) of this plan.
- All staff and all school board members are provided copies of this school improvement plan and are asked to review and make the administration aware if any component is not being followed. District inservice, staff meeting, and board meeting time is dedicated to answering questions and responding to concerns.
- Data is gathered and analyzed yearly. This allows for the plan to be updated with current data (perception data / student achievement data / staff data / demographic data / etc.).
- Goals, assessments, and interventions are updated yearly to respond to current data and to be responsive to new developments in resources, instructional and assessment strategies, and budgetary constraints.
- A new professional development plan is created yearly to be responsive to staff and student needs.

The process of monitoring and supporting every students' achievement lies with each staff member at Volga Christian School. The process in place to do so is as follows:
- Teachers convene at regular intervals to discuss student achievement and brainstorm ways of helping students experiencing difficulty (in their academic coursework, with behavioral expectations, with peer interactions, etc.).
- Teachers share information that will help others to build rapport with students, instruct in a way that best fits a child's learning style, or brainstorm new instructional strategies.
- Documentation of these team meetings are recorded and kept for future use. Information is both requested from parents and provided to parents in an effort to best meet student needs.
- A variety of data is examined when students are experiencing difficulty (classroom assessments, teacher anecdotal data, NWEA MAP data, grades, missing assignment data, and other forms of student achievement data, such as DIBELS and ARs).

Fiscal Requirement

Volga Christian School strives to ensure fiscally responsible responses to challenges and demographic realities. In addition to allocating budgetary resources toward student-related items, Volga Christian School ensures sufficient fiscal support of a well-designed and detailed professional development plan for teachers in an effort to maintain the most highly-trained and equipped staff. Coordination and integration of programs is ensured because of the collaboration of all involved parties in analyzing program data, setting goals, evaluating progress and allocating budgetary and staffing resources for the school.

The following revenue sources are used to support this School Improvement Plan:

- Student Tuition
- Donations
- Harvest Festival
- PTO Fundraisers
- Church Collections

Appendix A – Accelerated Reader Assessment Results

RENAISSANCE® Summary Diagnostic Report

School
Volga Christian School

Date Range
01/01/2000–10/02/2023

Demographics
All Demographics

Class/Group
1st Grade AR

Teacher
████████

Grade
1

Quiz Language
English and Spanish

Quiz Type
Reading Practice *

Students ▲	Diagnostic Codes	Avg. Correct		Points					Engaged Time/Day[a]	Difficulty[b]		Quizzes		Certification
		Goal	Actual	Goal	Actual	% Goal	Read Indep.	Nonfiction		Goal	Actual	Passed	Taken	Goal
████████	-	-	92%	-	10.2	-	93%	0%	0	-	392L	22	22	-
████████	B, E, %	-	72%	-	6.1	-	68%	0%	0	-	354L	14	18	-
████████	B, D, %	-	73%	-	0.9	-	60%	0%	0	-	190L	2	3	-
████████	-	-	87%	-	2.6	-	87%	0%	0	-	159L	6	6	-
Average			83%		4.9		81%	0%	0		370L	11.0	12.3	

* Only Reading Practice data is shown; for goals, select All Reading to see students' complete progress.

[a] Engaged Time per Day: An estimate of the time the student is engaged in reading practice. Displayed in minutes. It is based on a test score from Star Reading™ or Star Early Literacy™ and points earned in Accelerated Reader. Score not reported unless the student tested with a Star assessment within the current or previous year.

[b] Difficulty level averages are based on passed activities.

Diagnostic Code Summary

Students	%	Code	Code Description
0	0%	A	No activity during period
2	50%	B	Low average percent correct (70% to 79%)
0	0%	C	Very low average percent correct (below 70%)
1	25%	D	Low engagement points achieved - less than 50% median points
1	25%	E	Low percent correct with above median engagement points
0	0%	F	Very low percent correct with above median engagement points
2	50%	%	Average percent correct below 85%

At Risk: 50% of students (2 out of 4) with at least one code A-F

Totals

Measure	Total
Students	
Students in Class/Group	4
Students With Activity	4
Activities	
Taken	49
Passed	44
Engagement Points	
Possible	24.5
Achieved	19.8
Median Achieved	4.4

Class/Group
2nd Grade AR

Teacher
████████

Grade
2

Quiz Language
English and Spanish

Quiz Type
Reading Practice *

Students ▲	Diagnostic Codes	Avg. Correct		Points					Engaged Time/Day[a]	Difficulty[b]		Quizzes		Certification
		Goal	Actual	Goal	Actual	% Goal	Read Indep.	Nonfiction		Goal	Actual	Passed	Taken	Goal
████████	B, D, %	85%	70%	8.0	4.2	52%	65%	0%	0	-	147L	11	13	-
████████	D	85%	88%	10.0	10.1	101%	88%	5%	0	350L	360L	23	23	-
████████	B, E, %	85%	70%	9.0	27.1	301%	63%	3%	1	70L	355L	66	87	-
████████		85%	86%	12.0	47.3	394%	84%	7%	1	510L	646L	81	86	-
████████		85%	97%	12.0	14.7	123%	98%	3%	0	510L	511L	26	26	-
████████		85%	89%	10.0	30.7	307%	89%	3%	1	370L	422L	65	67	-
████████		85%	95%	10.0	26.5	265%	95%	7%	0	410L	489L	54	55	-
████████	%	85%	82%	9.0	29.0	322%	78%	5%	1	-	410L	65	74	-
Average			84%		23.7		82%	5%	0		547L	48.9	53.9	

* Only Reading Practice data is shown; for goals, select All Reading to see students' complete progress.

[a] Engaged Time per Day: An estimate of the time the student is engaged in reading practice. Displayed in minutes. It is based on a test score from Star Reading™ or Star Early Literacy™ and points earned in Accelerated Reader. Score not reported unless the student tested with a Star assessment within the current or previous year.

[b] Difficulty level averages are based on passed activities.

Diagnostic Code Summary

Students	%	Code	Code Description
0	0%	A	No activity during period
2	25%	B	Low average percent correct (70% to 79%)
0	0%	C	Very low average percent correct (below 70%)
2	25%	D	Low engagement points achieved - less than 50% median points
1	13%	E	Low percent correct with above median engagement points
0	0%	F	Very low percent correct with above median engagement points
3	38%	%	Average percent correct below 85%

At Risk: 38% of students (3 out of 8) with at least one code A-F

Totals

Measure	Total
Students	
Students in Class/Group	8
Students With Activity	8
Activities	
Taken	431
Passed	391
Engagement Points	
Possible	233.0
Achieved	189.6
Median Achieved	26.8

3rd Grade AR

Students ▲	Diagnostic Codes	Avg. Correct		Points					Engaged Time/Day[a]	Difficulty[b]		Quizzes		Certification
		Goal	Actual	Goal	Actual	% Goal	Read Indep.	Nonfiction		Goal	Actual	Passed	Taken	Goal
	D, %	85%	81%	10.0	1.6	16%	80%	0%	0	480L	389L	4	4	-
		85%	88%	10.0	17.9	179%	88%	4%	0	430L	583L	34	35	-
Average			87%		9.8		87%	4%	0		578L	19.0	19.5	

* Only Reading Practice data is shown; for goals, select All Reading to see students' complete progress.

[a] Engaged Time per Day: An estimate of the time the student is engaged in reading practice. Displayed in minutes. It is based on a test score from Star Reading™ or Star Early Literacy™ and points earned in Accelerated Reader. Score not reported unless the student tested with a Star assessment within the current or previous year.

[b] Difficulty level averages are based on passed activities.

Diagnostic Code Summary

Students	%	Code	Code Description
0	0%	A	No activity during period
0	0%	B	Low average percent correct (70% to 79%)
0	0%	C	Very low average percent correct (below 70%)
1	50%	D	Low engagement points achieved - less than 50% median points
0	0%	E	Low percent correct with above median engagement points
0	0%	F	Very low percent correct with above median engagement points
1	50%	%	Average percent correct below 85%

At Risk: 50% of students (1 out of 2) with at least one code A-F

Totals

Measure	Total
Students	
Students in Class/Group	2
Students With Activity	2
Activities	
Taken	39
Passed	38
Engagement Points	
Possible	24.0
Achieved	19.5
Median Achieved	9.8

4th Grade AR

Students ▲	Diagnostic Codes	Avg. Correct		Points					Engaged Time/Day[a]	Difficulty[b]		Quizzes		Certification
		Goal	Actual	Goal	Actual	% Goal	Read Indep.	Nonfiction		Goal	Actual	Passed	Taken	Goal
	D	85%	94%	10.0	24.0	240%	100%	0%	0	520L	635L	10	10	-
	B, D, %	-	75%	-	4.3	-	-	0%	0	-	647L	2	2	-
	C, F, %	85%	67%	14.0	117.0	836%	54%	3%	2	510L	617L	219	304	-
	D, %	85%	83%	10.0	16.1	161%	80%	0%	0	460L	589L	23	25	-
		85%	94%	20.0	90.8	454%	96%	3%	1	540L	632L	132	133	-
	%	85%	82%	20.0	126.2	631%	66%	2%	2	480L	621L	180	201	-
Average			78%		63.1		67%	2%	1		623L	94.3	112.5	

* Only Reading Practice data is shown; for goals, select All Reading to see students' complete progress.

[a] Engaged Time per Day: An estimate of the time the student is engaged in reading practice. Displayed in minutes. It is based on a test score from Star Reading™ or Star Early Literacy™ and points earned in Accelerated Reader. Score not reported unless the student tested with a Star assessment within the current or previous year.

[b] Difficulty level averages are based on passed activities.

Diagnostic Code Summary

Students	%	Code	Code Description
0	0%	A	No activity during period
1	17%	B	Low average percent correct (70% to 79%)
1	17%	C	Very low average percent correct (below 70%)
3	50%	D	Low engagement points achieved - less than 50% median points
0	0%	E	Low percent correct with above median engagement points
1	17%	F	Very low percent correct with above median engagement points
4	67%	%	Average percent correct below 85%

At Risk: 67% of students (4 out of 6) with at least one code A-F

Totals

Measure	Total
Students	
Students in Class/Group	6
Students With Activity	6
Activities	
Taken	675
Passed	566
Engagement Points	
Possible	598.0
Achieved	378.4
Median Achieved	57.4

Class/Group	Teacher	Grade	Quiz Language										Quiz Type
5th Grade AR		**5**	**English and Spanish**										**Reading Practice ***

Students ▲	Diagnostic Codes	Avg. Correct		Points					Engaged Time/Day[a]	Difficulty[b]		Quizzes		Certification
		Goal	Actual	Goal	Actual	% Goal	Read Indep.	Nonfiction		Goal	Actual	Passed	Taken	Goal
	C, D, %	85%	42%	7.0	3.3	47%	21%	15%	0	410L	513L	7	23	-
		85%	90%	20.0	87.7	439%	94%	4%	1	700L	750L	94	95	-
		85%	90%	30.0	390.0	1,300%	86%	1%	5	680L	659L	190	197	-
		85%	88%	40.0	347.6	869%	83%	4%	5	660L	674L	358	376	-
	B, %	85%	74%	25.0	95.3	381%	48%	3%	2	540L	670L	123	157	-
		85%	93%	25.0	158.5	634%	94%	3%	2	680L	722L	145	148	-
Average			86%		180.4		81%	3%	2		679L	152.8	166.0	

* Only Reading Practice data is shown; for goals, select All Reading to see students' complete progress.

[a] Engaged Time per Day: An estimate of the time the student is engaged in reading practice. Displayed in minutes. It is based on a test score from Star Reading™ or Star Early Literacy™ and points earned in Accelerated Reader. Score not reported unless the student tested with a Star assessment within the current or previous year.

[b] Difficulty level averages are based on passed activities.

Diagnostic Code Summary

Students	%	Code	Code Description
0	0%	A	No activity during period
1	17%	B	Low average percent correct (70% to 79%)
1	17%	C	Very low average percent correct (below 70%)
1	17%	D	Low engagement points achieved - less than 50% median points
0	0%	E	Low percent correct with above median engagement points
0	0%	F	Very low percent correct with above median engagement points
2	33%	%	Average percent correct below 85%
At Risk: 33% of students (2 out of 6) with at least one code A-F			

Totals

Measure	Total
Students	
Students in Class/Group	6
Students With Activity	6
Activities	
Taken	996
Passed	917
Engagement Points	
Possible	1,353.0
Achieved	1,082.4
Median Achieved	126.9

Class/Group	Teacher	Grade	Quiz Language										Quiz Type
6th Grade AR		**6**	**English and Spanish**										**Reading Practice ***

Students ▲	Diagnostic Codes	Avg. Correct		Points					Engaged Time/Day[a]	Difficulty[b]		Quizzes		Certification
		Goal	Actual	Goal	Actual	% Goal	Read Indep.	Nonfiction		Goal	Actual	Passed	Taken	Goal
		85%	91%	42.0	119.2	284%	92%	7%	2	680L	787L	27	27	-
		85%	90%	30.0	86.8	289%	84%	11%	1	720L	676L	27	28	-
		85%	92%	25.0	72.4	290%	92%	12%	1	700L	701L	52	52	-
		85%	90%	42.0	340.7	811%	88%	6%	4	710L	739L	206	216	-
Average			90%		154.8		88%	8%	2		735L	78.0	80.8	

* Only Reading Practice data is shown; for goals, select All Reading to see students' complete progress.

[a] Engaged Time per Day: An estimate of the time the student is engaged in reading practice. Displayed in minutes. It is based on a test score from Star Reading™ or Star Early Literacy™ and points earned in Accelerated Reader. Score not reported unless the student tested with a Star assessment within the current or previous year.

[b] Difficulty level averages are based on passed activities.

Diagnostic Code Summary

Students	%	Code	Code Description
0	0%	A	No activity during period
0	0%	B	Low average percent correct (70% to 79%)
0	0%	C	Very low average percent correct (below 70%)
0	0%	D	Low engagement points achieved - less than 50% median points
0	0%	E	Low percent correct with above median engagement points
0	0%	F	Very low percent correct with above median engagement points
0	0%	%	Average percent correct below 85%
At Risk: 0% of students (0 out of 4) with at least one code A-F			

Totals

Measure	Total
Students	
Students in Class/Group	4
Students With Activity	4
Activities	
Taken	323
Passed	312
Engagement Points	
Possible	702.0
Achieved	619.1
Median Achieved	103.0

Appendix B - VCS 2023 Spring Parent Satisfaction Survey Results

Summary:
Positive = The most prevalent positive comments were about (1) Christ-centered teaching and curriculum, (2) small classes, (3) caring teachers and staff, and (4) a <u>safe</u>, positive school environment.

Two interesting responses = Communication is good. Technology is not viewed as a high priority.

One conflicting response = The curriculum is rigorous / the curriculum is not rigorous. BUT . . .

Negative = VCS is not perfect, and survey respondents identified legitimate issues. However, among the respondents to this survey, positive aspects far outweighed concerns.

Question 1: Who are you?
Respondents = Parent/Guardian, 28; Teacher/Staff Member, 1.
** Please note two teachers are parents of VCS Students.

Question 2: Which of the following represents you?
My child is in KP-4th grade   21
My child is in 5th-8th grade   7
I am a teacher at VCS   1

Question 3: What is your impression of Kindergarten Prep – 8th grade education at VCS?

Positive	18
Mixed positive	11
Neutral, mixed negative, negative	0

Question 4: Based on a scale of 1 (Absolutely not) to 5 (Definitely yes), what are the most important skills current K-Prep through 8th grade students should master before high school?

Skill	Absolutely Not	No	Neutral	Yes	Absolutely Yes	Y+AY
Critical thinking/problem solving	0	0	1	10	19	100%
Research skills	0	0	5	12	11	79%
Organizational / time management	0	0	4	9	16	86%
Technology skills	0	0	7	17	5	76%
Interpersonal skills (working with others)	0	0	2	9	18	93%
Community service skills	1	0	5	13	10	79%

Question 5: On a scale of 1 to 5, what do you value most about VCS?

Value	Absolutely Not	No	Neutral	Yes	Absolutely Yes	Y+AY
Caring environment	0	0	0	14	14	97%
Christ-Centered curriculum / instruction	0	0	3	6	20	90%
Quality of facility	0	0	7	15	7	76%
Quality of teaching	0	0	2	11	16	93%
Physical safety of students	0	1	2	13	13	90%
Challenging curriculum	1	2	2	12	12	83%
Fun learning experiences	0	1	3	16	9	86%
Welcoming to parents / community	0	0	3	13	13	90%

Question 6: Based on a scale of 1 (Not important) to 3 (Absolutely necessary), what do you want Volga Christian to provide for our students?

Category	Not important	No strong feelings	Absolutely necessary
Rigorous, challenging curriculum	0	8	21 (72%) …….#3
Highly qualified teachers	0	3	26 (90%) ……. #2
Technology in the classroom	2	18	9 (31%)
Integrating faith in all academics	1	9	19 (66%) ……. #4
Safe / orderly learning environment	0	2	27 (93%) ……. #1
Understanding various denominations of Christianity	6	13	10 (34%)

Question 7: Based on a scale of 1 (Not a challenge) to 3 (Very challenging), how challenging are the following items at Volga Christian School?

Category	Not a Challenge	Neutral	Very Challenging
Recruiting & retaining highly qualified teachers	1	14	14 (48%)
Parent involvement	5	18	6 (21%)
Provide a safe and orderly environment	12	14	3 (10%)
Providing instruction that emphasizes God's word is better than the secular worldview	12	14	3 (10%)

Question 8: What priorities would you recommend for academic improvement at VCS?

Priority	Absolutely Not	No	Neutral	Yes	Absolutely Yes	Y+AY
Basic academic skills (reading, writing, math, etc.)	1	2	5	5	16	72%
Social emotional skills (skills to help students connect with others and skills to help manage personal emotions)	0	1	8	7	13	69%
Students' use and understanding of technology	1	3	12	10	3	45%
Quality of classroom curriculum, equipment, and materials	1	2	6	14	6	69%
Quality teaching	1	2	2	8	16	83%
Parent involvement	1	1	9	10	8	62%

Question 9: How do you stay connected to school matters? (Check all that apply)

Form of communication	Utilize
VCS website	9
Classroom newsletters	16 ……. 55% ……. #4 tie
Parent note	27 ……. 93% ……. #1
Parent / teacher conferences	21 ……. 72% ……. #2
Sycamore School parent portal	1
Emails with classroom teacher	16 ……. 55% ……. #4 tie
Attendance at events	3
Social media	20 ……. 69% ……. #3
Other (please specify)	1

Question 10: What do you believe is the #1 issue facing students at VCS? (Select only one)

Issue	Agree
Negative Peer pressure	10
Being equipped to defend Biblical beliefs	5
Lack of parent involvement	2

Other: Please specify — Responses included "Complete education, sciences especially," "Society pressures to go with the flow," "Dealing with social networks outside of school," "Living in a challenging time with many different outside views," curriculum not rigorous (twice), and "we haven't experienced issues."	11

Question 11: What do you feel is working well at Volga Christian School? (List up to 3 items)
   #1, 10 responses = Bible / Christ-centered teaching, more than 3Rs, integration of faith in teaching
   #2, 7 responses = Small classes
       7 responses = Teachers / staff (amazing, caring, excellent, help students succeed; dedicated board)
       7 responses = Positive environment (caring, safe, comfortable, fun, welcoming, students work together)
       7 responses = Curriculum / teaching (very good / great, adaptive to individual leaners, applicable to daily life)
   #3, 6 responses = Good communication (teachers & parents, among parents, etc.)
       Other = Chapel, nice facility, hot lunch, after school program, discipline regarding bullying / talking ill to other students, growth in student population and increased diversity

Question 12: What are Volga Christian School's greatest facility needs? (List up to 3)
   #1, 11 responses = More inside space (gym / multipurpose room, library, chapel, music room, tech room, etc.)
   #2, 5 responses = Curriculum (more academic rigor, classroom supplies, field trips, experiential learning, life skills)
   #3, 4 responses = Personnel (on site administrator, twice; counselor; on site resource teacher)
       2 responses = Playground (expanded play area, fence)
       1 response each = Better security, safer parking, more parental involvement, increased enrollment

Question 13: When you think of Volga Christian School, what are you most proud of?
   #1, 15 responses = Christian education
   #2, 8 responses = Positive environment (safe, caring, sense of family, connected community)
   Comments included: "The advancement of my kids' academics and Biblical knowledge," "My kid is advancing very quickly," "That the name of Christ is announced," "that my child is in a safe and caring learning environment."

Question 14: Is there any other input you would like to provide at this time? (all comments listed)
   #1, 3 times = Thank you for all you do at VCS!
   ● "I pray that the VCS community will continue to grow and show God's love and acceptance in the world we live in. A world that is not always willing to accept those that have different ideas/opinions."
   ● "I feel secure sending my kids to VCS. I know they are receiving a quality education without harmful 'worldly' views."
   ● "Keep it up!"
   ● "A special education teacher of our own would be fantastic for those kids who need it so we don't have to rely on the public school . . ."
   ● "I like the school."
   ● "More information for parents of new students to help them know how the school is run."