

# Stanley Hupfeld Academy @ Western Village

## Annual Performance Indicators / Goals

Our mission is to provide effective learning opportunities for all students.



# Stanley Hupfeld Academy At Western Village Overview

Charter Inception: 2000-01

Grades Served: PK-5



### BUILDING INFORMATION

Year Built	1963
Additions	1966
Square Footage	49,075
Acres in Site	7.38
Board District Location	1
US Congressional District	5
State Senate District	48
State House District	99
County Commissioner District	3
City Council Ward	Village 3

School named for residential area of city

School Mascot: Eagle

### STUDENT INFORMATION

### STAFF INFORMATION

First Quarter Enrollment	330	Attending on Transfer*	%	Number of Certified Staff	17
Peak Enrollment (00/00/00)		Mobility Rate	%	Percent Minority	33%
Total Served		Turnover Rate	%	Attendance Rate	96%
American Indian	2.0%	Truancy Rate	%	Avg Length of Service (Yrs)	8
Asian	0.0%	Free/Reduced Lunch	90%	Masters Degree or Above	20%
Black	74.4%	English Language Learners	5.5%	Avg Class Size	22
Hawaiian/Pacific Islander	0.0%	Homeless	%	Substitute Teacher Expense	\$6,900
Hispanic	15.0%	Special Education	10.6%	Worker's Compensation Claims	0
White	5.0%	Gifted and Talented	14.0%	National Board Certification	1
Multi	4%	In-School Suspensions	0		
Females	5.3%	Out-of-School Suspensions	88		
Males	48.7%	Recommended for Retention	14 %		

### ADDITIONAL INFORMATION

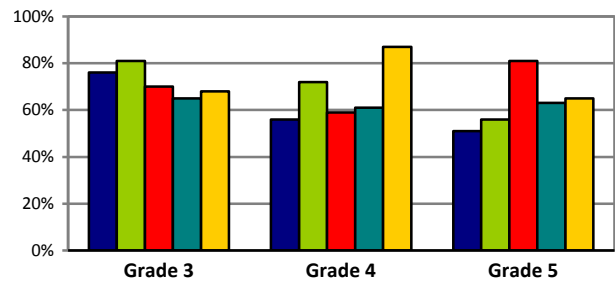
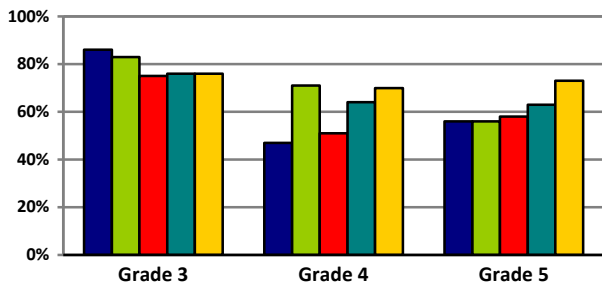
Library Materials	\$9,352
Open House Attendance	84%
Parent-Teacher Conf Day	100%

\*Neighborhood Charter

### OKLAHOMA CRITERION REFERENCE TESTS, SPRING 2016

#### READING

#### MATH



% Scoring satisfactory or advanced

% Scoring satisfactory or advanced

**Stanley Hupfeld Academy @ Western Village Annual Goals 2016-2017**

**• To focus on reading & mathematics curriculum and instructional strategies in a way that increases overall levels of student achievement resulting in upward movements of performance, so that 90% or more of all students in grades 3-5 score at or above standard (satisfactory or advanced levels) on the OCCT Math and Reading assessments.**

**• To design instructional programs, assessments, and interventions that focus on reading & math results, so that 100% of students at each grade level meet or exceed reading & math benchmarks as measured by performance on local assessments.**

**(Focus on lowest performing subgroups including IEP students, Economically Disadvantaged and ELL students.)**

**• Increase students' scientific knowledge by 10% by providing Science, Technology, Engineering and Mathematics (STEM) education that is aligned with the state standards.**

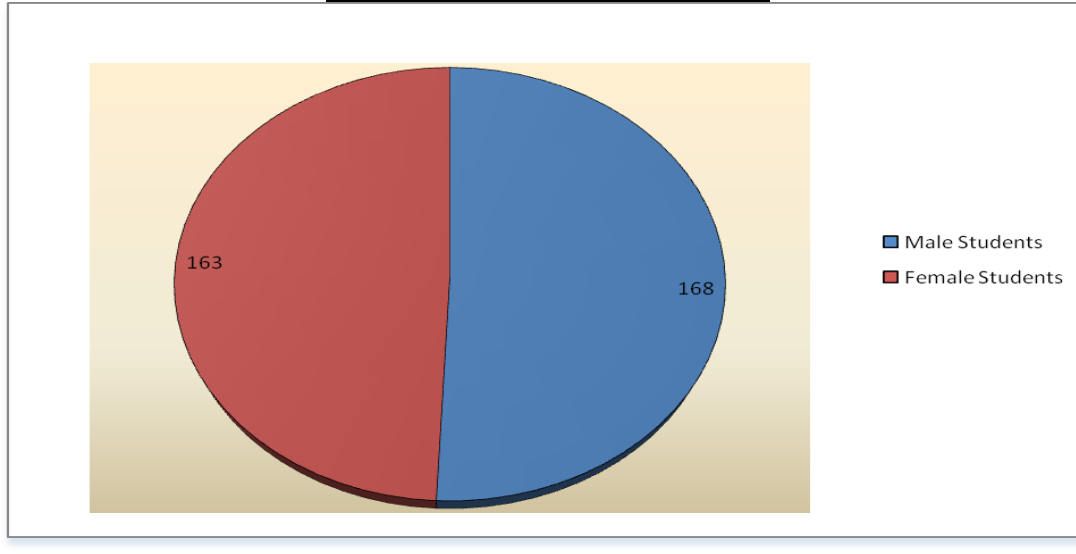
**• Increase parental participation 10% by providing consistent, positive & encouraging activities and communication for the parents and families of SHA@WV students so that student achievement is improved in all areas by the end of the 2016-2017 school year.**

**• Increase school attendance 1% and minimize tardies 10% by providing consistent, positive & encouraging activities, incentives and communication for the parents and families of SHA@WV students so that student achievement is improved in all areas by the end of the 2016-2017 school year.**

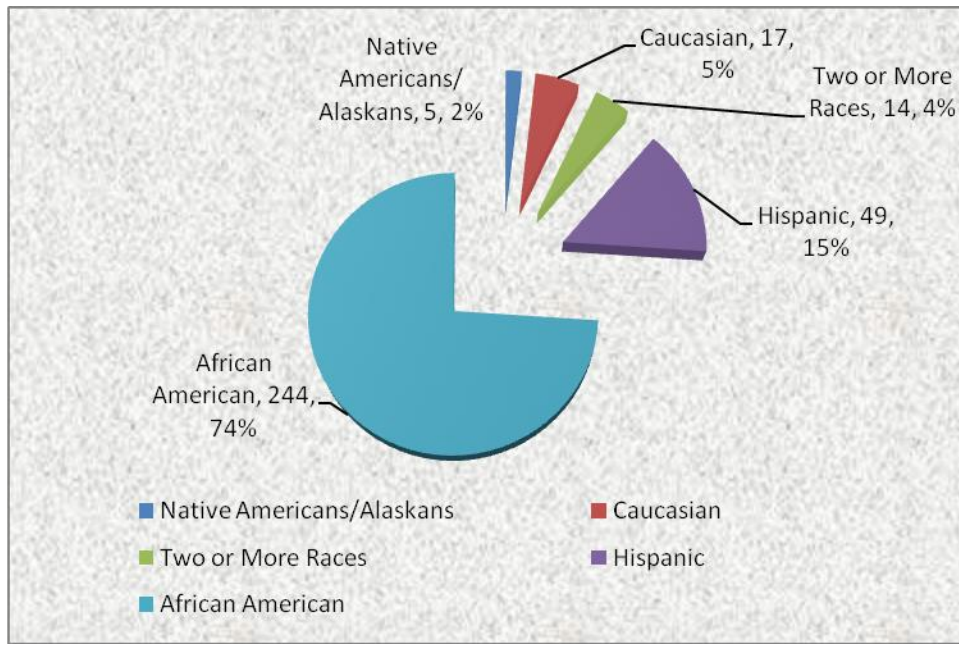
# General Population Report

# 2016-2017

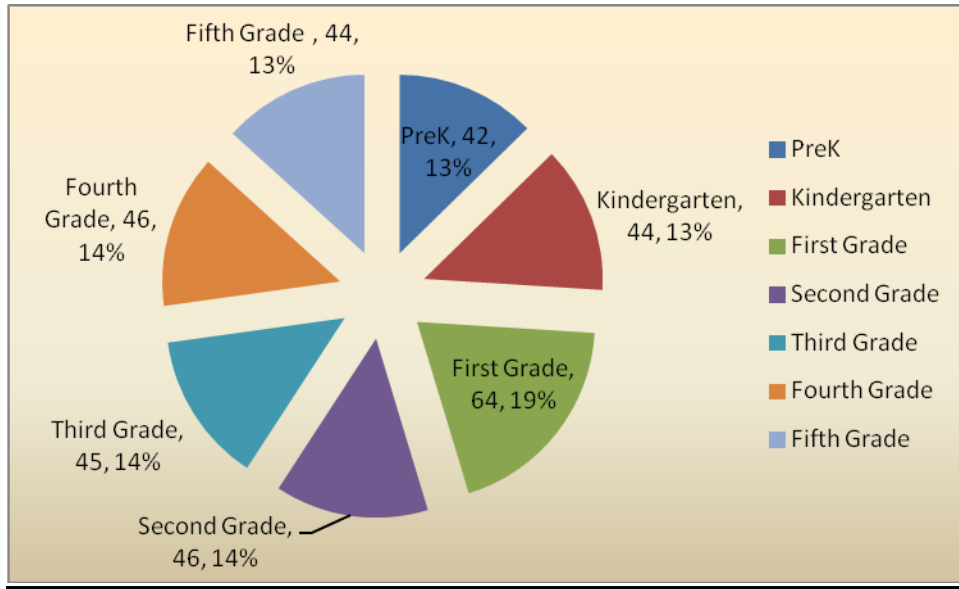
## Student Gender Graph



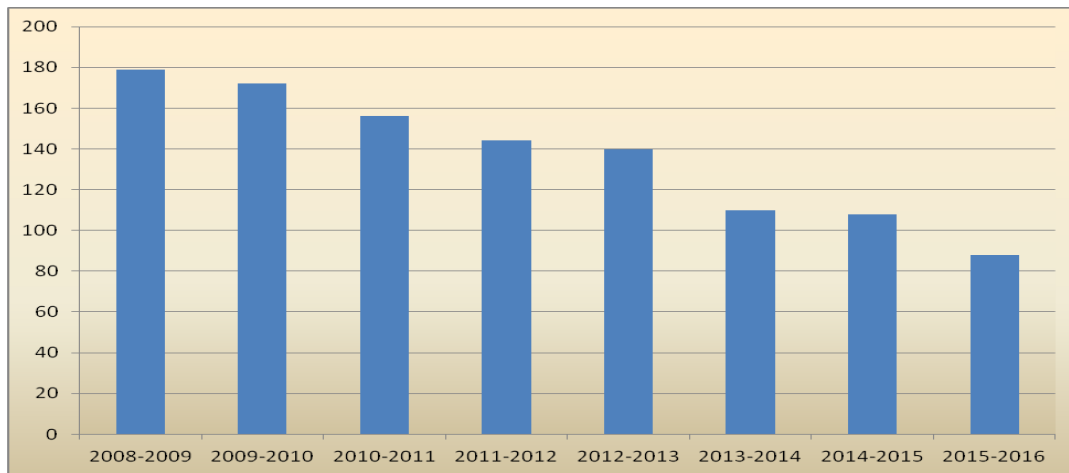
## Student Ethnicity Graph



### Graph by Grade Level

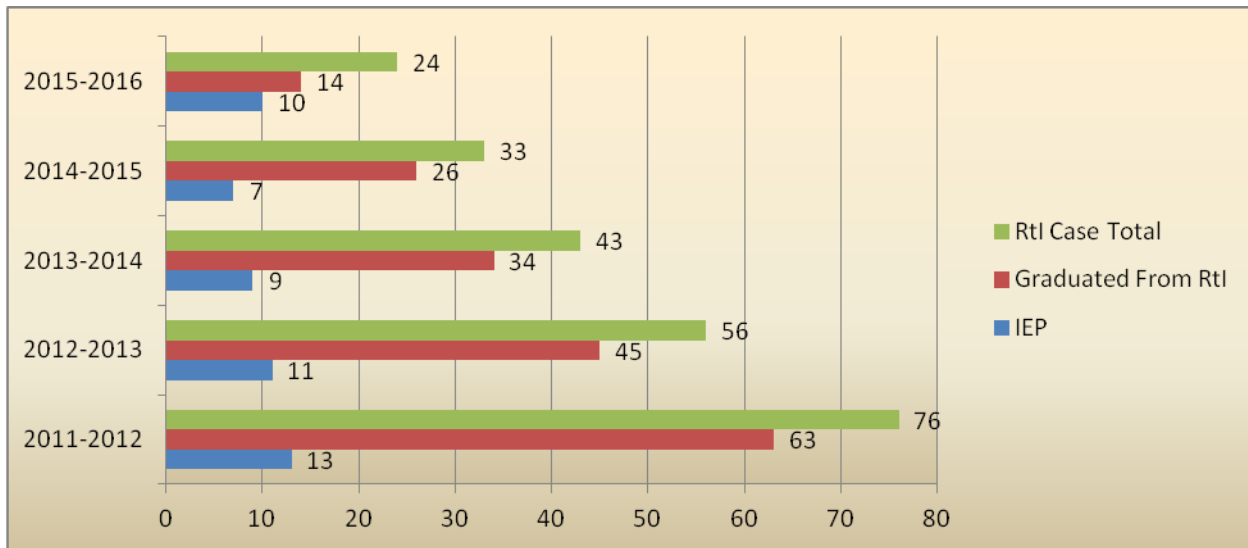


### Major Office Discipline Referral Graph



Positive Behavior Intervention Supports (PBIS) was implemented during the 2011-2012 school year. This approach is proactive in nature and focuses on positive student behavior. At the end of the 2011-12 school year the in-house suspension room was removed and student discipline continues to decline. Major Discipline Referrals include incidents of student aggression and theft.

## Response to Intervention Five Year Overview



Response to Intervention (Rtl) is a systematic method approved by the State Department of Education which identifies students who fall below the 16<sup>th</sup> percentile based upon a nationally normed screener in reading and math. Students who qualify in this area receive intense daily interventions in the specific subject area. The graph indicates the number of students who were identified through this process, advanced out of the Rtl process, or qualified for more intense supports by qualifying for an Individualized Education Plan (IEP). Response to Intervention was initially implemented during the 2011-2012 school year. Each year the number of students has reduced in each category which indicates successful curriculum changes and school wide interventions are in place.

### Free & Reduced Eligibility

Year	Number	Percent of Student Population
<b>2009-10</b>	<b>284</b>	<b>86%</b>
<b>2010-11</b>	<b>237</b>	<b>74.8%</b>
<b>2011-2012</b>	<b>264</b>	<b>88%</b>
<b>2012-2013</b>	<b>280</b>	<b>93%</b>
<b>2013-2014</b>	<b>289</b>	<b>88%</b>
<b>2014-2015</b>	<b>300</b>	<b>90%</b>
<b>2015-2016</b>	<b>290</b>	<b>88%</b>
<b>2016-2017</b>	<b>331</b>	<b>100% CEP (93%)*</b>

2016-2017 = First Year for Community Eligibility Program based on 93% Free & Reduced Status Audit

**Student Sub-Group Data**

2016 Identified Sub-Groups	2016-2017	2015-2016
Identified Enrichment Students (Nat2 Assessment or Other Academic Measures)	34	31
Bi-Lingual English Language Learners (Access/ WIDA Tested)	43	36
Special Education Students Receiving Services (Speech/ Learning Disabilities/ Intellectual Deficit/ IEP)	40	34

## 2 Year Comparison of Oklahoma State Testing Scores

Grade / Subject	2015	2016	% of Change
3 <sup>rd</sup> Grade Reading	76%	76%	Number of students passing Remained  / Advanced + 4% (2)
3 <sup>rd</sup> Grade Math	65	68%	Number of Passing + 3%  /Advanced +23% (10)
4 <sup>th</sup> Grade Reading	64	70%	Number of students passing +6%
4 <sup>th</sup> Grade Math	61	87%	Number of students passing+26%  / Advanced + 30% (14)
5 <sup>th</sup> Grade Reading	63	73%	Number of students passing + 10% /Advanced +4% (2)
5 <sup>th</sup> Grade Math	63	65%	Number of students passing +2% /Advanced +15% (7)
5 <sup>th</sup> Grade Writing	51*State Dismissed Data	Scores Not Available	Scores Not Reported from SDE
5 <sup>th</sup> Grade Science	48	46%	Number of students passing -2%  /Advanced +11% (5)
5 <sup>th</sup> Grade Social Studies	66	69%	Number of students passing +3%  /Advanced + 30% (14)

The SDE has not released the school report cards. The number of proficient students went up in every tested area except 5<sup>th</sup> grade science. In addition, a most notable change has occurred in our Advanced categories (in every grade). The number of advanced students is to be commended. These are identified in the parenthesis in the final column.



## School Improvement Plan - Critical Components

- Fidelity of implementation of the Everyday Math Program will be monitored. Additional professional development will be offered to teachers.
- The utilization of differentiated instructional strategies will be implemented to address the needs of students.
- Application and implementation of professional development opportunities will be targeted to higher order thinking/learning skills.
  - Everyday Math Training
  - Science, Technology, Engineering & Math (STEM) Focus
  - A+ Curriculum Mapping
  - Reading Coach Observations & Feedback
- Individual class data will be utilized to guide instruction within the classroom and discussed during weekly PLC meetings. (DiBELS, Benchmarks, State Tests, etc.)
- Collaboration with the University of Central Oklahoma and Oklahoma Christian University has been established. Student teachers and practicum students are utilized from both Universities.
- Study Island Benchmarks which encompass reading and math objectives are used to target instructional needs.
- Immediate feedback of student progress to develop self-awareness and ownership of their own learning (Ex. Teachers will conference with students immediately following benchmarks/Administrative team will conference with students who have the letter grade of a “D” or “U” at 5 week reports- Goal Setting Conferences)
- Ensure that all teachers are utilizing the reading & math series with 100% fidelity by conducting administrative walk-throughs.
  - Student Engagement
  - Objective Posted/Apparent
  - Type of Activity/Instruction
  - Rigor Rate (Bloom’s Level)
  - Instructional Practice – High Yield Strategies
  - Learning Environment
  - Follow Up Constructive Feedback to Teachers in a Timely Manner
- Staff and administration will monitor and support student behavior so that the learning environment is safe and calm so that quality instruction can occur and student learning is ensured.

- New Certified Staff will be supported with on-going trainings which will include: Classroom Management, Guided Reading, Balanced Literacy Approach, Literacy Centers and other trainings based on needs.
- Provide time and opportunities for teachers to collaborate by building into the schedule time for common planning, vertical & team meetings.
- Ongoing collection of student data through student data-summary sheets will be used to drive instructional decisions. (Ex. Flexible Grouping, Tutoring, Interventions, Progress Monitoring and Additional Time & Support)
- RtI Interventions target students who score below the 16<sup>th</sup> percentile nationally to receive daily math, reading or writing interventions.
- A certified Reading Coach works with students who are below reading level and are identified on the state's Reading Sufficiency plan. In addition, feedback coaching and professional development opportunities are provided, by the reading coach, to staff based on the Balanced Literacy approach.
- School wide interventions will occur four times per week which will include scientific- based strategies for reading and math fluency. The components are:
  - Repeated Practice ( Math Skills)
  - Repeated Reading ( Fluency)
  - Student Graphing of Progress
- The after school program is designed to target students' areas of need. Students are targeted to attend the program based upon receiving an unsatisfactory or limited knowledge on the state test in the spring of 2016, or identified by the Reading Sufficiency Assessments. Parents are notified of the mandatory after school program for these students of need. The program provides academic based interventions in reading and math, and utilizes the Study Island computer program. Academic tutoring occurs Tues, Wed, and Thurs. while Monday is reserved for club/special interest groups. Currently, 140 students are enrolled in Clubs on Mondays and 55 students are receiving tutoring through the Eagle Extra Tutoring on Tuesday, Wednesday & Thursdays after school.
- Intercessions will be held one of the weeks during Fall Break and Spring Break. The intercessions will target 2-5<sup>th</sup> grade students who show academic needs in the areas of reading and math. These ½ day programs will be intense and target specific objectives that have been identified as low performing areas on the OCCT state tests.
- Continual professional development is being implemented through team meetings. These meetings occur every week with a focus on analyzing student data, implementing scientifically based interventions and teaching strategies.

- Through the implementation of PBIS (Positive Behavior Intervention Supports) our expectations for behaviors are clearly defined. We are focusing on positive behaviors by “catching” students who are doing the right thing. Office discipline referrals and “recovery model” has been adopted.
- Student mentors are utilized to build relationships and reinforce the importance of academics. Our goal is to match each child in the building with a mentor. The focus for mentors will continue to be ½ hour on academics and ½ hour on building the relationship with the student.
- We will continue to increase health and wellness initiatives by implementing the following: Walking Club, “Growing Up Green” Community Garden, 5<sup>th</sup> Grade Ballroom Dance, Cooking & Baking Club.
- Increase the use of “hands-on” math and science activities through the use of the science lab. A Maker Space will be created for students to explore STEM concepts.
- Utilize the writing process in all grade levels and across the curriculum so that students are exposed to writing for a variety of purposes including persuading, entertaining and informing.
- Expose students and staff to multiple math integrated science experiences by utilizing the science lab. Outside professional development will be utilized to enhance science learning.

## Reading Sufficiency Report, Fall 2016

### Performance Data

#### Analysis of Students Placed on RS Plans

Year	Grade Level	Number of Students Assessed	Identified as "Well Below Benchmark" on the DIBELS NEXT Assessment (at risk)	Percentage of Students "Well Below Benchmark"
2016-2017	Kindergarten	44	19	43%
2016-2017	Grade 1	66	39	59%
2016-2017	Grade 2	44	17	39%
2016-2017	Grade 3	46	18	39%

Grades K-3 DIBLES NEXT DATA - Fall 2016 \*Intensive Support excludes students with IEP per state formula.

### Reading Sufficiency Interventions

The following interventions are planned for implementation in SY 2016-2017 to reach the 100% reading goal at each grade level:

#### Kindergarten

- Encourage parent/child reading at home.
- Utilize & send home decodable readers.
- Provide additional small group instruction with teacher.
- Provide "at-home" homework that targets weak skills & readers.
- Utilize tutors, tutoring, paraprofessionals, reading coach & push-in specialist support, etc.
- Continue to monitor and chart progression of reading skills through assessments.
- Utilize specialists as a "push-in" for additional small group instruction, or one-on-one intervention.
- Utilize Guided Reading with 100% fidelity. Monitoring will occur with Reading Coach and administrative Walk-Throughs.

#### Grade 1

- Encourage parents to utilize the support services available. (ex. tutoring, summer reading program, summer school)
- Provide "at-home" homework that targets weak skills & "at-home" readers.
- Targeted First Grade Students will be invited to "Eagle Elite" after school tutoring sessions.
- Provide additional reading instruction, during the school day, through strategic tutoring.
- Continue with periodic assessments to determine progress and to provide data for instructional decisions. (DRA & DIBELS)
- Expand "Reading Sufficiency Plans" for students identified through DIBELS assessments, and give suggestions/materials to parents at parent-teacher conference.

- Provide at-home read and respond forms for parent participation.
- Utilize common reading assessments.
- Utilize specialists as a “push-in” for additional small group instruction, or one-on-one intervention.
- Utilize Guided Reading with 100% fidelity. Monitoring will occur with Reading Coach and administrative Walk-Throughs.

### **Grade 2**

- Expand “Reading Sufficiency Plans” for students identified through DIBLES assessment, and give suggestions/materials to parents at parent-teacher conference.
- Tutors will target “at-risk” students for small group instruction, in addition to reading instruction in the classroom.
- Provide at-home read and respond forms for parent participation.
- Continue monitoring progress through assessments to determine progress. (STAR, SRI, DIBELS, Running Records, DRA)
- Utilize fluency tests to improve students’ reading.
- Provide support during Intercession Camps & After School Program.
- Utilize tutors: Parent Tutors, Mentors, Church and University Volunteers.
- Utilize common reading assessments.
- Utilize Guided Reading with 100% fidelity. Monitoring will occur with Reading Coach and administrative Walk-Throughs.

### **Grade 3**

- Use leveled books with the reading series for individual and small group instruction.
- Expand “Reading Sufficiency Plans” for students identified through DIBELS assessments, and give suggestions/materials to parents at parent-teacher conference.
- Utilize teacher time center or small group instruction to target “at risk” students.
- Utilize fluency tests to improve students’ reading.
- Study Island will be utilized to target “at-risk” students during the school day.
- Encourage parent support for daily reading homework.
- Continue to determine progress through assessments and provide data for instructional decisions. (STAR, Basal Benchmarks, Section Selection Tests, Running Records, WTW, Fluency, DRA, etc.)
- Pilot common formative assessments that can be utilized for data desegregation on specific skills.
- Provide support during Intercession Camps & After School Program.
- Utilize Study Island benchmark tests and software for diagnostic assessments.
- Utilize Guided Reading with 100% fidelity. Monitoring will occur with Reading Coach and Administration.

### **School Wide Interventions**

- Fluency is targeted through our Eagle Extra Fluency Practice. This occurs a minimum of three times per week in all grade levels and includes the scientifically proven method of timed reading passages. (Risenski)
- After school reading tutoring is mandatory for all 3<sup>rd</sup>-5<sup>th</sup> grade students who did not achieve a satisfactory or advanced on the 2015-2016 statewide assessment in reading.
- The Principal’s Reading Challenges will provide the opportunity for all students to read various genres.
- Reading Coach is utilized to tutor “at risk” readers and provide feedback coaching to the classroom teacher.
- Utilize Guided Reading with 100% fidelity. Monitoring will occur with Reading Coach and administrative Walk-Throughs.
- Leveled Literacy Intervention (LLI) program is utilized for students who are identified as Rtl or Reading Sufficiency students.

# A-F Report Card

## 2015 - 2016

### Grades PK - 05

District: OKC CHARTER: HUPFELD/W VILLAGE

School: HUPFELD ACAD./WESTERN VILLAGE

55 E003 973

# B

# 83

#### 2016 Student Achievement (50%)<sup>1</sup>

Subject	# of Students	Performance Index	Letter Grade
Reading	129	74	C
Mathematics	128	73	C
Science	43	49	F
Social Studies	43	72	C
Writing	***	***	***
	343	70	C

#### Overall Student Growth (Progress Towards Proficiency) (25%)<sup>2</sup>

Subject	# of Students	Performance Index	Letter Grade
Reading	88	84	B
Mathematics	88	84	B
	176	84	B

#### Bottom Quartile Student Growth (Progress Toward Proficiency)(25%)<sup>3</sup>

Subject	# of Students	Performance Index	Letter Grade
Reading	22	68	D
Mathematics	22	68	D
<b>Overall Bottom Quartile Growth Grade</b>	<b>44</b>	<b>68</b>	<b>D</b>

#### Bonus Points (Maximum 10 Points)<sup>4</sup>

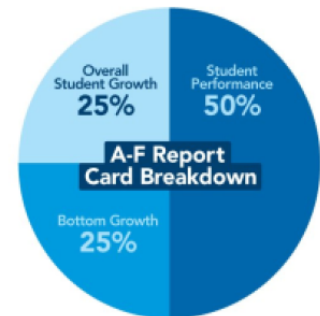
Category	Points Earned
Attendance Rate	10 (>95%)
<b>Total</b>	<b>10</b>

#### School Performance Grading Scale

Grade Range	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

## FINAL GRADE

## 83 B



<sup>1</sup>2016 Student Achievement: 50% of the overall grade is based on the Oklahoma School Testing Program assessments in grades three (3) through high school.

<sup>2</sup> Overall Student Growth: 25% of the grade is based on annual student learning gains as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight (8); and Algebra I and English II end-of-instruction tests.

<sup>3</sup> Bottom Quartile Student Growth: 25% of the grade is based on the growth of the bottom 25% of incoming students as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight(8); and Algebra I and English II end-of-instruction tests.

<sup>4</sup> Up to 10 bonus points are awarded for factors including attendance, dropout rate, advanced coursework, college entrance exams, graduation rate, overall performance and year to year growth. The categories for bonus points are determined by grades served at the site.

\*\*\* Insufficient number of students' scores to display results.

**Note:** If the percent of students tested is less than 95%, the overall grade is dropped one letter grade. If the percent of students tested is less than 90%, the grade is reduced to an F.