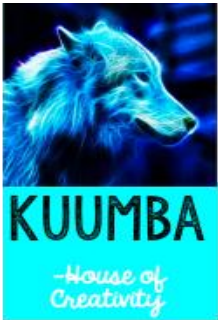




1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751-1774



Stanley Hupfeld Academy creates a community of lifelong learners through positive connections and a rigorous, integrated curriculum to inspire excellence.



Stanley Hupfeld Academy at Western Village

1508 N.W. 106th St., OKC 73114

Ms. Kara Babbit, Director



405-751-1774

Ms. Ruthie Rayner, Principal

<http://www.wvacademy.com/>

Grades Served: PK-5

Charter Inception: 2000-01

BUILDING INFORMATION



Year Built	1963
Additions	1966
Square Footage	49,970
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 Stanley Hupfeld, prominent city leader

School Mascot: Eagle

STUDENT INFORMATION

STAFF INFORMATION

First Quarter Enrollment	302	Attending on Transfer*	2%
Peak Enrollment	10/1/22	Mobility Rate	8%
Total Served	326	Turnover Rate	15%
American Indian	1.3%	Truancy Rate	3%
Asian	0.0%	Economically Disadvantaged	98%
Black	57.6%	English Language Learners	19%
Hawaiian/Pacific Islander	0.0%	Homeless	0%
Hispanic	24.8%	Special Education	12%
White	7.6%	Gifted and Talented	10%
Multi	9.3%	In-School Suspensions	0
Females	52.3%	Out-of-School Suspensions	42
Males	47.7%	Recommended for Retention	2%
Avg Daily Attendance	290		
Avg Daily Membership	299		
Attendance Rate	96.9%		
Avg Number Days Enrolled	158		

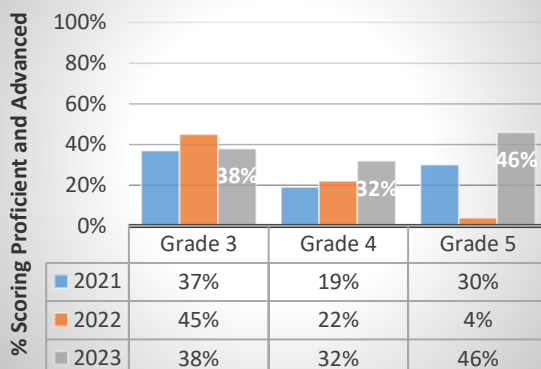
Number of Certified Staff	20
Percent Minority	95%
Attendance Rate	86%
Avg Length of Service (Yrs)	12
Masters Degree or Above	34%
Avg Class Size	22
Substitute Teacher Expense (\$)	3,200
Worker's Compensation Claims	0
National Board Certification	1

ADDITIONAL INFORMATION

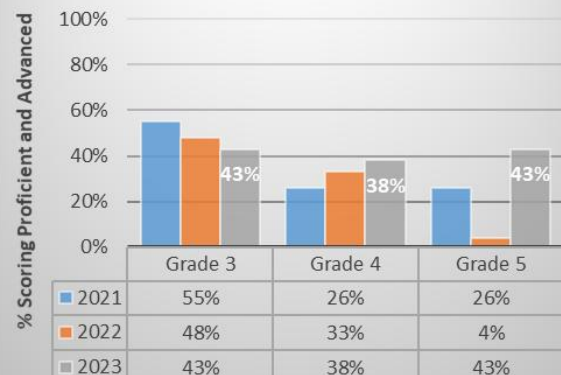
Media Center Materials	\$9020
Open House Attendance	94%
Meet the Teacher	100%
Parent-Teacher Conf Day	99%

*Neighborhood Charter

Reading



Math

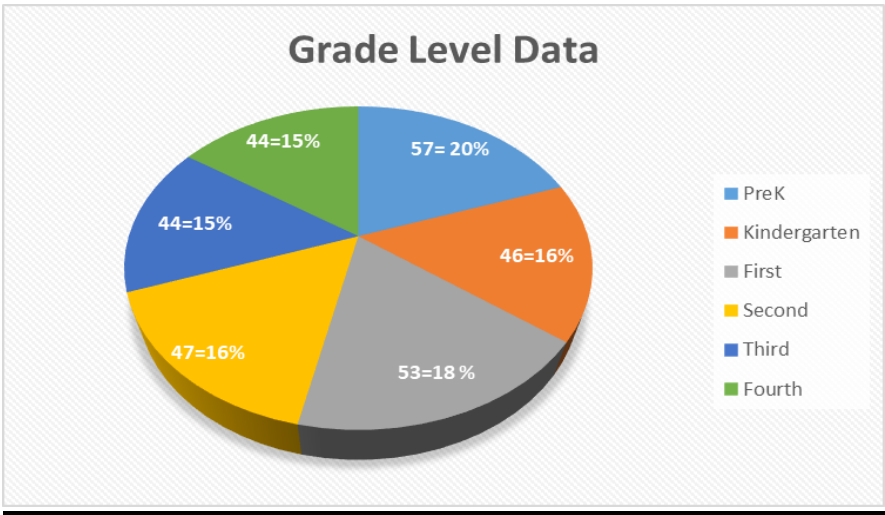
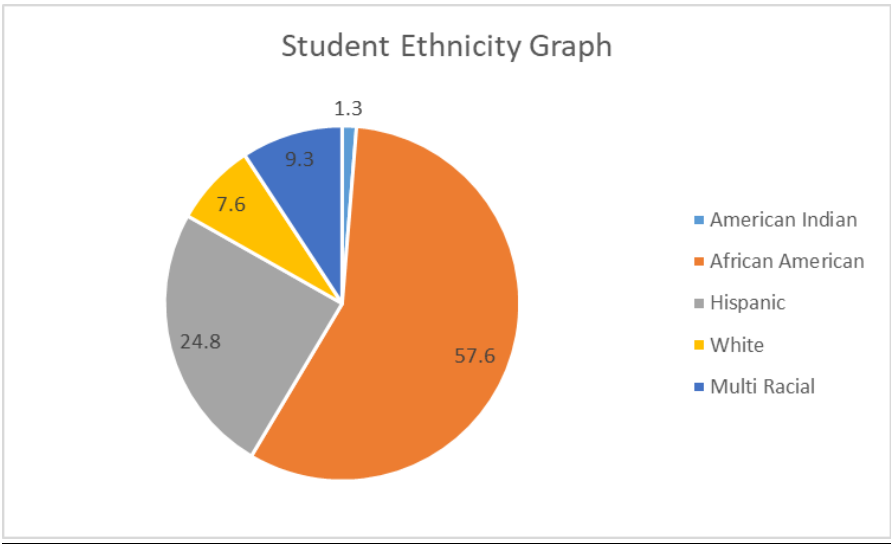
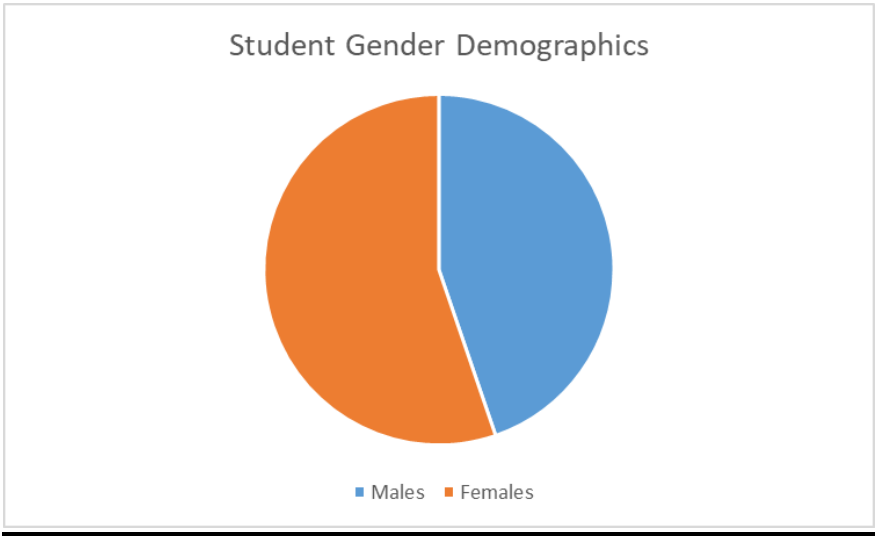


Annual Goals 2024-2025

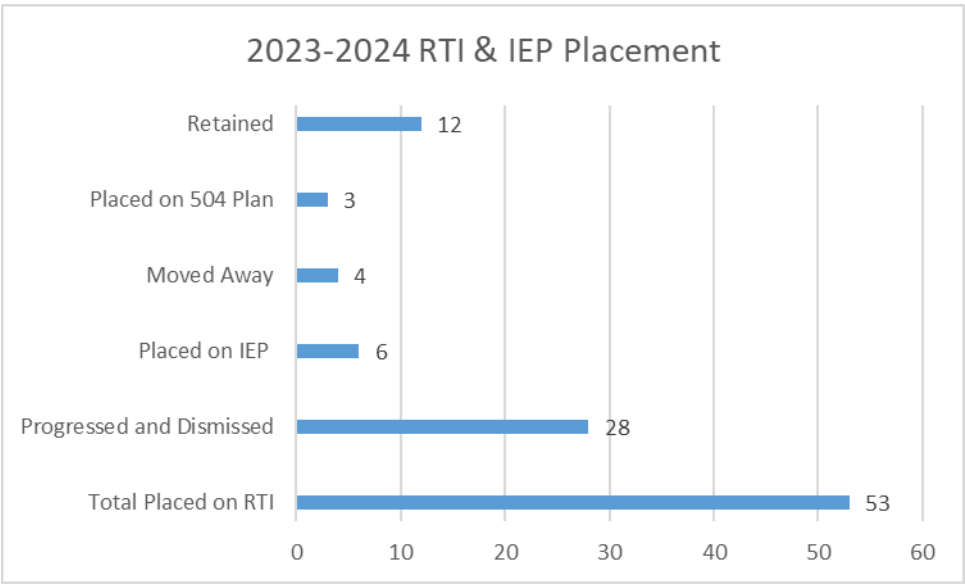
- **To focus on reading and mathematics curriculum and instructional strategies in a way that increases overall levels of student achievement resulting in upward movements of performance, so that 90% or more of all students in grades 3-4 score at or above standard (satisfactory or advanced levels) on the OSTP Math and Reading assessments.**
- **To design instructional programs, assessments, and interventions that focus on reading and 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, Arts and Mathematics (STEAM) education that is aligned with the state standards.**
- **Increase parental participation 10% by providing consistent, positive and 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 2024-2025 school year.**
- **Increase school attendance 1% and minimize tardies 10% by providing consistent, positive and 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 2024-2025 school year.**

General Demographics Report

2024-2025



Response to Intervention



Response to Intervention (RtI) is a systematic method approved by the State Department of Education which identifies students who fall below the 16th 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 RtI 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.

Economically Disadvantaged Students

Year	Number	Percent of Student Population
2009-2010	284	86%
2010-2011	237	74.8%
2011-2012	264	88%
2012-2013	280	93%
2013-2014	289	88%
2014-2015	300	90%
2015-2016	290	88%
2016-2017	331	100% CEP *
2017-2018	331	100% CEP
2018-2019	333	100% CEP
2019-2020	331	100% CEP
2020-2021	330	100% CEP
2021-2022	330	100% CEP
2022-2023	300	100% CEP
2023-2024	292	100% CEP* Base Year
2024-2025	295	100% CEP

*2016-2017 = First Year for Community Eligibility Program based on 93% Free & Reduced Meal Status
 Audit 2022-2023= CEP Renewal Year/ Renewal Completed & Approved

Student Sub-Group Data

Identified Sub-Groups	2021-2022	2022-2023	2023-2024	2024-2025
Identified Enrichment Students (NNAT3 Assessment or Other Academic Measures)	33	33	30	30
Bi-Lingual English Language Learners (Access/ WIDA Tested)	64	67	54	58
Special Education Students Receiving Services (Speech/ Learning Disabilities/ Intellectual Deficit/ IEP)	33	40	51	44

Oklahoma State Testing Program (OSTP) 2023

THIRD GRADE		
Total Tested	ELA/READING 42	
Below BASIC	9	22%
BASIC	17	40%
Proficient	11	26%
Advanced	5	12%

THIRD GRADE		
MATH 42		
Below Basic	9	21%
Basic	15	36%
Proficient	12	29%
Advanced	6	14%

FOURTH GRADE		
Total Tested	ELA/ READING 37	
Below Basic	14	38%
Basic	11	30%
Proficient	10	27%
Advanced	2	5%

FOURTH GRADE		
MATH 37		
Below Basic	10	27%
Basic	13	35%
Proficient	11	30%
Advanced	3	8%

FIFTH GRADE		
Total Tested	ELA / READING 39	
Below Basic	4	10%
Basic	20	51%
Proficient	11	36%
Advanced	4	10%

FIFTH GRADE		
MATH 39		
Below Basic	5	13%
Basic	17	44%
Proficient	14	36%
Advanced	3	7%

Fifth Grade		
Total Tested	Science 39	
Below Basic	7	18%
Basic	20	51%
Proficient	10	26%
Advanced	2	5%

Oklahoma State Testing Program (OSTP) 2024

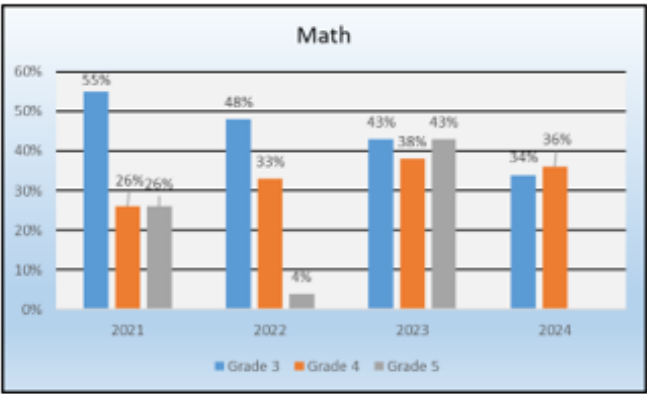
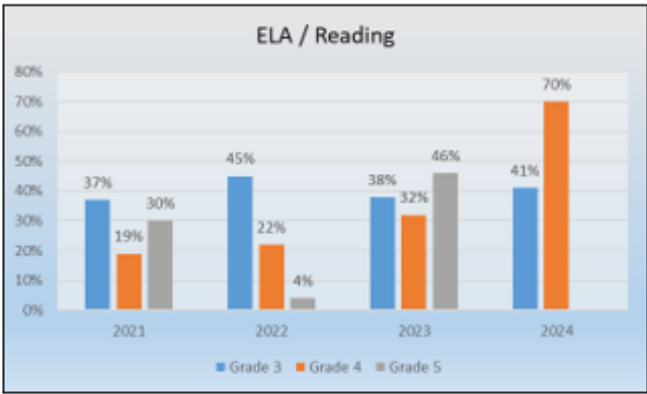
THIRD GRADE		
Total Tested	ELA/READING	44
Below BASIC	8	18%
BASIC	18	41%
Proficient	12	27%
Advanced	6	14%

THIRD GRADE		
MATH		44
Below Basic	9	21%
Basic	20	45%
Proficient	10	23%
Advanced	5	11%

FOURTH GRADE		
Total Tested	ELA/ READING	39
Below Basic	7	18%
Basic	5	12%
Proficient	19	49%
Advanced	8	21%

FOURTH GRADE		
MATH		39
Below Basic	8	21%
Basic	17	43%
Proficient	10	26%
Advanced	4	10%

OKLAHOMA SCHOOL TESTING PROGRAM, 2024



- 2023-2024 – First Year of New Grade Span - SHA did not serve 5th grade students.

School Improvement Plan - Critical Components

- SHA targets attendance issues and provides resources for families in addition to providing one-on-one support and classroom lessons. Home visits and family support are conducted as needed.
- SHA Counselor has been trained as our site Homeless Liaison.
- BIG IDEAS MATH program has been implemented to align with the Oklahoma Academic Standards (OAS). Additional math professional development has been provided for all staff. The math curriculum has an interactive online component that is being utilized to integrate technology.
- STAR MATH is utilized to assess students' math strengths and areas for improvement.
- Targeted Math PD will be provided during the 2024-2025 school year through the OKA+ network, vertical and team meetings.
- STAR Reading Assessments and DIBELS assessments are utilized each quarter to monitor reading growth.
- Targeted reading lessons are conducted by the classroom teacher to address Reading Sufficiency goals.
- Specific Phonics instruction is implemented using UFLI, Heggerty and the Science of Reading.
- "Gap analysis" has occurred through vertical team meetings to ensure that all standards are addressed for students to reach mastery of the math and reading standards.
- Application and implementation of professional development opportunities will be targeted to higher order thinking/learning skills.
 - Math Standard Training and Alignment (On-going Throughout Year)
 - Curriculum Mapping
 - Imbedded Professional Development based upon OAS standards
 - University of Florida Literacy Institute (UFLI)
 - LTRS Training (Science of Reading)
 - Handwriting Without Tears
- Individual class data is utilized to guide instruction and discussed during bi-monthly TEAM meetings. (DIBELS, STAR, OSTP State Tests, WIDA, etc.)
- Immediate feedback is given to students to celebrate progress and to develop self-awareness and ownership of their own learning
- 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
 - 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, Science of Reading, Literacy Centers, OKA+ trainings, Leveled Literacy Training 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 16th percentile nationally. Students receive daily math, reading or writing interventions. Individual student progress is graphed to record learning process.
 - Students who are below reading level 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 Science of Reading.
 - SHA Reading Coach will provide small group instruction in addition to classroom instruction for the learners of highest need. These students are identified through the assessment process.
 - All students identified as below benchmark on the Reading Sufficiency Screener will be given a Dyslexia Screener that is in compliance with the Oklahoma Law. (STAR CBM)
 - 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
 - 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 and awarding HOUSE points. Office discipline referrals and “recovery model” is utilized.
- The HOUSE program supports PBIS and will allow all students a place to be celebrated and receive targeted character lessons. Student HOUSE Meetings occur each month.
- 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. Handwriting is targeted in all grades using the Handwriting Without Tears curriculum.
- After School Eagle Extra Tutoring will target students and provide additional reading and math support. Tutoring will occur each Tuesday, Wednesday and Thursday from 3:15-4:30 p.m.
- Interest Based Clubs will allow students to explore interest each Monday from 3:15-4:30 p.m.

Reading Sufficiency Report, Fall 2024

Analysis of Students Placed on Reading Sufficiency 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"
2022-2023	Kindergarten	44	20	45%
2023-2024	Kindergarten	46	25	67%
2024-2025	Kindergarten	42	16	38%
2022-2023	Grade 1	52	26	50%
2023-2024	Grade 1	52	28	54%
2024-2025	Grade 1	66	34	51%
2022-2023	Grade 2	45	28	62%
2023-2024	Grade 2	47	27	57%
2024-2025	Grade 2	48	24	50%
2022-2023	Grade 3	41	20	48%
2023-2024	Grade 3	41	20	48%
2024-2025	Grade 3	46	24	52%

Grades K-3 STAR Reading Assessment - *Intensive Support excludes students with IEP per state formula.

Three years of comparison data provided on chart.

Reading Sufficiency Interventions

The following interventions are planned for implementation in SY 2023-2024 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 UFLI and Heggerty Phonics curriculum.
- Utilize paraprofessionals, reading coach & push-in specialists for additional reading support.
- 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 Science of Reading with 100% fidelity. Monitoring will occur with Reading Coach and administrative Walk-Throughs.

Grade 1

- Encourage parent/child reading at home.
- Encourage parents to utilize the support services available.
- Additional teacher time for students who are below level in reading.
- Utilize UFLI and Heggerty Phonics curriculum.
- Provide “at-home” homework that targets weak skills & “at-home” readers.
- Paraprofessionals will target “at-risk” students for small group instruction, in addition to reading instruction in the classroom utilizing the Leveled Literacy Intervention Support materials.
- 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. (STAR & 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 and paraprofessionals as a “push-in” for additional small group instruction, or one-on-one intervention.
- Utilize Science of Reading with 100% fidelity.
- Provide Eagle Extra Tutoring after school with Small Group Targeted Instruction.

Grade 2

- Encourage parent/child reading at home.
- Expand “Reading Sufficiency Plans” for students identified through DIBELS assessment and give suggestions/materials to parents at parent-teacher conference.
- Additional teacher time for students who are below level in reading.
- Utilize UFLI and Heggerty Phonics curriculum.
- Paraprofessionals will target “at-risk” students for small group instruction, in addition to reading instruction in the classroom utilizing the Leveled Literacy Intervention Support materials.
- Provide at-home read and respond forms for parent participation.
- Continue monitoring progress through assessments to determine progress. (STAR, DIBELS, Running Records, DRA)
- Utilize fluency tests to improve students’ reading.
- Utilize common reading assessments.

- Utilize specialists and paraprofessionals as a “push-in” for additional small group instruction, or one-on-one intervention.
- Utilize Science of Reading with 100% fidelity.
- Provide Eagle Extra Tutoring after school with Small Group Targeted Instruction.

Grade 3

- Encourage parent/child reading at home.
- Use leveled books with the reading series for individual and small group instruction.
- Additional teacher time for students who are below level in reading.
- Expand “Reading Sufficiency Plans” for students identified through DIBELS & STAR 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 UFLI and Heggerty Phonics curriculum.
- Utilize fluency tests to improve students’ reading.
- 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.)
- Paraprofessionals will target “at-risk” students for small group instruction.
- Pilot common formative assessments that can be utilized for data desegregation on specific skills.
- Utilize specialists and paraprofessionals as a “push-in” for additional small group instruction, or one-on-one intervention.
- Utilize Science of Reading with 100% fidelity. Provide Eagle Extra Tutoring after school with Small Group Targeted Instruction.

School Wide Interventions

- The Principal’s Reading Challenges will provide the opportunity for all students to read various genres.
- Eagle Extra Tutoring to target “at risk” readers.
- Utilize Science of Reading with 100% fidelity.
- Leveled Literacy Intervention (LLI) program is utilized for students who are identified as Rtl or Reading Sufficiency students.
- Vertical Meetings to plan between grade levels.
- Grade Level Team Meetings, Bi-Monthly.
- Embedded Professional Development with coaching provided by site Reading Coach.