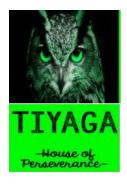**Stanley Hupfeld**
ACADEMY
AT WESTERN VILLAGE

1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751-1774
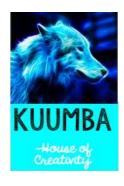
Stanley Hupfeld Academy creates a community of lifelong learners through positive connections and a rigorous, integrated curriculum to inspire excellence.

TIYAGA —House of Perseverance—

KUUMBA —House of Creativity—

UBUNTU —House of Friendship—

VALOR —House of Courage—

SABIO —House of Wisdom—

Stanley Hupfeld Academy At Western Village

1508 N.W. 106, OKC 73114

405.751.1774

http://www.wvacademy.com/

Ms. Tobi Campbell, Director

Ms. Ruthie Rayner, Principal

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 residential area of city   School Mascot: Eagle

STUDENT INFORMATION

First Quarter Enrollment	331	Attending on Transfer*	2%
Peak Enrollment (10/01/2019)	331	Mobility Rate	26%
Total Served	331	Turnover Rate	30%
American Indian	2%	Truancy Rate	3%
Asian	1%	Economically Disadvantaged	98%
Black	68%	English Language Learners	14%
Hawaiian/Pacific Islander	0%	Homeless	0%
Hispanic	17%	Special Education	18%
White	6%	Gifted and Talented	10%
Multi	6%	In-School Suspensions	0
Females	49%	Out-of-School Suspensions	43
Males	51%	Recommended for Retention	10%
Avg Daily Attendance	317		
Avg Daily Membership	328		
Attendance Rate	96.7%		
Avg Number Days Enrolled	172	*Neighborhood Charter	

STAFF INFORMATION

Number of Certified Staff	19
Percent Minority	36%
Attendance Rate	97%
Avg Length of Service (Yrs)	11
Masters Degree or Above	12%
Avg Class Size	22
National Board Certification	1

ADDITIONAL INFORMATION

Library Materials	$5,805
Open House Attendance	98%
Meet the Teacher	100%
Parent-Teacher Conf Day	100%
Mentors	270

OKLAHOMA SCHOOL TESTING PROGRAM, 2019

READING

	Grade 3	Grade 4	Grade 5
2017	30%	38%	36%
2018	25%	9%	41%
2019	50%	19%	24%

% Scoring satisfactory or advanced

MATH

	Grade 3	Grade 4	Grade 5
2017	39%	51%	40%
2018	32%	7%	30%
2019	64%	23%	17%

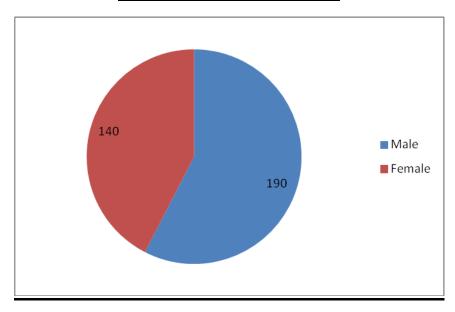% Scoring satisfactory or advanced

2

Stanley Hupfeld Academy @ Western Village
Annual Goals 2020-2021

• **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 3-5 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 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.**
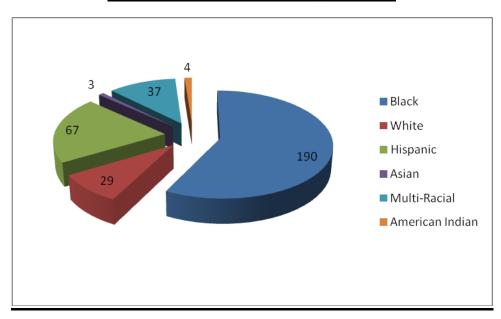   **(Focus on lowest performing subgroups including IEP students, Economically Disadvantaged and ELL students.)**

• **Increase students' scientific knowledge by 10% by providing Science, Technology, Engineering and Mathematics (STEM) 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 2020-2021 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 2020-2021 school year.**
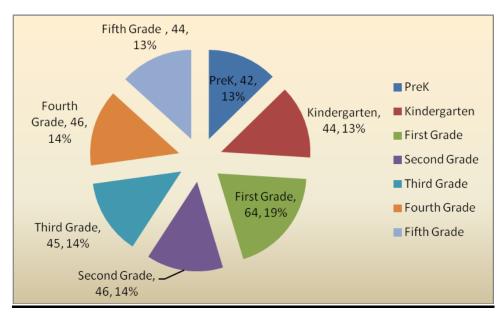
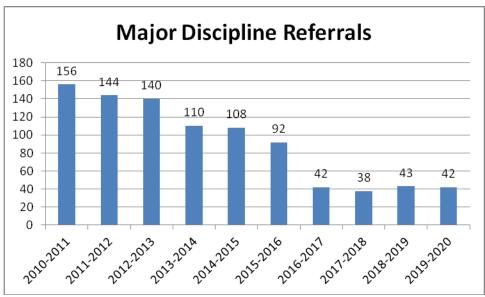# General Population Report   2020-2021

Student Gender Graph

2020 Student Ethnicity Graph

Graph by Grade Level

Fifth Grade , 44, 13%

PreK, 42, 13%

Kindergarten, 44, 13%

Fourth Grade, 46, 14%

First Grade, 64, 19%

Third Grade, 45, 14%

Second Grade, 46, 14%

- PreK
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade

Major Discipline Referrals

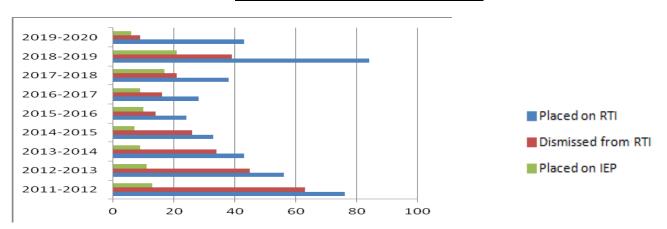| Year	Referrals
2010-2011	156
2011-2012	144
2012-2013	140
2013-2014	110
2014-2015	108
2015-2016	92
2016-2017	42
2017-2018	38
2018-2019	43
2019-2020	42

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, theft and extreme defiance.   Action Based Learning Lab was utilized during the 2016-17 school year and had a significant impact on student discipline.

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. Each year the number of students has reduced in each category which indicates successful curriculum changes and school wide interventions are in place.

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

*2016-2017 = First Year for Community Eligibility Program based on 93% Free & Reduced Meal Status Audit   2020-2021= CEP Renewal Year/ Renewal Completed & Approved

Student Sub-Group Data

Identified Sub-Groups	2019-2020	2020-2021
Identified Enrichment Students (Nat2 Assessment or Other Academic Measures)	34	33
Bi-Lingual English Language Learners (Access/ WIDA Tested)	55	63
Special Education Students Receiving Services (Speech/ Learning Disabilities/ Intellectual Deficit/ IEP)	37	43

Oklahoma State Testing Program 2020

The state of Oklahoma applied for and received a State Testing Program Waiver from the U.S. Department of Education in response to the COVID-19 Pandemic.   There was no spring testing for the 2019-2020 school year.   Due to the pandemic, all schools in Oklahoma were ordered to move to distance learning effective March 27, 2020 for the remainder of the school year.

School Improvement Plan - Critical Components

➢ SHA is conducting virtual learning for the first nine weeks of the 2020-2021 school year.   We will continue to monitor the COVID pandemic and seek guidance from local health authorities as we re-evaluate our return to the classroom.

➢ SHA added a full-time school Counselor in the 2019-2020 school year. The counselor will be targeting attendance issues and providing resources for families in addition to providing one-on-one support and classroom lessons. Home visits and family support will continue throughout the pandemic.

➢ SHA Counselor, Heather Meldrum has been trained as our site Homeless Liaison.

➢ SHA Counselor, Heather Meldrum has implemented a Social Emotional Learning (SEL) Curriculum for the 2020-2021 school year.

➢ BIG IDEAS MATH program has been implemented to align with the new Oklahoma Academic Standards (OAS). Additional math professional development has been provided for all staff. The new curriculum has an interactive online component that is being utilized for distance learning.

➢ Assessments and targeted lessons are being monitored for student progress through the Study Island program.

➢ STAR Reading Assessments and DIBELS assessments are utilized each quarter to monitor reading growth.

➢ Small group Zoom sessions and individual Zoom sessions as well as picnic table support are being offered to our students during distance learning.   Targeted lessons are offered through guided NearPod or Class Kick lessons. These are videoed lessons targeting the standards.

➢ Gap analysis has occurred to ensure that all standards are addressed and ample opportunity for students to reach mastery of the math and reading standards.

➢ Study Island Benchmarks and leveled lessons will occur in grades 2nd-5th targeting specific reading goals.

➢ Application and implementation of professional development opportunities will be targeted to higher order thinking/learning skills.

  o   Distance Learning Professional Development

  o   Big Ideas Math Curriculum Training (On-going Throughout Year)

  o   Curriculum Mapping

  o   Reading Coach Observations & Feedback

  o   Imbedded Professional Development based upon OAS standards

- ➢ Individual class data will be utilized to guide instruction and discussed during bi-monthly TEAM meetings. (DIBELS, STAR, Study Island benchmarks, OCCT State Tests, etc.)

- ➢ Immediate feedback of student progress to develop self-awareness and ownership of their own learning (Ex. Teachers will conference with students immediately following benchmarks).

- ➢ Ensure that all teachers are utilizing the reading & math series with 100% fidelity by conducting administrative walk-throughs.
  - o Student Engagement
  - o Objective Posted/Apparent
  - o Type of Activity/Instruction
  - o Rigor Rate (Bloom's Level)
  - o Instructional Practice – High Yield Strategies
  - o 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 Virtual Learning expectations are being enforced during Distance Learning.

- ➢ New Certified Staff will be supported with on-going trainings which will include: Classroom Management, Guided Reading, Balanced Literacy Approach, Literacy Centers, OKA+ trainings, 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 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:
  - o Repeated Practice (Math Skills)
  - o Repeated Reading (Fluency)
  - o 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. Office discipline referrals and "recovery model" have been adopted.

- ➢ The HOUSE program supports PBIS and will allow all students a place to be celebrated and receive targeted character lessons. Student HOUSE Meetings will occur bi-monthly.

- ➢ Mentors are utilized to build relationships and reinforce the importance of academics. Our mentoring program will match continuing mentors with students so that they can communicate through e-mail during the pandemic.

- ➢ 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.

Reading Sufficiency Report, Fall 2020

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"
2019-2020	Kindergarten	45	23	51%
2020-2021	Kindergarten	45	19	42%
2019-2020	Grade 1	66	36	54%
2020-2021	Grade 1	62	31	50%
2019-2020	Grade 2	47	18	38%
2020-2021	Grade 2	47	34	72%
2019-2020	Grade 3	46	22	48%
2020-2021	Grade 3	46	21	45%

Grades K-3 STAR Reading Assessment - Fall 2020 *Intensive Support excludes students with IEP per state formula.

Reading Sufficiency Interventions

The following interventions are planned for implementation in SY 2020-2021 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
- Additional teacher time for students who are below level in reading.
- 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. (STAR, 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 DIBELS assessment and give suggestions/materials to parents at parent-teacher conference.
- Additional teacher time for students who are below level in reading.
- 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, DIBELS, Running Records, DRA)
- Utilize fluency tests to improve students' reading.
- Utilize Study Island program to target specific skills.
- Provide support during After School Tutoring 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.
- 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 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.)
- Pilot common formative assessments that can be utilized for data desegregation on specific skills.
- Utilize Study Island to target specific skills.
- Provide support during After School Tutoring Program.
- Utilize Study Island benchmark tests and software for diagnostic assessments.
- Utilize Guided Reading with 100% fidelity. Monitoring will occur with Reading Coach and administrative Walk-Throughs.

School Wide Interventions

- 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 utilize the Leveled Literacy Intervention Program 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 RtI or Reading Sufficiency students.