

Stanley Hupfeld Academy Strong Readers Act

The purpose of the Strong Readers Act is to ensure that progression from one grade to another is determined, in part, upon proficiency in reading, that school district board of education policies facilitate reading instruction and intervention services to address student reading needs, and that each student and his or her parent or legal guardian be informed of that student's reading progress throughout the year. Annual data will be disseminated as required by state law on the SHA website at www.wvacademy.com

Every student enrolled in kindergarten, first, second, and third grades shall be assessed at the beginning and end of each school year using a screening instrument approved by the State Board of Education for the acquisition of reading skills including, but not limited to, phonological awareness, decoding, reading fluency, vocabulary, and comprehension, for the grade level in which enrolled. Any student who is assessed and found not to be meeting grade level shall be provided a program of reading instruction designed to enable the student to acquire the appropriate grade level of reading skills.

Progress of Reading Instruction and Proficiency Team

The program of reading instruction shall be based on scientific reading research and shall align with the State subject matter standards adopted by the State Board of Education, shall be based on a three tiered Response to Intervention ("RtI") model. The plan may include, but is not limited to:

1. Sufficient additional in-school instructional time sufficient for the acquisition of phonological awareness, decoding, fluency, vocabulary, and comprehension,
2. If necessary, and funding is available, tutorial instruction after regular school hours, however, such instruction may not be counted toward the 180 day or 1080 hour school year required by law;
3. Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills as identified in the student's program of reading instruction.
4. High-quality instructional materials grounded in scientifically based reading research and
5. A means of providing every family of a student in prekindergarten, kindergarten, first, second, and third grade access to free online evidence-based literacy instruction resources to support the student's literacy development at home.

A student enrolled in kindergarten, first, second, or third grades who exhibits a deficiency in reading at any time based upon the screening instrument shall receive an individual reading intervention plan no later than thirty (30) days after the identification of the deficiency in reading. The reading intervention plan shall be provided in addition to core reading instruction that is provided to all students. The reading intervention plan shall:

1. Describe the research-based reading intervention services the student will receive to remedy the deficiency in reading,

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2. Provide explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension as applicable,
3. Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to the student's needs; and
4. Continue until the student is determined to be meeting grade-level targets in reading based on screening instruments or assessments.

Stanley Hupfeld Academy's strong readers plan shall be adopted and annually updated, with input from school administrators, teachers, and parents and legal guardians, and if possible a reading specialist, and which shall be submitted to and approved by the State Board of Education. This plan shall include a plan for each site that includes an analysis of data provided by the Oklahoma School Testing Program and other reading assessments utilized which outlines how each school site shall comply with the provision of the Strong Readers Act.

Any student enrolled in kindergarten, first, second, or third grade who is assessed through the Strong Readers Act is not meeting grade level targets in reading after the beginning of the year assessment shall be screened for dyslexia. Screening may also be requested for a student by his or her parent or guardian, teacher counselor, speech-language pathologist or school psychologist.

Parents will be notified as outlined in the SDE Strong Readers Policy. Stanley Hupfeld will notify parents within the first 30 days of the plan being in place. In addition, parents will be notified of reading progress in the October and March Parent Conferences. Students not progressing to meet the grade level targets will have an additional Deficiency Meeting in January. Notification of the risk of retention will be discussed prior to any decision made by the SHA Strong Reader team. (Also reference Retention Policy)

REFERENCE: 70 O.S. §1210.508A, et seq.

Board Adopted 6/2025

Strong Readers Required Website Information



OKLAHOMA
Education

Strong Readers Student Data	Kindergarten	% of Kindergarten Students
Total number of students in grade-level	42	Not Applicable
Total number of students on an IEP	<10	Not Applicable
Number of students who have been enrolled in the district for less than 2 years	11	26%
Number of students who did not meet grade-level target on the screener	<10	Not Available
Number of students who demonstrated proficiency on the screener	12	29%
Number of students who are on an IEP and demonstrated proficiency on the screener	<10	100%

Strong Readers Student Data	First Grade	% of First Grade Students
Total number of students in grade-level	62	Not Applicable
Total number of students on an IEP	<10	Not Applicable
Number of students who have been enrolled in the district for less than 2 years	18	29%
Number of students who did not meet grade-level target on the screener	59	95%
Number of students who demonstrated proficiency on the screener	<10	Not Available
Number of students who are on an IEP and demonstrated proficiency on the screener	<10	100%

Strong Readers Student Data	Second Grade	% of Second Grade Students
Total number of students in grade-level	52	Not Applicable
Total number of students on an IEP	<10	Not Applicable
Number of students who have been enrolled in the district for less than 2 years	18	35%
Number of students who did not meet grade-level target on the screener	<10	Not Available
Number of students who demonstrated proficiency on the screener	47	90%
Number of students who are on an IEP and demonstrated proficiency on the screener	<10	100%

Strong Readers Student Data	Third Grade	% of Third Grade Students
Total number of students in grade-level	44	Not Applicable
Total number of students on an IEP	<10	Not Applicable
Number of students who have been enrolled in the district for less than 2 years	<10	Not Available
Number of students who did not meet grade-level target on the screener	<10	Not Available
Number of students who demonstrated proficiency on the screener	39	89%
Number of students who are on an IEP and demonstrated proficiency on the screener	<10	100%

Strong Readers School Data	Description	
Number of staff implementing the provisions of the Strong Readers Act	15	
Average daily classroom time devoted to implementing the provisions of the Strong Readers Act	3 hours daily	
School District Board of Education Policy to implement the provisions of the Strong Readers Act	Available on website: wvacademy.com	

District Expenditures	Included Expenses	Amount
Instruction	Books, technology, and salaries	\$13,996.45
Instructional Staff Training	Registration, travel, or stipends related to literacy trainings	\$2,506.54
Academic Student Assessment	Diagnostic and progress monitoring assessments	\$4,792.00
Vehicle Operation Services	Salaries for summer school bus drivers	\$0.00
Total		\$21,294.99