

NOTICE OF MEETING
STANLEY HUPFELD ACADEMY at Western Village
1508 NW 106th Street OKC, OK 73114

REGULAR MEETING OF THE ADVISORY BOARD - M O N D A Y, October 7, 2024

3:45 P.M. – Schwartz Performing Arts/Community Center - SW Corner of Campus (Park in West Lot, Enter North Door)

A G E N D A

Agenda items are subject to change up to 24 hours prior to meeting, excluding state holidays and weekends.

Meetings are open to the public. This agenda was posted at 12:45 p.m. on the 30th day of September, 2024 by Kara Babbit.

- 1. Welcome and Introductions** Kylie Lyons, Chair

- 2. Connect to Purpose - After school clubs/tutoring** Ruthie Rayner, Principal

- 3. Consent Items for Approval** Kylie Lyons, Chair
 - Board Meeting **Minutes** for September 9, 2024
 - August 2024 **Financials**
 - **24-25 Encumbrances- 28, 68-107 from the General Fund totaling \$71,719.17.**
 - **24-25 Encumbrances- 1-3 from Building Fund totaling \$28,886.04.**
 - Regular Meeting Schedule showing the time, date, and location of all regular meetings to be held in 2025-2026
 - Signature page of 24-25 Estimate of Needs

- 4. Resolution for Approval** Kylie Lyons, Chair
 - Board Member Resignation of Skip Leonard/Voting Member
 - Elect/Confirm Rachel Ellis to Board Seat

- 5. Discussion and possible board action to approve the Communication Policy.** Kylie Lyons, Chair

- 6. Principal's Report** Ruthie Rayner, Principal
 - Performance Indicator Report

- 7. New Business**

- 8. Adjourn**

**STANLEY HUPFELD ACADEMY (SHA) AT WESTERN VILLAGE
ADVISORY COUNCIL, MINUTES OF MEETING
September 9, 2024**

ATTENDEES

Voting members in attendance: Parker Cassell, Mike Chavez, Shari Dixon, Milisha Henderson @3.51 pm, David Jackson, Kylie Lyons, John Vera, Suzan Whaley

Voting Members Absent: Bob Eichenberg, Eric Harmon, Skip Leonard

Non-voting members absent: None

School Staff and Guests in Attendance: Kara Babbit (Superintendent), Ruthie Rayner (Principal), Christy Savage (Board Clerk), Becky Kime (Minutes Clerk), Heather Meldrum (Counselor), and Jason Mack (OKCPS Liaison).

The meeting was called to order at 3:46 pm by Kylie Lyons, Chair.

Consent Agenda

On a motion by David Jackson, 2nd by Milisha Henderson, the following Consent Agenda items were unanimously approved as presented, Vote taken and the consent agenda approved.

- **Minutes of the August 5, 2024, Advisory Board Meeting.**
- **Income Statements and Monthly Financial Report including Compilation Report; Statement of Assets, Liabilities, and Net Assets – Cash Basis; Statement of Revenue And Expenses – General Fund – Cash Basis; Detailed Revenue Summary – General Fund - Cash Basis; and Statement of Expenses Two Year Comparisons by Project, Object – General Fund – Cash Basis, for the period of financials for July-Estimate of Needs was done.**
- **Encumbrance Register as of 7.1.24 totaling \$1,332,825.92.**
- **Surplus Inventory-2 printers.**

Motion to approve SHA Retention Policy by Milisha Henderson, 2nd Parker Cassell. Motion carries.

Motion to approve 24-25 Extra Duty Stipends by David Jackson, 2nd Parker Cassell. Motion carries.

Principal's Report

- **Test Score Comparison- compared the reading and math scores from 2023 and 2024.**
- **Child Nutrition Update-CEP status was approved.**
- **School Board Training-discussed requirements and reviewed the Boards hours.**

Motion to adjourn by John Vera, 2nd Mike Chavez. Motion carries.

The meeting adjourned at 4:30 pm.

NEXT MEETING: Monday, October 7, 2024 3:45 pm.

Approved: Becky Kime Becky Kime, Minutes Clerk

***Note: Attachment: Record of roll call votes**

**STANLEY HUPFELD ACADEMY
OKLAHOMA CITY, OKLAHOMA**

MONTHLY FINANCIAL REPORT

AUGUST 31, 2024

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Supplemental Report

Revenue/Expenditure Summary – Building Fund



JENKINS & KEMPER
CERTIFIED PUBLIC ACCOUNTANTS, P.C.

JACK JENKINS, CPA
MICHAEL KEMPER, CPA

September 5, 2024

Honorable Board of Trustees
Stanley Hupfeld Academy
Oklahoma City, Oklahoma

We have compiled the accompanying statement of assets, liabilities, and net assets – cash basis for the Stanley Hupfeld Academy as of August 31, 2024, and the related statements of revenues and expenses – cash basis for the two (2) months then ended. Our compilation was performed in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants. The financial statements have been prepared on the cash basis of accounting and the budget laws of the State of Oklahoma, which is a basis of accounting other than generally accepted accounting principles.

A compilation is limited to presenting, in the form of financial statements and supplemental information that is the representation of the management. We have not audited or reviewed the accompanying financial statements and supplemental information and, accordingly, do not express an opinion or any other form of assurance on them. However, we did become aware of a departure from the cash and budgetary basis of accounting that is described in the following paragraph.

The regulatory basis of accounting requires a specific format of presentation of governmental funds and the accompanying presentation does not comply with that format. Additionally, fixed assets and any related debt are not included in the statement of assets, liabilities and net assets presented on a cash basis. Any such accounts are reflected in the statement of revenues and expenses as a corresponding receipt and/or expenditure of funds. The effects of these departures on the financial statements have not been determined.

Management has elected to omit substantially all of the disclosures ordinarily included in financial statements prepared on the cash basis of accounting. If the omitted disclosures were included in the financial statements, they might influence the user's conclusions about the school's assets, liabilities, net assets, revenues and expenses. Accordingly, these financial statements are not designed for those who are not informed about such matters.

We are not independent with respect to Stanley Hupfeld Academy.

Sincerely,

Jenkins & Kemper, CPAs P.C.

Jenkins & Kemper
Certified Public Accountants, P.C.

STANLEY HUPFELD ACADEMY
AUGUST 31, 2024
STATEMENT OF ASSETS, LIABILITIES, AND NET ASSETS - CASH BASIS

	General Fund	Building Fund	Totals
Assets			
Cash	989,248.95	153,156.31	1,142,405.26
Total Assets	<u>\$ 989,248.95</u>	<u>153,156.31</u>	<u>1,142,405.26</u>
Liabilities			
Outstanding payments	48,982.04		48,982.04
Open Encumbrances	-		-
Total Liabilities	<u>48,982.04</u>	<u>-</u>	<u>48,982.04</u>
Cash Fund Balance	<u>\$ 940,266.91</u>	<u>153,156.31</u>	<u>1,093,423.22</u>

SEE ACCOUNTANT'S COMPILATION REPORT

**STANLEY HUFFELD ACADEMY - 2024-25 FISCAL YEAR
STATEMENT OF REVENUE AND EXPENSES - GENERAL FUND - CASH BASIS**

	<u>Source Codes</u>	<u>2023-24 Actual</u>	<u>2023-24 8/31/2023</u>	<u>% of YTD to Budl.</u>	<u>2024-25 Budgeted</u>	<u>2024-25 8/31/2024</u>	<u>% of YTD to Budl.</u>
Revenue							
Book Fair Revenue	1450	5,054.63		0.0%			
Miscellaneous Reimb.	1590	9,543.15	214.50	2.2%			
Donations	1610	58.00			47,970.28	47,970.28	100.0%
Adult Meals	1730	933.62		0.0%	105.00	105.00	100.0%
Foundation & Incentive Aid	3210	2,138,605.10	189,406.48	8.9%	2,089,272.22	188,058.25	9.0%
Flexible Benefit	3250	219,446.16	17,306.94	7.9%	219,446.16	20,080.66	9.2%
Reading Sufficiency	3415	14,924.80		0.0%			
Textbooks	3420	20,039.48	20,039.48	100.0%	18,613.17	18,613.17	100.0%
School Resource Officer Program	3436				91,829.62	91,829.62	
School Resource Officer Program-Prior Yr	3436				92,000.00	92,000.00	
Teacher Induction/Mentor Program	3690	3,200.00					
State Matching	3720	2,291.76		0.0%	2,177.17		0.0%
Title I (Proj. 511)	4210	88,272.42		0.0%	165,000.00		0.0%
Title I Prior Year	4210	12,340.14	12,340.14	100.0%	81,697.77	81,697.77	100.0%
Title II-Part A (Proj. 541)	4271	21,062.21		0.0%	20,000.00		0.0%
Title II-Part A (Prior Year)					198.08	198.08	
Special Education - Flowthrough (Proj. 621)	4310	55,709.73		0.0%	65,000.00		0.0%
Flowthrough Prior Year	4310				7,603.72	7,603.72	100.0%
Special Education - Preschool (Proj. 641)	4340						
Special Education-Preschool Prior Year	4340				821.07	821.07	100.0%
Title IV, Part A Student Support (Proj. 552)	4442	11,667.62		0.0%	10,000.00	161.06	1.6%
Title IV, Part A - Prior Year	4442				161.06		
ESSER	4689	44,341.82		0.0%			
ESSER II Prior Year	4689	127,037.88	127,037.88	100.0%	369,419.92	369,419.92	100.0%
Federal Lunch/Breakfast	4700	200,740.72	2,402.35	1.2%	159,394.01	41,210.20	25.9%
Correcting Entry	5600	631.40					
Total revenue		2,975,900.64	368,747.77	12.4%	3,440,709.25	959,768.80	27.9%
Cash fund balance (beginning)	6110	963,364.64	963,364.64		575,385.00	575,385.00	
Lapsed Approp/Estopped Warr.	6130-6140	9,975.04					
Total revenue and beg. balance		3,949,240.32	1,332,112.41		4,016,094.25	1,535,153.80	
Expenditures							
	<u>Object Codes</u>						
Payroll	100-200	2,351,094.46	370,257.54	15.7%	2,140,000.00	359,198.59	16.8%
Non-payroll	300-900	1,022,760.86	140,321.37	13.7%	1,240,000.00	235,688.30	19.0%
Total expenditures		3,373,855.32	510,578.91	15.1%	3,380,000.00	594,886.89	17.6%
Ending Balance		\$ 575,385.00	821,533.50		636,094.25	940,266.91	

SUPPLEMENTAL INFORMATION

**STANLEY HUPFELD ACADEMY - 2024-25 FISCAL YEAR
DETAILED REVENUE SUMMARY - GENERAL FUND - CASH BASIS**

	Reimb.	Book Store	Donations	Student/Adult	State Aid	Other	State	Federal	Federal	Total
	Correcting Entry	Revenue	Lunches	Lunches	Aid	Sources	Matching	Child Nut.	Program	
July										
August			47,970.28	105.00	188,058.25	222,523.45		38,323.68	89,660.63	127,984.31
September								2,886.52	370,240.99	831,784.49
October										-
November										-
December										-
January										-
February										-
March										-
April										-
May										-
June										-
Totals	\$ -	-	47,970.28	105.00	188,058.25	222,523.45	-	41,210.20	459,901.62	959,768.80

STANLEY HUPFELD ACADEMY - 2023-24 FISCAL YEAR
STATEMENT OF EXPENSES TWO YEAR COMPARISON BY PROJECT/OBJECT - GENERAL FUND - CASH BASIS

<u>Classification (Project)</u>	<u>Object</u>	<u>2023-24 Actual</u>	<u>2023-24 8/31/2023</u>	<u>% of YTD to Budg.</u>	<u>2024-25 Budgeted</u>	<u>2024-25 8/31/2024</u>	<u>% of YTD to Budg.</u>
000 General Fund							
Salaries	100	1,187,519.37	251,328.41	21.16%	1,380,000.00	233,914.59	16.95%
Employee Benefits	200	275,029.11	60,293.64	21.92%	341,000.00	56,152.06	16.47%
Unemployment Compensator	271	6,607.77	884.89	13.39%			
Worker's Compensation	290	11,868.00			11,000.00	5,450.00	49.55%
Management Services	310	9,297.00	1,000.00	10.76%	6,000.00	1,000.00	16.67%
Accounting Services	331	24,000.00	3,600.00	15.00%	8,000.00		0.00%
Medical Services	336	53,048.45		0.00%	58,000.00		0.00%
Other Professional Serices	337	21,600.00			35,000.00	3,600.00	10.29%
Technology Related Services	346				3,500.00	375.00	10.71%
Professional Services	350	1,423.20		0.00%	4,000.00	2,750.00	68.75%
Water Utilities	410	15,179.50	3,808.08	25.09%	26,000.00	1,882.71	7.24%
Cleaning Services	420	51,920.00	5,690.00	10.96%	60,000.00	5,535.00	9.23%
Repairs and Maint. Services	430	114,639.46	5,306.61	4.63%	25,000.00	5,973.68	23.89%
Rental Services	440	51,620.00	51,620.00	100.00%	1,000.00	192.88	19.29%
Insurance	520	14,077.00	11,480.00	81.55%	112,000.00	43,112.68	38.49%
Communications Services	530	9,956.05	1,341.60	13.48%	14,000.00	1,721.33	12.30%
Advertising	540	456.04	193.20	42.36%	500.00	252.00	50.40%
Printing and Binding	550	4,807.05	131.30	2.73%	3,000.00		0.00%
Staff Travel	580	377.87		0.00%			
Supplies and Materials	610	52,802.37	4,028.16	7.63%	16,000.00	3,888.05	24.30%
Energy	620	64,562.93	13,579.90	21.03%	93,000.00	9,441.98	10.15%
Bks & Periodicals	640				11,000.00	1,348.60	12.26%
Equipment and Furniture	650	34,389.74	10,855.17	31.57%	26,000.00	1,583.76	6.09%
Awards, Gifts, Decorations	680	12,530.33	76.43	0.61%	7,750.00	2,098.70	27.08%
Buildings	720	858.14					
Appliances	731	7,514.00		0.00%			
Technology Related Hardware	733	41,722.30		0.00%			
Paid to Sponsor	805	21,386.03	1,894.06	8.86%	75,000.00	4,800.58	6.40%
Dues and Fees	810	8,436.75	4,137.00	49.04%	6,000.00	2,000.00	33.33%
Staff Registration & Tuition	860	1,755.00	555.00	31.62%	750.00		0.00%
Reimbursement	930	631.40					
Subtotal		<u>2,100,014.86</u>	<u>431,803.45</u>	<u>20.56%</u>	<u>2,323,500.00</u>	<u>387,073.60</u>	<u>16.66%</u>
Child Nutrition (Proj. 285,385,762,763,764,768)							
Salaries & Benefits	100-299	21,557.75			4,000.00	617.04	15.43%
Food Service Management	570	216,960.00	10,920.00	5.03%	252,500.00	200.00	0.08%
Food and Milk/Supplies	600	46,993.87	5,509.16	11.72%	1,000.00	542.35	54.24%
Subtotal		<u>285,511.62</u>	<u>16,429.16</u>	<u>5.75%</u>	<u>257,500.00</u>	<u>1,359.39</u>	<u>0.53%</u>
Great Expectations (Proj. 318)							
Supplies & Materials	300-860	47,999.00		0.00%	337,000.00	137,939.00	40.93%
Subtotal		<u>47,999.00</u>	<u>-</u>	<u>0.00%</u>	<u>337,000.00</u>	<u>137,939.00</u>	<u>40.93%</u>
Flexible Benefit Allowance (Proj. 331-335)							
Salaries/Employee Benefits	100-299	214,767.50	34,231.62	15.94%	213,000.00	35,297.44	16.57%
Textbooks (Proj. 333)							
Supplies & Materials	600	20,039.48		0.00%			
Teacher Induction/Mentor Program (Proj. 352)							
Salaries/Employee Benefits	100-299	3,200.00		0.00%	4,000.00	3,967.26	99.18%
Reading Sufficiency (Proj. 367)							
Supplies & Materials	300-860	14,924.80		0.00%			
Subtotal		<u>14,924.80</u>	<u>-</u>	<u>0.00%</u>	<u>-</u>	<u>-</u>	<u>-</u>
School Resource Officer (Proj. 376)							
Supplies & Materials	300-860	16,793.68		0.00%	35,000.00		0.00%

STANLEY HUFFELD ACADEMY - 2023-24 FISCAL YEAR
STATEMENT OF EXPENSES TWO YEAR COMPARISON BY PROJECT/OBJECT - GENERAL FUND - CASH BASIS

<u>Classification (Project)</u>	<u>Object</u>	<u>2023-24 Actual</u>	<u>2023-24 8/31/2023</u>	<u>% of YTD to Budg.</u>	<u>2024-25 Budgeted</u>	<u>2024-25 8/31/2024</u>	<u>% of YTD to Budg.</u>
Subtotal		<u>16,793.68</u>	<u>-</u>	<u>0.00%</u>	<u>35,000.00</u>	<u>-</u>	<u>0.00%</u>
Basic Prog, CY (Proj. 511)							
Salaries/Employee Benefits	100-299	<u>198,815.75</u>	<u>24,403.87</u>	<u>12.27%</u>	<u>100,000.00</u>	<u>16,531.98</u>	<u>16.53%</u>
Subtotal		<u>198,815.75</u>	<u>24,403.87</u>	<u>12.27%</u>	<u>100,000.00</u>	<u>16,531.98</u>	<u>16.53%</u>
Special Education (Proj. 621, 628, 641, 643)							
Salaries/Employee Benefits	100-299	<u>62,349.63</u>	<u>-</u>	<u>0.00%</u>	<u>98,000.00</u>	<u>12,718.22</u>	<u>12.98%</u>
Subtotal		<u>62,349.63</u>	<u>-</u>	<u>0.00%</u>	<u>98,000.00</u>	<u>12,718.22</u>	<u>12.98%</u>
OK Science of Reading Academies(LETRS) (Proj. 726)							
Salaries/Benefits	100-200	<u>646.00</u>	<u>-</u>	<u>0.00%</u>	<u>-</u>	<u>-</u>	<u>-</u>
Subtotal		<u>646.00</u>	<u>-</u>	<u>0.00%</u>	<u>-</u>	<u>-</u>	<u>-</u>
ESSER III (Proj. 795)							
Salaries/Employee Benefits	100-299	<u>387,209.35</u>	<u>-</u>	<u>0.00%</u>	<u>-</u>	<u>-</u>	<u>-</u>
Services/Materials	300-860	<u>21,583.65</u>	<u>3,710.81</u>	<u>17.19%</u>	<u>12,000.00</u>	<u>-</u>	<u>0.00%</u>
Subtotal		<u>408,793.00</u>	<u>3,710.81</u>	<u>0.91%</u>	<u>12,000.00</u>	<u>-</u>	<u>0.00%</u>
Grand Total		<u>3,373,855.32</u>	<u>510,578.91</u>	<u>15.13%</u>	<u>3,380,000.00</u>	<u>594,886.89</u>	<u>17.60%</u>
Payroll Expenses	100-200	<u>2,351,094.46</u>	<u>370,257.54</u>	<u>15.75%</u>	<u>2,140,000.00</u>	<u>359,198.59</u>	<u>16.78%</u>
Non-Payroll Expenses	300-900	<u>1,022,760.86</u>	<u>140,321.37</u>	<u>13.72%</u>	<u>1,240,000.00</u>	<u>235,688.30</u>	<u>19.01%</u>
Totals		<u>\$ 3,373,855.32</u>	<u>510,578.91</u>	<u>15.13%</u>	<u>3,380,000.00</u>	<u>594,886.89</u>	<u>17.60%</u>

Stanley Hupfeld Academy Revenue/Expenditure Summary

Options: Fund: 21, Date Range: 8/1/2024 - 8/31/2024

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
000 NONCATEGORICAL FUNDS	\$153,156.31	\$0.00	\$0.00	\$0.00	\$153,156.31	\$0.00	\$153,156.31
318 GREAT EXP SUMMER	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$28,886.04	(\$28,886.04)
Total	\$153,156.31	\$0.00	\$0.00	\$0.00	\$153,156.31	\$28,886.04	\$124,270.27

Stanley Hupfeld Academy

Encumbrance Register

Options: Year: 2024-2025, Date Range: 8/1/2024 - 8/31/2024, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	28	07/01/2024	53	JOURNAL RECORD	PUB SHEET	2.00
11	68	08/01/2024	37	SECURITY BANK CARD	CHICK FIL A - BREAKFAST 8.12.24	500.00
11	69	08/01/2024	37	SECURITY BANK CARD	SAMS (PD FOR AUGUST 12, 13, 14, 2024)	500.00
11	70	08/01/2024	203	LOVIN LIFE CONSULTING LLC	HANDYMAN SERVICE 7.29.24 THRU 7.31.24	1,500.00
11	71	08/01/2024	46	UNITED MECHANICAL SERVICE	8 UNITS CONTINUATION FROM 23-24 MAINT AGREEMENT	3,825.00
11	72	08/01/2024	46	UNITED MECHANICAL SERVICE	33 UNITS MAINTENANCE AGREEMENT "G"	33,813.00
11	73	08/01/2024	37	SECURITY BANK CARD	HONEY BAKED HAM LUNCH 8.13.24	500.00
11	74	08/01/2024	97	OKC MOSQUITO MILITIA	TREATMENT FOR WASPS FOR SCHOOL CAMPUS	1,500.00
11	75	08/08/2024	246	THE BECKMAN COMPANY	CYBER LIABILITY POLICY	2,107.57
11	76	08/08/2024	36	AMAZON CAPITAL SERVICES	HOUSE WATER BOTTLES	2,046.20
11	77	08/08/2024	46	UNITED MECHANICAL SERVICE	REPAIRS TO CONDENSOR FAN MOTOR	1,097.48
11	78	08/08/2024	37	SECURITY BANK CARD	CALVERTS PLANTS TO RECOGNIZE BOB AND CINDY	60.00
11	79	08/08/2024	37	SECURITY BANK CARD	IHOP BREAKFAST FOR WED AUG 14TH - STAFF	300.00
11	80	08/08/2024	37	SECURITY BANK CARD	USPS STAMPS	730.00
11	81	08/15/2024	37	SECURITY BANK CARD	HOBBY LOBBY/WALGREENS/ FEDEX POSTERS AND DECOR	155.96
11	82	08/15/2024	171	RUCKER MECHANICAL	LIGHT REPLACEMENT FOR AMOUS/LOUD/QUIET MENTOR	1,500.00
11	83	08/15/2024	8	EAL'S SECURITY	MANY ALARM ISSUES	500.00
11	84	08/15/2024	46	UNITED MECHANICAL SERVICE	PLUMBING ISSUES - GYM FAUCET REPLACEMENT	1,500.00
11	85	08/15/2024	37	SECURITY BANK CARD	GENERATION GENIUS MATERIAL 4TH GRADE SCIENCE/MATH	200.00
11	86	08/15/2024	43	QUILL	OFFICE SUPPLIES	670.88
11	87	08/15/2024	36	AMAZON CAPITAL SERVICES	DRY ERASE GLASS MARKERS AND ERASER	45.35
11	88	08/15/2024	36	AMAZON CAPITAL SERVICES	USB 3.0 CABLE A MALE TO B MALE 25 FT	20.99
11	89	08/15/2024	43	QUILL	APC BACK UPS PRO B/N UPS, 1500VA, 10 OUTLETS	212.49
11	90	08/22/2024	73	CENGAGE LEARNING	3RD GRADE VOLUMES 1&2	500.00
11	91	08/22/2024	37	SECURITY BANK CARD	MAILING OF STUDENT RECORDS FOR MS	600.00
11	92	08/22/2024	36	AMAZON CAPITAL SERVICES	MISC STORAGE AND CONTAINER ITEMS	100.00
11	93	08/22/2024	88	ACCO BRANDS USA LLC	GBC LAMINATOR EMA ULTIMA 65 MAINT AGREEMENT	600.00
11	94	08/22/2024	37	SECURITY BANK CARD	CALVERTS PLANT FOR STEPHANIE HEINRICH	75.00
11	95	08/22/2024	102	ACENITEC PEST AND LAWN SERVICES	4 X YEAR FOR WEED CONTROL FOR COMMUNITY GARDEN	2,000.00

Stanley Hupfeld Academy

Encumbrance Register

Options: Year: 2024-2025, Date Range: 8/1/2024 - 8/31/2024, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	96	08/22/2024	154	HEGGERTY PHONEMIC AWARENESS	MYHEGGERTY 1 YEAR	890.00
11	97	08/22/2024	43	QUILL	HP TONER CARTRIDGES	756.83
11	98	08/29/2024	36	AMAZON CAPITAL SERVICES	TARA WEST LITERACY CONNECTION BOOKS- KINDERGARTEN	2,000.00
11	99	08/29/2024	150	NATIONAL CENTER FOR YOUTH ISSUES	HEATHER MELDRUM-ATTENDEE	165.00
11	100	08/29/2024	43	QUILL	EPSON WORKFORCE ES -400 II DUPLEX DOCUMENT SCANNER	279.99
11	101	08/29/2024	36	AMAZON CAPITAL SERVICES	SUPPLIES FOR STUDENT OF THE MONTH AWARDS	71.96
11	102	08/29/2024	37	SECURITY BANK CARD	GUIDED PHONICS BEYOND SCIENCE OF READING	30.00
11	103	08/29/2024	154	HEGGERTY PHONEMIC AWARENESS	YELLOW BOOK (ENGLISH PRIMARY) 2022	89.00
11	104	08/29/2024	43	QUILL	PRINTER/HIGH YIELD TONER CARTRIDGE	9,616.84
11	105	08/29/2024	195	DETCO INDUSTRIES, INC.	EXTERMINATION SUPPLIES/SHIPPING	450.00
11	106	08/29/2024	36	AMAZON CAPITAL SERVICES	OFFICEMATE ELECTRIC 2-3 HOLE PUNCH	127.63
11	107	08/29/2024	251	OAAC	OAAC - ENROLLMENT; FEE- ACADEMIC COMPETITION	80.00

Non-Payroll Total:	\$71,719.17
Payroll Total:	\$1,949,985.55
Balance Forward:	\$1,332,825.92
Report Total:	\$3,354,530.64

Stanley Hupfeld Academy

Encumbrance Register

Options: Year: 2024-2025, Date Range: 8/1/2024 - 8/31/2024, Fund Codes: 21

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
21	1	08/22/2024	46	UNITED MECHANICAL SERVICE	NEW UNIT FOR MUSIC ROOM	15,108.96
21	2	08/29/2024	250	GRAINGER	ELKAY DRINKING FOUNTAIN WITH BOTTLE FILLER	3,781.04
21	3	08/29/2024	8	EALLES SECURITY	INSTALLING AND CONNECTING LOW-VOLTAGE DEVICES	9,996.04
Non-Payroll Total:						\$28,886.04
Payroll Total:						\$0.00
Balance Forward:						\$0.00
Report Total:						\$28,886.04

Stanley Hupfeld Academy @Western Village

1508 NW 106th Street

Oklahoma City, OK 73114

Advisory Board Meeting Dates

2025-2026

- **Monday, August 4, 2025**
- **Monday, September 8, 2025**
- **Monday, October 6, 2025**
- **Monday, November 3, 2025**
- **Monday, December 1, 2025**
- **Monday, February 2, 2026**
- **Monday, March 2, 2026**
- **Monday, April 6, 2026**
- **Monday, May 4, 2026**
- **Monday, June 1, 2026**

All meetings are open to the public and held in the SHA Schwartz Performing Arts Center (SPAC) on the West side of the SHA school campus, 1508 N.W. 106th, Oklahoma City, OK 73114 from 3:45 p.m. to 5:00 p.m.

A quorum is required for action items.

For more information:

Kara.babbitt@integrisok.com

Or

Ruthie.rayner@wvacademy.com

In addition,

1. We, the undersigned, duly elected, qualified and acting officers of the Board of Education of the aforesaid School District located wholly or in major area in the County and State aforesaid, do hereby certify that, at regular session begun at the time provided by law, we carefully considered the reports submitted by the several officers and employees as required by 68 O. S. 2001 Section 3004, carefully considered the statements and estimate of needs heretofore prepared for the purpose of ascertaining any additional or emergency levy necessary for the ensuing fiscal year and revised, corrected or amended the same to disclose the true fiscal condition as of June 30, 2024, and to provide for the needs of the District for the ensuing fiscal year as now ascertained; and we do hereby certify that the within statement of the financial condition is true and correct, and that the within estimates for all purposes for the ensuing fiscal year are reasonably necessary for the proper conduct of the affairs of said School District, and that the statement of Estimated Income from sources other than ad valorem taxes is not in excess of the lawfully authorized ratio of the actual collections from such sources during the previous fiscal year.

2. We further certify that any cash fund balance reported in our Building Fund is required for immediate or cumulative program of construction unless there be attached within a verified copy of a resolution signed by a majority of the members of this Board to the effect the program of building has been completed or abandoned. If attached, then the Excise Board is directed to apply said Balance to reduce Levies in accordance with 62 O. S. 2001, Section 333.

3. We also certify that a levy of .000 Mills over and above the number of mills allocated by the County Excise Board will be reasonably necessary for the proper conduct of the affairs of said school district during the fiscal year 2024-2025.

4. We also certify that, after due and legal notice of an election thereon, an emergency levy of .000 Mills, over and above the number of mills provided by Law and allocated by the County Excise Board in addition thereto for school purposes, were made permanent by election.

5. We also certify that, after due and legal notice of an election thereon, a local support levy of .000 Mills, in addition to the levies hereinbefore provided, were made permanent by election.

6. We also certify that, after due and legal notice of an election thereon, pursuant to Article 10, Section 10, of the Constitution of Oklahoma, an additional levy of .000 Mills, were made permanent by election.

Clerk of Board of Education

President of Board of Education


Treasurer of Board of Education

Subscribed and sworn to before me this _____ day of _____, 2024.

Notary Public

My Commission Expires

WESTERN VILLAGE ACADEMY, INC., dba Stanley Hupfeld Academy at Western Village
BOARD OF DIRECTORS

OCTOBER 7, 2024

RESOLUTION TO ACCEPT BOARD MEMBER RESIGNATION

WHEREAS, the Bylaws of WESTERN VILLAGE ACADEMY, INC. (“Corporation”), as amended, provide that the Board shall consist of a minimum of seven (7) members and a maximum of fifteen (15) members, who shall hold terms for a minimum of three (3) years or until a successor has been elected and qualified, unless otherwise indicated in the Bylaws.

WHEREAS, Skip Leonard, voting member, has submitted their resignation from the Advisory Board.

NOW, THEREFORE, BE IT RESOLVED: That the Board of Directors hereby accepts the resignation of Skip Leonard, effective October 7, 2024.

Replacement for Skip Leonard’s board seat will be proposed under a separate resolution.

Approved by Sole Member:

INTEGRIS Ambulatory Care Corporation

Dated: October 7, 2024

WESTERN VILLAGE ACADEMY, INC., dba Stanley Hupfeld Academy at Western Village
BOARD OF DIRECTORS

OCTOBER 7, 2024

RESOLUTION TO UPDATE THE DIRECTORY OF BOARD MEMBERS AND OFFICERS

WHEREAS, the Corporation wishes to elect and confirm for the 24-25 school year:

- Rachel Ellis as Voting Board Member

as new advisory council member to serve commencing with their election on October 7, 2024, and continuing until their successors have been elected and confirmed; and,

NOW, THEREFORE, BE IT RESOLVED: That the Board of Directors hereby elects and confirms Rachel Ellis, Voting Board Member to serve commencing with their election and until their successors have been elected and confirmed.

Approved by Sole Member:

INTEGRIS Ambulatory Care Corporation

Dated: October 7, 2024

GUIDELINES FOR ELECTRONIC COMMUNICATIONS POLICY/ HB3958

A. Applicability

These Guidelines apply to all Stanley Hupfeld Academy employees.

"Electronic or digital communication" includes, but is not limited to, emails, text messages, instant messages, direct messages, social media messages, messages sent through software applications, and any other electronic or digital means of communication.

"Social networking" or "social media" means interaction with external websites or services based upon participant contributions to the content. Types of social media include social and professional networks, blogs, micro blogs, video or phone sharing and social bookmarking; and

"Comment" means a response to an article or social media content submitted by a commenter.

B. Staff Member Electronic or Digital Communication

School personnel engaging in electronic or digital communication with an individual student shall include the student's parent or guardian in any electronic or digital communication, unless such communication is on a school-approved platform and related to school and academic communications. The only exception to this requirement may be made in case of an emergency, subject to subsequent notification to the parent or guardian. School employees shall make reasonable efforts to use school-approved platforms, systems, or applications that allow automatic inclusion of parents or guardians in communications with students.

Stanley Hupfeld Academy shall designate school-approved platforms. The administration shall publish school-approved platforms on the district's website and in student or staff handbooks. Currently these include, e-mail, google classroom, Class DoJo.

School employees reported to have engaged in electronic or digital communications that would violate this policy and state law shall be placed on administrative leave while the school district investigates the incident. If the investigation finds that no misconduct occurred, the school employee shall be reinstated, and the incident noted in the personnel file.

Employees who engage in any of the above-referenced prohibited behaviors are subject to termination of employment. Incidents will be reported in compliance with district policy and state law.

C. Professional Social Media Use

1. Maintain Separate Professional and Personal E-mail Accounts

Stanley Hupfeld Academy employees who decide to engage in professional social media activities should maintain separate professional and personal e-mail addresses. Stanley Hupfeld employees should not represent themselves as an employee of the district while using their personal e-mail address for professional social media activities. Employees should use a professional e-mail address that is completely separate from any personal social media they maintain. Regular and continuous use of a personal e-mail address, while representing themselves as an employee of the district for professional purposes, may result in SHA considering the corresponding use of that address as a professional account.

2. Communication with Students

Stanley Hupfeld Academy employees who work with students and communicate with students through professional social media sites should follow these guidelines:

- a. Professional social media sites that are school-based shall be designed to address instructional, educational, or extra-curricular program matters;
- b. Improper fraternization with students using electronic or digital communication is strictly prohibited.
 - 1. Teachers may not list current students as "friends" on networking sites.
 - 2. All e-contacts with students should be through the district's school-approved platforms.
 - 3. Improper contact via electronic or digital communication is prohibited.
- c. Each school year, site administrators shall ensure SHA parents are notified about the electronic or digital communications their children may participate in.

3. Guidance Regarding Professional Social Media Sites

- a. SHA employees should treat professional social media space and communication like a classroom and/or a professional workplace. The same standards expected in SHA professional settings are expected on professional social media sites. If a particular type of behavior is inappropriate in the classroom or a professional workplace, then that behavior is also inappropriate on the professional social media site;
- b. SHA employees should exercise caution, sound judgment, and common sense when using professional social media sites.
- c. When establishing professional social media sites, supervisors and employees should consider the intended audience for the site and consider the level of privacy assigned to the site, specifically, whether the site should be a private network (for example, it is limited to a particular class or particular grade within a school) or a public network (for example, anyone within the school, a larger group within the SHA community or individuals outside of SHA can participate). It is recommended practice for professional social media sites to be private networks, unless there is a specific educational need for the site to be a public network.
- d. Professional SHA social media sites should include language identifying the sites as professional social media SHA sites to differentiate from personal sites.
- e. SHA employees should use privacy settings to control access to their professional social media sites with the objective that professional social media communications only reach the intended audience. However, employees should be aware that there are limitations to privacy settings. Private communication published on the Internet can easily become public. Furthermore, social media sites can change their current default privacy settings and other functions. As a result, each employee has a responsibility to understand the rules of the social media site being utilized.
- f. Professional social media communication must be in compliance with existing SHA policies and applicable laws, including, but not limited to, prohibitions on the disclosure of confidential information and prohibitions on the use of harassing, obscene, discriminatory, defamatory or threatening language.
- g. Personally identifiable student information required to be kept confidential under Federal and State law, and district policy, shall not be posted by SHA employees on

professional social media sites. If images of students are to be posted online there must be a photo/media consent form on file at the school for each child featured.

4. Monitoring of Professional Social Media Sites

- a. SHA Administration is responsible for monitoring and providing feedback regarding employee professional social media sites. The monitoring responsibilities include reviewing the professional social media sites on a regular basis. If questionable communications or behaviors are discovered on professional social media sites, the individual will be notified.
- b. If SHA employees decide to create a professional social media site and they are notified of questionable communications or behavior on their site, they may remove the material.
- c. Employees using professional social media have no expectation of privacy with regard to their use of such media.

B. Personal Social Media Use

1. Communication with SHA Students

In order to maintain a professional and appropriate relationship with students, SHA employees should not communicate with students who are currently enrolled at SHA on personal social media sites. SHA employees' communication with SHA students via personal social media is subject to the following exceptions:

- a. communication with relatives about non-school issues;
- b. if an emergency situation requires such communication, in which case SHA employee should notify his/her supervisor and the student's parent or guardian of the contact as soon as possible.

2. Guidance Regarding Personal Social Media Sites

SHA employees should exercise caution and common sense when using personal social media sites:

- a. As a recommended practice, SHA employees are encouraged to use appropriate privacy settings to control access to their personal social media sites. However, be aware that there are limitations to privacy settings. Private communication published on the Internet can easily become public. Furthermore, social media sites can change their current default privacy settings and other functions. As a result, employees are responsible for understanding the rules of the social media site being utilized.
- b. The posting or disclosure of personally identifiable student information or confidential information via personal social media sites, in violation FERPA, is prohibited.

C. Applicability of SHA Policies and Other Laws

1. These Guidelines provide guidance intended to supplement, not supersede, existing SHA policies. Users of professional social media sites must comply with all applicable federal, state and local laws, including, but not limited to the Children's Online Privacy Protection Act (COPPA) (<http://business.ftc.gov/privacy-and-security/children>), Family Educational Rights and Privacy Act (FERPA) (<http://www2.ed.gov/policy/gen/guid/fpco/index.html>), and intellectual property laws.
2. All existing SHA policies, regulations, and laws that cover employee conduct may be applicable in the social media environment, including, but not limited to, the SHA Acceptable Use Policy and relevant state and federal law.
3. As per state law, employees are discouraged from sharing content or comments containing the following when directed at a citizen of the State of Oklahoma:
 - a. Obscene sexual content or links to obscene sexual content;
 - b. Abuse behavior and bullying language or tone;
 - c. Conduct or encouragement of illegal activity; and
 - d. Disclosure of any information required to be maintained as confidential by law, regulation, or internal policy.

D. Additional Inquiries

This document is meant to provide general guidance and does not cover every potential electronic communication. Should any questions arise, please contact SHA Administration. In addition to the Guidelines, SHA Administration will offer regularly scheduled training for District staff.

*A copy of this policy shall be distributed via email to each affected employee.

Legal

74 O.S. § 840-8.1

70 O.S. § 6-401

Becky Kime

From: Ruthie Rayner
Sent: Friday, September 20, 2024 4:56 PM
To: Babbit, Kara (Vendor/Contractor)
Cc: Becky Kime
Subject: Communication Policy
Attachments: GUIDELINES FOR ELECTRONIC COMMUNICATIONS POLICY.PDF

Follow Up Flag: Flag for follow up
Flag Status: Flagged

Here is the policy that meets HB3958.
Needs Board Approval.

Thanks,

Ruthie Rayner M.Ed., NBCT
Principal



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.



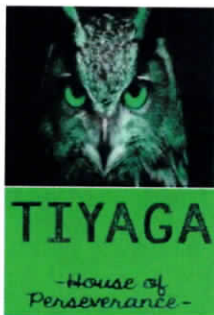


Stanley Hupfeld ACADEMY AT WESTERN VILLAGE

1508 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

405-751-1774

Ms. Kara Babbit, Director



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

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		

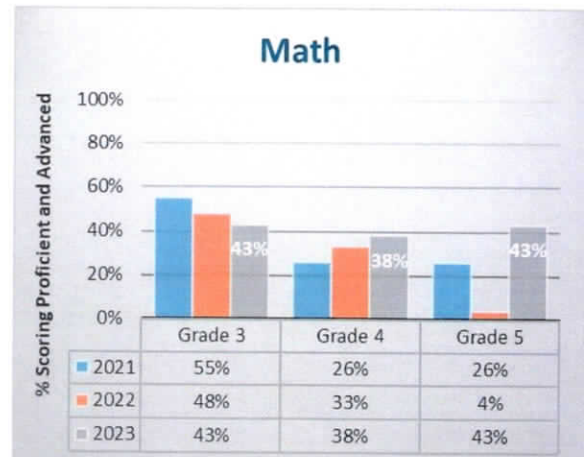
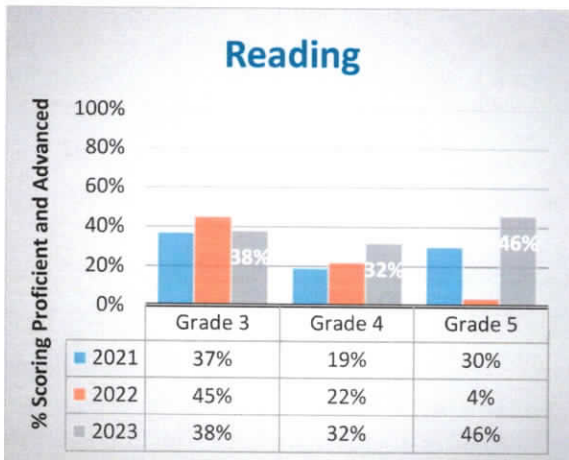
*Neighborhood Charter

STAFF INFORMATION

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%



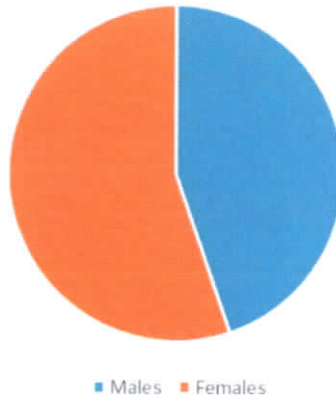
Annual Goals 2024-2025

- **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.**

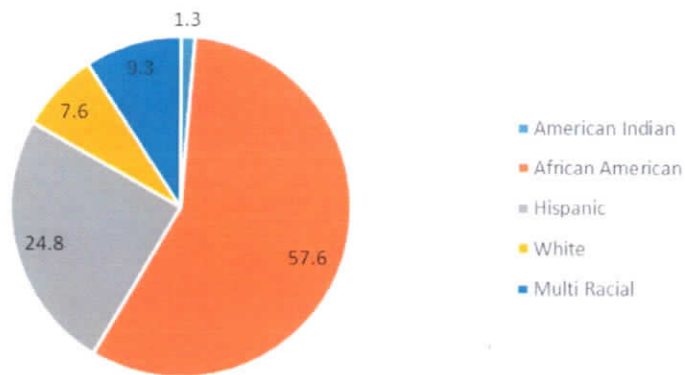
General Demographics Report

2024-2025

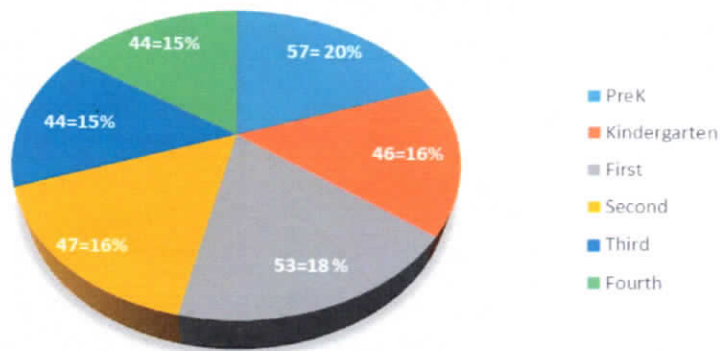
Student Gender Demographics



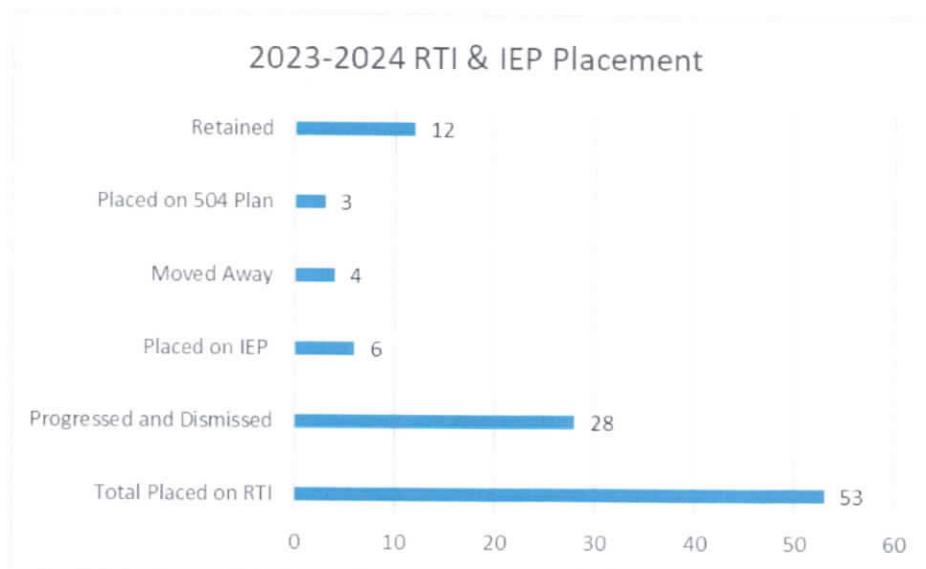
Student Ethnicity Graph



Grade Level Data



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%	

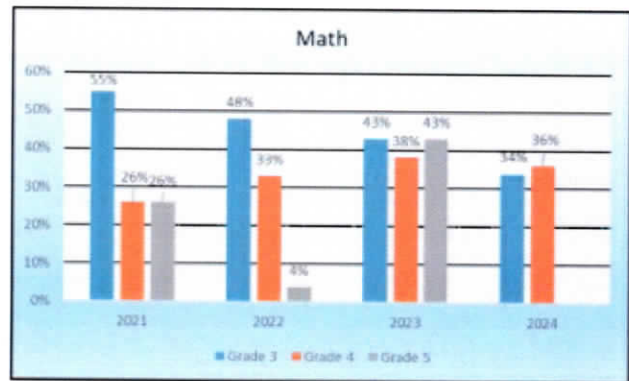
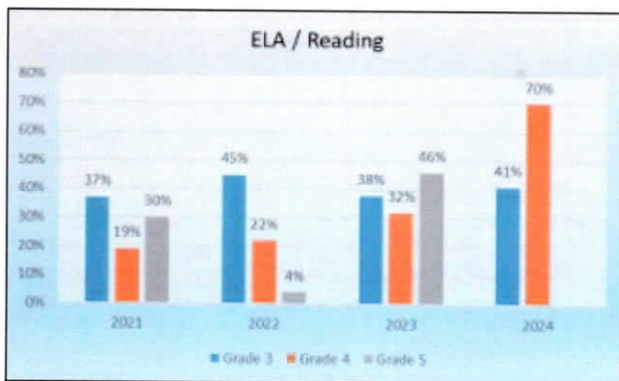
FOURTH GRADE

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 RtI 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.