

Stanley Hupfeld Academy @ Western Village

Annual Performance Indicators / Goals



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

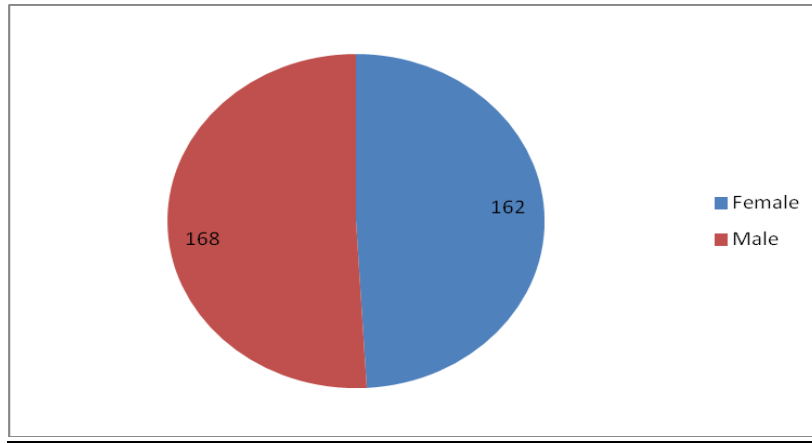


Stanley Hupfeld Academy @ Western Village Annual Goals 2014-2015

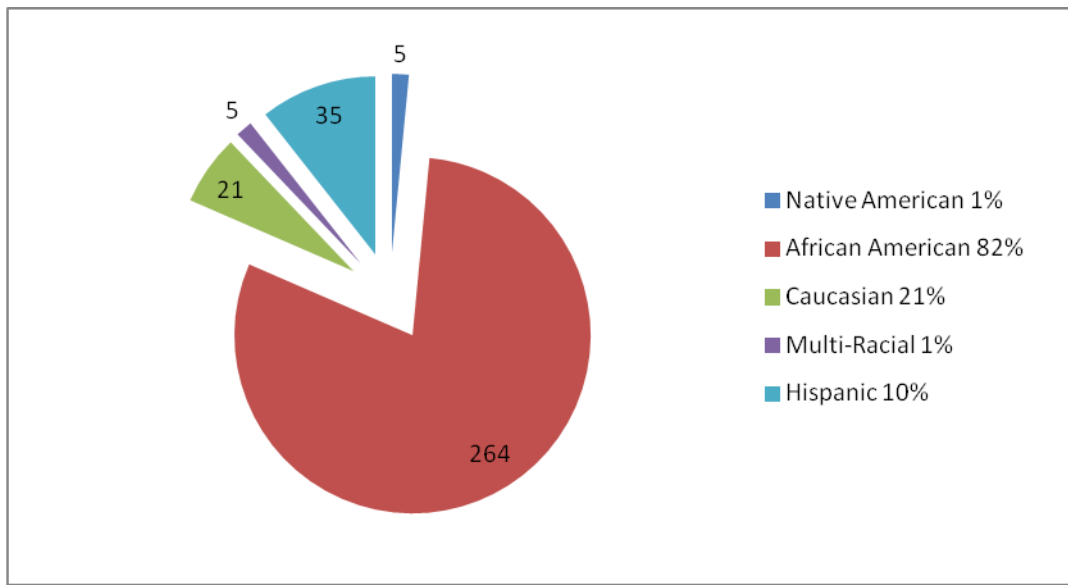
- **To focus on reading & mathematics curriculum and instructional strategies in a way that increases overall levels of student achievement resulting in upward movements of performance, so that 90% or more of all students in grades 3-5 score at or above standard (satisfactory or advanced levels) on the OCCT Math and Reading assessments.**
- **To design instructional programs, assessments, and interventions that focus on reading & math results, so that 100% of students at each grade level meet or exceed reading & math benchmarks as measured by performance on local assessments. (Focusing on low performing subgroups including IEP, ELL, & Economically Disadvantaged Students.)**
- **To design language curriculum and instruction across grades K-5 in a way that aligns with state C3 standards and sets high expectations for written compositions, so that 95% or more of students at all grade levels demonstrate writing proficiency by scoring at or above standard (satisfactory or advanced) on the writing benchmarks.**
- **Increase parental participation 10% by providing consistent, positive & encouraging activities and communication for the parents and families of SHA@WV students so that student achievement is improved in all areas by the end of the 2014-2015 school year.**
- **Increase school attendance 1% and minimize the number of tardies by 10% by providing consistent, positive & encouraging activities, incentives and communication for the parents and families of SHA@WV so that student achievement is improved in all areas by the end of the 2014-2015 school year.**

General Population Report **2014-2015**

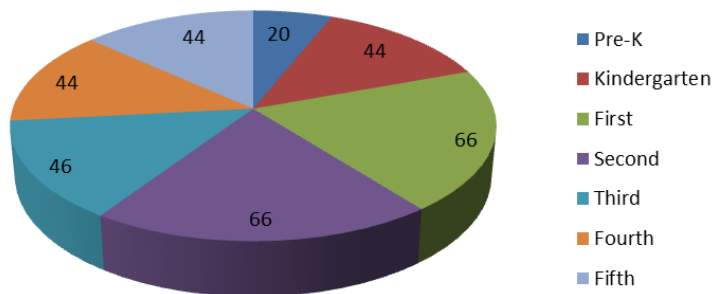
Graph of Gender

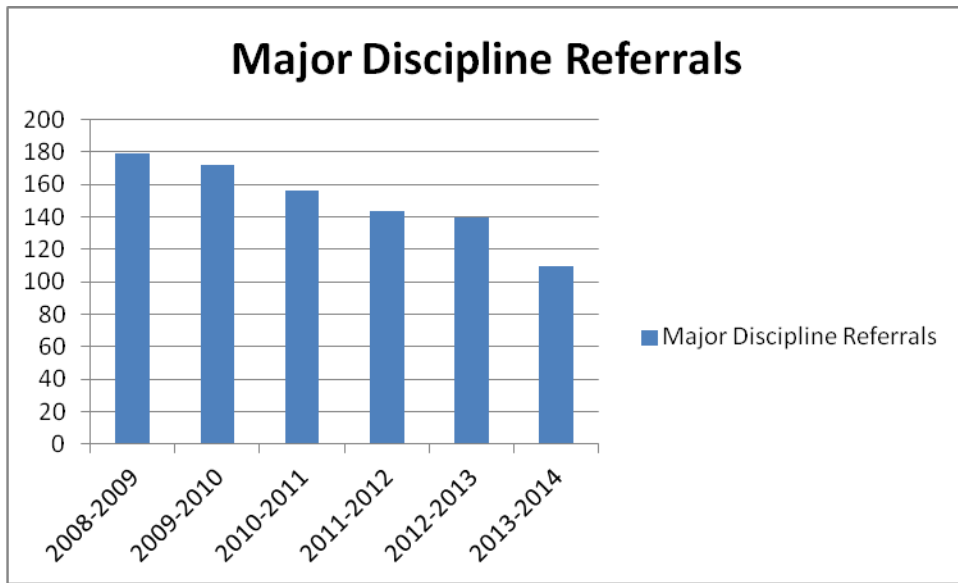


Graph of Ethnicity

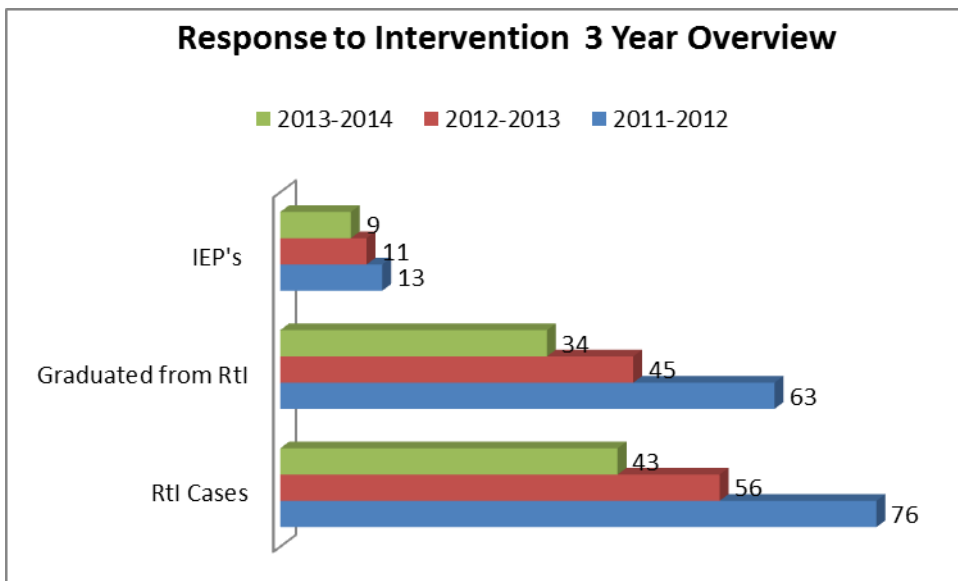


Graph by Grade Level





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



Response to Intervention (Rtl) 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 Rtl process, or qualified for more intense supports by qualifying for an Individualized Education Plan (IEP). Response to Intervention was initially implemented during the 2011-2012 school year. Each year the number of students has reduced in each category which indicates successful curriculum changes and school wide interventions are in place.

Free & Reduced Eligibility

Year	Number	Percent of Student Population
2009-10	284	86%
2010-11	237	74.8%
2011-2012	264	88%
2012-2013	280	93%
2013-2014	289	88%
2014-2015	300	90%

FAY Reading OCCT Scores

Testing Year Grade Level	Scored Advanced	Scored Proficient	Scored Limited Knowledge	Scored Unsatisfactory	Total FAY* Students Tested
Spring 2014 Grade 3	2	30	7	4	43**
Spring 2013 Grade 3	1	21	3	1	26
Spring 2012 Grade 3	2	31	2	3	38
Spring 2011 Grade 3	2	20	14	5	41
Spring 2010 Grade 3	1	19	8	11	39
Spring 2014 Grade 4	0	19	6	12	37**
Spring 2013 Grade 4	0	16	4	4	24
Spring 2012 Grade 4	2	14	12	6	34
Spring 2011 Grade 4	0	20	10	8	38
Spring 2010 Grade 4	0	18	8	12	38
Spring 2014 Grade 5	1	21	13	3	38**
Spring 2013 Grade 5	2	17	13	1	33
Spring 2012 Grade 5	2	21	15	3	41
Spring 2011 Grade 5	1	20	14	6	41
Spring 2010 Grade 5	2	19	11	6	38

*FAY= Full Academic Year- Only FAY students are used for accountability purposes.

**2014- No OMAAP Assessments (All students take OCCT test including IEP students)

FAY Mathematics OCCT Scores

Testing Year Grade Level	Scored Advanced	Scored Proficient	Scored Limited Knowledge	Scored Unsatisfactory	Total FAY* Students Tested
Spring 2014 Grade 3	12	18	7	6	43**
Spring 2013 Grade 3	11	12	4	2	29
Spring 2012 Grade 3	4	24	6	3	37
Spring 2011 Grade 3	3	16	13	9	41
Spring 2010 Grade 3	5	10	16	8	39
Spring 2014 Grade 4	6	16	6	9	37**
Spring 2013 Grade 4	5	13	7	1	26
Spring 2012 Grade 4	3	16	9	6	34
Spring 2011 Grade 4	5	17	9	8	39
Spring 2010 Grade 4	2	21	11	3	37
Spring 2014 Grade 5	10	21	6	1	38**
Spring 2013 Grade 5	5	14	9	6	34
Spring 2012 Grade 5	2	19	14	6	41
Spring 2011 Grade 5	10	17	9	5	41
Spring 2010 Grade 5	7	14	10	7	38

*FAY= Full Academic Year- Only FAY students are used for accountability purposes/ No OMAAP Scores Represented

*2013- New 5th Grade Science Cut Scores were implemented

*2013- New 5th Grade Writing Assessment (Reading Passage w/ Response Writing)

**2014- No OMAAP Assessments (All students take OCCT test including IEP students)

OCCT Strengths & Weaknesses Content Strand Analysis

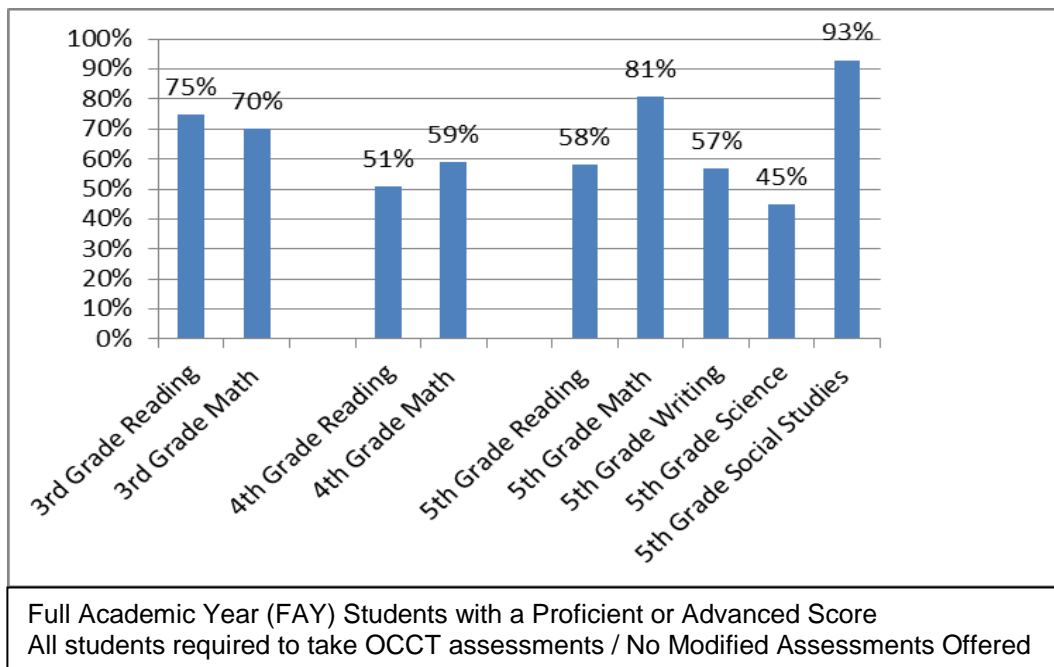
This content strand analysis was conducted by each grade level and guides our focus and direction for the 2014-2015 school year.

3rd Grade 2013-2014 OCCT Analysis	
READING	
Strengths	Weaknesses
Literature 84%	Literal Understanding- 61%
Using Resource Materials 84%	Accessing Information – 65%
MATH	
Strengths	Weaknesses
Data Analysis- 89%	Measurement 44%
Probability- 89%	Properties of Shapes/ Spatial Reasoning 71%
4th Grade 2013-2014 OCCT Analysis	
READING	
Strengths	Weaknesses
Analysis & Evaluation - 79%	Figurative Language-55%
Literal Understanding- 74%	Literary Elements - 56%
Vocabulary- 74%	Summary & Generalization - 56%
MATH	
Strengths	Weaknesses
Algebraic Patterns/ Equations- 86%	Measurement- 59%
Number Sense- 84%	Number Operations- 65%

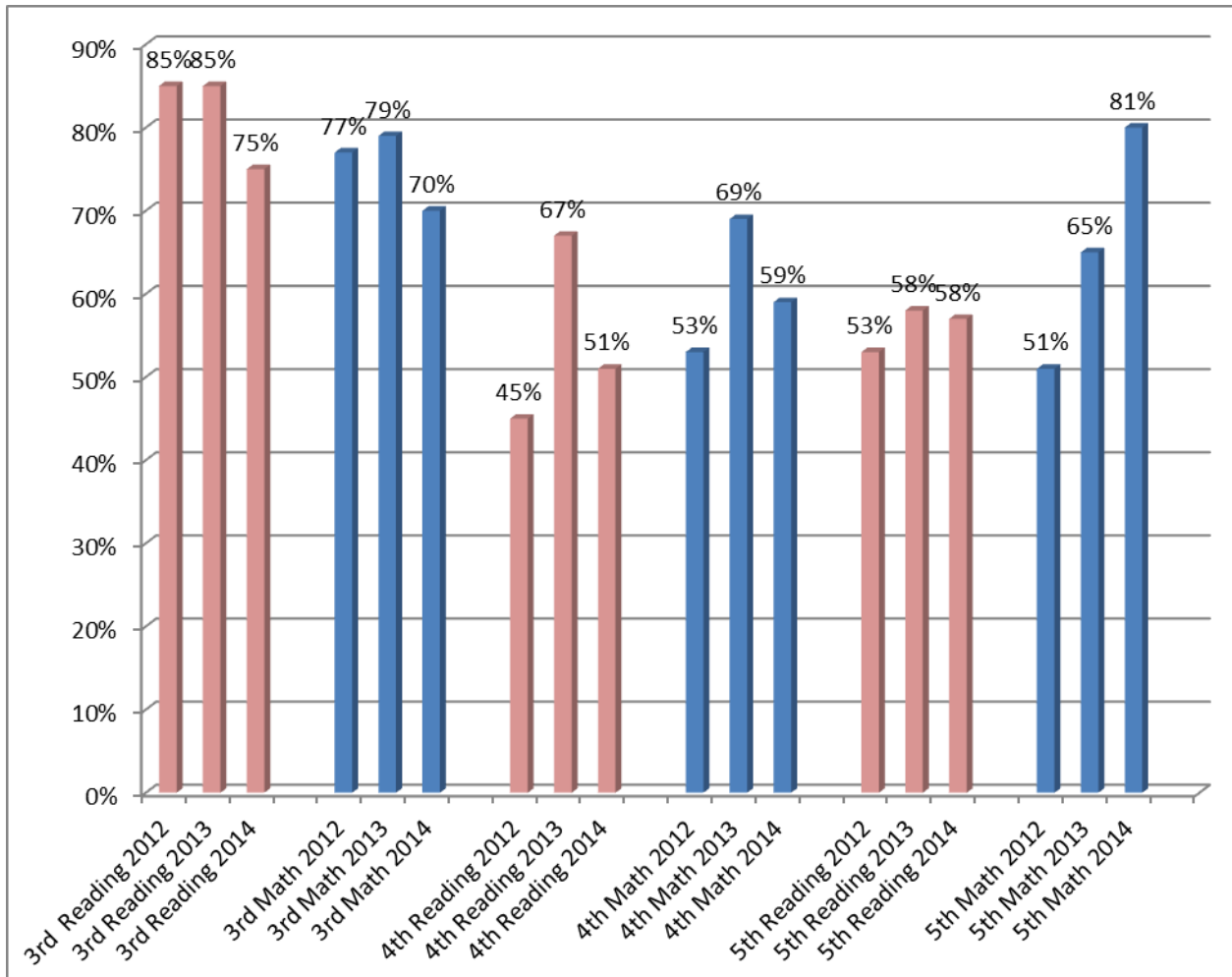
5 th Grade 2013-2014 OCCT Analysis	
READING	
Strengths	Weaknesses
Literal Understanding- 89%	Synonym, Antonym, Homonyms 42%
Words in Context - 85%	Research and Information- 66%
Inferences and Interpretation 84%	
MATH	
Strengths	Weaknesses
Number Sense-92%	Number Properties- 59%
Data Analysis - 90%	Measurement- 63%

%= the percentage of students who passed within this content strand based on FAY students.

2013-2014 Proficiency Summary Graph



**Three Year Comparison
Reading & Math Scores
2013-2014 OCCT**



OCCT 2014 Test Scores include all students including students with IEP's.
* 2013-2014 First year with no Modified Tests.

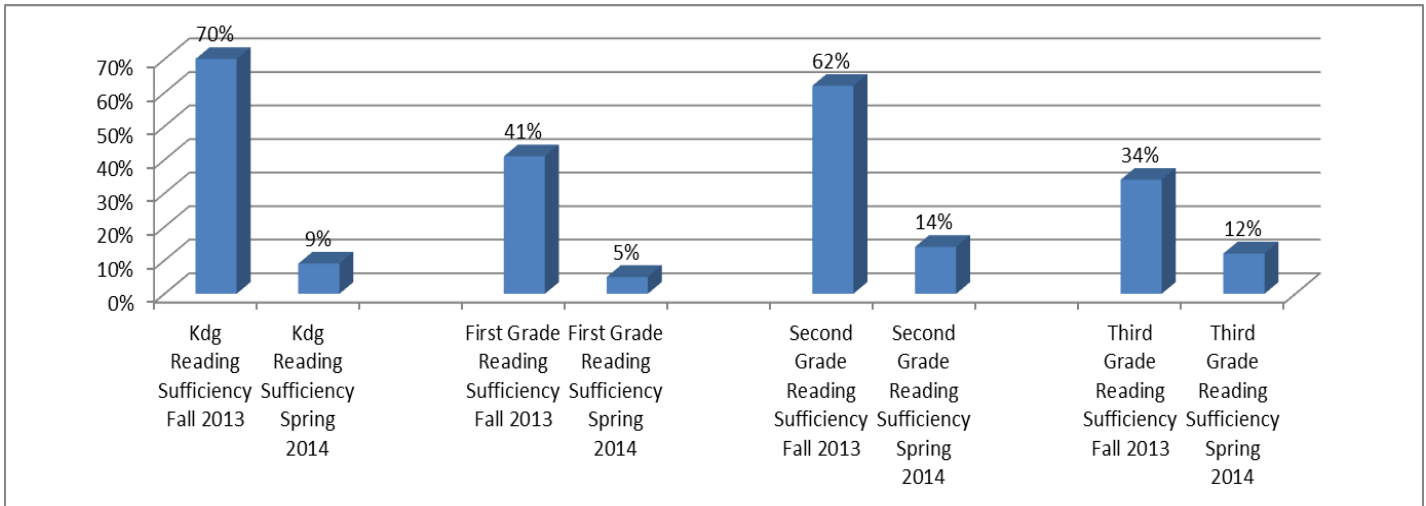
School Improvement Plan - Critical Components

- Fidelity of implementation of the Everyday Math Program will be monitored.
- The utilization of differentiated instructional strategies will be implemented to address the needs of students.
- Application and implementation of professional development opportunities will be targeted to higher order thinking/learning skills.
 - Star Reading Assessment Training
 - A+ Curriculum Mapping
 - Reading Coach Observations & Feedback
 - Study Island Benchmark Training
- Individual class data will be utilized within the classroom and discussed during weekly PLC meetings. (DiBELS, Benchmarks, State Tests, etc.)
- Full Day Pre-K has been implemented. In addition Pre-K is utilizing the ELQA assessment which was developed by the OU Department of Education. It provides detailed information and early intervention.
- Collaboration with the University of Central Oklahoma and Oklahoma Christian University has been established. Four staff members completed the mandatory co-teacher training required before taking student teachers. In addition, we currently have placed six practicum students who support classroom learning.
- Study Island Benchmarks which encompass reading and math objectives are used to target instructional needs.
- Immediate feedback of student progress to develop self-awareness and ownership of their own learning (Ex. Teachers will conference with students immediately following benchmarks/Administrative team will conference with students who have the letter grade of a “D” or “U” at 5 week reports- Goal setting Conferences)
- Ensure that all teachers are utilizing the reading & math series with 100% fidelity by conducting administrative walk-throughs.
 - Student Engagement
 - Objective Posted/Apparent
 - Type of Activity/Instruction
 - Rigor Rate (Bloom’s Level)
 - Instructional Practice – High Yield Strategies
 - Learning Environment
 - Follow Up Constructive Feedback to Teachers in a Timely Manner
- Staff and administration will monitor and support student behavior so that the learning environment is safe and calm so that quality instruction can occur and student learning is ensured.

- New Certified Staff will be supported with on-going bi-weekly trainings which will include: Classroom Management, Marzano's TLE, Guided Reading, Balanced Literacy Approach, Literacy Centers and other trainings based on needs.
- Provide time and opportunities for teachers to collaborate by building into the schedule time for common planning, component & team meetings.
- Ongoing collections 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 & Supporting)
- Rtl Interventions target the bottom 25% of students within the school. Students who score below the 16th percentile nationally receive daily math, reading or writing interventions.
- A certified Reading Coach works with students who are below reading level and qualify for the state's Reading Sufficiency plan. In addition, she provides feedback coaching and professional development opportunities to staff based on the Balanced Literacy approach.
- School wide intervention will occur four times per week which will include scientific-based strategies for reading and math fluency. The components are:
 - Repeated Practice (Math Skills)
 - Repeated Reading (Fluency)
 - Student Graphing of Progress
- The after school program is designed to target students' areas of need. Students were targeted to attend the program based upon receiving an unsatisfactory or limited knowledge on the state test in the spring of 2014. Parents were notified of the mandatory after school program for these students of need. The program provides academic based interventions in reading and math, and utilizes the Study Island computerized program. Academic tutoring occurs Tues, Wed, and Thurs. while Monday is reserved for club/special interest groups.
- Intercessions will be held one of the weeks during Fall Break and Spring Break. The intercessions will target 2-5th grade students who show academic needs in the areas of reading and math. These ½ day programs will be intense and target specific objectives that have been identified as low performing areas on the OCCT state tests.
- Continual professional development is being implemented through team/component meetings. These meetings occur every week with a focus on analyzing student data, implementing scientifically based interventions and teaching strategies.
- Through the implementation of PBIS (Positive Behavior Intervention Supports) our expectations for behaviors are clearly defined. We are focusing on positive behaviors by "catching" students who are doing the right thing. Office discipline referrals and "recovery model" has been adopted.

- Student mentors are utilized to build relationships and reinforce the importance of academics. Each child in the building has been matched with a mentor. The focus for mentors will continue to be ½ hour on academics and ½ hour on building the relationship with the student.
- Increase health and wellness initiatives by implementing the 100 mile club, “Growing Up Green” Community Garden, 5th Grade Ballroom Dance, Cooking & Baking Club.
- Increase the use of “hands-on” math and science activities through the use of the science lab.
- Expose students to higher depth of knowledge level questioning by utilizing the Acuity Benchmarks that are offered from the State Department of Education in collaboration with CTB our state testing company. (2nd – 5th Grade)
- Our primary focus this year will be to 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.

2013-2014 Reading Sufficiency



The graph indicates the growth of students from Fall of 2013 to Spring 2014. Students are identified as below grade level in reading through the Diagnostic Indicator of Basic Early Literacy Skills (DIBELS) assessment.

Reading Sufficiency Report, Fall 2014

Performance Data**Analysis of Students Placed on RS Plans**

Year	Grade Level	Number of Students Assessed	Identified as "Well Below Benchmark" on the DIBELS NEXT Assessment (at risk)
2011-2012	Kindergarten	61	32
2012-2013	Kindergarten	60	40
2013-2014	Kindergarten	44	31
2014-2015	Kindergarten	44	32

Year	Grade Level	Number of Students Assessed	Identified as "Well Below Benchmark" on the DIBELS NEXT Assessment (at risk)
2014-2015	Grade 1	66	29
2014-2015	Grade 2	66	31
2014-2015	Grade 3	44	23

Analysis of "Benchmark" Data – DIBELS NEXT - Fall 2014

Grade Level	# of Students	# "Well Below Benchmark= Intensive Support	% Above Intensive Support	% Goal for 2013-2014
Kindergarten	44	32	72%	100%
Grade 1	66	29	44%	100%
Grade 2	66	31	47%	100%
Grade 3	44	23	52%	100%
Grade 4	44		%	100%
Grade 5	44		%	100%

Grades K-3 DIBELS NEXT DATA - Fall 2014 *Intensive Support excludes students with IEP per state formula.

Reading Sufficiency Interventions

The following interventions are planned for implementation in SY 2014-2015 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.

Grade 1

- Encourage parents to utilize the support services available. (ex. tutoring, summer reading program, summer school)
- Provide “at-home” homework that targets weak skills & “at-home” readers.
- Provide additional reading instruction, during the school day, through strategic tutoring.
- Continue with periodic assessments to determine progress and to provide data for instructional decisions. (DRA & DIBELS)
- Expand “Reading Sufficiency Plans” for students identified through DIBELS assessments, and give suggestions/materials to parents at parent-teacher conference.
- Provide at-home read and respond forms for parent participation.
- Utilize common reading assessments.
- Utilize specialists as a “push-in” for additional small group instruction, or one-on-one intervention.
- Utilize Guided Reading with 100% fidelity.

Grade 2

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

Grade 3

- Use leveled books with the reading series for individual and small group instruction.
- Expand “Reading Sufficiency Plans” for students identified through DIBELS assessments, and give suggestions/materials to parents at parent-teacher conference.
- Utilize teacher time center or small group instruction to target “at risk” students.
- Utilize fluency tests to improve students’ reading.
- Study Island will be utilized to target “at-risk” students during the school day.
- Encourage parent support for daily reading homework.

- Continue to determine progress through assessments and provide data for instructional decisions. (STAR, Basal Benchmarks, Section Selection Tests, Running Records, WTW, Fluency, DRA, etc.)
- Pilot common formative assessments that can be utilized for data desegregation on specific skills.
- Provide support during Intercession Camps & After School Program.
- Utilize Study Island benchmark tests and software for diagnostic assessments.
- Utilize Guided Reading with 100% fidelity.

Grade 4

- Use leveled books provided for guided reading practice.
- Provide small-group instructional centers with guided teacher time lessons to target weak areas.
- Utilize the Reading Coach for additional small group reading instruction.
- Encourage parental involvement to monitor nightly reading.
- Study Island will be utilized to target “at-risk” students during the school day.
- Continue progress monitoring through formative assessments to determine progress. (STAR, Reading Benchmark tests, formative assessments, Section Selection tests, DIBELS, DRA)
- Offer after school tutoring with targeted interventions to support areas of need.
- Provide support during Intercession Camps & After School Program.
- Utilize Study Island benchmark tests and software for diagnostic assessments.
- Utilize Guided Reading with 100% fidelity.

Grade 5

- Utilize the Reading Coach for additional small group reading instruction.
- Use leveled books provided with the series for guided reading practice.
- Study Island will be utilized to target “at-risk” students during the school day.
- Encourage parental involvement to monitor nightly reading.
- Continue with periodic assessments to determine progress. (STAR, Reading Benchmark tests, formative assessments, Section Selection tests, DIBELS, DRA)
- Utilize Guided Reading with 100% fidelity.
- Provide support during Intercession Camps & After School Program.
- Utilize reading series benchmark tests and software for diagnostic assessments.

School Wide Interventions

- Fluency is targeted through our Eagle Extra Fluency Practice. This occurs a minimum of three times per week in all grade levels and includes the scientifically proven method of timed reading passages. (Risenski)
- After school reading tutoring is mandatory for all 3rd-5th grade students who did not achieve a satisfactory or advanced on the 2013-14 statewide assessment in reading.
- The Principal’s Reading Challenges will provide the opportunity for all students to read various genres.
- Reading Coach is utilized to tutor “at risk” readers and provide feedback coaching to the classroom teacher.
- Leveled Literacy Intervention (LLI) program is utilized for students who are identified as Rtl or Reading Sufficiency students.

A-F Report Card 2013-2014

Grades PK - 05

District: Okc Charter: Hupfeld/W Village

55 E003 973

School: Hupfeld Acad./Western Village

C+

79

2014 Student Achievement (50%)¹

Subject	# of Students	Performance Index	Letter Grade
Reading	123	62	D
Mathematics	123	70	C
Science	40	48	F
Social Studies	***	***	***
Writing	***	***	***
Overall 2014 Student Performance Grade	326	67	D

Overall Student Growth (Progress Towards Proficiency) (25%)²

Subject	# of Students	Performance Index	Letter Grade
Reading	66	78	C
Mathematics	70	81	B
Overall 2014 Student Growth Grade	136	79	C

Bottom Quartile Student Growth (Progress Toward Proficiency)(25%)³

Subject	# of Students	Performance Index	Letter Grade
Reading	16	69	D
Mathematics	17	59	F
Overall Bottom Quartile Growth Grade	33	64	D

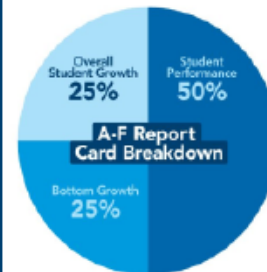
Bonus Points (Maximum 10 Points)⁴

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

FINAL GRADE 79 C+

School Performance Grading Scale

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



Although reported below, OCCT writing was not included in A-F calculations.
Writing Count: 39, Proficient: 22, Performance Rate: 56%

¹ 2014 Student Achievement: 50% of the overall grade is based on the Oklahoma School Testing Program assessments in grades three (3) through high school.

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

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

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

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

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

***Social Studies – 39 Students Tested – 92%

***Writing - 1 Student Score Counted (Advanced) - 100%