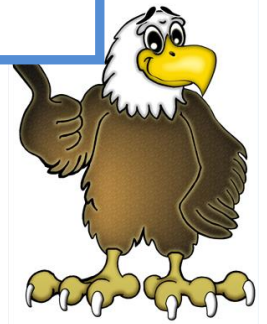


Stanley Hupfeld Academy @ Western Village

Annual Performance Indicators / Goals

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



Stanley Hupfeld Academy At Western Village

Overview

Charter Inception: 2000-01

Grades Served: PK-5



BUILDING INFORMATION

Year Built	1963
Additions	1966
Square Footage	49,075
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

STAFF INFORMATION

First Quarter Enrollment	330	Attending on Transfer*	0%	Number of Certified Staff	17
Peak Enrollment (00/00/00)	330	Mobility Rate	%	Percent Minority	97%
Total Served	330	Turnover Rate	%	Attendance Rate	96%
American Indian	1.5%	Truancy Rate	0%	Avg Length of Service (Yrs)	8
Asian	0.2%	Free/Reduced Lunch	93%	Masters Degree or Above	20%
Black	70%	English Language Learners	5.5%	Avg Class Size	22
Hawaiian/Pacific Islander	0.0%	Homeless	%	Substitute Teacher Expense	\$0
Hispanic	16%	Special Education	10.6%	Worker's Compensation Claims	0
White	5.4%	Gifted and Talented	14.0%	National Board Certification	1
Multi	8.6%	In-School Suspensions	0		
Females	50.5%	Out-of-School Suspensions	79		
Males	49.5%	Recommended for Retention	14 %		
Avg Daily Attendance					
Avg Daily Membership					
Attendance Rate	%				
Avg Number Days Enrolled					
Homeless	0%				

ADDITIONAL INFORMATION

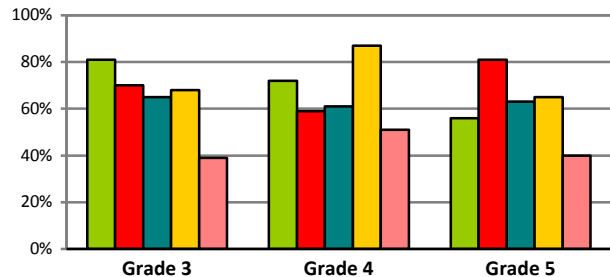
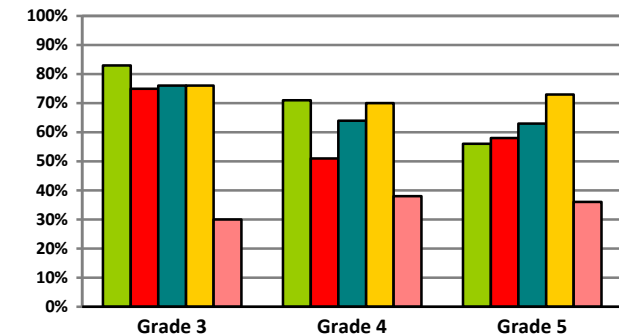
Library Materials	\$8,952
Open House Attendance	84%
Parent-Teacher Conference Attendance	100%

*Neighborhood Charter

OKLAHOMA CRITERION REFERENCE TESTS, SPRING 2017

READING

MATH



2013	81%	72%	56%
2014	70%	59%	81%
2015	65%	61%	63%
2016	68%	87%	65%
2017	39%	51%	40%

% Scoring satisfactory or advanced

% Scoring satisfactory or advanced

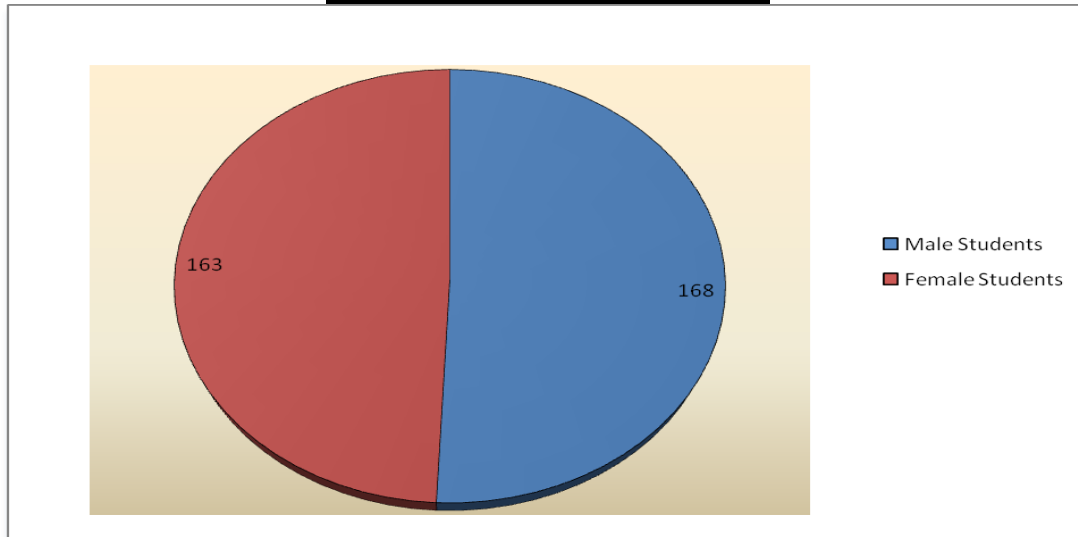
Stanley Hupfeld Academy @ Western Village Annual Goals 2017-2018

- **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.
(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 & 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 2017-2018 school year.**
- **Increase school attendance 1% and minimize tardies 10% by providing consistent, positive & 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 2017-2018 school year.**

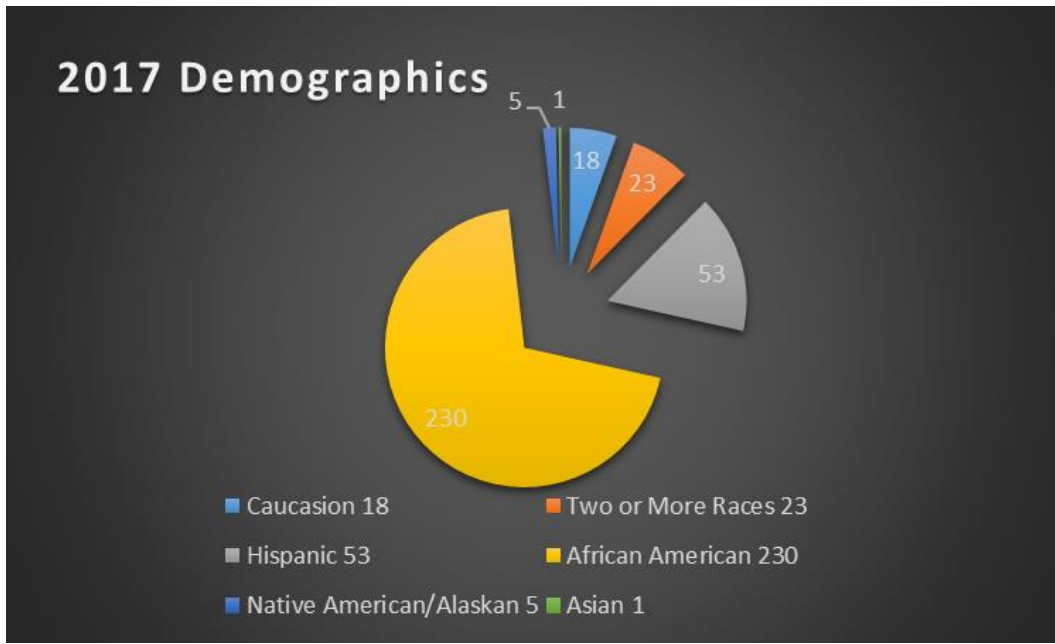
General Population Report

2017-2018

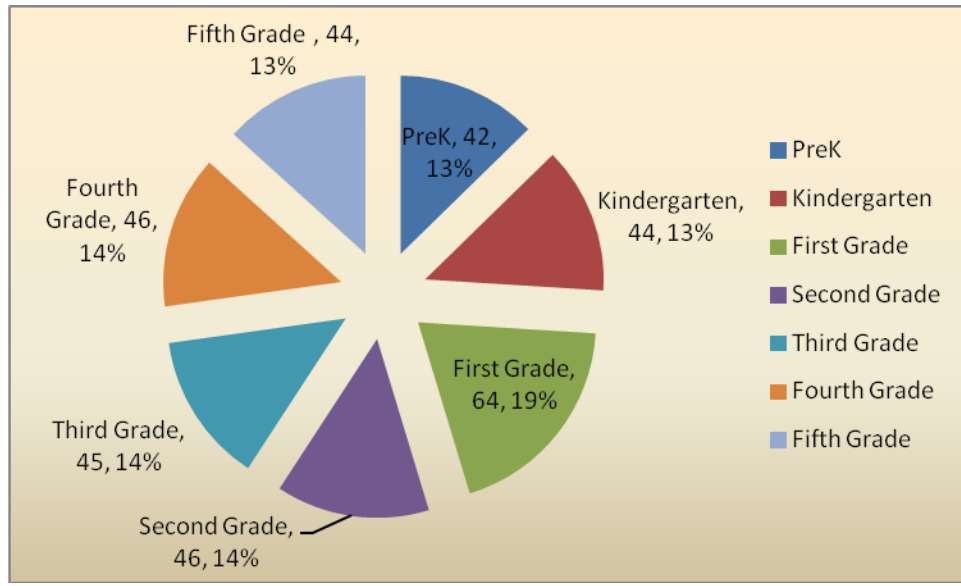
Student Gender Graph



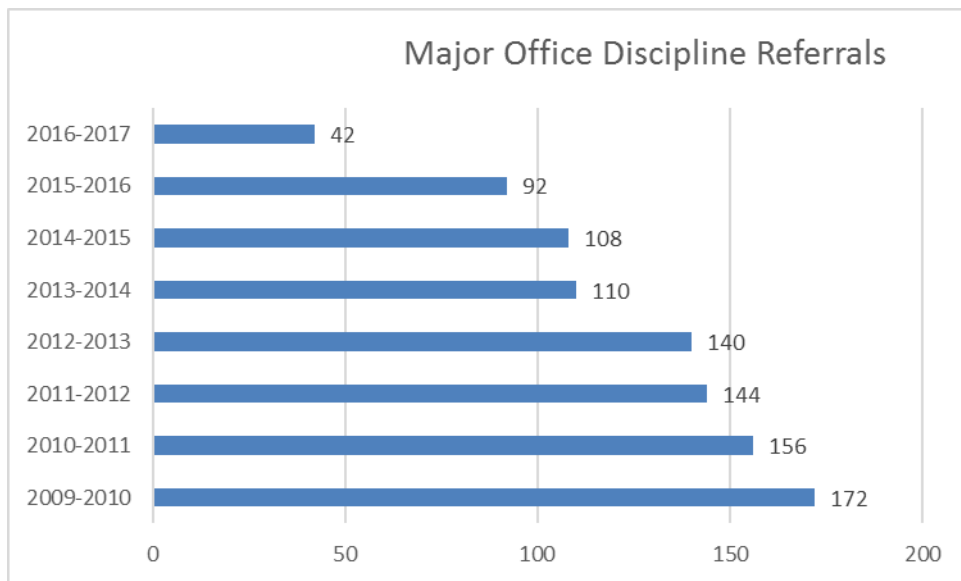
Student Ethnicity Graph



Graph by Grade Level

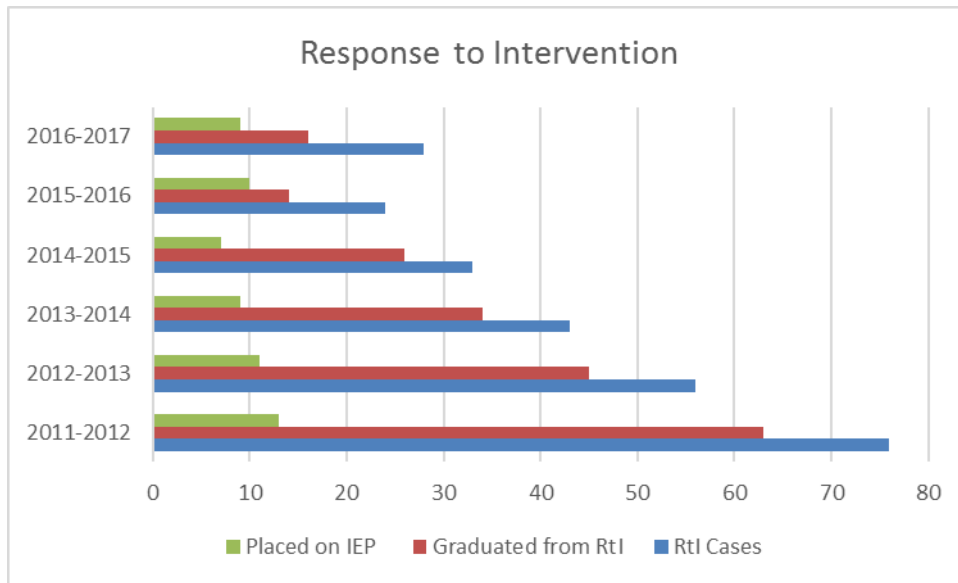


Major Office Discipline Referral Graph



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.

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%
2015-2016	290	88%
2016-2017	331	100% CEP (93%)*
2017-2018	331	100% CEP (93%)

*2016-2017 = First Year for Community Eligibility Program based on 93% Free & Reduced Status Audit

Student Sub-Group Data

2016 Identified Sub-Groups	2017-2018	2016-2017	2015-2016
Identified Enrichment Students (Nat2 Assessment or Other Academic Measures)	38	34	31
Bi-Lingual English Language Learners (Access/ WIDA Tested)	52	43	36
Special Education Students Receiving Services (Speech/ Learning Disabilities/ Intellectual Deficit/ IEP)	53	40	34

2 Year Comparison of Oklahoma State Testing Scores

Grade / Subject	2016	2017	% of Change due to New Cut Scores Aligned with NAEP
3 rd Grade Reading	76% Proficient	30% Proficient	Number of students passing dropped 46%
3 rd Grade Math	68% Proficient	39% Proficient	Number of students passing dropped 29%
4 th Grade Reading	70% Proficient	38% Proficient	Number of students passing dropped 32%
4 th Grade Math	87% Proficient	36% Proficient	Number of students passing dropped 51%
5 th Grade Reading	73% Proficient	36% Proficient	Number of students passing dropped 37%
5 th Grade Math	65% Proficient	40% Proficient	Number of students passing dropped 20%
5 th Grade Science	46% Proficient	22% Proficient	Number of students passing dropped 24%

The scores that were released on 10-12-17 are preliminary scores. Scores have not been finalized by the SDE.

The SDE has not released the school report cards. New Oklahoma Academic Standards are in place with new cut scores that align with ACT and NAEP standards. The SDE has recommended that no comparison between 2017 scores and previous years should be made.

School Improvement Plan - Critical Components

- Magic of Math program has been implemented to align with the new Oklahoma Academic Standards (OAS). Additional math professional development will be offered to teachers.
- The utilization of differentiated instructional strategies will be implemented to address the needs of students.
- Gap analysis will occur to ensure that all standards are addressed and ample opportunity 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.
 - Science, Technology, Engineering & Math (STEM) Focus
 - Curriculum Mapping
 - Reading Coach Observations & Feedback
 - Imbedded Professional Development based upon OAS standards
- Individual class data will be utilized to guide instruction within the classroom and discussed during weekly PLC meetings. (DIBELS, Benchmarks, State Tests, etc.)
- Collaboration with the University of Central Oklahoma and Oklahoma Christian University has been established. Student teachers and practicum students are utilized from both Universities.
- 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 trainings which will include: Classroom Management, 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, 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 receive daily math, reading or writing interventions.
- A certified Reading Coach works with students who are below reading level and 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:
 - Repeated Practice (Math Skills)
 - Repeated Reading (Fluency)
 - Student Graphing of Progress
- The after school program is designed to target students' areas of need. Students are targeted to attend the program based upon receiving an unsatisfactory or limited knowledge on the state test in the spring of 2017, or identified by the Reading Sufficiency Assessments. Parents are 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 computer program. Academic tutoring occurs Tues, Wed, and Thurs. while Monday is reserved for club/special interest groups. Currently, 140 students are enrolled in Clubs on Mondays and 55 students are receiving tutoring through the Eagle Extra Tutoring on Tuesday, Wednesday & Thursdays after school.
- 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 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. Our goal is to match each child in the building 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.

- We will continue to increase health and wellness initiatives by implementing the following: Walking Club, “Growing Up Green” Community Garden, Action Based Learning Lab, 5th Grade Ballroom Dance, Cooking & Baking Club.
- Increase the use of “hands-on” math and science activities and STEM concepts through the INTEGRIS YOU & I Thinker Space.
- 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.
- Expose students and staff to multiple math integrated science experiences by utilizing the science lab. Outside professional development will be utilized to enhance science learning.

Reading Sufficiency Report, Fall 2017

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"
2016-2017	Kindergarten	44	19	43%
2017-2018	Kindergarten	44	19	43%
2016-2017	Grade 1	66	39	59%
2017-2018	Grade 1	66	36	54%
2016-2017	Grade 2	44	17	39%
2017-2018	Grade 2	44	15	34%
2016-2017	Grade 3	46	18	39%
2017-2018	Grade 3	46	13	28%

Grades K-3 DIBLES NEXT DATA - Fall 2016 *Intensive Support excludes students with IEP per state formula.

Reading Sufficiency Interventions

The following interventions are planned for implementation in SY 2017-2018 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. (ex. tutoring, summer reading program, summer school)
- 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. (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.
- 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. 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.
- 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.
- 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. Monitoring will occur with Reading Coach and Administration conducting Walk-Through Observations.

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 2017-18 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.
- 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 Rtl or Reading Sufficiency students.



Professional Development Plan of Stanley Hupfeld Academy @ Western Village

All instructional staff will have the opportunity to develop strategies which target:

- * attendance
- * parent involvement
- * student academics
- * classroom management

By targeting these areas our teachers will be provided the tools to increase student achievement and in turn improve student learning.

*All instructional staff will have the opportunity to **collaborate and plan** for assessment and instruction needed to **remediate student learning deficits as determined from previous assessment data** within PLC weekly, monthly, and district professional development days.*

All instructional staff will have the opportunity to obtain knowledge, through professional development which is designed to increase academic learning in the African-American and Economically Disadvantaged subgroups.

Stanley Hupfeld is committed to the retention and professional growth of its certified and support staff. Opportunities will include targeted training for new staff members to ensure that their skills and understanding of current practices are aligned with the mission and vision of SHA.

Name	Name of Professional Development	Date/s of Prof Development
Whole Staff Training		
R. Rayner	K20 Leadership Training, Norman OK	July 14 th , 2017
Mahan	Kodaly Music Class- Wichita, Kansas	June 5-16, 2017
Whole Staff	Principal's Advisory Planning Meeting	July 13, 2017
Alicia Neubert	Get Your Teach On- San Antonio, Texas	July 13 & 14 th 2017
Ruthie Rayner Bailey Head Madeline Mahan	School's For Healthy Lifestyle Training Norman High School	July 14, 2017
New Staff Orientation Kayla Pratt, Holly Dudley, Angela Martinez, Cherie Pollock, Tonya Morris, Torrie Whatley, Lauren Masters	New Staff Orientation Overview of Guided Reading Overview of vision and mission Overview of Oklahoma A+ Arts Essentials	July 20, 2017
Whole Staff	Staff Retreat- Waterford, Oklahoma City Child Abuse & Neglect Training/ Ok Standards/ FERPA/ Site Goals/ Blood Bourne Pathogens, Diabetes and Epileptic Awareness/ Bullying Awareness/Staff Share of Differentiated Strategies/ Alcohol & Drug Awareness/ Racial & Ethnic Awareness/ STROKE Awareness/ Technology Portfolios (SeeSaw)	July 24 th 2017
Whole Staff	Grade Level Planning Meetings	July 25 th 2017
Matt Bell, Cindy McBride, Heather Meldrum, Angela Martinez, Kelly Carter, Ruthie Rayner	Technology Integration Overview K20 Center - Norman, Ok - Technology Explore Lab - Vision Meeting and Grant Planning	July 25, 2017
Whole Staff	OKA+ Network Training / Safe School Training/ Active Shooter/ Training Drills/	July 26 th 2017
New Staff Kayla Pratt, Holly Dudley, Angela Martinez, Cherie Pollock, Tonya Morris, Torrie	Afterschool Training DIBELS	August 1, 2017 3:15-4:30

New Staff Kayla Pratt, Holly Dudley, Angela Martinez, Cherie Pollock, Tonya Morris, Torrie Whatley, Lauren Masters	Leveled Literacy Intervention Training DRA Assessment Training	August 8 & 9
Whole Staff	Technology Vision Staff Meeting- Develop a Focus for OETT Grant	August 14, 2017
Whole Staff	Team Meetings- Grade Level and Specialists	August 14 & 15
Whole Staff	Schools for Healthy Lifestyles- ABL Lab Training Behavior Data Review with Lab Implementation	August 24, 2017
Rayner	SDE - Federal Comprehensive Monitoring Webinar	August 24, 2017
Kim Gadlin	SDE- Special Ed. Training- OK EdPlan	August 25, 2017
Meldrum	A+ Training	August 30, 2017
Grade Level Meetings	Grade Level Meetings- Build data boards Review Dibels Data/ Focused Vocabulary Strategy	August 28 & 29
Grade Level Meeting	Grade Level Team Meetings Analyze Classroom Summary Data	August 28 & 29
Paraprofessionals	After School Planning Meeting- Eagle Extra Tutoring and Club Planning Meeting	September 8, 2017
Amy Marshall	House of Clay Workshop	September 9, 2017
Kim Gadlin	Autism Webinar	September 11, 2017
Bailey Head	Healthy Schools Oklahoma - ABL and SPARK Training	September 27, 2017
Pratt/ Dudley / Masters	Feedback Coaching & Classroom Observations - Teachers observing teachers	Month of September
Martinez, Carter, Arbuthnot	SDE - Early Learning Inventory Training	September 14, 2017
All Grade Levels	Grade Levels- Team Meetings/ Review Data	September 18 & 19
Whole Staff	Alcohol & Drug Awareness Video	September 15, 2017
All Intercession Paras	Fall Focus Intercession Training	September 28, 2017
All Grade Levels	RtI - Intervention Meetings- Initiated Reading Interventions for Targeted Students based on data	September 25 & 26
Tammy Arbuthnot Ruthie Rayner	ELL Webinar- ESL / WIDA Assessments	September 25

Heather Meldrum Lauren Masters	Rocks In Your Head- OKAGE Workshop Geography Conference	September 30
Kim Gadlin & First Grade	Autism Training- Video	October 1, 2017
Rayner	Moore / Norman Vo-Tech- SDE State Test Administration Training	October
Head	OAHPERD Conference- UCO	October 16, 2017
Mahan	OKMEA Conference	October 19, 2017
Rayner/ Meldrum	A+ Arts Leadership Training-	November 1 & 2
Grade Levels	Grade Level Meetings- RtI Data Discussion/ Interventions for Math	November 9 & 10
All Staff	K20 Technology Process Meeting for OETT Grant	November 13, 2017
Bell / Rayner	OETT Conference	November
Grade Levels	Data Team Meeting/ RtI / Interventions - Began Math RtI	December 4 & 5
Rayner/ Arbuthnot	District OCCT Test Admin Training- OKCPS Admin. Building	December
Whole Staff	STEM Training - K20 Center Strategies	January 3, 2017
Grade 1-5	RtI Meetings- Kim Dixon/ Feedback & Interventions for Targeted Students 1 hour per grade level	January 9, 2017
Rayner/ All Paras & Support Staff	State Test Monitor/ Admin Training All Paras/ Support Staff/ 1 hour each	February
All Grade Levels	RtI Meeting- Review Student Data/ Interventions	February 12 & 13
4 th / 5 th Grade Team Members	OK A+ Writing Workshop- Writing Across the Curriculum with the Common Core- UCO	February
Jayne Sivard, Cherie Pollock, Kelly Carter, Angela Martinez, Tammy Arbuthnot	SDE- Kdg Conference- Break Out Sessions- Best Practices/ Kelly Carter to Present	February 26 & 27
Grade Levels	RtI - Grade Level Meetings/ Kim Dixon Data Review/ Recommendations for Tier III	April
Head / Ward	Healthy Schools Award Luncheon- 2 hours- Cox Conv. Center	May
All Grade Levels	Planning Meeting for Next Year	May
Kara Babbit	OKASBO- Encumbrance Clerk Workshop	May