Hammond Academy of Science and Technology
Charter Renewal Application
Ball State University Office of Charter Schools

RENEWAL NARRATIVE

I. Executive Summary

A. Enrollment and Demographic Overview

1)

2013-14 ENROLLMENT &DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	567	
# of Students on Waiting List		
Gender		
# Male	320	56.4
# Female	247	43.6
Ethnicity/Race		
# White	139	24.5
# Black	132	23.3
# Hispanic	272	48.0
# Asian	4	0.7
# Native America	0	0
# Other	20	3.5
Special Populations		
# Students with IEPs	33	5.8
# English Language Learners	1	0.2
# Homeless Students		
# Eligible for Free and Reduced Lunch	238(F)	42
	34(R)	6.0

2)

	2010-11	2011-12	2012-13	2013-14
Total Student Enrollment	305	398	469	567

3)

STUDENT ENROLLMENT BY GRADE				
	Year 1	**Year 2**	**Year 3**	**Year 4**
Grade	**2010-11**	**2011-12**	**2012-13**	**2013-14**
6	82	80	83	88
7	76	85	81	88
8	71	83	83	84
9	76	75	71	82
10		75	81	78
11			70	82
12				65
All Grades	305	398	467	567

4)

SPECIAL EDUCATION POPULATION BY CATEGORY								
	Year 1		**Year 2**		**Year 3**		**Year 4**	
	2010-11		**2011-12**		**2012-13**		**2013-14**	
	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	1	<1	1	<1	1	<1	2	<1
Blind or Low Vision							2	<1
Cognitive Disability			1	<1	1	<1		
Deaf or Hard of Hearing	1	<1	1	<1	1	<1	1	<1
Deaf-Blind								
Developmental Delay (early childhood)					1	<1		
Emotional Disability	2	<1	4	1			2	<1
Language or Speech Impairment	1	<1	8	1	4	<1	3	<1

Multiple Disabilities								
Orthopedic Impairment					1	<1		
Specific Learning Disability	9	3	13	3	18	4	22	4
Traumatic Brain Injury								

5)

ELL STUDENT POPULATION							
Year 1		Year 2		Year 3		Year 4	
2010-11		2011-12		2012-13		2013-14	
#	%	#	%	#	%	#	%
10	3.3	0	0	17	3.6	52	9.2

ii. Looking Back: The Record and Analysis of Performance

The Hammond Academy of Science and Technology opened its doors to students and the public in September 2010. It promised an educational program that was technology-rich, project-based, and individualized to the needs of the diverse learners of the diverse community that is Hammond and Northwest Indiana. The school hoped to be a model of instructional approaches involving collaborative learning, cross-curricular instruction, and community engagement in the learning process. The school also wanted to show that students of this region could perform at higher levels if given the appropriate tools and resources.

Our past and present performance can be measured by numerous metrics. As a requirement of our charter, students take the NWEA tests in Math and English/ Language Arts multiple times per year. While our scores show that we have consistently been low growth and low achievement in both Math and ELA, they have also shown improvement. Overall percentiles of students showing growth in Math has moved consistently upward, from 20% our first year, to 26% and then 40% in the third year. ELA scores were not as consistent in the aggregate, moving from 48% to 37%, and then 50% in the third year. Our students are on the verge of moving into the high growth quadrants.

The results for the lowest 25% of students show similar trends, generally positive, with a decrease in the ELA results during the second year. The math performance for this subgroup on the Math portion of the NWEA tests went from 24 to 38 then to 40% showing growth. This trend is expected to continue as Spring 2014 results show increased performance at all grade levels overall. The ELA portion of the NWEA

displays inconsistent growth performance, starting at 52.5%, the dropping to 40% our second year, to rebound to 51% in the third year. The decrease in the second year is largely due to the performance of students in the class of 2015 cohort. Over time, they have progressed and shown improvement. Yet their performance as a cohort has had marked impact on the overall NWEA growth rates of the school.

See Appendix 1 for longitudinal data for HAST grade level cohort performance on the NWEA test.

Student performance on the ISTEP+ indicates consistent growth. The percentage of students passing in Math has increased each years from 3 to 6 points per year. Student performance on the ELA section has been less consistent, but has ranged from a low of 71.3% in 2011-12 to a high of 78% the following year. The original charter states that our first year will produce baseline data of pass rates. The charter states that in our second year, we will aim for a 2% increase over the first year. Actual percentage increases year to year vary, but range from 4 to 8% increases, with the exception of the 2013-14 ELA and Math pass rates, each of which showed a decrease. Yet, the pass rate for both sections of the ISTEP has increased 5-6% each year since the second year.

See Appendix 2 for four-year data for HAST overall performance on the ISTEP

Compared to other schools in the local district, specifically School City of Hammond's four middle schools, Clark, Gavit, Eggers, and Scott, HAST's performance typically ranges from 10 to 15% higher on the subtests as well as the overall pass rate showing students passing both the Math and ELA portion of the ISTEP. 2014 ISTEP results for each of the four local district middle schools did not surpass 55%. HAST's score for this same year was 70%. HAST maintains a waiting list of over 800 students. This is proof of the community need for a local, quality alternative for the students of Northwest Indiana.

Our first comparable school set for HAST are the middle schools of Delphi, Shelbyville, and Hobart. A 3-year comparison of these schools with Hammond Academy, from the 2011-12 school year, shows HAST making progress towards matching these schools in the ELA and Math portions of the ISTEP test, as well the overall pass rate.

For the ELA portion of the ISTEP, HAST scored 71.4% in the 2011-12 cycle. This is compared to 75, 79, and 84% for the comparable districts. The following year, HAST performed at 78% pass rate, compared to 77.3, 78.1 and 83.1, putting us in very close range to our comparable schools. This past testing cycle, 2013-14, HAST scores decreased to a 75.7% pass rate, while the three other districts scored 78.4, 82.3, and 84.6%. Our decrease was due to a marked drop in the pass rate at the 8th grade level.

For the Math portion of the ISTEP, the situation is similar to that of the ELA portion. While HAST has experienced an increase in each of the three past tests, from 70.9% in

2011-12 to 79.4% in 2013-14, we are still lagging behind our comparables, who in 2013-14 scored 79.4, 86.3 and 91.8%.

Our composite pass rate mirrors the performance on the Math and ELA tests of the ISTEP. With 5-6% points increase in the pass rate from 2011-12 to 2013-14, our most recent composite pass rate is at 70.3%, placing us within reach of the comparables, whose composite scores for this past testing cycle are 73.5, 73.5 and 81.8%. Shelbyville Middle School consistently exhibits the highest performance each year in each subtest and composite score.

See Appendix 3 for HAST performance comparison to first set of comparable schools, as determined by the Office of Charter of Schools

In our fourth year of operation, our comparable schools cohort was changed to include the following schools: Hanover Central, Leo Middle School, Carroll Middle School, Tri-West Middle School, and Kouts Middle School. A review of demographics leaves us challenged in understanding how these schools are comparable to HAST, considering the most basic of demographic analysis. For example, HAST is only 24.5% White, whereas each of the other schools is well over 75% White. HAST is nearly 50% Hispanic. None of the comparable schools have more than 10% Hispanic students. HAST is nearly 25% African-American. None of the other schools surpass 5% in this category. Using socio-economic status as a comparison point, HAST is again very different from the schools that the Office of Charter Schools has selected as our comparable set. Nearly 50% of HAST's students qualify for Free/Reduced lunch. Of our comparable set, only Hanover Central comes close with 28% F/R population. Leo has as few as 15% of their students qualify for F/R lunch status. HAST is located in a truly urban setting. Our comparable schools are either suburban or very much rural. These are not comparable schools, to say the least.

HAST's academic performance in comparison to our second set of comparable schools is interesting, given our demographic discrepancies. While we fall below our new comparables in every category over the past three years, just as with our comparison to the state's overall performance, HAST has a year over year increase for those students passing both the Math and ELA portion of the ISTEP that surpasses the increases for each of the comparable schools, with the exception of Carroll Middle School and Kouts. For the past three years, HAST has experience 5% growth per year for those students passing both sections of the ISTEP. Both Kouts and Carroll Middle had similar growth for the past two years. No other school district did this. And **only HAST had a 5% growth for both categories for the past three years.** For nearly all categories and nearly all schools, for Math, ELA, and both, there was little movement of any of the other districts, again with the exception of Kouts and Carroll Middle.

See Appendix 4 for HAST performance comparison to second set of comparable schools, as determined by the Office of Charter Schools

It is important to note, that while HAST scores for Math, ELA, and the composite pass rates fall below the state average, our growth in the percentiles of those students who pass year to year is greater than the state's average growth each year for each section, except for ELA from 2012-13 to 2013-14, where we experienced a negative growth of 2.3% versus a 1.2% positive growth at the state level. Again, this decrease in the ELA pass rate is directly tied to the unexpected lower performance of our 8th grade cohort. ISTEP performance over time shows HAST making larger gains overall than the state average.

HAST performance on the A-F Accountability model used by the Indiana Department of Education does not portray the school positively. The school has scored an F, a D, and again a D for the first three years. The letter grade for the 2013-14 school year is anticipated to show improvement, based on middle school ISTEP performance in the Spring 2014 testing cycle. However, for both 2011-12 and 2012-13 HAST has filed appeals with the DOE to dispute these letter grades, and has shared these appeals with the Office of Charter Schools.

The basis of the initial appeal of the 2011-12 letter grade was that we were able to show that test results for ***over 20 students in grades 6-8 were not included in the overall calculation of our pass rates***. Because of the small size of our school, these scores would have had a strong positive impact on the pass rate of students in both Math and ELA. Additionally, the ***DOE did not include End of Course Assessments for the students in the cohort of 2014 in its calculation of the A-F letter grade for 2011-12.*** These pass rates were particularly high in ELA, 86.3%. While not particularly high in Algebra, 61.9%, the Algebra pass rates on the ECA for HAST students surpasses that of their colleagues at the local district schools. The basis of the appeal for the 2012-13 school year was that, ***contrary to the prior year, when ECA pass rates were not included, the DOE did include ECA pass rates in 2012-13***. In both ELA and Algebra, the cohort of 2015 underperformed the cohort or 2014.

HAST is one of very few schools in the state whose grade configuration has changed annually, as we have expanded our school by adding a grade at the high school level for each of the past four years, eventually to have a first graduating cohort in 2014. As of August 6, 2014, there is pending emergency rule change before the Department of Education which requests that the DOE utilize all available data for the evaluation of schools on the A-F Accountability Model. The inclusion of the data for this graduation cohort will have strong positive impact on HAST's letter grade as well.

In August 2014, our school received our first ACT profile report, showing how the students of HAST perform on the subtests of the ACT in comparison to students from the state and the nation. The ACT profile report for HAST demonstrates that our graduation cohort of 2014 at or above national performance levels in English and Social Sciences. Our students are slightly below the national level in Biology and are significantly below in Algebra. These same comparisons are true at the state level as well. Despite these variances, the ***percentile of HAST students who met all 4 ACT Benchmark Scores is above both the state and national levels***. HAST's results on

the ACT comparison are from the scores of nine students only. This is an example of the impact that one or two student test scores can have, when the testing population is this small. HAST does administer the PSAT test for Sophomores, and we have done so for two years. One HAST graduate has qualified for National Merit Scholarship Semifinalist.

The graduation rate for the class of 2014 was 91.2%, based on 56 of 61 seniors enrolled at HAST at the time of the graduation on June 5, 2014. Nearly one-third of the graduates qualified for the Indiana Core 40 Honors Diploma. Just under 93% of the graduates are enrolled in post-secondary institutions, ranging from vocational and two-year programs to four-year colleges and universities. Examples of schools where HAST graduates will be attending are Purdue University Calumet, Indiana University Northwest, Ivy Tech East Chicago campus, Indiana University, Purdue University, IUPUI, Butler University, Valparaiso University, Rose Hulman, St. Xavier (Chicago), and Tulane University.

The mission of the Hammond Academy of Science and Technology is to provide the highest level of quality education by implementing state of the art technology and research-based instruction in an environment that is conducive to learning.

The present mission is supported by the school's vision and core beliefs:

- Every student deserves a quality education
- Technology is embraced in the classroom and readily available to all
- Education is a collaborative effort of staff, faculty, parents, community partners, and students
- Our success is demonstrated not only be academic achievements, but also by our ability to share our instructional approaches
- Our education emulates what our students will experience in college and the workplace
- We prepare our students to be life-long learners
- Student accomplishments are celebrated and used to encourage our students to pursue further successes and challenges

The first four years have included numerous examples of HAST's accomplishment and realization of the mission and vision statements. All students have access each day to tablet and notebook technologies, SMART Board and AppleTV projection systems, and Dell PC workstations for those students enrolled in our Project Lead the Way pre-engineering program. The environment at HAST is the envy of the business and education leaders who come to observe our students in action. Our students experience interactive, interdisciplinary, inquiry-based instruction. Our first graduates have informed us that they are prepared for the demands of college, and also for the demands of the workplace, as they know how to work, research, and solve problems in a team-oriented environment.

Team learning is at the core of daily instruction at HAST. Individual and grade level classrooms physically demonstrate this. There are no individual student desks. Tables

are placed together to facilitate small group projects that occur in all the core content areas. Dividing walls between the four content area classrooms (Math, English, Science, and Social Studies) are collapsible, allowing for teachers to work together on interdisciplinary activities.

The community has been the classroom and a partner in education from the school's inception. Below are examples of a number of projects in which HAST has engaged the community or the community has engaged HAST.

- BP Whiting: $40,000 grant to HAST for initial planning, supplies, and planting of school landscape in context of 9th grade Biology class; $20,000 grant to HAST for greenhouse project to enhance Biology and Horticulture curricula
- Purdue University Calumet: teacher and student observers at HAST, students teacher placement at HAST, curriculum consultants to HAST teaching staff
- Books, Brushes, and Bands for Education (BBB4E): after school band program at HAST 2010-11 school year; ongoing participation of HAST students in BBB4E programs
- South Shore Arts: in school and after school arts programs
- Legacy Foundation: after school wellness and homework support program
- Caring Corner: after school mentor program
- Towle Theatre: after school theater program
- Midwest Talent Search: enrichment programs at PUC for HAST students
- 21st Century Scholars: enrichment program and college preparatory workshops for HAST students
- Environmental Protection Agency: clean-up project at Roxana Marsh
- Downtown Hammond Council: organization of a 5K run in conjunction with Bizarre Bazaar, and volunteer opportunities at DHC-sponsored events
- Advanced Federal Credit Union: in-school credit union, student and school organization accounts
- Regional Mental Health: therapeutic services as prescribed by school social worker for students and families
- Hammond Parks Department: HAST students clean up of Harrison Park for Earth Day
- Indiana Dunes National Lakeshore: annual 6th grade multi-day outdoor education program
- Hammond Port Authority: student-created brochures on invasive species prevention
- St. Margaret Mercy Healthcare Center: student interns serving rotations in various hospital departments
- Center for Innovation through Visualization and Simulation at PUC: student engineering partner projects in conjunction with industry and PUC/PU-West Lafayette graduate students in engineering
- Hammond Public Library: library card distribution program for HAST students, library tour and instruction in traditional research methods, using information databases and printed text
- Parents and friends of teachers and students speaking to classes regularly on career choices and preparation, particularly at the 7th and 9th grade levels

With the exception of BBB4E and the Towle Theatre programs, there have been no fees associated with any of the remaining projects in which HAST has worked alongside community partners. We have had visitors from local school districts, such as Bishop Noll, Munster Community Schools, and Forest Ride Academy, to observe our implementation and integration of one-to-one technology. We have consulted with Hebron and Culver community school corporations on their projects to emulate our instructional techniques. College students in teacher preparation programs from Purdue University Calumet, Calumet College of St. Joseph, and St. Joseph College (Rensselaer) visit, observe, and work in our classrooms alongside our students and teachers.

Chinese teams of visitors representing provincial education leadership from Hammond's sister city have been here two years in a row to study our the instruction at HAST. Local businesses have sent management teams to HAST to observe the practices of collaboration occurring in the classroom intending to adopt similar practices among adults in the workplace.

We celebrate our student achievements regularly. The classroom is the first place for these celebrations. Small class sizes allow HAST staff to be very familiar with the individual needs and strengths of each of their students. Recognizing the breakthroughs that our students achieve, regardless of their ability level, occurs at all grade levels regularly. Student collegiality is such that peers often celebrate their peers as well. Our students participate in internal academic competitions, as well as athletic and academic competitions externally. HAST students strive to be on the honor roll, with between 30 and 40% of the entire student population reaching this goal nearly every quarter. With continued monitoring by the grade level teams, support from our Guidance Counselor, Special Education teacher, and Social Worker, and improved communication with parents via email and our student learning and data management platforms, we will see increased percentages of students making progress and joining ranks of our school honor roll.

The educational program at HAST matches the charter to the degree that the project-based methodology that is at the core of the charter remains at the core of classroom instruction presently. Our teachers have from the beginning utilized the Common Core Standards as the base of the curriculum, aligning these to the Indiana standards as well. The original charter makes reference to project-based education being used in the like of the university engineering departments at MIT and the Naval Academy. New Tech schools around the country also utilize a project-based approach, primarily in the Science, Technology, Engineering and Math (STEM) courses. HAST utilizes the project-based approach in all content areas. Students utilize real world applications to learn and become proficient in content area standards. One of the best examples of this approach is seen in our extensive and successful implementation of Project Lead the Way. PLTW is a rigorous, nationally renowned curriculum requiring intensive training on behalf of its teachers, and demanding classroom performance on behalf of its students. ***HAST is the only school in Hammond to have a nationally certified***

PLTW program, an accomplishment that we were able to achieve in our third year of existence.

In the ELA curriculum, students read literature selected from **Great Books**, covering wide spans of genre and national and ethnic origins. The **Word Within a Word** vocabulary program enhances student decoding of complicated words through the learning of Greek and Latin roots and stems. Our students have Advanced Speech, Advanced Literature, and Advanced Composition dual credit courses in their Junior and Senior years.

An example of our living science classroom, integrated with math and writing, The **Mission Ocean** underwater graphing and prediction units developed by the Center for Science and Technology Education at Purdue University Calumet is a building block to the understanding of how Science is taught at HAST. This building block takes place in the middle school grades, where students delve into biology and environmental studies that take them on camping trips in the Indiana Dunes, to creating greenhouses and terrariums. Students create butterfly boxes each spring in which they observe the growth and development of the caterpillar into its cocoon, up to the moment at which they release the butterflies in the school's garden, itself a showcase of high school biology lessons on native plants to the Northwest Indiana region. Students build miniature roller coasters, volcanoes, and rubber band race cars to demonstrate the laws of physics and chemistry.

Also integral to the original charter and the present educational program at HAST is the skill or concept-based modules. Through the use of data available to teachers through NWEA, ISTEP, IXL (math-focused instructional software), and Study Island (math and language arts/reading testing and tutorial software), teachers are able to identify student strengths and deficiencies. They tailor the creation of lessons, projects, and student groupings to address and remedy the deficiencies, as well as to further advance those students who demonstrate initial proficiency. Students play an active role in their learning experience. ***Teachers serve as facilitators to the learning process***.

HAST has maintained compliance with charter and DOE requirements and regulations. The school year is the requisite 180 days. Extended instructional days Monday through Thursday, 8 a.m. to 3:30 p.m., allow for weekly Friday dismissal at 12 p.m. The staff and faculty use Friday afternoons for small and large group professional development. Annual attendance rates are in excess of 95%. HAST has not had any families of students to date identify themselves as homeless. HAST does not have a high mobility rate. Typically, retention year to year has been in excess of 90%.

HAST follows the state recommendations for the Core 40, Core 40 Honors and Technical Honors diplomas. Because the school day at HAST offers 7 class periods per semester, a typical high school student can earn up to 52 credit hours or more (summer school, online coursework) while in high school, far above the 40 basic requirements of the Core 40 diploma. ***Between 12 and 15 of these credits can be completed as dual credits with our partner institutions, Purdue University Calumet, Indiana***

University Northwest, and Ivy Tech East Chicago campus. Students are promoted through the academic program at HAST with their social and academic well-being taken into consideration.

At the middle school level, based on parent and teacher recommendation, three students have been retained in the past four years. In each case, if the student displayed improved performance the first quarter of the year that the retention is in effect, with core content letter grades of A or B, then the student could be advanced to the original grade from which he/she was retained. Of the three retentions, one was able to return to his original grade level. The remaining two are both in effect for the 2014-15 academic year. It is too early to write of the efficacy of the retention to motivate these two students' work.

Students with Special Learning Needs

As a school that serves students of a wide range of abilities and backgrounds, HAST provides a comprehensive education program for students with Individualized Education Programs and Section 504 plans, for those for whom English is a second language, the gifted/talented students, and those at risk of failure or dropping out. School employees or contracted vendors working with the school provide a variety of services that directly benefit our students.

The *Individuals with Disabilities Education Improvement Act* of 2004 (IDEA), Indiana *Article 7* of 2008, the *Americans with Disabilities Act* of 1990 (ADA), and *Section 504 of the Rehabilitation Act* of 1973 (504) proved the same entitlements, protections, and rights to students with special needs attending charter schools and their families that are mandated any any other educational setting. The academy embraces the mission of these civil rights laws to maximize opportunities for learners with special needs to achieve their potential, to promote positive self-concept, enhance independence, and inspire self-advocacy.

Policies affecting students with disabilities, their families, and their service providers are driven by the normalization principle, the belief that learners with disabilities are best served when opportunities are made available to them of everyday experiences that come as close as possible to those of students who are not disabled and that educational and social decision-making are as close as possible to the decisions made on behalf of peers who are developing typically.

Operating also under the principle of Least Restrictive Environment, HAST recognizes that segregation of most learners with special needs is restrictive because, as a group, students with disabilities who are integrated perform significantly better and achieve more than their peers with disabilities who are segregated. Support services are the key to successful integration. Therefore, students with special needs are educated to maximum extent appropriate with students who are not disabled. ***General education staff are devoted to the individualization of the curriculum to the greatest degree possible***.

At HAST, students are identified for special education through a series of assessments. All students are given baseline assessments at the beginning of each year and grouped accordingly. Parents of students with low baseline assessment scores are notified and the identified students immediately receive intervention services aligned with their individual skill deficits during daily Response to Intervention (RTI) time. RTI team meetings are scheduled with the parents of those students making insufficient gains following their initial six weeks of RTI to discuss possible reasons for their lack of progress and an achievement plan is developed and implemented.

Students who continue to show insufficient progress are recommended for evaluation, either academic and/or behavioral, to determine whether special education services are warranted. Following the academic and/or behavioral evaluations, recommendations for services are made. Ongoing identification is achieved through RTI regrouping every six weeks based on teachers' assessments of student mastery of core skills. Additionally, students district (biannually) and state (annually) test scores are monitored closely to gauge student performance.

For example, in our examination of ISTEP scores for 2013-14, only 2 of 11 students with IEPs passed both the Math and ELA portions. We will examine the services provided to these students, to see if they are sufficient in quality and quantity. It is possible that these students need additional pull-out time, as opposed to our integrative approach. They may also require more opportunities to provide checks for understanding in the classroom context than currently exist.

HAST staff employs a variety of evidence-based instructional programs, practices, and strategies to provide a continuum of services, ensure student access to the general education curriculum, and ensure academic success for students with special needs. All students at HAST receive iPads which have accessibility options to meet the needs of students with exceptionalities. In addition, student skill gaps are addressed through the use of several online programs including Study Island, Write to Learn, and IXL. Students with reading and writing deficiencies receive weekly services with the school's Reading Coach and additional weekly reading practice with volunteers through the school's volunteer reading program. High school students with special needs receive additional academic support from the Special Education and Guidance staff during daily advisory time, after school tutoring, and Saturday school. All students with special needs receive in-class academic support from the team's special education paraprofessional.

HAST staff regularly monitors the progress of the school's special education population through the use of weekly assessments, biannual and annual district and state testing, respectively, and RTI data collection. Progress is also monitored through the use of quarterly progress monitoring forms that teachers complete and submit to the Special Education Director and quarterly progress and grade reports to parents. In addition, the school's Special Education Director meets monthly grade level teams to discuss

individual student progress, reevaluate effectiveness of implemented strategies and interventions, and review appropriateness of accommodations and modifications.

High school graduation is the goal for all students at HAST, including those with special needs. Guidance counselors and the special education teacher are present to guide the students to a successful completion of the academic program in our school. While it is not the intention of the academy to apply for waivers for students who have not met the requirements for graduation, including the Core 40 academic requirements and passing scores on the state's End of Course Assessments, if necessary, HAST would exercise this option for students with IEPs who have otherwise met all internal and external criteria.

HAST currently employs one full time highly qualified special education teacher and one special education paraprofessional. Additional support is provided by two full-time qualified school counselors, and part-time social worker, speech therapist, and psychologist.

Integral factors at HAST that assist in the support and success of students with diverse learning needs include:

- administrative vision, leadership, and direction
- response to intervention
- prereferral services
- consultation and collaboration among general educators, the special education teacher, paraprofessional, therapist, and social worker
- special education teacher as a resource room administrator and least restrictive environment facilitator
- differentiated instruction
- counseling
- speech and language therapy
- social worker support
- paraeducator support and tutoring
- team teaching
- project-based instruction
- collaborative learning
- universal design for learning
- technology, including adaptive, assistive software
- peer buddies, peer tutoring, and cooperative learning
- family involvement
- enrichment activities and materials
- mentoring for students and families

In order to meet the diverse needs of our students, they are allowed unlimited access to Special Education professionals throughout the day for both academic and behavioral support. Additional support staff are routinely utilized to provide in-class support for our students with special needs to ensure the Special Education Director's availability

throughout the day for testing, as well as any necessary additional student and teacher support.

The school does not presently have a separate and distinct program for students identified as English Language Learners. All students have access to the school's project-based and interactive curriculum, where demonstration of mastery is as much through physical demonstration as it is through the use of written or oral language.

Intellectually gifted students at HAST have a number of options. 8th grade students who demonstrate particular acuity in mathematics are advanced into the 9th grade mathematics curriculum with the opportunity to take the Algebra ECA in 8th grade. Dual credit engineering courses begin in the 9th grade with Project Lead the Way. These engineering courses require high performance in Math, Reading, Writing, and the use of technology. Additional dual credit college level courses are available beginning in 11th grade, permitting talented and earnest students to acquire credits in a variety of courses typically a part of the general education requirements of regional, state, and national universities, such as Psychology, Sociology, Calculus, Speech, Composition, and Government and Economics. Current dual credit partners are Purdue University Calumet, Indiana University Northwest, and Ivy Tech East Chicago.

Governance

HAST operates with an independent governing Board of Directors, with no other school or entity under their purview or supervision.

The 11-member HAST Board of Directors has several primary responsibilities:

- to evaluate the administrators of the school
- to set educational and operational policies of the school
- to plan, approve, and oversee budgetary expenditures and annual budget/financial plans, and assure that proper accounting and financial procedures are followed
- develop long-range plans including a strategic plan

The intent is to operate an exemplary public school that uses research-based methods and techniques for organizing, operating, and supporting teaching and learning in the school.

The Board members are Kris Sakelaris (President), Dave Ryan (Vice-President), Sheldon Cutler (Treasurer), Owana Miller (Secretary), Mark McLaughlin, Robert Lendi, Janet Venecz, Jerry Gomez, Heather Cook, Howard Cohen, and Anne Herbert.

The Board meets monthly, typically the third Thursday of each month. These meetings have been occurring since .Focus of the meetings for the first years was obviously the development of the school, its marketing, and the construction project of the new building to house the academy. The building was completed and available for staff and students on August 23, 2011. HAST has occupied the present building since that date.

The Board continues to supervise any contractual issues related to the building as they arise.

Board meetings include monthly reports by the School Leader related to academic performance, school/community partnerships, building operations, and operational concerns. The Business Manager presents a monthly accounting of school expenditures, including cash flow statements, credit charges made by the school, actual budget expenditures vs. anticipated expenditures. Each meeting also includes any correspondence received by members of the Board relative to their duties, as well as public comment to allow any guests to express concerns, questions, or often praise related to the school's overall performance. HAST students regularly attend the monthly board meetings to report on specific projects, programs, teachers, or their own individual progress.

The HAST Board of Directors has a Personnel Committee to oversee issues related to the evaluation of the school leader, any pending grievances related to the school staff, and board member solicitation. The Finance Committee reviews the annual proposed budget and ongoing expenditures and assists school administration to identify potential additional revenue streams. The Construction Committee, now essentially defunct, met regularly between 2009 and 2011 to offer direct and nearly weekly oversight and input to the actual construction project. These meetings took place directly across the street from the construction site and included regular visits to the site to monitor the construction project's progress.

The Board of Directors is in full compliance with Indiana's Public Access Laws. All public meetings by the board are advertised 48 hours in advance. This notice is provided not only on the school's main entrance, but also on the school's website (where the meetings dates are typically posted months in advance, due to their recurring regularity on the 3rd Thursday; exceptions are noted as well), through emails from the School Leader to the community, and by notification to local media outlets. Executive Session meetings are also advertised, and duly noted for their content and its compliance with the aforementioned Public Access Laws.

The Board of Directors Manual Policy section 3.2 states the Conflict of Interest policy for board members. Section 3.8 describes the code of conduct for board members.

Budget and Finance

The Hammond Academy of Science and Technology has 2 staff members in the business office, a Business Manager and a Vice Business Manager. The exact separation of duties as a risk mitigation measure is explained below under financial controls. For additional internal controls, the Hammond Academy of Science and Technology hires the services of Bookkeeping Plus Inc., a bookkeeping firm who keep record of all expenses, purchasing, payroll and in accordance with each fund.

Accounting: All funds received have to be confirmed via a numbered deposit tickets and numbered receipts are given to the payer.

The Hammond Academy of Science and Technology uses separate kinds of receipts for Textbook Rental fees collected from students and all other revenues. Students and parents make payments for a variety of reasons including iPad insurance fees, purchase of gym uniforms, gear with the school logo, lunch fees among others. For each payment, the Vice Business Manager gives the payer a general receipt, or a special Textbook Rental Receipt if they are paying for Textbook Rental Fees. Before making aggregated deposits to the school's bank account, the Business Manager inspects all the numbered receipt copies to make sure all funds for which receipts have been given are accounted for. The deposit ticket for the total funds accompanied with a detailed summary and an aggregated receipt is then sent to Bookkeeping Plus Inc. for record keeping purposes.

All funds received from the State and other parties excluding parents and students are also recorded on a numbered receipt, including funds coming in electronically, and sent to Bookkeeping Plus Inc. for record keeping.

Purchasing: Purchasing occurs in one of three ways: through a purchase order, through a regular vendor or using the school credit card. High value purchases are usually made using a purchase order. The vendor sends a quote for the products or services, the Business Manager completes a requisition form and sends the completed form along with the quote to Bookkeeping Plus Inc. who print and send the purchase order to the school. The purchase order is then sent to the vendor, who upon satisfactorily delivering the product or service sends an invoice to the school. The business manager then fills out and signs a voucher with an expense code identifying which fund or account the payment is to be made out of and sends the voucher along with the invoice to Bookkeeping Plus Inc. who print checks and send them back to the school. The school has the Business Manager, who is also the treasurer, along with the school leader, sign those checks and mail them out to the vendor.

A regular or registered vendor is one from whom the school periodically purchases supplies or services. The vendor first delivers products or services then sends invoice to the Business Manager usually with a 30-day payment term. The business manager then fills out and signs a voucher with an expense code for which fund or account the payment is to be made out of and sends the voucher along with the invoice to Bookkeeping Plus Inc. who print checks and send them back to the school. The school has the Business Manager, who is also the treasurer, along with the school leader, sign those checks and mail them out to the vendor.
The processes described above take about eight to ten business days to process. For quicker purchasing, the school credit card is used. There are only four authorized users: The School Leader, Business Manager, Vice Business Manager and the Maintenance Engineer. All receipts and invoices related to credit card purchases are sent to Bookkeeping Plus Inc. along with a backup summary of what each purchase was for, the amount and the vendor along with the monthly credit card statements. A list of credit

card expenses incurred during the month is provided to the board at monthly board meeting for review. A voucher register is also provided to the board to review every check made out to vendors from the school.

Payroll: Full time employees are employed based on an annual contract outlining their salary for the contracted period. This annual pay is paid throughout the year in 26 installments to the employee. For any additional work performed and for hourly staff, a timesheet has to be submitted to the Business Manager at the end of every week. The Business Manager reviews those hours and adds them on a payroll sheet. This payroll sheet is sent to Bookkeeping Plus Inc. to keep records and also sent to Paychex Inc., a payroll company that keeps employee tax information, makes the appropriate withholdings and makes a direct deposit to the employee's bank account.

Audit: The school hires an auditing firm every year to audit the financial records of the school. Internal audits are not structured but are conducted on an as needed basis, implementing additions to existing controls when necessary.

Bookkeeping services are contracted to Bookkeeping Plus Inc. and payroll services are contracted to Paychex Inc., currently the school has no other administrative services contracted to outside parties.

All business processes and financial transactions are broadly controlled using an annual budget. All expense categories are allotted amounts for the whole year at the beginning of the school year. This budget has to be approved by the board, it is subsequently compared to incurred expenses accumulated each month during the following months' board meeting. This is the broadest level of financial control and budget categories in which expenditures go beyond allotments come under scrutiny from the Board, most often the board treasurer. During the monthly board meetings, board members are also provided with a voucher list of all checks printed in the last month and all credit card purchases. Any suspicious or unknown items are to be explained by the Business Manager.

Since all checks are printed at Bookkeeping Plus Inc., they require an invoice accompany all vouchers with invoice numbers and dates. This measure not only helps identify the vendor but also prevents double payment for the same invoices since some vendors may send an invoice multiple times due to delay in updating records or plain error. Once checks are printed they need to be signed by the Business Manager and the School Leader or any one of three board members listed on the bank account as a signee. This measure ensures that at least another official has overseen all payments made. Checks are also numbered so that a missing number in the sequence raises a red flag that would prompt further investigation. The Business Manager, requiring every purchase to carry with it a signature in acknowledgement of responsibility, strictly supervises all authorized purchasers of the school. The Board of Directors holds Business Manager accountable for all purchases.

The process of receiving money is safeguarded using numbered receipts, no money is

received without giving the payee a receipt which has a copy with the same number. Sequentially arranging receipts ensures no money received is misplaced. The responsibility for collecting and the responsibility for depositing and recording the money received are divided between two personnel, the Vice Business Manager and the Business Manager respectively.

The Business Manager and the Vice Business Manager have both signed fidelity bonding documents with the Hammond National Insurance Company.

III. Looking Forward: Plans for the Next Charter

Academic Data and Educational Strategies

Based on the analysis of the data, HAST will employ a number of measures to increase and improve our performance on both the NWEA and ISTEP tests. Teachers will use data collected from item analyses of former student results to develop instructional approaches that are aligned specifically with student learning deficiencies. Starting with grade 6 and finishing in grade 12, students will undergo a thorough ***"HASTeurization"*** process by which they will be guided and supported through an individualized, student-based, hands-on approach to instruction and learning

The daily Response to Intervention (RTI) employed in grades 6-10 will be used specifically to address both Math and ELA learning needs, as determined by student performance on not only these standardized tests, but also IXL and Study Island. Teachers will work with students in small groups during the RTI time to address those areas in which students need improvement. The general education and Special Education staff will conduct more detailed analyses of the top 10% of our students, as well as the Special Education student population, to monitor progress and growth at both ends of the learning spectrum.

HAST staff will engage in further training in the analysis, interpretation, and use of NWEA scores, especially the Math portions of this test, as this is where we are not meeting growth targets.

See Appendix 5 for Professional Development Schedule for 2014-15

At the middle school level, Math instructors are continuing to improve upon in-class assessments, to tie each test item directly to specific state standards, in order to track and predicts overall mastery and performance per standard. This has proven an effective method at the 7th grade level, and is being expanded to the other middle school grade levels as well. The 6th grade performance has been exceptional each year, reaching or surpassing 80% pass rate. The 7th grade program has improved as the staff person in that position has gained experience as a teacher. It is that teacher who, after the student test scores dropped significantly in her first year in the classroom, determined that she would take a more data-driven approach to instruction. Her approach from her first year (2011-12) to her second year (2012-13) produced a nearly

15% increase in student performance. This strong performance also was repeated at the 7th grade for the 2013-14 year. For three years in a row, there was a change in personnel at the 8th grade math level. The continuity from year 3 to year 4 of a same math teacher, who was a first year math teacher in 2012-13, has already seen improvement.

The high school math program has presented its own challenges, such that the teachers of math have taken it upon themselves to analyze the situation and present a novel solution. HAST opened on the premise that curriculum would be integrated, across core content areas, and even within a content area. To that end, the Integrated Math curriculum, which the school adopted in 2010-11 and continues to use, presents to the students a course of study integrating Algebra, Geometry, Trigonometry, and Statistics at increasing levels of difficulty as the students progresses through Integrated Math I, II, and III.

Following the Integrated Math program in its pure form does not align course content with testing requirements. Students are seeing Algebra content spread across three years, from 8th to 10th grade, with the bulk of the content happening in the 9th and 10th grades. The lack of a concentrated Algebra program has not served the students. AWe have seen two cohorts of students fare poorly on the Algebra portion of the ECA. It is our intention to remedy this situation.

The novel solution presented to and accepted by the school administration is to realign the units of the Integrated I and II courses, such that students will receive the bulk of the Algebra content in the 9th grade. For the past three years, students have taken the Algebra ECA at the end of the 10th grade year, because it was at this point that they had received instruction in the equivalent of a year of Algebra. By putting the Algebra content into the 9th grade curriculum solely, students will have a greater possibility to retain the content and succeed in the testing. For those students who do no pass the Algebra ECA in 9th grade, they will be required to participate in a Math Lab course in their 10th grade year that will focus on remediation for the Algebra ECA., which they will then have the opportunity to take again in 10th grade. Advanced students in the 8th grade will also take the 9th grade Math curriculum their 8th grade year, including taking the ECA test in 8th grade. By front loading Algebra into the 8th and 9th grade Math curriculum, HAST should see a sizable increase in the percentage of students passing the Algebra ECA by the end of the 10th grade year. ***This solution is a typical example of a bottom-up, problem solving change in our program to meet student needs. It is based on analysis and review of student performance over time.***

Student performance in English/Language Arts, in NWEA, ISTEP and ECA, has been stronger than anticipated, considering that we are a school of science and technology. In fact, HAST students typically perform better in ELA content than in Math on tests. This is evident on the ISTEP ELA median student growth graph that shows 50% of our students experiencing growth in 2013. These results place our school squarely in the center of the growth/achievement grid. With little effort, HAST can move into the higher growth, higher achievement quadrant of this grid.

In the short term, HAST teachers will track student progress using the Fall 2014 and Winter 2015 NWEA scores, and student success on Study Island, as their immediate indicators of student performance, compared to prior results. In the long term, HAST staff will study the results of implementation of Acuity in other districts, specifically as students results on the test correlate to results on the revised ISTEP. As the state standards and testing protocols are in flux, HAST will want to observe and analyze closely the options that are available to the school, and make a decision for any future changes in the assessments that we use based on their dependability and effectiveness in gauging student growth and performance.

Educational Plans

Both the mission and vision for the school will remain essentially the same for the next term of the charter. However, there are certain aspects of the vision that need to be enhanced in this next term. While collaboration between the staff and students is evident in our classrooms, and there are solid examples of collaboration with parents and the greater community, it is with these two latter subgroups that we need to formalize and increase visibility in the school. As we further analyze our students and our community, we may find that it is necessary to narrow our focus and refine our school mission to match that focus.

The HAST Parent Team, a consultative body that meets monthly or bi-monthly with the School Leader, and the HAST PATH PTO, the fundraising arm of the HAST parent community, have both worked with school staff to offer numerous opportunities for parents to be involved in the school. Our parents come to the school when needed, be it for conferences with teachers or meetings with the administration, but they are not as present and visible as volunteers and helpers and involved, invested individuals as we would like to see. Moving forward, it is our intention to identify and develop programs for parents that will increase their overall presence and visibility in our school. Such programs will be English as a Second Language classes, health and wellness classes, training in the HAST curriculum so that they can better assist their children, and seminars or workshops related to the issues facing our student population, be they social, emotional, or academic. ***We will improve our communication to our parents on the data-rich, analysis-rich aspect of our instruction and its ability to improve College and Career Readiness for our students, especially through the vast number of dual credit courses offered at the high school level***.

The HAST curriculum has made use of the city and its resources as an integral part of the project-based learning that takes place in our school. Teachers at every grade level bring in community members and organizations at various times during the year. As the curriculum solidifies and becomes more embedded in the HAST culture, so will be the involvement of community partnerships. Government class will regularly bring in speakers from local governmental agencies. Science classes will host experts from local laboratories, medical facilities, and environmental divisions of local governments. English classes will identify and invite local authors and poets, journalists and radio

announcers, representing the Speech and Communication aspect of the ELA curriculum. Last but not least, with our school's emphasis on Science and Technology, we must have an ongoing and solid relationship with the local STEM industries, large or small, from local architectural firms to BP Whiting and Arcelor Mittal. ***The conscious integration of these components will support and enhance our authentic, project-based mission.***

Another component of our vision which requires further attention is that of our ability to celebrate our students. We have used our school website to showcase students in our Student Spotlight. HAST students participate in a number of competitions both in the classroom, in the school, and in the region. We have trophies on display. We announce their accomplishments. We contact local media to cover events in which HAST students are participants. We can never do enough to showcase the the many positive things that our students accomplish.

Academic goals for the staff and students at HAST for the next charter term are simple: Improve our scores in all areas. At the middle school level, we will see a continued positive trend of a minimum of 2% per year in the ISTEP Math pass rate. 90% pass rate is the five-year goal for Math. For the English portion of the ISTEP, the first goal is to recuperate the loss experienced in the 2013-14 year, from which point, a similar 2% pass rate per year is the goal. Attainment of this goal will have HAST students scoring near a 90% pass rate for the ISTEP at the end of the next charter term. Assuming positive trends and growth in the subtests of the ISTEP, the population passing both tests will also increase, to meet or surpass our comparable school populations.

Specific attention will be paid to the 8th grade ELA performance, in response to the unexpected drop in the ELA pass rate for this subgroup in the 2013-14 academic year. The 8th grade team has conducted a thorough analysis of the present 8th grade students' performance on their 7th grade ELA portion of the ISTEP. By conducting this item analysis, they were able to determine which students fellow below or closely fell below the pass mark for the state standards. New State Standards were analyzed and aligned with the Academic Standards of the 2014 Spring ISTEP test. Further, Guidelines of Academic Priority and Approximate Instructional Time were aligned with the Academic Standards of the 2014 ISTEP test.

As a result, the 8th grade team will be able to focus on specific students and specific standards in preparation for the 2014-15 testing year. They will use Study Island, NWEA tests, Indiana Department of Education 8th grade ISTEP testing blueprints, Indiana DOE item samplers, RTI time, and the daily ELA curriculum to instruct, assess, and progress monitor the growth and progress of not only this focus group, but all 8th grade students, in their ability to perform. The sole 8th grade ELA teacher will create a curriculum that combines a close alignment of the State Standards to lessons, quizzes, tests, and rubrics that specifically detail the Instructional and Assessment Guidance of State Standards from the DOE for 2014-15.

At the high school level, the continuing goal is to increase performance on the Algebra portion of the ECA. A 5% increase each year in the term of the next charter is the minimum goal. In simple terms, ***5% of our present high school cohorts is equal to between 3 and 4 students***. Moving 3-4 students into the Pass zone is not an insurmountable challenge. Ultimately, we would like to see at least 70%, or between 46 and 49 students of the present high school cohorts, pass the Algebra ECA before they complete their 10th grade year at our school.

In addition to these goals for improvement in student performance on standardized tests, HAST will see the following occur in the next charter term:

- Expanded dual credit course options
- Addition of Advanced Placement, or similar coursework for high school students
- Higher percentage of student retention at the high school level
- Online courseware and blended learning to further revolutionize technology-assisted instruction in our environment
- Customized learning opportunities in internships throughout the community
- Documentation and dissemination of instructional methodologies used by HAST staff
- Collaboration with School City of Hammond and access for HAST students to the Area Career Center or the Morton Academy of Performing Arts without having to transfer from HAST
- Curriculum Director position for teacher curriculum support, data analysis, professional development, and teacher performance monitoring

Financial Plans

There are two primary sources of revenue for Hammond Academy, the State of Indiana tuition support and grants. As the level of the state tuition support is based on the number of students present in our school, it is in our best interest to ensure a steady enrollment at HAST. Our largest barrier to hitting our target enrollment goal of 575 is at the high school level. As we do not offer all the amenities of a larger high school, we see students leaving our high school. From our wait lists, we call students regularly to fill our rosters. As part of our long-term goals for the school, we will want such statistics as our graduation rate, our dual credit classes, our college acceptance rate, and the level of financial support that HAST graduates receive in college scholarships to be the draw for students who want a high quality high school education with results. The school could use social media, radio, and print media to advertise our high school programs in order to boost enrollment at these levels. We were able to grow each of our first four years, as a result of the expansion of the grade level configuration each year. Now in year five, and moving forward, ***we must retain and attract quality high school students***.

Grant support is the other source of revenue that we can increase. We engaged a professional grant consultant to assist us to identify those foundations and corporations who would support a school like ours. As we enter the next charter term, we will have financials and other longitudinal data required by many of these foundations and

corporations as proof of our long-term viability. We are part of a very small niche market, as a small, independent charter school. In the next five years, our teachers and administrative staff will be writing grants large and small to support and supplement the educational program in place. ***We will continue to pursue grants and partnerships with agencies large and small***, such as the smaller Taltree Arboretum and South Shore Arts, and the larger, such as Target stores and the National Science Foundation.

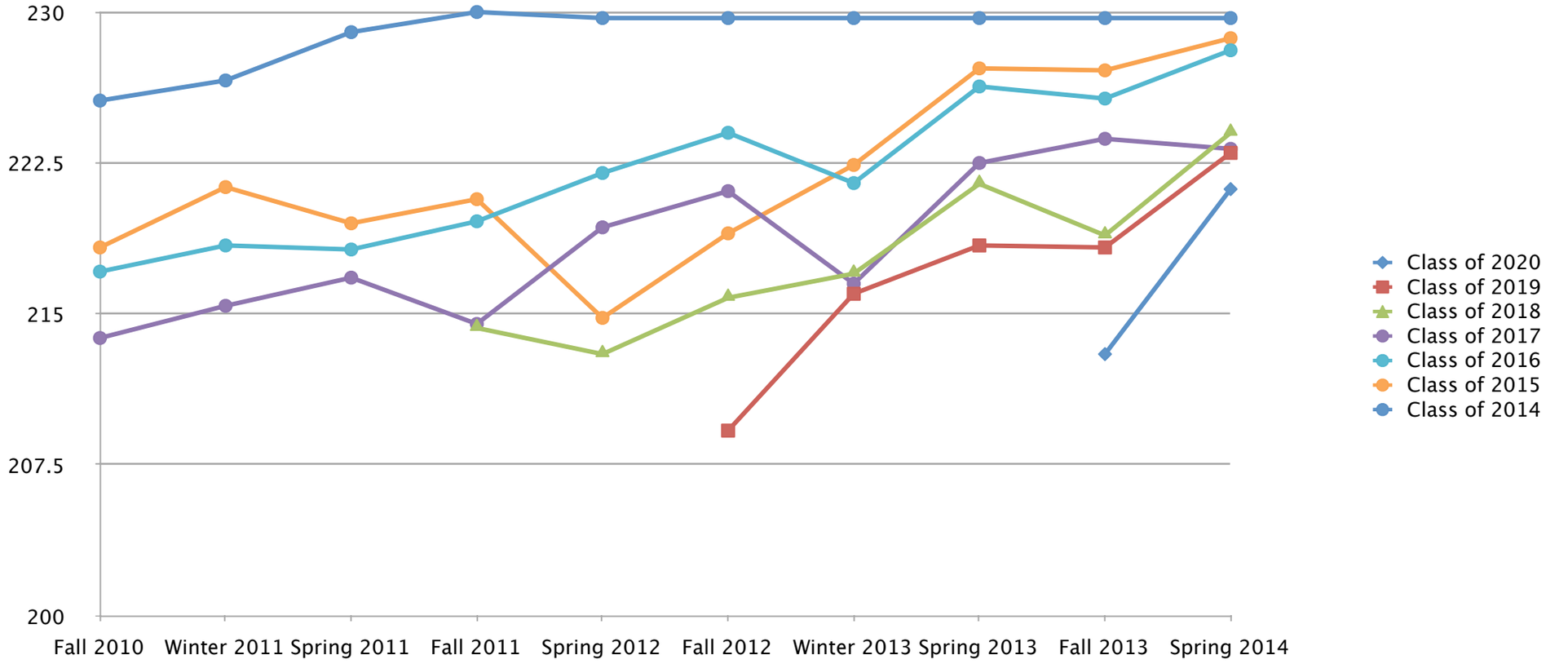
Organizational Plans

There are no anticipated changes to the governance and management of the school in the next charter term, with the exception of the need to fill the position of Curriculum Director/Lead Teacher that has been vacant for a year. In the review of policies and procedures of the school for this renewal process, it is possible that the Board would need to create a Policy Committee, comprised of Board members, parents, staff, and possibly students, to codify those procedures that HAST has in place that are not formal policies. Finance and Personnel Committees are presently in place and meet as needed throughout the year. A more formalized calendar of meetings for the committees is a recommendation to take before the Board.

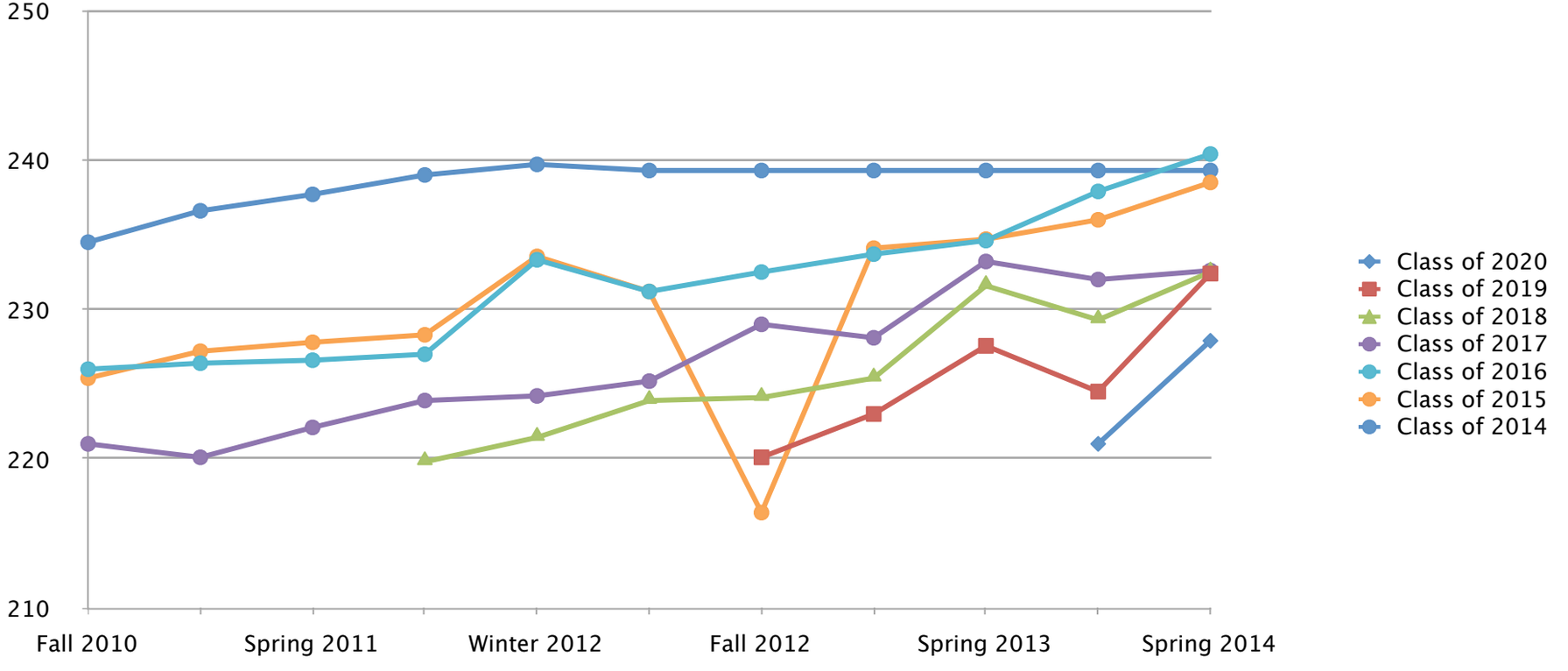
HAST is fortunate to occupy a facility that is three years old. We are just beginning our fourth year of occupancy. The building is still in excellent condition. Our staff and students and our maintenance crew treat the building with respect. There are presently no known major needs at the facility level, with the exception of expanded camera surveillance network and the completion of the second science lab on the second floor. The building meets all present student, staff, and community needs.

We did not contract with an education service provider and do not intend to do so in the future.

Reading	Class of 2020	Class of 2019	Class of 2018	Class of 2017	Class of 2016	Class of 2015	Class of 2014
Fall 2010				213.8	217.1	218.3	225.6
Winter 2011				215.4	218.4	221.3	226.6
Spring 2011				216.8	218.2	219.5	229
Fall 2011			214.3	214.5	219.6	220.7	230
Spring 2012			213	219.3	222	214.8	229.7
Fall 2012		209.2	215.8	221.1	224	219	229.7
Winter 2013		216	217	216.5	221.5	222.4	229.7
Spring 2013		218.4	221.46	222.5	226.3	227.2	229.7
Fall 2013	213	218.3	218.9	223.7	225.7	227.1	229.7
Spring 2014	221.2	223	224	223.2	228.1	228.7	229.7

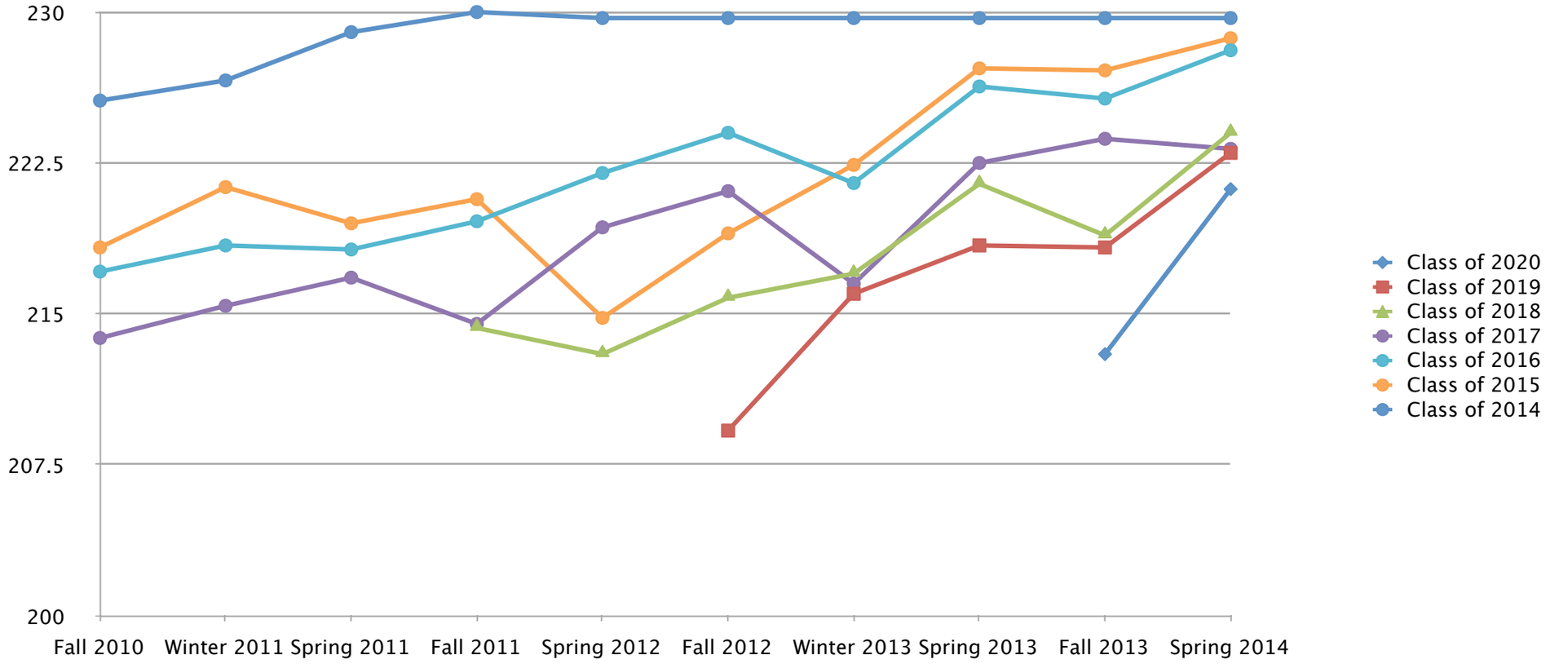


Mathematics	Class of 2020	Class of 2019	Class of 2018	Class of 2017	Class of 2016	Class of 2015	Class of 2014
Fall 2010				221	226	225.4	234.5
Winter 2011				220.1	226.4	227.2	236.6
Spring 2011				222.1	226.6	227.8	237.7
Fall 2011			219.8	223.9	227	228.3	239
Winter 2012			221.43	224.21	233.32	233.55	239.71
Spring 2012			223.9	225.2	231.2	231.2	239.3
Fall 2012		220.1	224.1	229	232.5	216.4	239.3
Winter 2013		223	225.4	228.1	233.7	234.1	239.3
Spring 2013		227.56	231.59	233.21	234.61	234.7	239.3
Fall 2013	221	224.5	229.3	232	237.9	236	239.3
Spring 2014	227.9	232.4	232.5	232.6	240.4	238.5	239.3

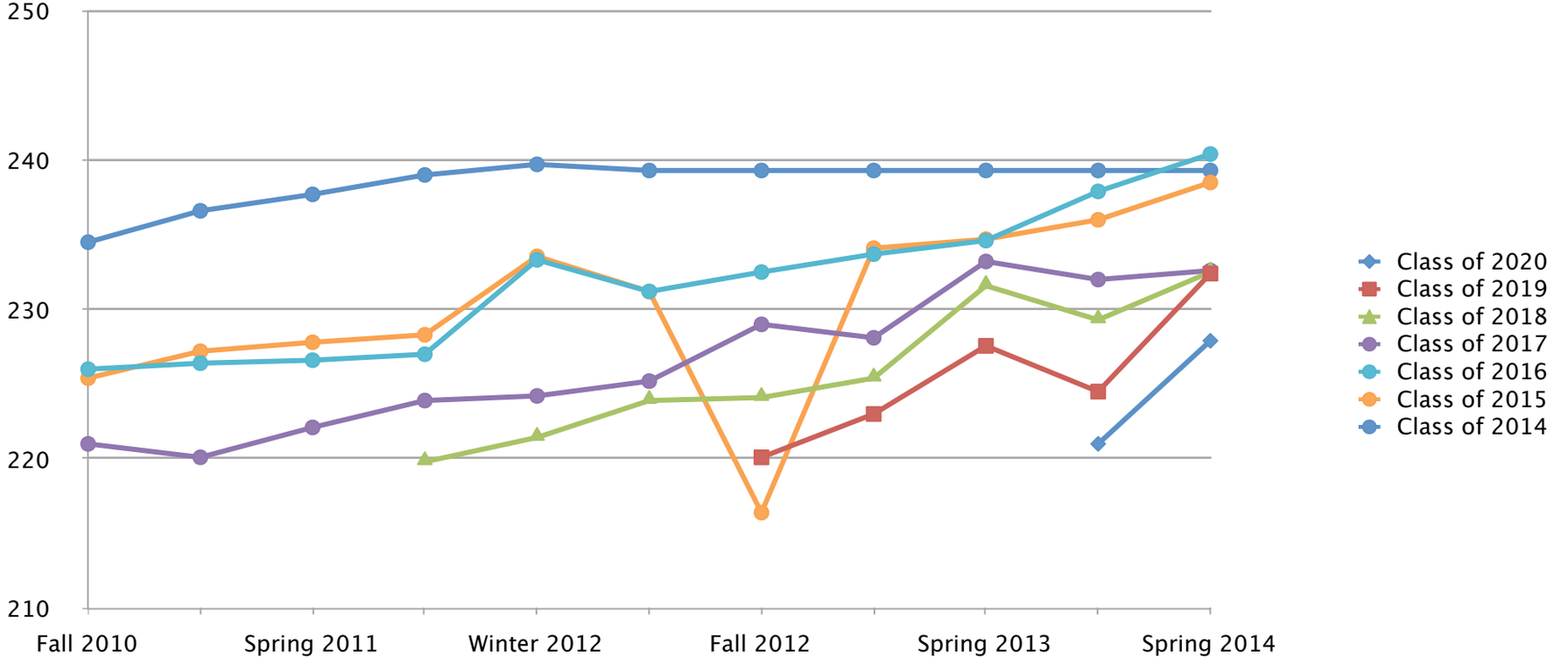


	Grade 6	Target	Difference	Grade 7	Target	Difference	Grade 8	Target	Difference	Grade 9	Target	Difference	Grade 10	Target	Difference	Grade 11	Target	Difference
Fall 2010 Math	221	219.6	1.4	226	225.6	0.4	225.4	230.2	-4.8	234.5	233.8	0.7	No CLASS	234.2				
Winter 2011 Math	220.1	222.8	-2.7	226.4	228.2	-1.8	227.2	232.8	-5.6	236.6	221.9	14.7	NO CLASS	222.4				
Spring 2011 Math	222.1	222.8	-0.7	226.6	230.5	-3.9	227.8	234.5	-6.7	237.7	236	1.7	NO CLASS	236.1				
Fall 2011 Math	219.8	219.6	0.2	223.9	225.6	-1.7	227	230.2	-3.2	228.3	233.8	-5.5	239	234.2	4.8			
Winter 2012 Math	221.43	222.8	-1.37	224.21	228.2	-3.99	233.32	232.8	0.52	233.55	221.9	11.65	239.71	235.5	4.21			
Spring 2012 Math	223.9	222.8	1.1	225.2	230.5	-5.3	231.2	234.5	-3.3	231.2	236	-4.8	239.3	236.1	3.2			
Fall 2012 Math	220.1	219.6	0.5	229	224.1	4.9	229	230.2	-1.2	232.5	233.8	-1.3	216.4	234.2	-17.8			
Winter 2013 Math	223	222.8	0.2	225.4	228.2	-2.8	228.1	232.8	-4.7	233.7	221.9	11.8	222.4	235.5	-13.1			
Spring 2013 Math	Not Tested	222.8		231.59	230.5	1.09	233.21	234.5	-1.29	234.61	236	-1.39	234.7	236.6	-1.9			
Fall 2013 Math	221	219.6	1.4	224.5	224.1	0.4	229.3	230.2	-0.9	232	233.8	-1.8	237.9	234.2	3.7	236	236	0
Spring 2014 Math	227.9	225.6	2.3	232.4	230.5	1.9	232.5	234.5	-2	232.6	236	-3.4	240.4	236.6	3.8	238.5	238.3	0.2
Reading																		
Fall 2010 Reading	213.8	212.3	1.5	217.1	216.3	0.8	218.3	219.3	-1	225.6	221.4	4.2	No CLASS	223.2				
Winter 2011 Reading	215.4	214.3	1.1	218.4	218.2	0.2	221.3	221.2	0.1	226.6	221.9	4.7	No CLASS	223.5				
Spring 2011 Reading	216.8	216.4	0.4	218.2	219.7	-1.5	219.5	222.4	-2.9	229	222.9	6.1	No CLASS	223.7				
Fall 2011 Reading	214.3	212.3	2	214.5	216.3	-1.8	219.6	219.3	0.3	220.7	221.4	-0.7	230	223.2	6.8			
Winter 2012 Reading	not Tested	not tested		not Tested	218.2		not Tested	221.2		not Tested	221.9		not tested	223.5				
Spring 2012 Reading	213	216.4	-3.4	219.3	219.7	-0.4	222	222.4	-0.4	214.8	222.9	-8.1	229.7	223.7	6			
Fall 2012 Reading	219.2	212.3	6.9	215.8	216.3	-0.5	221.1	219.3	1.8	224	221.4	2.6	219	223.2	-4.2			
Winter 2013 Reading	216	214.3	1.7	217	218.2	-1.2	216.5	221.2	-4.7	221.5	221.9	-0.4	222.4	223.5	-1.1			
Spring 2013 Reading	218.4	216.4	2	221.46	219.7	1.76	222.5	222.4	0.1	226.3	222.9	3.4	227.2	223.7	3.5			
Fall 2013 Reading	213	212.3	0.7	218.3	216.3	2	218.9	219.3	-0.4	223.7	221.4	2.3	225.7	223.2	2.5	227.1	223.4	3.7
Spring 2014 Reading	221.2	216.4	4.8	223	219.7	3.3	224	222.4	1.6	223.2	222.9	0.3	228.1	223.8	4.3	228.7	223.7	5

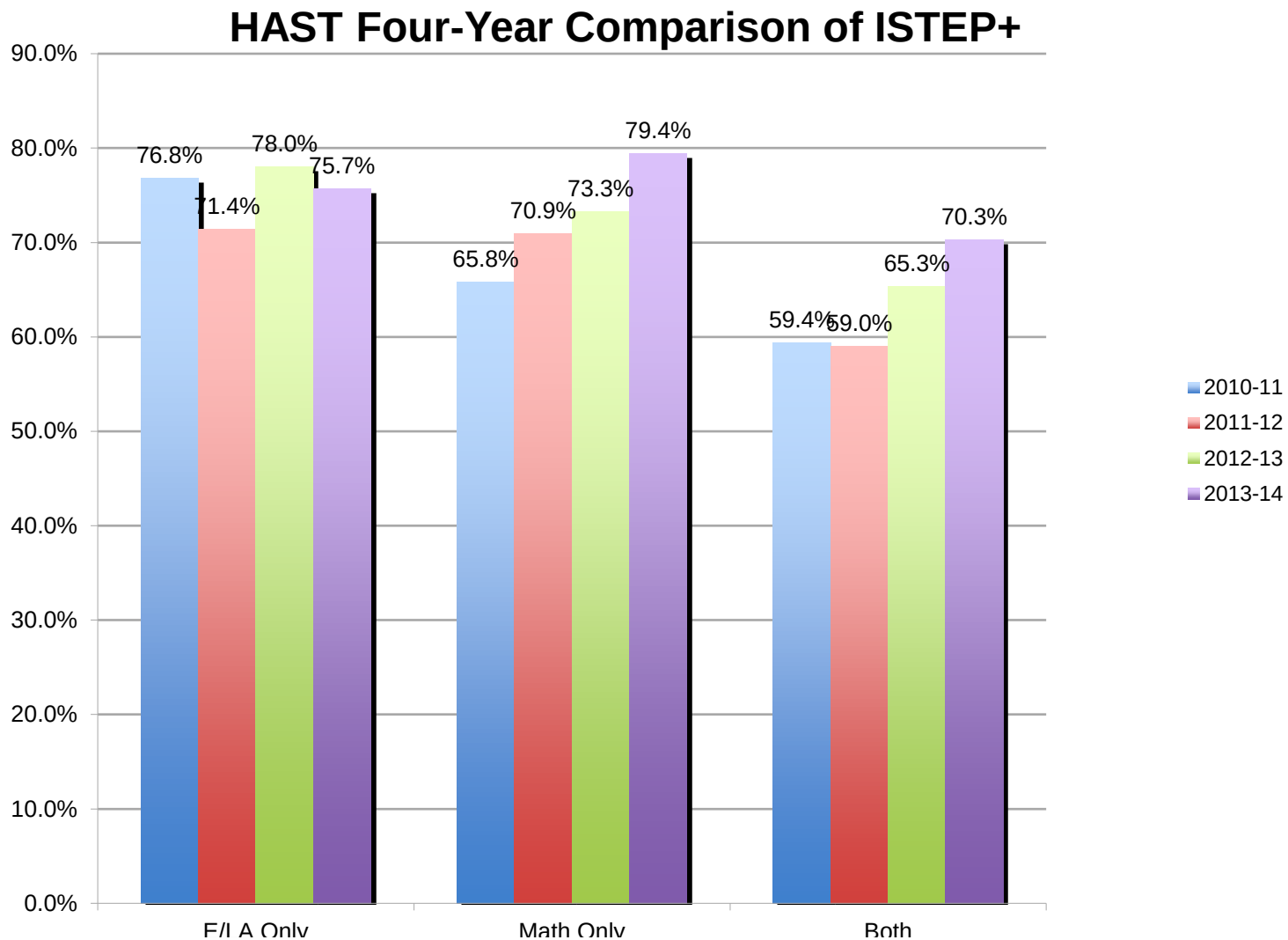
Reading	Class of 2020	Class of 2019	Class of 2018	Class of 2017	Class of 2016	Class of 2015	Class of 2014
Fall 2010				213.8	217.1	218.3	225.6
Winter 2011				215.4	218.4	221.3	226.6
Spring 2011				216.8	218.2	219.5	229
Fall 2011			214.3	214.5	219.6	220.7	230
Spring 2012			213	219.3	222	214.8	229.7
Fall 2012		209.2	215.8	221.1	224	219	229.7
Winter 2013		216	217	216.5	221.5	222.4	229.7
Spring 2013		218.4	221.46	222.5	226.3	227.2	229.7
Fall 2013	213	218.3	218.9	223.7	225.7	227.1	229.7
Spring 2014	221.2	223	224	223.2	228.1	228.7	229.7



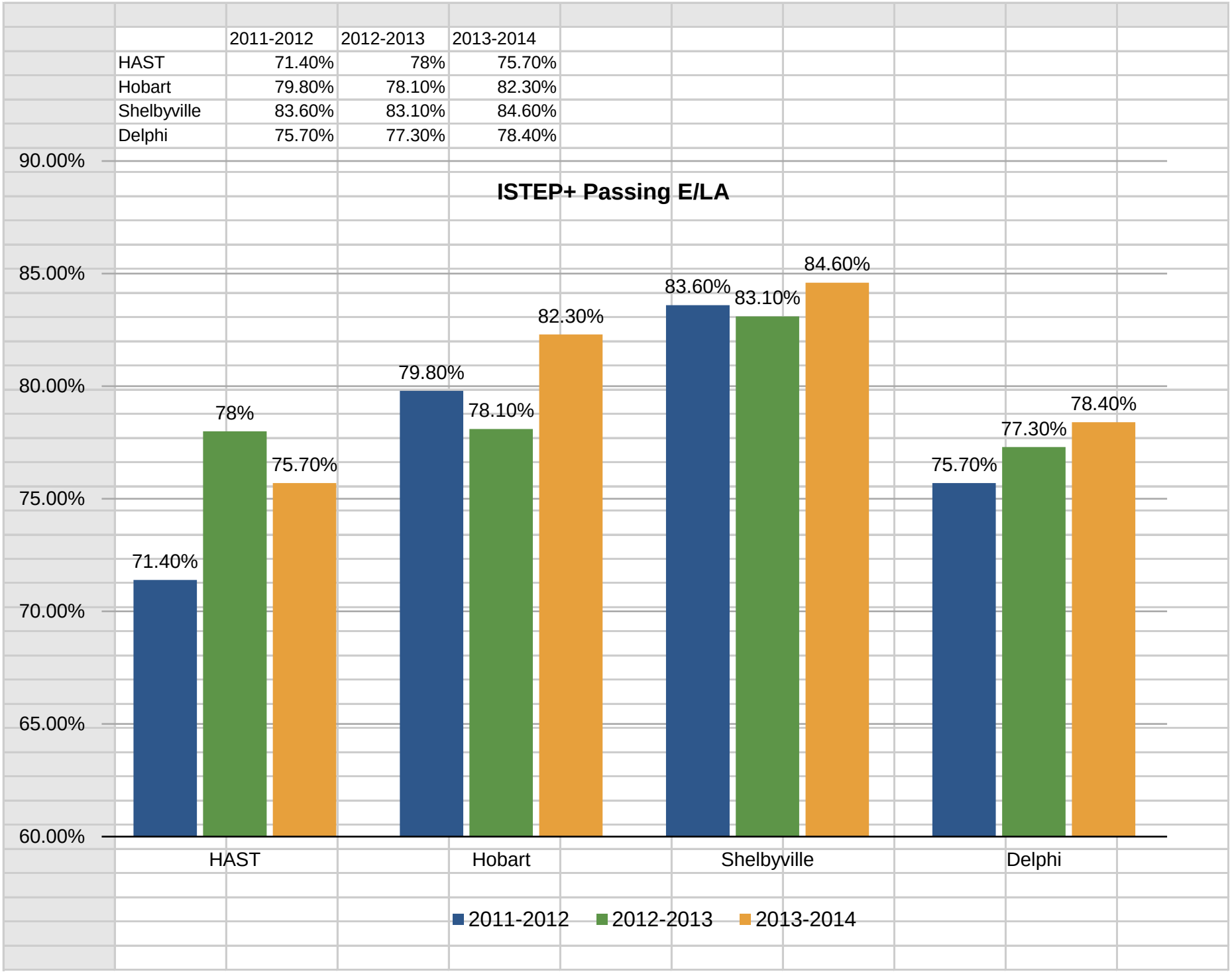
Mathematics	Class of 2020	Class of 2019	Class of 2018	Class of 2017	Class of 2016	Class of 2015	Class of 2014
Fall 2010				221	226	225.4	234.5
Winter 2011				220.1	226.4	227.2	236.6
Spring 2011				222.1	226.6	227.8	237.7
Fall 2011			219.8	223.9	227	228.3	239
Winter 2012			221.43	224.21	233.32	233.55	239.71
Spring 2012			223.9	225.2	231.2	231.2	239.3
Fall 2012		220.1	224.1	229	232.5	216.4	239.3
Winter 2013		223	225.4	228.1	233.7	234.1	239.3
Spring 2013		227.56	231.59	233.21	234.61	234.7	239.3
Fall 2013	221	224.5	229.3	232	237.9	236	239.3
Spring 2014	227.9	232.4	232.5	232.6	240.4	238.5	239.3

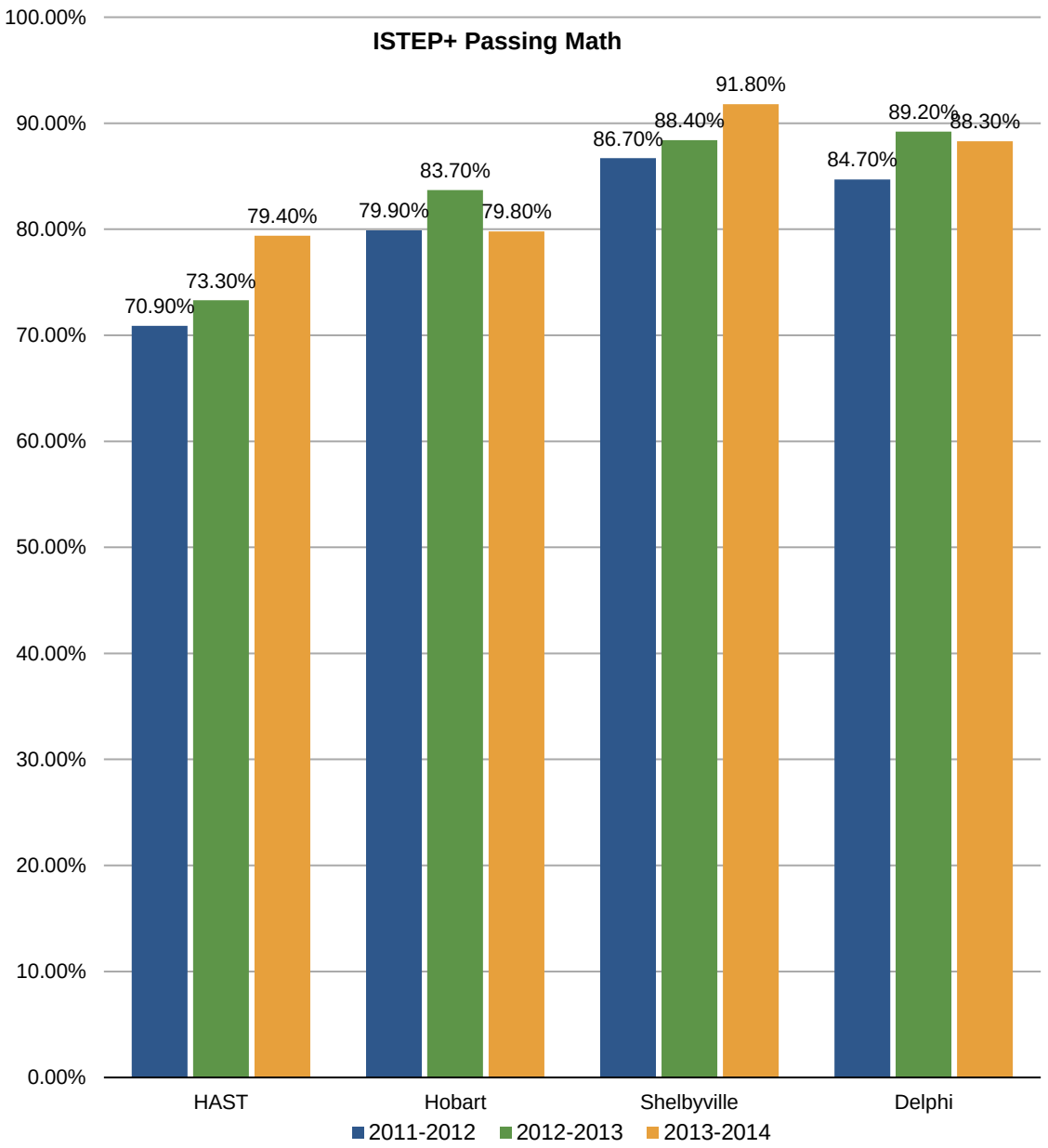


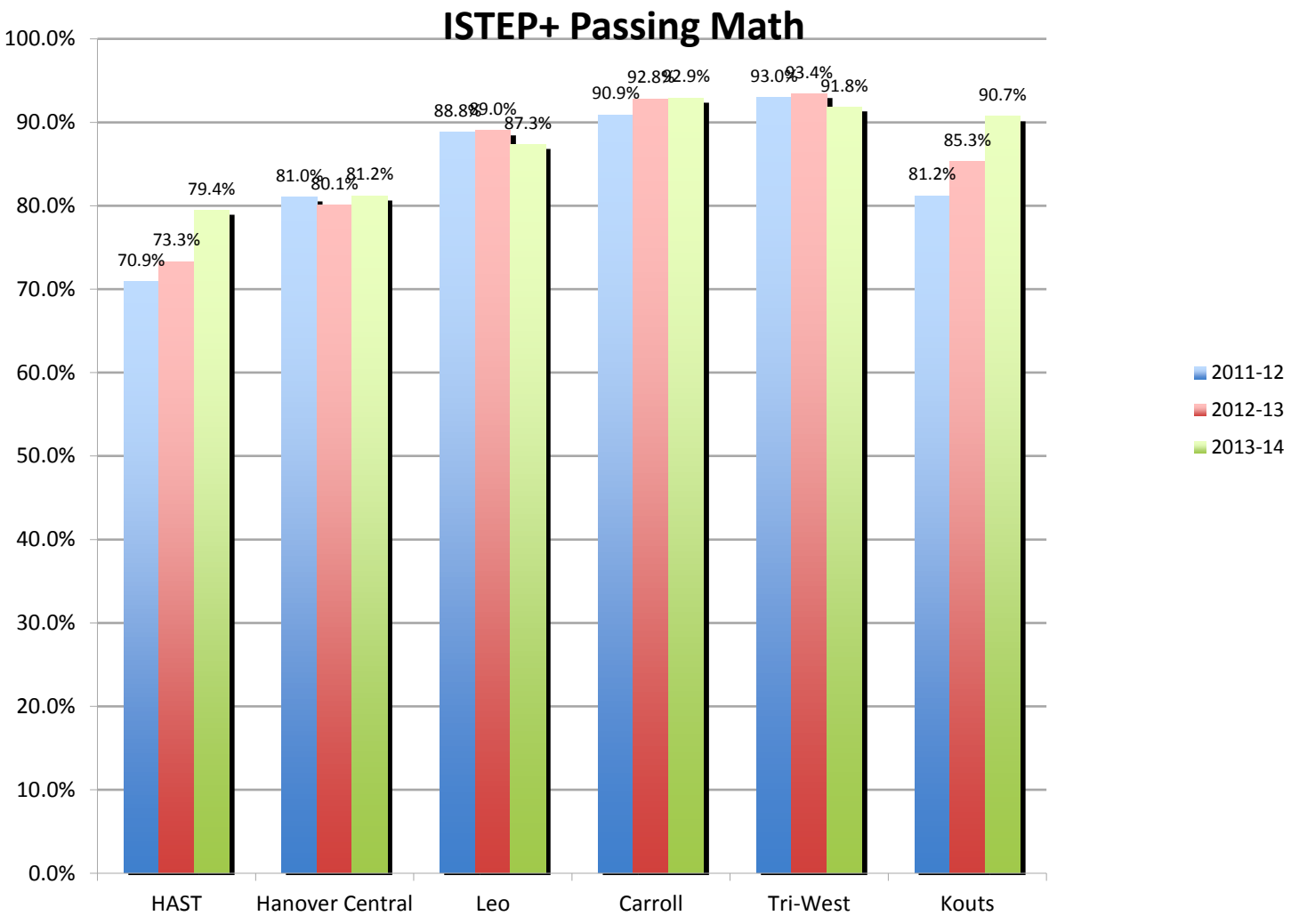
	Grade 6	Target	Difference	Grade 7	Target	Difference	Grade 8	Target	Difference	Grade 9	Target	Difference	Grade 10	Target	Difference	Grade 11	Target	Difference
Fall 2010 Math	221	219.6	1.4	226	225.6	0.4	225.4	230.2	-4.8	234.5	233.8	0.7	No CLASS	234.2				
Winter 2011 Math	220.1	222.8	-2.7	226.4	228.2	-1.8	227.2	232.8	-5.6	236.6	221.9	14.7	NO CLASS	222.4				
Spring 2011 Math	222.1	222.8	-0.7	226.6	230.5	-3.9	227.8	234.5	-6.7	237.7	236	1.7	NO CLASS	236.1				
Fall 2011 Math	219.8	219.6	0.2	223.9	225.6	-1.7	227	230.2	-3.2	228.3	233.8	-5.5	239	234.2	4.8			
Winter 2012 Math	221.43	222.8	-1.37	224.21	228.2	-3.99	233.32	232.8	0.52	233.55	221.9	11.65	239.71	235.5	4.21			
Spring 2012 Math	223.9	222.8	1.1	225.2	230.5	-5.3	231.2	234.5	-3.3	231.2	236	-4.8	239.3	236.1	3.2			
Fall 2012 Math	220.1	219.6	0.5	229	224.1	4.9	229	230.2	-1.2	232.5	233.8	-1.3	216.4	234.2	-17.8			
Winter 2013 Math	223	222.8	0.2	225.4	228.2	-2.8	228.1	232.8	-4.7	233.7	221.9	11.8	222.4	235.5	-13.1			
Spring 2013 Math	Not Tested	222.8		231.59	230.5	1.09	233.21	234.5	-1.29	234.61	236	-1.39	234.7	236.6	-1.9			
Fall 2013 Math	221	219.6	1.4	224.5	224.1	0.4	229.3	230.2	-0.9	232	233.8	-1.8	237.9	234.2	3.7	236	236	0
Spring 2014 Math	227.9	225.6	2.3	232.4	230.5	1.9	232.5	234.5	-2	232.6	236	-3.4	240.4	236.6	3.8	238.5	238.3	0.2
Reading																		
Fall 2010 Reading	213.8	212.3	1.5	217.1	216.3	0.8	218.3	219.3	-1	225.6	221.4	4.2	No CLASS	223.2				
Winter 2011 Reading	215.4	214.3	1.1	218.4	218.2	0.2	221.3	221.2	0.1	226.6	221.9	4.7	No CLASS	223.5				
Spring 2011 Reading	216.8	216.4	0.4	218.2	219.7	-1.5	219.5	222.4	-2.9	229	222.9	6.1	No CLASS	223.7				
Fall 2011 Reading	214.3	212.3	2	214.5	216.3	-1.8	219.6	219.3	0.3	220.7	221.4	-0.7	230	223.2	6.8			
Winter 2012 Reading	not Tested	not tested		not Tested	218.2		not Tested	221.2		not Tested	221.9		not tested	223.5				
Spring 2012 Reading	213	216.4	-3.4	219.3	219.7	-0.4	222	222.4	-0.4	214.8	222.9	-8.1	229.7	223.7	6			
Fall 2012 Reading	219.2	212.3	6.9	215.8	216.3	-0.5	221.1	219.3	1.8	224	221.4	2.6	219	223.2	-4.2			
Winter 2013 Reading	216	214.3	1.7	217	218.2	-1.2	216.5	221.2	-4.7	221.5	221.9	-0.4	222.4	223.5	-1.1			
Spring 2013 Reading	218.4	216.4	2	221.46	219.7	1.76	222.5	222.4	0.1	226.3	222.9	3.4	227.2	223.7	3.5			
Fall 2013 Reading	213	212.3	0.7	218.3	216.3	2	218.9	219.3	-0.4	223.7	221.4	2.3	225.7	223.2	2.5	227.1	223.4	3.7
Spring 2014 Reading	221.2	216.4	4.8	223	219.7	3.3	224	222.4	1.6	223.2	222.9	0.3	228.1	223.8	4.3	228.7	223.7	5

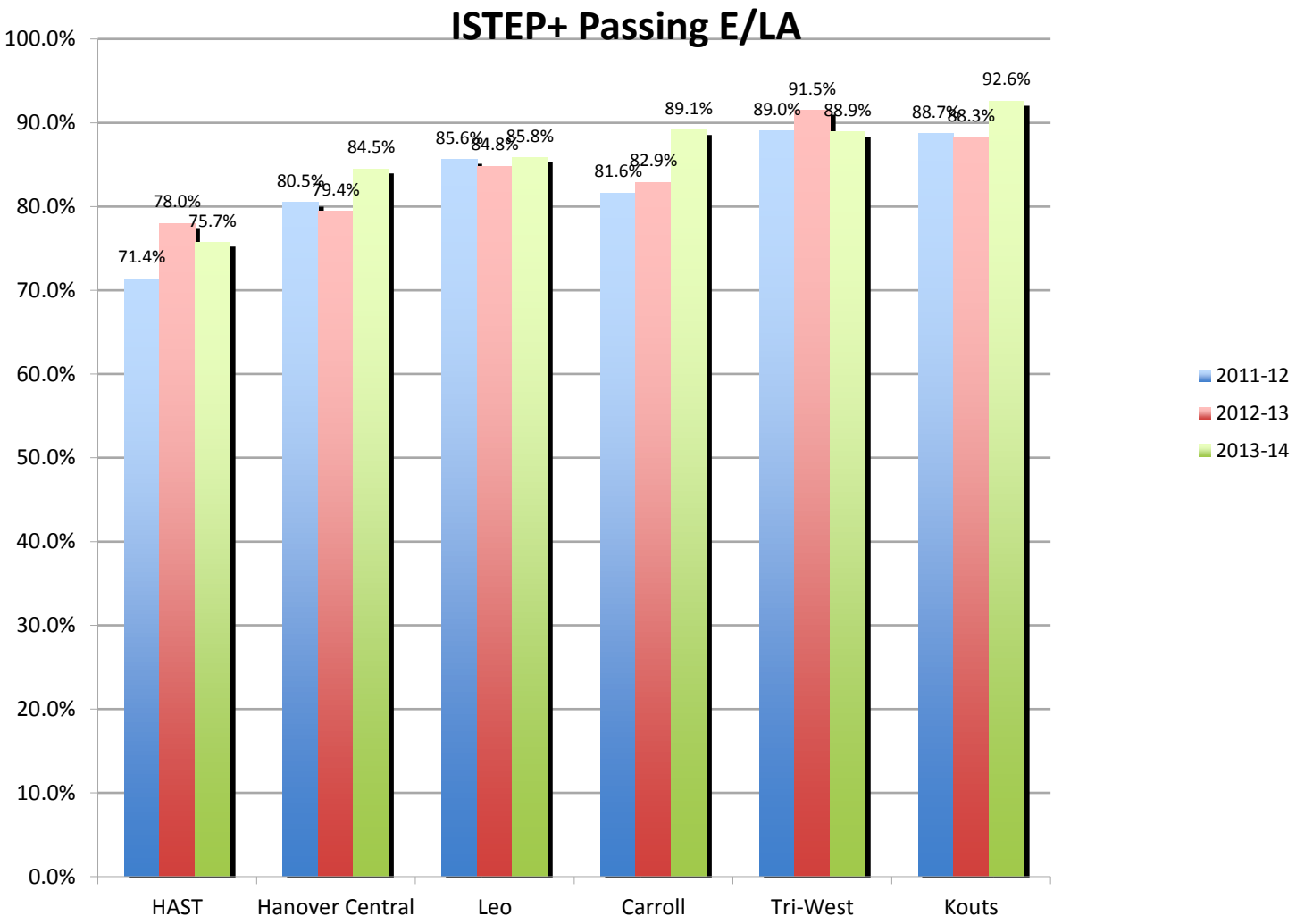

HAST Four-Year Comparison of ISTEP+
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
76.8%
71.4%
78.0%
75.7%
65.8%
70.9%
73.3%
79.4%
59.4%
59.0%
65.3%
70.3%
E/LA Only
Math Only
Both
2010-11
2011-12
2012-13
2013-14

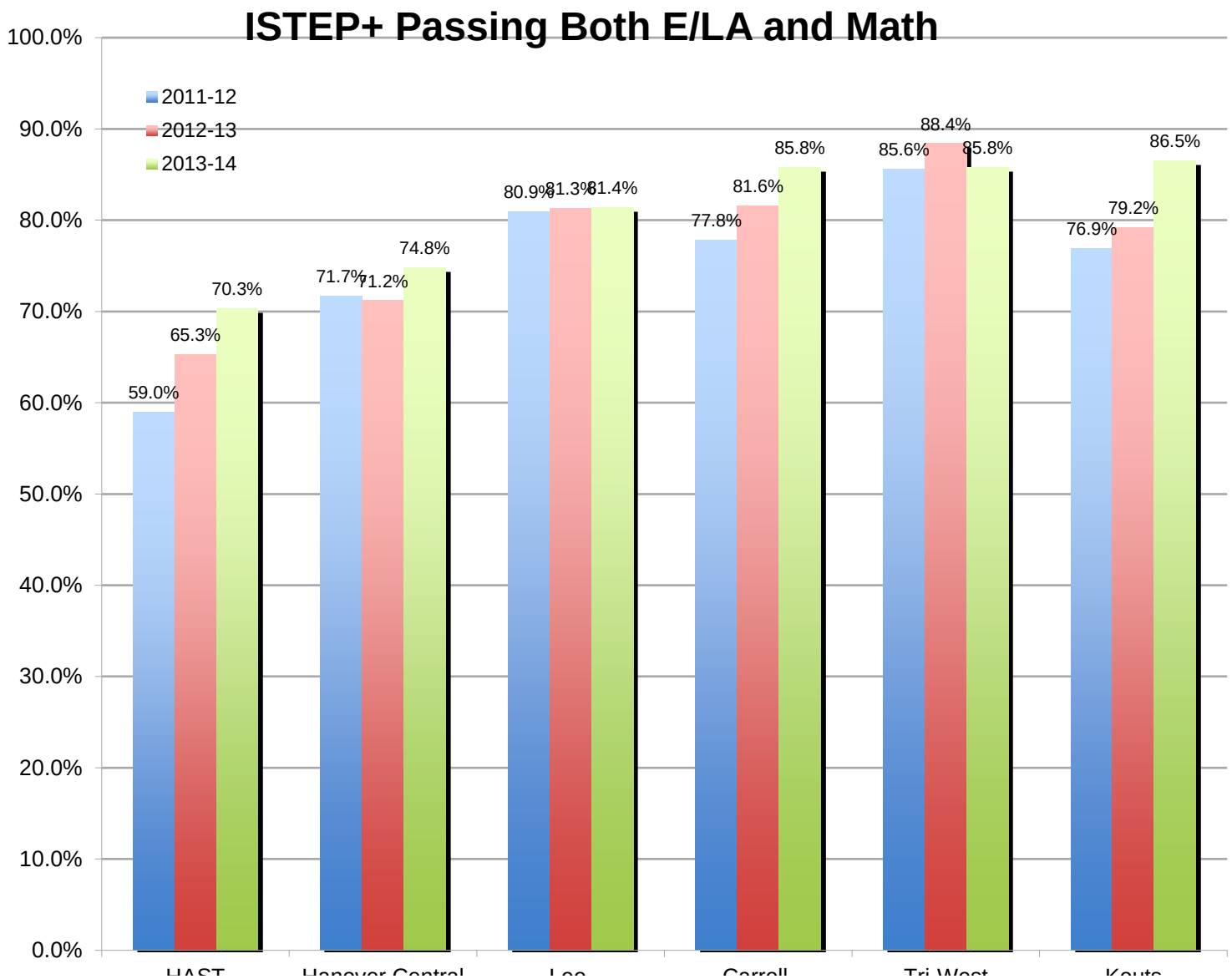
	2011-2012	2012-2013	2013-2014
HAST	71.40%	78%	75.70%
Hobart	79.80%	78.10%	82.30%
Shelbyville	83.60%	83.10%	84.60%
Delphi	75.70%	77.30%	78.40%




ISTEP+ Passing Math
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
70.90%
73.30%
79.40%
79.90%
83.70%
79.80%
86.70%
88.40%
91.80%
84.70%
89.20%
88.30%
HAST
Hobart
Shelbyville
Delphi
2011-2012
2012-2013
2013-2014


ISTEP+ Passing Math
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
70.9%
73.3%
79.4%
81.0%
80.1%
81.2%
88.8%
89.0%
87.3%
90.9%
92.8%
92.9%
93.0%
93.4%
91.8%
81.2%
85.3%
90.7%
HAST
Hanover Central
Leo
Carroll
Tri-West
Kouts
2011-12
2012-13
2013-14


ISTEP+ Passing E/LA
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
71.4%
78.0%
75.7%
80.5%
79.4%
84.5%
85.6%
84.8%
85.8%
81.6%
82.9%
89.1%
89.0%
91.5%
88.9%
88.7%
88.3%
92.6%
HAST
Hanover Central
Leo
Carroll
Tri-West
Kouts
2011-12
2012-13
2013-14


ISTEP+ Passing Both E/LA and Math
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2011-12
2012-13
2013-14
59.0%
65.3%
70.3%
71.7%
71.2%
74.8%
80.9%
81.3%
81.4%
77.8%
81.6%
85.8%
85.6%
88.4%
85.8%
76.9%
79.2%
86.5%

Date	Activity	Hours
8/11/14	Plato on-line software, virtual learning, and the blended classroom	6
8/12/14	Tech for New Instructors	2
8/12/14	Content area meetings	2
8/12/14	HR Benefits, health, financial, contracts	1
8/13/14	Inquiry methodology	2
8/13/14	Grant Writing for Teachers	2
8/14/14	Diversity Training	2
8/15/14	Policies and Procedures for Day One, August 18, 2014	1.5
8/22/14	Inquiry method implementation conversation cross curricular and cross grade, 6/9, 7/10, and 8/11/12	1
8/22/14	Preparation for BSU Charter Site Visit	2
8/29/14	Tech Five Part instruction rotation, Part 1: Enhanced Software/Guided Access/Flipped Classroom/SMART Board 101/Socratic methods	1.5
8/29/14	Hammond Public Library Teacher Resources	1
9/5/14	CPR for staff, St Margaret's Hospital	2
9/5/14	High School Data Teams data review and goal setting	1
9/12/14	Tech Five Part instruction rotation, Part 2: Enhanced Software/Guided Access/Flipped Classroom/SMART Board 101/Socratic methods	1.5
9/12/14	Content area meetings	1.5

Date	Activity	Hours
9/19/14	Tech Five Part instruction rotation, Part 3: Enhanced Software/Guided Access/Flipped Classroom/SMART Board 101/Socratic methods	1.5
9/19/14	Discipline Committee Review of Handbook Implementation and Student Safety and Security	1
9/19/14	Middle School Data Team data review and goal setting; Goals alignment with revised Indiana standards	1
9/26/14	Tech Five Part instruction rotation, Part 4: Enhanced Software/Guided Access/Flipped Classroom/SMART Board 101/Socratic methods	1.5
9/26/14	Special Education IEP implementation, accommodations, 504, and student support conversations: HS Team Leaders and Special Education Director	1
10/3/14	Tech Five Part instruction rotation, Part 5: Enhanced Software/Guided Access/Flipped Classroom/SMART Board 101/Socratic methods	1.5
10/3/14	High School Data Teams data review and goal setting and alignment with revised Indiana standards	1
10/3/14	Mentor Teacher Coaching with New Staff	1
10/10/14	Content area meetings	1
10/10/14	Special Education IEP implementation, accommodations, 504, and student support conversations: MS Team Leaders and Special Education Director	1
10/10/14	Comer Time: Team Leaders with Principal	1
10/17/14	Discipline Committee Review of Handbook Implementation and Student Safety and Security	1

Date	Activity	Hours
10/17/14	Middle School Data Team data review and goal setting	1
10/30/14	Special Education IEP implementation, accommodations, 504, and student support conversations: All Team Leaders and Special Education Director	0.5
11/7/14	High School Data Teams data review and goal setting	1
11/7/14	Mentor Teacher Coaching with New Staff	0.5
11/7/14	Comer Time: Team Leaders with Principal	1
11/14/14	Discipline Committee Review of Handbook Implementation and Student Safety and Security	0.5
11/14/14	Middle School Data Team data review and goal setting	1
11/21/14	NWEA Fall Testing Data Analysis: all grades	1.5
11/21/14	Special Education IEP implementation, accommodations, 504, and student support conversations: HS Team Leaders and Special Education Director	0.5
12/5/14	Smekens Methodology: Peer to Peer training	1
12/5/14	High School Data Teams data review and goal setting	1
12/5/14	Mentor Teacher Coaching with New Staff	0.5
12/12/14	Content area meetings	1
12/12/14	Special Education IEP implementation, accommodations, 504, and student support conversations: MS Team Leaders and Special Education Director	1

Date	Activity	Hours
1/9/15	Looking back, looking forward: Grade level teams review of standards, course scope and sequence, and progress made on the instruction of tested material	2
1/9/15	Preparation of First Semester Reports	1
1/16/15	Student-Led Conferences	Full day
1/23/15	Middle School Data Team data review and goal setting; Goals alignment with revised Indiana standards	1.5
1/23/15	Discipline Committee Review of Handbook Implementation and Student Safety and Security	1
1/23/15	Content area literacy in content area teams	1
1/30/15	Math Intervention Coaching with PUC consultants: preparation for ISTEP and ECA	2
2/6/15	Comer Time: Team Leaders with Principal	1
2/6/15	Writing Workshop Essentials: ELA and GS	1
2/6/15	Differentiated Instruction	1
2/13/15	Science Notebook Maintenance and Review	1
2/13/15	Literacy Intervention Coaching with PUC consultants: preparation for ISTEP and ECA	2
2/13/15	Special Education IEP implementation, accommodations, 504, and student support conversations: HS Team Leaders and Special Education Director	1
2/20/15	High School Data Teams data review and goal setting	2
2/20/15	Mentor Teacher Coaching with New Staff	1
2/27/15	ISTEP testing preparation for teachers/proctors	2
2/27/15	HS content area meetings	1

Date	Activity	Hours
3/6/15	Special Education IEP implementation, accommodations, 504, and student support conversations: MS Team Leaders and Special Education Director	1.5
3/6/15	Discipline Committee Review of Handbook Implementation and Student Safety and Security	1
3/13/15	NWEA Winter Testing Data Analysis, all grades	2
3/13/15	RTI intervention analysis	1
3/20/15	Preparation of Third Quarter Reports and Student-Led Conferences	3
3/27/15	Student-Led Conferences	Full day
4/3/15	No School: Spring Break	
4/10/15-5/22/15	Sessions to be determined at later date; to be determined prior to Winter Break	

The professional development calendar is a listing of those sessions that will occur at the school site. The majority of these sessions are peer-led, with the exception of those that are led by PUC consultant specialists in the content areas. Teachers will attend other workshops off site related to their content area and specialization, i.e. Guidance and Testing, PUC annual Mathematics Instruction workshop for all math teachers, Scenario-based workshop for Global Studies/Social Studies teachers, Smekens literacy workshops for ELA teachers, workshops for Science instructors at the Museum of Science and Industry Museum in Chicago. Teachers who attend workshops share the content and learnings of their workshops in the weekly all staff meetings from 12:30 to 1:00 p.m. These 30-minute meetings take place each week prior to the 3-hour professional development sessions that occur throughout the building. Designated staff attending the sessions in the plan will keep minutes of the sessions, including agenda items, goals, and action item timelines, where applicable.