Charter School Application

*Providing high-quality educational opportunities
for students in the state of Indiana*

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Application Introduction

A charter school is a public school that operates under a contract, or charter, entered into between the school's organizer and a charter school authorizer. Charter schools are established to provide innovative and quality choice options to serve the needs of the community. Education One at Trine University currently authorizes 11 schools in Fort Wayne, Gary, Indianapolis, South Bend, and Springville, Indiana.

Education One has developed an Application Process Protocol for all schools seeking authorization. The application process has seven major components: (1) Letter of Intent; (2) Initial Proposal; (3) Application Invitation; (4) Application Review; (5) Public Hearing; (6) Proposed School Board Meeting; and (7) Acceptance or Denial of Application. Education One follows an open application cycle. However, recommended guidelines for submission have been outlined to support quality school start up.

Education One is governed by its own board of directors separate from Trine University. The Executive Director makes a recommendation to the Education One Board of Directors regarding the acceptance or rejection of an application. The Education One Board of Directors meet and vote to accept or reject the application, based on the recommendation.

The application questions are organized to solicit information efficiently and to aid quality review and decision making by the Education One Application Review Team. Education One staff reserves the right to reject applications that do not adhere to the application specifications. Throughout the process, Education One staff will communicate important information to the charter school applicant's authorized representative.

Applicants who should use this application are those who are applying to open a new charter school. Existing charter schools applying to replicate their school(s) should complete the application as well as items marked for replication.

Education One utilized resources found from the National Association of Charter School Authorizers (NACSA) to create this comprehensive charter school application. Information regarding NACSA and its resources can be found at www.qualitycharters.org.

Application Process Overview

Applicant Submits Letter of Intent:
Recommended Timeline for Submission: One Year Prior to Start of School
Interested candidates must submit a Letter of Intent to the Executive Director of Education One describing their desire to establish a school in conjunction with Education One. This Letter of Intent must also describe basic tenets of the proposed school structure, such as location, opening date, age range of students, and curriculum and management structures.

Applicant Submits Initial Proposal:
Recommended Timeline for Submission: One Year Prior to Start of School
Following the submission of a Letter of Intent, an applicant will submit an Initial Proposal, describing the structure of the proposed school. The Initial Proposal must include a Vision and Mission statement for the school, a justification of the school's expected effectiveness at enhancing the educational achievement of its students, and an in-depth description of the curriculum and management structures of the school. Specifically, the school's educational model must be stated, its curricular framework must be established in which specific educational objectives for each subject taught at the school are stated, and assessment procedures should be explained. Additional pages may be submitted with information regarding the applicant's ideas of innovation in education, if applicable.

Review/Feedback of Initial Proposal by Executive Director (Q & A):
Members of the Education One staff will review all Initial Proposals, utilizing a rubric to score each section. Additional questions may be asked as needed. As a courtesy to the applicant, the Executive Director will provide verbal feedback to the applicant based on the review of the Initial Proposal. Selected applications will then be invited to submit an Application. Application submission is by invitation only.

Applicant Submits Full Application and Participates in Capacity Interview:
Recommended Timeline for Submission: At Least Nine Months Prior to Start of School
Following the invitation to apply, applicants submit a full application to Education One. All completed applications are reviewed using a rubric by the Application Review Team consisting of Education One staff members, Education One's Finance/Facilities Consultant, and independent consultants with expertise in the proposed school's educational model. Legal counsel will also review applications, when necessary, at the request of Education One's Executive Director.

After an initial review of the application, the Executive Director will provide initial written feedback from the Application Review Team to the applicant. The applicant will have time to review the feedback and make any changes to the application they deem necessary. Revised applications will be resubmitted for review to the Application Review Team. The same rubric will be utilized to rescore the application as needed.

Application Specification and Submission Instructions
- The application must be typed and single-spaced utilizing the template provided by Education One. Utilize the provided text boxes, with a minimum of 11-point font, to answer application questions. If a particular question does not apply, respond with a "Not Applicable." Questions without text boxes indicate that the response will be incorporated into an application attachment.
- The application narrative should not exceed 75 pages. For replication schools, the narrative should not exceed 100 pages. Attachments do not count toward the page limit.
- When submitting resumes, please label each document with the individual's affiliation with the proposed school (i.e., Founding Group Member, Board Member, School Leader, Teacher, etc.).
- Complete all pages of the Financial Plan and Charter Application Budget and Staffing Workbooks.
- Review your application for completeness before submitting. Each subsection provides a list of what should be included in an answer(s) to meet expectation standards.
- Upload a complete copy of the application as one PDF in your Application folder.

Following the final scoring of the written application, the applicant will meet with the Application Review Team for an Application Capacity Interview. The interview may include members of the Applicant Team, including but not limited to the proposed school's

Governing Board, school leadership team, and proposed staff members. The interview will gauge the applicant's capacity to execute the components outlined in the submitted application, in regards to academics, organization, and finances. The Application Review Team will debrief after the interview. If further questions exist, or additional clarification is needed, an applicant may be invited to a second interview with the Application Review Team.

School Board Meeting

Recommended Timeline for Submission: At Least Nine Months Prior to Start of School

Prior to recommending approval of an application, the Executive Director will attend a board meeting for the proposed school in order to monitor and measure the board's capacity to govern the proposed school in accordance with Education One's board governance skills matrix, which includes skills associated with business, community engagement, education, finance, and legal.

Public Hearing

Recommended Timeline for Submission: At Least Nine Months Prior to Start of School

Prior to recommending approval of an application, a public hearing will be scheduled. During the Public Hearing applicants will present their proposal to the community in a public forum. Applicants will be asked to answer questions from the Education One team, as well as members of the public. Opportunities for members of the public to speak in opposition or in favor of the proposed school will be given. Education One will also accept written forms of support/opposition from the public.

Education One Board Meeting

Recommended Timeline for Submission: At Least Eight Months Prior to Start of School

The Executive Director will make a recommendation to the Education One Board regarding the acceptance or rejection of an application. The Education One Board of Directors will meet and vote to accept or reject the application, based on the recommendation. Applicants will be notified of the Board's decision within 24 hours of the vote.

Notice of Disclosure

All information submitted as part of the application (including financial information) is subject to the Indiana Access to Public Records Act (IC § 5-14-3) and subject to disclosure to the public there-under, including disclosure to the media. **In the event that it is the applicant's position that certain information submitted as part of the application falls within an exception to disclosure under the Public Records Act, the applicant must obtain an advisory opinion from the State of Indiana's Public Access Counselor prior to submitting any application materials**. If the Public Access Counselor's opinion supports the applicant's position, then any such information contained in the application that is considered non-disclosable must be clearly identified in the application as confidential. The application must further be accompanied by (a) a written statement specifying the particular exception or exceptions to disclosure under the Public Records Act applicable to the information sought to be exempted from disclosure, and (b) the written opinion from the Public Access Counselor that supports the applicant's position that the information is exempt from disclosure under the Public Records Act.
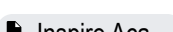
The applicant acknowledges that if the foregoing procedure is not followed, and an application is submitted, all information shall be subject to disclosure to the public unless Education One, L.L.C. determines that it must withhold from disclosure certain information in the application pursuant to the Public Records Act. Each applicant, by the submission of an application, acknowledges its understanding that all application materials are subject to disclosure under the Public Records Act and may be subject to review and copying by the public. Each applicant and its representatives, employees and agents acknowledges and agrees that Education One, L.L.C. Board members and staff, Trine University, the Indiana Department of Education, and any official, agent, employee or representative of the State of Indiana shall not be held liable or legally responsible in any way for any such disclosure pursuant to the Public Records Act, and such parties hereby waive any rights to redress or claims of action pursuant to any such disclosure.

APPLICATION ATTACHMENTS

Education One utilizes Google Drive to organize each applicant's application and the required attachments, found in the table below. Each applicant group will have access to a Google Drive Folder that will include all the necessary templates to complete their application. A folder, titled "Application Attachments," will be used to save attachments in the following manner:

- Each applicable attachment for the school should be saved as one PDF and uploaded to the Application Attachments folder.
- Each attachment should be saved as the attachment number (i.e., Attachment 1 School Name, Attachment 2 School Name, etc.).
- Link each attachment to the table below, following these steps:
  - Right click on the attachment PDF saved in the Application Attachments folder.
  - Click "Get shareable link."
  - Click the drop down arrow next to "Restricted" and choose "Anyone with the link."
  - On the right, make sure "Viewer" is chosen.
  - Click the blue "Copy Link" button.
  - Paste the link into the table.
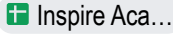 - Add a space after the link to activate for viewers to click and be directed to the attachment.

Application Attachment Table		
Attachment	**Description**	**Link**
Attachment 1	**Planned Curriculum** *Provide a sample course scope and sequence for one subject for one grade level for each division (elementary, middle, high) the school would serve.*	📄 Inspire Aca…
Attachment 2	**Plan for Development of Program** *Provide a plan for how the program will be developed between approval and opening, including the person responsible and key stages for completion.*	N/A
Attachment 3	**Exit Standards for Graduation** *Provide the school's exit standards for graduating students from the last grade served by the school.*	📄 Inspire Aca…
Attachment 4	**Proposed School Calendar** *Provide the proposed school calendar for the first year of operation, including the number of days/hours of instruction.*	📄 Inspire Aca…
Attachment 5	**Proposed Daily & Weekly Schedules** *Provide a sample daily and weekly schedule for each division (elementary, middle, high school) of the school.*	📄 Inspire Aca…
Attachment 6	**Enrollment Policy** *Provide the school's proposed enrollment policy.*	📄 Inspire Aca…
Attachment 7	**Discipline Policy** *Provide the school's proposed discipline policy.*	📄 Inspire Aca…
Attachment 8	**Evidence of Community Support** *Provide evidence of support from community partners (i.e., letters of intent/commitment, memoranda of understanding, and/or contracts).*	📄 Inspire Aca…
Attachment 9	**Principal/School Leader Information** *Provide the resume for the proposed principal/school leader.*	📄 Inspire Aca…
Attachment 10	**Principal/School Leader Posting Information** *Provide the job description or qualifications for this position with a discussion of the timeline, criteria, and recruiting/selection process for hiring.*	N/A

Attachment 11	**Additional Leadership Team Information** *Provide the qualifications, resume, and professional biography for any identified leadership team members.*	📄 Inspire Aca…
Attachment 12	**Non-Profit Status Proof/Board Policies** *Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of filings), and any governing documents already adopted.*	📄 Inspire Aca…
Attachment 13	**Signed Statement of Assurances** *Submit one completed and signed Statement of Assurances on behalf of the board. Use the template provided by Education One.*	📄 Inspire Aca…
Attachment 14	**Organizational Charts for Governing, Managing & Staffing** *Submit an organization chart that shows school governance, management, and staffing structure for Year 1 and at full build-out.*	📄 Inspire Aca…
Attachment 15	**School's Governing Board** *List the members of the school's proposed leadership team and governing board. Include full resumes that contain contact information for each individual listed.*	📄 Inspire Aca…
Attachment 16	**Board Member Notice of Disclosure** *Submit completed and signed information sheets for each board member. Use the template provided by Education One.*	📄 Inspire Aca…
Attachment 17	**Board Code of Ethics & Conflict of Interest** *Provide the board's proposed Code of Ethics and Conflict of Interest policy.*	📄 Inspire Aca…
Attachment 18	**Term Sheet for Contract** *Provide the term sheet, draft proposed management contract detailing limits and evidence that the service provider is authorized to do business in Indiana.*	N/A
Attachment 19	**Complete Staffing Chart for School** *Provide a complete staffing chart with Year 1 positions, administrative, instructional, and non-instructional personnel, the number of classroom teachers, paraprofessionals, and speciality teachers, and operational/support staff.*	📄 Inspire Aca…
Attachment 20	**Personnel Policy/Employee Manual** *Provide a personnel policy or an employee manual if developed.*	📄 Inspire Aca…
Attachment 21	**Leadership Evaluation Tool** *Provide leadership evaluation tools that have been developed.*	📄 Inspire Aca…
Attachment 22	**Teacher Evaluation Tool** *Provide teacher evaluation tools that have been developed.*	📄 Inspire Aca…
Attachment 23	**Proof of Secured Facility** *Provide proof of commitment for the facility.*	📄 Inspire Aca…
Attachment 24	**Facility Description** *Provide supporting documents that detail the facility (10 page limit).*	N/A
Attachment 25	**Start-up Plan/Timeline** *Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.*	N/A
Attachment 26	**Insurance/Levels of Coverage** *Provide a list of the types of insurance coverage the school will secure, including a description of the level of coverage.*	📄 Inspire Aca…
Attachment 27	**Implementation Schedule** *Provide an implementation schedule that explains the strategy for executing each charter that is approved. Use the template provided by Education One.*	N/A

Attachment 28	**Completed Budget and Staffing Workbook** *Use the workbook provided by Education One.*	⊞ Inspire Aca…
Attachment 29	**Budget Narrative** *Provide a detailed description of the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs.*	▪ Inspire Aca…
Attachment 30	**Historical Performance Workbook** *Use the workbook provided by Education One.*	⊞ Inspire Aca…
Attachment 31	**3 Years of Audited Financials for IN Schools** *Provide the last three years of audited financial statements for the school(s) and the most recent internal financial statements.*	▪ Inspire Aca…
Attachment 32	**3 Years of Audited Financials for Whole Organization** *Provide the last three years of audited financial statements for the organization as a whole and the most recent internal financial statements*	N/A
Attachment 33	**Litigations** *Provide a summary of the demand, any response to the demand, and the results of the arbitration or litigation.*	N/A

APPLICATION COVER SHEET

Name of team or entity applying:	Inspire Academy

Name of proposed school:	Inspire Academy
Primary contact person:	Leslie Draper
Mailing address:	2801 E. 16th St., Muncie, IN 47302
Phone number:	765-216-7980
Email address:	ldraper@inspiremuncie.org
Fax:	765-216-7798

Primary contact for facilities planning:	Leslie Draper
Phone number:	765-216-7980
Email address:	ldraper@inspiremuncie.org

Applicant Team

Provide the full name, current job title and employer, and the position to be held with the proposed school for all persons on the applicant team, adding lines as needed.

Full Name	Current Job Title and Employer	Position with Proposed School
Leslie Draper	Executive Director	Executive Director

Does this application team have charter school applications under consideration by any other authorizer(s) in the United States?

☐ Yes   ☑ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Proposed School(s) Information

Provide the proposed school(s) opening information, adding lines as needed. Please indicate the city/town and, if known, the potential address or neighborhood of location (Geographic Community). Virtual operators should indicate the relevant geographies intended to serve.

Proposed School Name	Opening Year	New Start, Phase-In/Takeover, or Replication	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
Inspire Academy	2013	Phase-In/Authorizer Transition	Muncie, IN	K-5	PK-8

Model or Focus of Proposed School:	Inquiry-Based Education, EL Education

Does the school intend to contract with a third party education service provider (ESP) to manage the educational program and operations of the school but not hold the charter directly?   ☐ Yes   ☑ No

If yes, identify the ESP or other partner organization:

Does the school intend to partner or be affiliated with an existing or planned charter management organization (CMO) through which a single governing board governs or will govern multiple schools?   ☐ Yes   ☑ No

If yes, identify the CMO or other partner organization:

Enrollment Summary

Complete the following table, adding lines as needed.

Proposed School Name		Year 1 23-24	Year 2 24-25	Year 3 25-26	Year 4 26-27	Year 5 28-29	At Capacity 28-29
Inspire Academy	Grade Levels Served	PK-8	PK-8	PK-8	PK-8	PK-8	PK-8
	Total Enrollment	200	214	221	227	237	237

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

In the four (4) years preceding the COVID-19 pandemic, Inspire Academy consistently served between 200 and 230 students in PK -8th grade, with K-8 ADM count ranging from 174-198. In May 2022, our most recent post-pandemic count, PK-8 enrollment was 162, rebounding from our lowest pandemic impacted count of 131 in May 2021. This is a 24% increase in one year. Since this is a more rapid trend than prior growth, we took a more tempered approach of projecting a 46% increase over six years (2022 - 2028), or approximately 7.5% per year. Year to year variations are based on historic enrollment trends at various grade levels and various cohorts of students. For example, Inspire Academy tends to attract fewer students in upper elementary and middle school, a trend we are working to reverse but that we still need to account for in enrollment projections. Additionally, calculations indicate that Inspire Academy has increased enrollment by 33% from its founding year to its current enrollment numbers, even with the complications of a pandemic, indicating that a 46% increase over the next six years without a pandemic is achievable.

Mission and Vision

State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal.

<mark>Replication Schools:</mark> Provide the mission of the school network, charter management organization (CMO), or education service provider (ESP), and explain how creation of the proposed school or schools fits within this mission.

Mission: Inspire Academy exists to empower a diverse body of students with an internationally competitive education by fostering students' natural inclination toward curiosity, discovery, and adventure. Vision: Inspire Academy uses an inquiry-based, interdisciplinary approach, with emphasis on arts integration, collaborative learning, and character development. Our research-based, inquiry approach to instruction has been proven to increase student agency in atypical populations, as well as produce transferable critical thinking skills (Hattie, 2009). Inspire Academy provides a balanced calendar with year-round intersession programming to ensure all enrolled students have access to engaging learning opportunities during school breaks. While the mandatory school year will include 180 days, the voluntary intersession programs serve as an extension of the school year.

Education One is particularly interested in applicants that propose school models with strong potential to accelerate student success through dramatically different school designs, instructional strategies, use of technology, staffing models, governance arrangements, family and community engagement strategies, and/or other approaches.

Meets Standard Expectation
- Evidence that an educational need within the targeted community exists.
- Evidence that the school model is innovative and reflects the needs of the proposed community.

Educational Need and Anticipated Student Population

1. Provide a rationale, along with quantitative evidence, to summarize the educational needs of students within the proposed community(ies).

While open to all Indiana students, Inspire Academy seeks to target students who are falling through the cracks of the traditional public education system in Muncie, Indiana. Located on East 16th Street on the south side of Muncie, Inspire Academy currently serves approximately 170 students in PK - 8th Grade. With few exceptions, Inspire Academy families reside in the city of Muncie, and this has remained consistent throughout the history of the organization. Inspire Academy has experienced few changes in the population of students served. The school consistently serves a student base in which over 75% of our students are experiencing poverty. The demographic of our student body has historically been between 60-65% White students, with 35 - 40% primarily Black and multi-racial students.

As demonstrated in the table below, students in Muncie with fewer resources are not achieving as well on state assessments as their peers in families who have access to more financial resources. While the ILEARN scores are low throughout our city and state, the chart below demonstrates that, while Inspire Academy is tied with one other school for the highest poverty rate in the city, our Math and ELA scores are in the top two for two years in a row among local schools in which 60% or more of the students are experiencing poverty. This is evidence that the educational needs of students within the Muncie community are significant and that Inspire Academy is well-positioned to further the progress of our most vulnerable students through the continuous improvement process.

		2022 Sorted by SES			
ELA Rank	**MAT Rank**	**School Name**	**ELA Proficiency %**	**MAT Proficiency %**	**Economically Disadvantaged %**
8	7	Inspire	14.4	12.2	73.9
9	11	Southside	13.4	3.7	73.9
11	10	South View	3.7	5.3	70.3
7	8	Longfellow	15.1	8.3	67.1
10	9	Grissom	7	5.5	65.9
6	6	Northside	26.8	15.2	55.8
2	2	EWA	47.1	46.7	50.1
3	3	INDIANA	41.2	39.4	45.9
4	5	North View	37.7	35.1	43.4
5	4	West View	31.7	37.7	41.4
1	1	Burris	55.2	50.6	23.2
		2021 Sorted by SES			
ELA Rank	**MAT Rank**	**School Name**	**ELA Proficiency %**	**MAT Proficiency %**	**Economically Disadvantaged %**
7	8	Inspire	14.7	13.6	73.9
8	10	Southside	14.5	6.5	73.9
10	9	South View	10.7	7.8	70.3
9	7	Longfellow	13.9	15.3	67.1
11	11	Grissom	6.7	6.1	65.9
4	6	Northside	35.4	15.6	55.8
2	2	EWA	42.3	40.9	50.1
3	3	INDIANA	40.5	36.9	45.9
5	5	North View	27.6	28.8	43.4
6	4	West View	25.4	30.6	41.4
1	1	Burris	61.9	59.7	23.2

In 2016, Muncie BY5 conducted research on kindergarten readiness in Delaware County by having each public school in the county (charter and districts) conduct an Essential Skills Assessment at the kickoff to kindergarten. Throughout the county, 28% of students were identified as kindergarten-ready and 21% of students were identified as somewhat ready. At Inspire Academy, only 4% of students were identified as kindergarten-ready, and only 17% were identified as somewhat ready. This means that compared to the 49% of students throughout the county that come to kindergarten at least somewhat equipped with essential skills, only 21% of students coming to Inspire Academy are at least somewhat equipped with essential skills. This demonstrates that Inspire Academy is connecting with families in need of significant early learning support, and in order to meet this need, Inspire Academy has added preschool programming and increased our early literacy focus in recent years, an investment that will manifest in the lives of children over the course of the next five to ten years.

Innovative Approach to Education

1. Summarize the innovation(s) embodied in the proposed school design. How does this specific school model meet the needs of students within the proposed community(ies)? The summary should include, at a minimum, the following:
   - An explanation of how the proposed model is fundamentally different than typical school models, specifically those found in the district or community in which the charter school(s) will be located
   - Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model and how it meets the needs of the anticipated student population

The community of Muncie has very limited school options, and all options other than Inspire Academy take a traditional approach to learning. Inspire Academy uses an acclaimed, rigorous curriculum that prepares students for their future education, all the way through college and career. We emphasize quality work, proven mastery of knowledge and skills, and character development—qualities on which students will be judged when they graduate and enter the workforce. This approach is highly effective in molding well-rounded students who are engaged in social-emotional learning and develop good habits that contribute to lifelong success. Our research-based, inquiry approach to instruction has been proven to increase student agency in atypical populations, as well as produce transferable critical thinking skills (Hattie, 2009).

Inspire Academy encourages creative, independent thinking through an inquiry-based program. Students learn by asking questions and by following the trajectory of their questions, with teachers as partners in exploration. Many pedagogical models are based upon the assumption that the primary task of a teacher is to disseminate decontextualized knowledge to students, whose primary task is to absorb this knowledge. In contrast, individual, inquiry-based learning encourages the holistic, creative process that fosters invention and scientific discovery. Inspire Academy educators encourage exploration as a means of learning and foster creativity through experimentation, research, and art integration to more effectively prepare students for lives of critical thinking, as moral citizens, scholars, and career-builders.

Inspire Academy uses the [EL Education model](#) to guide and facilitate our innovative approach to education. We use the [EL Education Core Practices: A Vision for Improving Schools](#) to guide curriculum and instructional methods. This guide is updated every few years by EL Education to ensure that our core practices reflect the most current research on best practices in education. The student achievement outcomes for this approach are organized into three dimensions: mastery of knowledge and skills, character, and high quality work. Research by Mathematica Policy Research found that EL Education students were over 10 months ahead in math and 7 months ahead in reading after 3 years, with increased test scores across multiple ethnicities (Mathematics Policy Research https://goo.gl/JMTTro).

Curriculum and Instructional Design

Meets Standard Expectation

- Framework for a rigorous, quality instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed expectations of the Indiana Academic Standards (IAS).
- Comprehensive, quality curriculum overview that includes a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve, and demonstrated alignment of course outcomes with applicable standards. Sound curricular choices, by subject, including reason evidence the curriculum will be appropriate and effective for the targeted students.
- Sound instructional strategies and explanation of why they are well suited for the targeted student population, including effective methods and systems for providing differentiated instruction to meet the needs of all students.
- Evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for anticipated student population.

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the state standard.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.   If multiple schools/campuses are being proposed, explain any differences among them.

The basic learning environment at Inspire Academy is classroom-based, with special focus on bringing local experts into the learning process through offsite student investigation and research called fieldwork and guest presentations in classrooms, in person or via video-conferencing. Class sizes vary at Inspire Academy. While most students enjoy a smaller than average class size at Inspire Academy, Inspire Academy allows for an average class size of 25 because research does not indicate much academic impact from decreased class sizes until the classes drop below 10 (Hattie, 2009), which is not financially sustainable for our school.

In light of research that inquiry-based education does not significantly impact standardized test scores (Hattie, 2009), Inspire Academy is supplementing inquiry-based instruction with the following strategies:

- *Teachers are trained in the science of reading development, and the EL Education systematic phonics program is being implemented in all K-2 classrooms to ensure that all Inspire Academy students have the foundation they need to become proficient readers.*
- *Teachers of students in K-2 are now required to administer the Skills Block benchmark assessments and track that data, implementing additional tiered small group interventions when needed to accelerate learning when students come to school behind in their skills or facing other learning challenges.*
- *Teachers of students in 3-5 are now required to implement the EL Education Additional Language and Literacy Block with fidelity.*
- *Instructional coaching from a curriculum expert is provided to teachers to ensure they are teaching all foundational skills and content without sacrificing commitment to building student agency and engagement through structured protocols.*
- *Inspire Academy has added a Data Coach to help teachers align standardized outcomes with the inquiry-based curriculum to ensure that teachers are fully equipped and empowered to adapt instruction, based on standardized data in both Math and ELA, without sacrificing the commitment to honoring a spirit of inquiry in the classroom.*

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2. Provide an overview of the planned curriculum, including, as **Attachment 1**, a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve.

3. Identify course outcomes and components to demonstrate alignment with applicable state standards.

Core content course outcomes and components outlined below. Electives and specials available upon request.

PK HABITS Habits of Scholarship	*Students develop basic understanding of schoolwide language of habits of scholarship*
PK ELA English Language Arts	*Students develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.*
PK MATH Mathematics	*Students develop foundational skills in learning and understanding: counting, cardinality, written numerals, quantity, and comparison; mathematic structure and patterning; concepts of classification, data collection, organization, and description; spatial relationships and shape analysis; and concepts of time and measurement comparisons.*
PK SCI Science	*Students develop foundational skills in learning and understanding: the properties of objects and changes in the physical world; the natural world through exploration of Earth, sky, weather, and seasons; the presence and characteristics of living creatures and plants; how to solve problems using the engineering design process; and about the world around them through exploration and investigation.*
PK SE Social Emotional Development	*Students develop foundational skills that support: self-awareness, confidence, and the identification and expression of emotions; executive functions including impulse control, planning skills, and emotional regulation; conflict resolution; and social development and engagement with others.*
PK CA Creative Arts	*Students develop foundational skills that support creative expression through: voice, instruments, and objects; movement; the process, production, and appreciation of visual art forms; and dramatic play.*
PK PHYS Physical Health and Development	*Students develop foundational skills that support: healthy, safe, and nutritious practices; processing information and understanding one's own body in relation to space and objects in space; the development of fine and gross motor coordination; the independent care of one's self.*
KG HABITS Habits of Scholarship	*Students develop basic understanding of schoolwide language of habits of scholarship and related learning targets.*
KG ELA English Language Arts Expedition	*Students can conduct a peer interview and write and draw to show the information from the interview. Students can develop and write a weather narrative, using puppets and role play, and share that narrative with guests. Students can engage in drafting, critique, and revision cycles to complete a written opinion piece. K.RL, K.RN, K.RV, K.W, K.SL*
KG ELA SB English Language Arts Skills Block	*Students are proficient in the late partial alphabetic microphase of phonetic reading development. K.RF*
KG MATH Mathematics	*Students can count and recognize numbers 0-100. Students can write numbers 0-20. Students can add and subtract within 10. Students can identify patterns through number grouping. Students can compare and contrast two dimensional shapes. Students can make comparisons using measurement language. Students can explain concepts of time. K.NS, K.CA, K.G, K.M, K.DA*
KG SCI Science	*Students can explain what weather is and what combines to make weather. Students can explain what all living things need to live and grow. Students can identify patterns in how living things meet their needs.*
KG SS Social Studies	*Students can explain how weather affects people around the world. Students can explain what researchers do and why trees are important to human communities.*

G1 HABITS Habits of Scholarship	*Students adopt the schoolwide language of habits of scholarship and achieve measurable growth in learning targets aligned with each habit.*
G1 ELA English Language Arts Expedition	*Students can take all they have learned about tools and work to create a "magnificent thing" that fulfills an authentic classroom need (e.g., pencil holder for classroom use). Students share, discuss, and reflect on their creation through writing booklets. Students can write and revise narrative poems about the expedition topic. Students can write a nonfiction instructional piece about the expedition topic. 1.RL, 1.RN, 1.RV, 1.W, 1.SL, 1.ML*
G1 ELA SB English Language Arts Skills Block	*Students are proficient in the late full alphabetic microphase of phonetic reading development. 1.RF*
G1 MATH Mathematics	*Students can use counting objects to organize and analyze data. Students can use number groupings to compare/contrast, identify fact families and strategies, and count by 5s and 10s. Students can add, subtract, and compare within 20. Students can sort two dimensional and three dimensional shapes, use simple shapes to create complex shapes, and sort/graph shapes. Students can add, subtract, measure, and compare within basic story problems. Students can work with numbers beyond 100, explaining place value in money. Students can measure changes over time. 1.NS, 1.CA, 1.G, 1.M, 1.DA*
G1 SCI Science	*Students can explain the sun, moon, and stars as part of the solar system. Student can explain patterns in the sky. Students can explain what makes a bird a bird and how birds use their body parts to survive. Students can complete a scientific drawing of a local bird.*
G1 SS Social Studies	*Students can explain the different roles in a community and explain why we need tools. Students can explain how the sun, moon, and stars have inspired writers from various cultures throughout time. Students can explain why people have different opinions about birds and how people care for birds.*
G2 HABITS Habits of Scholarship	*Students routinely use schoolwide language of habits of scholarship, demonstrate comprehension of each learning target, and achieve measurable growth in learning targets aligned with each habit.*
G2 ELA English Language Arts Expedition	*Through small research groups, students create an informational book explaining the most important thing about schools. Students learn how authors use informational texts to create compelling narratives. Students write, revise, and illustrate their own narratives. Students use research notes to write an informative piece about an insect pollinator with accompanying oral presentation and poster. 2.RL, 2.RN, 2.RV, 2.W, 2.SL*
G2 ELA SB English Language Arts Skills Block	*Students are proficient in the late consolidated alphabetic microphase of phonetic reading development. 2.RF*
G2 MATH Mathematics	*Students can sort, graph, and visually represent number facts up to two and three digit numbers. Students demonstrate addition fluency within twenty. Students can use addition and subtraction strategies to solve two and three digit problems. Students can measure in feet, inches, and metric units, and use fractions to demonstrate proportion. Students demonstrate understanding of place value to one thousand. Students can compose and decompose patchwork shapes and fractions. Students can collect and analyze data. 2.NS, 2.CA, 2.M, 2.DA*
G2 SCI Science	*Students learn what paleontologists do. Students co-create Plant, Seed, Fruit, and Flower Frayer Model anchor charts, create scientific drawings, and participate in a Science Talk, all focused on learning about how*

	plants grow and survive. Students learn the importance of bats, butterflies and other pollinators.
G2 SS Social Studies	*Students compare and contrast schools around the world and the challenges some communities face in sending their students to school and how they solve these challenges. Students learn to be active citizens by investigating why it is important to help butterflies and creating wildflower seed packets and share them with guests at the Celebration of Learning.*
G3 HABITS Habits of Scholarship	*Students demonstrate full immersion in the schoolwide language of habits of scholarship, demonstrate comprehension of each learning target, and achieve measurable growth in learning targets aligned with each habit.*
G3 ELA English Language Arts Expedition	*Students create a reading strategies bookmark to support their work toward becoming independent readers. Students research, read, and write about frogs and learn the role literacy plays in building expertise. Students revise a scene of a common story and explain why and how they revised the scene. Students write invitational letters to guests for the live launch of their video PSA. For the performance task, students present a live "launch" of the PSA (public service announcement) they created about a water issue. The presentation includes a personal reflection on why this issue is important and a brief description of the process of creating a public service announcement. 3.RL, 3.RN, 3.RV, 3.W, 3.SL, 3.ML*
G3 ELA AB English Language Arts Additional Language & Literacy Block	*3.RF, 3.W*
G3 MATH Mathematics	*Students demonstrate subtraction fluency within twenty. Students can use addition and subtraction strategies to solve equations within 10,000. Students demonstrate proficiency with multiplication and division of whole numbers within 100. Students can measure volume, mass, and time within story problems. Students work with fractions proficiently in various settings. Students can calculate area and perimeter of quadrilaterals. Students investigate bridges as a means of learning design, data collection, and analysis. 3.NS, 3.C, 3.AT, 3.G, 3.M*
G3 SCI Science	*Students learn about various frog species and how frogs survive. Students can explain the water cycle, the problem of pollution, and why clean water matters.*
G3 SS Social Studies	*Students learn why education, reading, and books are important to society. Students can explain how experts build knowledge and share expertise on a topic. Students explore how things have changed since the time literary classics were written. Students plan and create a video public service announcement to educate people about their chosen water issue and to encourage them to take action with specific recommendations to solve the problem.*
G4 HABITS Habits of Scholarship	*Students demonstrate full immersion in schoolwide language of habits of scholarship, demonstrate comprehension of each learning target, and achieve measurable growth in learning targets aligned with each habit.*
G4 ELA English Language Arts Expedition	*Students write a poem inspired by a published work of poetry. Students perform both poems at a poetry reading to demonstrate reading fluency. Students write both an informational piece and a choose-your-own-adventure style narrative about an animal they research deeply through reading multiple texts. Students write PSAs encouraging other students to make a difference, and they write a press release sharing with the local media what the class did to take action and the impact of their work. 4.RL, 4.RN, 4.RV,*

	4.W, 4.SL, R.ML
G4 ELA AB English Language Arts Additional Language & Literacy Block	*4.RF, 4.W*
G4 MATH Mathematics	*Students can model multiplication and division, explaining the difference between primes and composites. Students can effectively use arrays, ratio tables, and remainders. Students are proficient with equivalent fractions and can compare, compose, and decompose fractions and mixed numbers. Students understand the relationship between fractions, decimals, and place value. Students can accurately use standard algorithms for addition, subtraction, multiplication, and division. Students can proficiently measure angles, area, and perimeter. Students use a playground design project to work with scale models. 4.NS, 4.C, 4.AT, 4.G, 4.M, 4.DA*
G4 SCI Science	*Students can explain animal defense mechanisms, demonstrating expertise in the defense mechanisms of one particular animal.*
G4 SS Social Studies	*Students can explain the role of poets in society and the things that inspire their work. Students can explain how the American Revolution and the events leading up to it affected people in the colonies. Students can use the ratification of the 19th Amendment as a case study to explain how people take action and cause social change.*
5/6 HABITS Habits of Scholarship	*Students demonstrate full immersion in schoolwide language of habits of scholarship, demonstrate comprehension of each learning target, and achieve measurable growth in learning targets aligned with each habit.*
G5 ELA English Language Arts	*In groups, students write a Directors' Note to describe their selected event from Esperanza Rising, explain which specific articles of the UDHR relate to the event, and explain how people today are impacted by this issue. Students revise, rehearse, and ultimately perform their group's monologues for the class and/or school or community members. Students work in pairs to create an ebook containing a front cover, contents page, introduction, and narratives, with pictures selected or created to contribute to the narratives based on the expedition topic. Considering common factors from readings based on athletes who work for social change, students work in groups to create a poster highlighting a personal quality that effective leaders of change need to have for a display titled "Be an Effective Leader of Change." Students present to a live audience about preparing for a natural disaster, based on analyzing the way a reader's point of view influences how events are described. 5.RF, 5.RL, 5.RN, 5.RV, 5.W, 5.SL, 5.ML*
G5 MATH Mathematics	*Students can explain the associative property when working proficiently with factors and multiples. Students demonstrate proficiency with various strategies for multiplication and division of fractions, decimals, and whole numbers. Students understand the use of powers of ten. Students demonstrate proficiency with calculating volume. Students design a solar energy home as a project for applying mathematical skills. 5.NS, 5.C, 5.AT, 5.M, 5.DS*
G5 SCI Science	*Students can explain why scientists study rain forests and the importance of biodiversity. Students become proficient researchers through researching natural disasters and creating emergency preparedness kits. Students demonstrate understanding of solar energy.*

G5 SS Social Studies	*Students can explain human rights that belong to everyone and how they can be threatened. Students use writing about issues fictional characters face to raise awareness about human rights. Students can explain what factors lead to an individual's success in changing society, with specific focus on athletes who have broken barriers in the historical eras in which they lived. Students can explain how natural disasters impact the people and places that experience them.*
G6 ELA English Language Arts	*Students plan, write, and revise a scene from The Lightning Thief written from the perspective of a new character who is the child of a Greek god, or another figure from a traditional story, and therefore has some of the powers of that chosen character. Students create a multimedia presentation explaining their narrative choices: choice of Greek god (or a character from another traditional story), new character choices, choice of scene from The Lightning Thief to revise, and how and why they revised that scene. Students present the problem and design-solution that they researched and about which they wrote a problem-solution essay. To prepare for the Solution Symposium, students create flip-down visual representations of their essay content and post these visuals for the Solution Symposium event. Students will have built a deeper understanding of early American Indian boarding schools and the experiences reported by the Native American students who attended them. Students act as witnesses to this time period by organizing an audio museum to highlight the experiences and amplify the voices of American Indian boarding school students. Students individually write a three page contribution to collaboratively compile an anthology-style picture book on the "Hidden Figures" for elementary students. 6.RL, 6.RN, 6.RV, 6.W, 6.SL, 6.ML*
G6 MATH Mathematics	*Students will master area and surface area, ratios, unit rates and percentages, dividing fractions, arithmetic in base ten, expressions and equations, rational numbers, and data sets and distributions. 6.NS, 6.C, 6.AF, 6.GM, 6.DS*
G6 SCI Science	*Students demonstrate design thinking through solving a critical problem that contributes to a better community. Students can explain the main events in the Space Race and the scientific context of each event.*
G6 SS Social Studies	*Students study Greek mythology and can explain the value of studying mythology from other cultures. Students can explain how point of view changes with experience. Students can explain why American Indian board schools were created, the experiences of students, and the impact of various social factors on the formation of identity. Students can explain the main events in the Space Race and the social-political context of each event. Students can describe significance of the accomplishments of the "Hidden Figures" and why it is important to study accomplishments that are under-recognized.*
7/8 Habits Habits of Scholarship	*Students demonstrate full immersion in schoolwide language of habits of scholarship, demonstrate comprehension of each learning target, and achieve measurable growth in learning targets aligned with each habit.*
G7 ELA English Language Arts	*Students plan, write, and revise a narrative for third-grade students telling the story of a Lost Boy or Girl of Sudan. Students create an illustrated ebook for their narrative with an informative foreword explaining the context of the second Sudanese civil war and the habits of character evident in the story they have written. In triads, students plan, write, and revise a narrative nonfiction podcast script. For their end of unit assessment, students present their script, focusing on coherence and organization of information, volume, eye contact, clarity, and formal, conventional English. Students complete a podcast created with craftsmanship to publish for their classmates, school, or even the world. Students demonstrate awareness of the Harlem Renaissance by creating a museum exhibit, which includes three pieces from the Harlem Renaissance and one contemporary piece that they have studied or created themselves. Students write a curator's statement explaining how the works are connected by theme and create labels discussing the details of structure, language, and theme in each piece. Students practice and revise the presentation of their curator's statements and labels*

	preparing for the Harlem Renaissance museum, in which students contribute to making a better world by sharing these important works with their community. 7.RL, 7.RN, 7.RV, 7.W, 7.SL, 7.ML
G7 MATH Mathematics	*Students will master scale drawings, proportional relationships, measuring circles, rational number arithmetic, expressions/equations/inequalities, angles/triangles/prisms, and probability and sampling. 7.NS, 7.C, 7.AF, 7.GM, 7.DSP*
G7 SCI Science	*Students can explain what epidemics are, how they develop, and the tools used to solve them. Students can explain where and how plastic pollutes and the impact of plastic pollution.*
G7 SS Social Studies	*Students can explain who the lost children of Sudan are and share their stories. Students can explain how people respond to epidemics and how they work to solve them. Students can identify historical factors that surrounded and contributed to the Harlem Renaissance, as well as some of the lasting legacies. Students can identify various groups and individuals that are making efforts to reduce plastic pollution, from creating alternative materials to inventing novel ways to clean up plastic from the environment.* *Throughout the module, students read texts, watch videos, and conduct research into the problem of plastic pollution and the possible solutions. In the performance task, students will share their learning with an audience beyond their classroom by creating a brief documentary clip. Creating this clip is important because plastic pollution presents an urgent and real problem, and the ability to think through solutions, act on them, and share progress with others will be crucial in addressing it. In Unit 3, students will have worked with groups to write a documentary script and create a storyboard to plan their documentary clips. For the performance task, students work in their triads to film and edit their documentary clips with the purpose of sharing their message with their peers and a larger audience.*
G8 ELA English Language Arts	*Students contribute to a class website highlighting the Folklore of Latin America.. Students write and revise a new scene for Summer of the Mariposas, modernizing a monster of their choice from Latin American folklore. Students write an informative essay comparing their modernized monster to its original depiction in Latin American folklore.* *Using an infographic they created and a 3 minute oral presentation, students present their findings and claims about food choices through a roundtable discussion for an authentic audience. Students learn to research and build background knowledge through student American food sources, GMOs, and a topic of their choice.* *Create and Present a Graphic Panel Depiction of a Fictional Holocaust Upstander* *Students present the graphic panels they create. Throughout Unit 1 of this module, students learn about the Holocaust and explore the graphic novel Maus I, which tells the story of a Holocaust survivor. In Unit 2 of this module, students explore poems and memoirs that highlight the different voices of victims and survivors of the Holocaust. Throughout Unit 3, students read the accounts of upstanders who took action during the Holocaust. Students then create a fictional profile of an imaginary upstander and write a narrative of a fictional interview. Students create graphic panels to represent a key moment of their narrative and write a reflection on the work they have created about a fictional Holocaust upstander..* *Students participate in an activist assembly to share, negotiate, and refine ideas for meaningful engagement in their own communities. The ideas that students develop embody and apply lessons learned from Japanese American internment and aim to contribute to a better world. 8.RL, 8.RN, 8.RV, 8.W, 8.SL, 8.ML*
G8 MATH Mathematics	*Students will master rigid transformations and congruence, dilation and similarities, linear relationships, linear equations, linear systems, functions and volume, association in data, exponents and scientific notation, pythagorean theorem and irrational numbers. 8.NS, 8.AF, 8.GM, 8.DSP*

G8 SCI Science	Students demonstrate understanding of where food comes from and can analyze arguments about how food should be grown and processed.
G8 SS Social Studies	Students can analyze multiple factors that influenced the perspectives of people during different historical eras. Students demonstrate a broad understanding of Latin American Folklore Students research access to healthy food and how to determine the reliability or research sources. Students can explain what the Holocaust was, how it occurred, and why we remember it. Students can describe how upstanders responded and how we can learn from their voices. Students can explain the causes and impact of the Japanese American internment camps and how people can effectively apply lessons learned to their community.

4. Summarize program choices by grade and/or subject, and the rationale for each. Describe the evidence that these programs will be appropriate and effective for the anticipated student population.

EL Education: *This framework of school design and K-8 ELA curriculum was chosen because of demonstrated success over time of this mode,l and/or schools who originated in this model or its birthing organization, closing the achievement gap by narrowing the gap between purpose, content, and skills. Students who do not have a parent with a higher degree at home requiring certain achievement standards of them are in additional need of feeling a sense of immediate purpose and meaning in their learning. The focus on solving social problems and developing authentic products for authentic audiences leverages the power of audience and increases student engagement and achievement. Recent research studies on the curriculum can be viewed here. Edreports.org rates EL Education curriculum as "meets expectations" in both alignment and usability.*

Responsive Classroom: *This program is implemented in PK - 8 and was chosen because of its alignment and overlap with the Core Practices of EL Education related to crew and school culture. Responsive Classroom provides structures, routines and strategies for creating a welcoming, inclusive classroom environment that is built upon reliable expectations and procedures. This approach is conducive to fostering diversity in the classroom and aligns with trauma-informed research related to the needs for consistent, calm structures of support for students who have experienced or are experiencing trauma.*

The Math Learning Center: *This mathematics program is implemented in PK-5 and was chosen because of its commitment to inquiry-based learning in mathematics. To fulfill our mission of fostering students natural inclination toward curiosity and discovery, it is crucial that mathematics is also taught through an inquiry-based lens so that students are engaging their questions and wonderings surrounding mathematical concepts rather than just memorizing facts and algorithms. The Math Learning Center curriculum "meets expectations" in both alignment and usability, as measured by edreports.org.*

Open Up Resources Math: *This mathematics program is implemented in 6-8 and was originally chosen because it uses the same digital platform as EL Education, creating seamless usability for students, families and staff. The curriculum is rated with high scores in focus and coherence, rigor and mathematical practices, and usability in edreports.org.*

Achieve3000: *This program was chosen for its real-world content based approach to literacy development, aligning with Inspire Academy's innovative approach of engaging students through investigating the complexities and challenges of real–world topics that impact students' daily lives. This program differentiates Associated Press news articles so that all students can be engaging written news articles about current events, regardless of reading level. Additionally, the platform has a career center that provides students the opportunity to explore various careers, the lexile levels required for success in various careers, and to set goals aligned with their future career interests. As Inspire Academy became more familiar with the program, we have learned to use its phonics practice program, Smarty Ants, and its math practice program, AchieveMath. This program also provides real-time data to students, teachers, and administration. Research on the effectiveness of the program can be found here.*

5. If the programming is not already developed, provide, as <mark>Attachment 2</mark>, a plan for how it will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.

6. Describe the primary instructional strategies that the school will expect teachers to use and why they are well suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

The instructional strategies listed below are researched-based practices that are proven to be effective in improving student achievement across all demographics. Since diversity and inclusion is a central value of Inspire Academy, it is important that Inspire Academy uses instructional strategies that are proven effective with all people groups.

*In every classroom, teachers are expected to **daily** engage in the following instructional practices:*

Teachers use the following structure for every lesson:
- *Today, we will: (insert task)*
- *So… (insert school-wide power targets)*
- *We will all know we have it when: (insert clear explanation of what mastery looks like)*

Teachers clearly define what success looks like with:
- *Project organization*
- *Clear explanation*
- *Exemplars & guided practice*
- *Rubric & aligned student assessment*

Teachers provide written and oral feedback that:
- *Contains information specific to the learning goal and task*
- *Provides information about correct responses more often than incorrect responses*
- *Builds on changes from previous attempts*
- *Is detailed enough to guide next steps*

Using school-wide, inquiry-based curriculum; the following features are prioritized:
- *Challenge student thinking through questioning*
- *Multi-step group protocols*
- *Students measuring their own achievement using our Inspire scale or rubrics*
- *Drafting and revision of authentic products*

Targeted Literacy Instruction
- *PK: Letter/Sound Correlation*
- *K-2: Systematic Phonics Instruction*
- *3-8: Repeated Reading & Close Reading*
- *All Grades: Expedition-Based Joy Reading*

Climate & Culture
- *Teachers greet students by name with undivided attention, a smile, and an encouraging word.*
- *All staff consistently use CPI techniques for de-escalation and limit-setting.*
- *All staff consistently use the chime to bring a group to attention and consistently model chime response.*
- *Crew meetings that develop productive relationships, support achievement in all three dimensions, and follow the school-wide weekly crew schedule.*

*In every classroom, teachers are expected to **weekly or monthly** engage in the following instructional practices:*

To improve their practices, teachers seek feedback from students on:
- *What students know and understand*
- *Where students make errors*
- *When students have misconceptions*
- *When instructional strategies and/or material is not engaging*

High quality field studies that prepare students for creating complex products:
- *Primary: collection of information can be oral*
- *Upper elementary: must use prepared notecatchers & clipboards*
- *Middle school: must use fieldwork journals*

Assessment for Learning & Differentiation
- *Teachers and support staff use student achievement data graphs to guide students on "Where to next?"*
- *Opportunities for high achieving students to work with academic peers, regardless of age, on tasks that match their abilities.*
- *Comprehensive small group or individual interventions for students with learning disabilities that include direct instruction and strategy instruction.*
- *Opportunities for students to resubmit work to improve mastery of concepts, content grades, and habit grades*
- *Formal and informal assessment of learning*
- *MTSS Tier II and Tier III interventions, as outlined in the MTSS Guiding Document*

Culture & Climate
- *Evidence-based weekly habit reflection, using a rubric or checklist.*
- *Reflection on attributes of high quality work, as defined by EL Education.*
- *Celebration of growth and achievement*
- *Service learning*
- *Vocabulary call and response or raised hand to call students to attention*

Real World Learning & Integration of the Disciplines
- *Opportunities for students to lead text-based discussion with use of summary, questioning, clarifying, and predicting, during which time the teacher engages in the dialogue.*
- *Expert visits*
- *Creation of a professional quality product for an external, authentic audience*
- *Integrated art projects connected to learning expeditions*

7. **Replication Schools:** Explain the organization's approach to replicating and implementing the school model, including program and instructional design among multiple schools.

N/A

Pupil Performance Standards

Meets Standard Expectation
- Clear, rigorous learning standards (provided for one grade for each division the school would serve) and exit standards aligned with the Indiana Academic Standards (IAS).
- Thoughtful identification of and plan for development and adoption of any additional academic standards beyond state and authorizer that the school would adopt or develop, including explanation and evidence of how those standards would exceed the state standards.
- Clear, rigorous promotion and exit policies and standards.

Responses to the following items regarding the proposed school's pupil performance standards must be consistent with state and authorizer standards.

1. Address the priority standards, skills, and/or knowledge each student will be expected to attain by the end of one grade for each division served (elementary, middle, high school).

Inspire Academy has engaged the work of vertically aligning standards, targets, and assessments by grade. Leadership directs all elementary teachers to prioritize literacy standards, and to reflect this prioritization, teachers are provided with power targets for English Language Arts in priority order, based on alignment with IREAD for K-3 and alignment with ILEARN for 4-8. Teachers are also provided with STA alignments for mathematics, as this is the next most crucial content for PK-8 learners to master. Social studies, science, and the arts are integrated into core ELA content to the fullest extent possible.

Color key for standardized test alignment ELA: Purple = 3-12%, Blue = 0-12%, Green = 3-9%, Orange = 0-9%, Red = 3-6%, Gray = Attributes of High Quality Work

Color key for standardized test alignment MAT: Purple = 2-7%, Blue = 2-6%, Green = 2-4%

Third Grade Inspire Academy ELA Power Standards and Learning Targets Listed in Order of Priority

Reading

I can ask specific, powerful questions that reference the text in ways that demonstrate I understand the content.	*3.RN.2.1, 3.RL.2.1*
I can answer questions accurately, using the text as the basis for my answer.	*3.RN.2.1, 3.RL.2.1*
I can identify synonyms and antonyms.	*3.RV.2.2*
I can identify homographs and homonyms.	*3.RV.2.2*
I can identify multiple-meaning words.	*3.RV.2.2*
I can describe characters in a story and explain how their actions contribute to the plot.	*3.RL.2.3*
I can apply context clues and text features to determine the meanings of unknown words.	*3.RV.2.1*
I can determine the main idea of a nonfiction text that I read.	*3.RN.2.2*
I can recount the key details and explain how they support the main idea in a text that I read, using words such as first, next, finally, because, same, and different.	*3.RN.2.2*
I can describe the relationship between a series of historical events that I read about, using words such as because, same, and different.	*3.RN.2.3*
In writing, I can describe the steps in a process or procedures, using words such as first, next, and finally.	*3.RN.2.3*
I can describe the relationship between scientific ideas or concepts, such as problem, solution, because, same, and different.	*3.RN.2.3*
I can distinguish between beginning, middle, and ending sounds.	*3.RF.3.4*
I can identify which words have short vowel sounds and which words have long vowel sounds, based on spelling	*3.RF.4.2*

patterns.	
I can make predictions about a text, using clues in the text.	*3.RL.2.4*
I can locate information in a text and verify conclusions based on maps, charts, fonts, and illustrations.	*3.RN.3.1*
I can explain how specific aspects of a text's illustrations create mood or add details about a character or setting referenced in the text..	*3.RL.4.1*
I can use known words to determine meaning for unknown words.	*3.RV.3.1*
I can identify how the structure of a nonfiction text indicates a problem and solution.	*3.RN.3.2*
I can identify how the structure of a nonfiction text is used to put events in chronological order.	*3.RN.3.2*
I can make distinctions between my point of view and the point of view of the narrator or those of the characters in a story.	*3.RL.2.2*

Writing

I can capitalize appropriate words in titles, historical periods, company names, product names, and special events.	*3.W.6.2a*
I can use conventional spelling for high-frequency words, for other studied words, and for adding affixes to base words.	*3.W.6.2c*
I can use conventional spelling patterns and generalizations, such as word families, syllable patterns, ending rules,and meaningful word parts, when writing.	*3.W.6.2c*
I can write routinely over a variety of time frames for a range of purposes and audiences.	*3.W.3.1*
I can write a narrative composition with an introduction that outlines situation, narrator, characters, and setting.	*3.W.3.3*
I can write a narrative composition with descriptive details and clear event sequences.	*3.W.3.3*
I can include dialogue in my narrative composition.	*3.W.3.3*
I can connect ideas and events using transition words.	*3.W.3.3*
I can conclude my narrative composition with a clear ending without using the words, "the end."	*3.W.3.3*
I can correctly use apostrophes to form contractions and singular and plural possessives.	*3.W.6.2b*
I can use quotation marks to mark direct speech.	*3.W.6.2b*
I can use commas in locations and addresses, to mark direct speech, and for coordinating adjectives.	*3.W.6.2b*
I can generate a first draft to develop an idea and organize details relevant to the topic or purpose.	*3.W.4*
I can revise my writing in 2nd and 3rd drafts to improve organization, sentence fluency, and word choice, and to add appropriate reference materials.	*3.W.4*
I can edit my writing in 4th and 5th drafts to correct spelling, capitalization, usage, and punctuation.	*3.W.4*

I can use technology to interact and collaborate with others to publish professional looking documents.	*3.W.4*
I can use abstract nouns such as "hope" and "thought."	*3.W.6.1a*
I can use verbs correctly to convey times, sequences, states, and conditions.	*3.W.6.1b*
I can write simple, compound, and complex sentences correctly, using coordinating and subordinating conjunctions.	*3.W.6.1d*

Speaking and Listening

I can retell, paraphrase, and explain the main ideas and supporting details from a text read aloud or information presented via diverse media and live presenters.	*3.SL.3.1*
I can ask specific, powerful questions that reference the speaker's content in ways that demonstrate I understand the content.	*3.SL.3.2*
I can answer questions accurately, using the speaker's content as the basis for my answer, with appropriate elaboration and detail.	*3.SL.3.2*

Third Grade Inspire Academy Mathematics Power Standards and Learning Targets Listed in Order of Priority

I can solve real-world problems involving addition and subtraction of whole numbers within 1000.	*3.AT.1*
I can add and subtract whole numbers fluently within 1000.	*3.C.1*

I can represent the concept of multiplication of whole numbers with
     equal-sized groups
     arrays
     area models
     equal "jumps" on a number line
	3.C.2

I can demonstrate the properties of 0 and 1 in multiplication.	*3.C.2*

I can represent the concept of division of whole numbers with
     partitioning
     sharing
     an inverse of multiplication
	3.C.3

I can demonstrate the properties of 0 and 1 in division.	*3.C.3*
I can read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	*3.NS.1*
I can explain and use basic fractions as equal parts of a partitioned whole.	*3.NS.3*
I can recognize and generate simple equivalent fractions. Explain why the fractions are equivalent (e.g., by using a visual fraction model).	*3.NS.7*
I can use a visual model to explain why the fractions are equivalent.	*3.NS.7*
I can sort shape by category and explain the shared attributes of each category.	*3.G.2*

I can recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. I can recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.	3.G.2
I can identify, describe and draw points, lines and line segments using appropriate tools, and use these terms when describing two-dimensional shapes.	3.G.3
I can partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.	3.G.4
I can tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes.	3.M.3
I can solve real-world problems involving addition and subtraction of time intervals in minutes.	3.M.3
I can find the value of any collection of coins and bills.	3.M.4
I can write amounts less than a dollar using the ¢ symbol and write larger amounts using the $ symbol in the form of dollars and cents.	3.M.4
I can solve real-world problems to determine whether there is enough money to make a purchase.	3.M.4
I can find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths.	3.M.5
I can identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.	3.M.5

Sixth Grade Inspire Academy ELA Power Standards and Learning Targets Listed in Order of Priority

Reading

I can cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	6.RN.2.1
I can determine how a central idea of a text is conveyed through particular details.	6.RN.2.2
I can provide an objective summary of the text.	6.RN.2.2
I can trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reason and evidence from claims that are not supported.	6.RN.4.1
I can cite specific textual evidence to support analysis of primary and secondary sources.	6-8.LH.2.1
I can cite specific textual evidence to support analysis of science and technical texts.	6-8.LST.2.1
I can determine the central ideas or information of a primary or secondary source.	6-8.LH.2.2
I can determine the central ideas or conclusions of a text.	6-8.LST.2.2
I can provide an accurate, objective summary of the text.	6-8.LST.2.2

I can distinguish among fact, opinion, and reasoned judgment in a text.	6-8.LH.4.2
I can distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	6-8.LST.4.2
I can determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.	6.RN.3.3
I can identify aspects of a text that reveal an author's perspective or purpose, such as loaded language and inclusion or avoidance or particular facts.	6-8.LH.3.3
I can analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6-8.LST.3.3

Writing

I can write simple, compound, complex, and compound-complex sentences correctly.	6.W.6.1e
I can recognize sentence fragments and run-ons.	6.W.6.1e
I can introduce a claim, using strategies such as textual analysis, comparison/contrast, and cause/effect.	6.W.3.1
I can support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	6.W.3.1
I can establish and maintain a consistent style and tone appropriate to purpose and audience.	6.W.3.1
I can use appropriate transitions that enhance the progression of the text and clarify the relationships among claims and reasons.	6.W.3.1
I can provide a concluding statement or section that follows from the argument presented.	6.W.3.1
I can write informative compositions in a variety of forms.	6.W.3.2
I can introduce an informative topic by organizing ideas, concepts, and information, using strategies such as definition and classification.	6.W.3.2
I can develop the topic with relevant facts, definitions, concrete details, examples or quotations from various sources and texts.	6.W.3.2
I can use appropriate transitions to clarify the relationships among ideas and concepts.	6.W.3.2
I can use language and content specific vocabulary that express ideas precisely and concisely.	6.W.3.2
I can recognize and eliminate wordiness and redundancy.	6.W.3.2
I can include formatting, charts, tables, and multimedia when useful to aiding comprehension.	6.W.3.2
I can establish and maintain a style appropriate to the purpose and audience.	6.W.3.2
I can write a concluding statement or section that flows from the information presented.	6.W.3.2
I can plan and develop my ideas before drafting.	6.W.4, 6-8.LH.6.1, 6-8.LST.6.1

I can generate a first draft based on an organized, written plan.	*6.W.4, 6-8.LH.6.1, 6-8.LST.6.1*
I can rewrite my first draft and try a new approach.	*6.W.4, 6-8.LH.6.1, 6-8.LST.6.1*
I can revise using appropriate reference materials.	*6.W.4, 6-8.LH.6.1, 6-8.LST.6.1*
I can edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	*6.W.4, 6-8.LH.6.1, 6-8.LST.6.1*
I can use technology to interact and collaborate with others to generate, produce, and publish professional level writing.	*6.W.4*
I can write arguments focused on discipline-specific content.	*6-8.LH.5.1, 6-8.LST.5.1*
I can write informative texts that include analyses of historical events.	*6-8.LH.5.2*
I can write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	*6-8.LST.5.2*

Speaking and Listening

I can interpret information presented visually, quantitatively, and orally through diverse speakers and media and explain how it contributes to a topic or text being studied.	*6.SL.3.1*
I can delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	*6.SL.3.2*

Sixth Grade Inspire Academy Mathematics Power Standards and Learning Targets Listed in Order of Priority

I can evaluate expressions for specific values of their variables, including expressions with whole-number exponents and those that arise from formulas used in real-world problems.	*6.AF.1*
I can define and use multiple variables when writing expressions to represent real-world and other mathematical problems, and evaluate them for given values.	*6.AF.3*
I can divide multi-digit whole numbers fluently using a standard algorithmic approach.	*6.C.1*
I can compute with positive fractions and positive decimals fluently using a standard algorithmic approach.	*6.C.2*
I can use positive and negative numbers to represent and compare quantities in real-world contexts, explaining the meaning of 0 in each situation.	*6.NS.1*
I can use positive and negative numbers to describe quantities having opposite directions or values, such as temperature above/below zero	*6.NS.1*

elevation above/below sea level *credits/debits* *positive/negative electric charge*

2. If you plan to adopt or develop additional academic standards beyond the state and/or authorizer standards, explain these additional standards, including the content areas and grade levels in which they will be implemented. Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the state and authorizer standards.

Inspire Academy is committed to teaching students habits of scholarship in addition to academic standards to ensure students have developed healthy habits for college and career success. These habits were developed by our founding team of leaders and teachers through a group discussion and collaborative decision-making process focused on what skills our students need in addition to academics for long-term success. The founding team identified five habits, and a sixth habit was added in summer of 2021. Below are the list of habits and aligned standards./learning targets.

Joy
- *I can express appreciation for the contributions of those around me*
- *I can spend more time building on what is going right than focusing on what is going wrong.*
- *I can create projects and/or experiences in pursuit of happiness for myself and those around me.*

Empathy
- *I can respond to the needs of others with care and understanding.*
- *I can listen to other people when they express what they are feeling and thinking.*
- *I can try to understand how other people are feeling.*
- *I can appreciate the differences in the people in my community.*

Perseverance
- *I can keep trying even when things get hard.*
- *I can complete tasks to the best of my ability.*
- *I can prioritize my long-term goals and dreams over my current feelings.*

Integrity
- *I can do the right thing when others are watching and when they are not.*
- *I can monitor my words and actions to make good choices.*
- *I can accept responsibility for my actions.*
- *I can tell the truth and be trusted.*

Curiosity
- *I can learn something new every day.*
- *I can explore my world.*
- *I can look for new things around me, and new ways to learn about them.*

Quality
- *I can improve what I do and how I act until it's my best.*
- *I can make consistently positive choices that are reflected in my actions and work.*
- *I can be my own self at my very best all the time.*

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3. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students. Not applicable for those schools serving only 9th-12th grade.

Promotion

Individual mastery of Indiana Academic Standards demonstrated through varying instruments of assessment will serve as the criteria for promoting students from grade to grade. School promotion decisions will be partially informed by students' participation in the school tradition referred to as passages. Passages (i.e. portfolio presentations, presentations of learning) require students to take part in scholarly traditions that confirm a student's readiness to move forward in all realms of achievement. These passages will take place between certain grades that mark a transition in academic expectations (e.g. 5 th grade, 8 th grade) more significant than other years of promotion.

Passages may include students articulating their current levels of proficiency in core subjects, sharing exemplary work from different subject areas, sharing artistic, athletic, and/or technology accomplishments, sharing outside of school and/or service learning contributions, and growth and proficiency with relational and performance character.

Students, with teacher support, analyze their own portfolios to identify quality evidence that demonstrates progress toward academic learning targets and habits of scholarship and readiness for passage. Teachers support students in showcasing their progress and demonstrating their readiness for passage. Teachers support students in practicing presentation skills, such as eye contact, clear articulation of ideas, use of technology, and presenting evidence to support statements.

In light of research that retention is rarely an effective practice, Inspire Academy works to provide support and interventions to keep students with peers to the fullest extent possible. In cases in which retention is effective, family approach to retention impacts efficacy, so Inspire Academy views this as a collaborative process at the K-8 level.

Retention
1. Teacher identifies students he or she assesses may benefit from retention based on observations and class performance.

2. Teacher communicates to parents and Principal students identified in Step 1.

3. Teacher and Principal stay in communication about identified students over the course of spring semester as various interventions are attempted and potential for learning disabilities are explored.

4. Teacher makes final recommendations to the Principal of students in need of retention.

5. Principal reviews the final recommendation, student achievement data, and various components of the student's history at the school to make a final decision.

6. Principal communicates the final decision to the teacher and parents. Decisions will fall into one of four categories, listed below.

>*a. School advances student to the next grade level.*

>*b. School recommends grade level promotion but allows parent to make final decision.*

>*c. School recommends grade level retention but allows parent to make final decision.*

>*d. School requires student to be retained in current grade level for another school year.*

4. Provide, in **Attachment 3**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do. Not applicable for those schools serving only 9th-12th grade.

High School Graduation Requirements (High Schools Only)

Meets Standard Expectation
- Sound plan for meeting state and authorizer graduation requirements (including credits, GPA calculation, transcripts, electives) and compelling explanation of any additional requirements beyond the state's and authorizer's requirements.
- Clear, persuasive explanation of how the school's graduation requirements will ensure student readiness for college and other post-secondary opportunities (trade school, military service, or entering the workforce).
- Effective systems and structures for students at risk of dropping out or not meeting graduation requirements.

High schools will be expected to meet the state and authorizer graduation standards.

1. Describe how the school will meet state and/or authorizer requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If

graduation requirements for the school will exceed state and authorizer standards, explain the additional requirements.

N/A

2. Explain how the graduation requirements will ensure student readiness for college and/or careers.

N/A

3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

N/A

School Calendar and Schedule

Meets Standard Expectation
● School calendar and sample daily and weekly schedules that meet minimum Indiana requirements, align with the educational program, and are conducive to significantly improving student learning.

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program and/or anticipated student population. In **Attachment 4**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction. Instructional calendar guidance from the Indiana Department of Education can be found here.

Inspire Academy uses a semi-balanced calendar to spread breaks out throughout the year more evenly, while still allowing for a few extra weeks off in summer due to the cultural expectations of families. Research indicates that students living in poverty lose more ground academically during summer breaks than students living in families with more resources. Inspire Academy addresses this opportunity gap by shortening the summer break and providing intersession programming during all school breaks. Additionally, this creates a sense of rhythmic, ongoing learning in preparation for lifelong learning instead of focusing so heavily on the end of the school year as a finish line. Our inquiry-based approach through 9-18 week expeditions is also best served through a quarterly rhythm that climaxes with an authentic product for an authentic audience and then allows a pause for teachers to think and plan creatively for the next expedition. *The instructional day at Inspire Academy is 8am - 3pm, including six hours of instruction for K-4 (with the seventh hour reserved for lunch and recess) and six and a half hours of instruction for 5-8 (with an additional half hour for lunch). Doors open at 7:45am for breakfast.*

2. Describe the structure of the school day and week. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

Inspire Academy's school day is structured for every student to kick off their day in Crew, a time designed for ensuring students are known well and engaged in relationships with adults they trust and peers with whom they engage in learning activities each day. Crew plans are built around Responsive Classroom practices and the EL Education Core Practice: Building the Culture and Structure of Crew. After crew, schedules are designed to align with students' peak learning performance according to developmental phase and to optimize learning time through natural curriculum transitions. Students in grades 5-8 go to electives at 8:30am and then into a core content-based rotation schedule at 9:30am on. Students in grades K-4 transition directly from Crew to Number Corner because the structures of each are built around a calendar so this transition is seamless without wasting any instructional minutes to transition. After Number Corner, K-4 students transition into literacy curriculum, Skills Block (K-2) and ALL Block (3-4), that provide opportunities for students to engage additional practice with key, foundational literacy building blocks, such as systematic phonics, grammar and mechanics, and choice reading.

After this schoolwide structure, students in grades K-2 switch gears to focus on math fluency to continue switching areas of the brain being exercised for our younger learners with shorter attention spans. Depending on specific grade, K-2 students then either engage in the specials/lunch/recess block and dive into their inquiry-based [expedition modules]. Students in grades 3 & 4 continue in a 2 hour literacy block and jump straight from ALL Block into their [ELA expedition modules]. Before going to lunch and recess, grades 3 & 4 spend some time digging more deeply into science and social studies standards related to their expedition, or spending time working on science and social studies based writing projects.. In the afternoon, students in grades K-4 engage in the inquiry-based [Bridges Math curriculum]. Students in K-2 finish the day with play-based [Literacy Labs] and Closing Circle. Students in 3 & 4 finish their day with either specials (art/PE) or time set aside to review and reteach.

In the 2021-2022 school year, Inspire Academy decided to move grade 5 to our "middle school" structure, as 5-8 were historically middle school grades. Over the years of working with students, we have noticed that students in grades 5 & 6 are developmentally similar and that students in grades 7 & 8 are developmentally similar. As such, putting these students into comparable structures and schedules makes sense and has proven productive. From 9 - 11am, students in grades 5 - 8 go to various core content courses with teachers devoted to specific content areas. From 11am to 1:45pm, students in grades 5 & 6 and students in grades 7 & 8 engage in another core content course, another elective, and lunch, according to various logistically driven scheduling structures to maximize efficient transitions and effective instruction. Then, all middle school students wrap up their day with one last core content class and a closing circle with the crew leader with whom they start each day.

The PK schedule and curriculum is built around the [Indiana academic standards for early learning]. After breakfast, students start their day with a group restroom break to avoid interruptions to learning and then engage in Crew together. After Crew, PK students engage in play-based math and literacy centers. With our nature-based approach to PK, our teacher spends a large portion of the middle of the day with students engaging in our Outdoor Learning Lab and other outdoor learning activities and resources, such as our school garden. When PK students are finished with lunch and outdoor learning activities, they are provided with a quiet, rest period. As students awake from their rest period, they are provided with phonics-based digital programs to play while other students finish resting. Once the whole class is ready to go, play-based learning centers are opened for the remainder of the afternoon until students wrap up their day with a closing circle.

Minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade are: PK - 4 hours, K - 5.5 hours. 1 - 5.75 hours, 2 - 6 hours, 3 - 6 hours, 4 - 6 hours, 5 - 6.25 hours, 6 - 6.25 hours, 7 - 6.25 hours, 8 - 6.25 hours.

3. As **Attachment 5**, include a sample daily and weekly schedule for each division (elementary, middle, high school) of the school that identifies the number of instructional hours/minutes in a day in core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times.

School Culture

Meets Standard Expectation
- Vision for school culture or ethos that will promote high expectations, a positive academic environment and intellectual and social development for all students, including those with special needs, English Learners, and students at risk of academic failure.
- Coherent plan for establishing and maintaining the intended culture for students, teachers, administrators, and parents from the first day of school, and for enculturating students who enter the school mid-year.

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

The culture and ethos of Inspire Academy are built upon the Design Principles of EL Education, which are derived from educator Kurt Hahn's Seven Laws of Salem. These design principles are: The Primacy of Self-Discovery, The Having of Wonderful Ideas, Responsibility for Learning, Empathy and Caring, Success and Failure, Collaboration and Competition, Diversity and Inclusion, The Natural World, Solitude and Reflection, Service and Compassion. Students at Inspire Academy develop a sense of belonging in the learning community and are provided the steps to become empowered to explore ideas and questions, fail, and reflect for growth on the journey to success.

At Inspire Academy, we believe education is a right. We believe all students should have access to quality education and opportunities. We are proud to be a diverse school, and we do our best to celebrate our differences. We continuously seek ways to be more inclusive to each student's needs. Inspire Academy strives to be an anti-racist school. We like to surround ourselves with people who have different views and backgrounds from our own. This creates an ideal learning environment and allows us to develop empathy for one another. We actively seek ways to include diverse cultures within our whole-world education, and all students are taught to respect others. We also recognize that we all can always do better. As a staff of lifelong learners, we often have courageous conversations to better understand others.

Inspire Academy uses an acclaimed, rigorous curriculum that prepares students for their future education, all the way through college and career. We emphasize quality work, proven mastery of knowledge and skills, and character development—qualities on which students will be judged when they graduate and enter the workforce. This approach is highly effective in molding well-rounded students who are engaged in social-emotional learning and develop good habits that contribute to lifelong success. Students have a more impactful education when they are engaged with their schooling. With our student-centered model, Inspire students are taught valuable lessons in leadership and are able to take ownership of— and pride in—their educational journey. Inspire students become lifelong learners and are empowered by their education to be leaders within their communities and in their future careers.

Inspire Academy promotes a positive academic environment through multiple structures, rituals, and routines. As detailed in the School Calendars and Schedules portion of this application, every student starts each day in crew, or morning meeting, a structure designed for knowing students well and engaging them in the community to kick off each day. In addition to these smaller crew meetings each day, the entire school community comes together once a week for Community Circle to celebrate achievement, birthdays, and new learning. This time is also a time in which school-wide expectations for engagement and behavior are set, protocols are practiced, and other structures for success are highlighted.

Inspire Academy also promotes a positive academic environment and reinforces student intellectual and social development through the culmination of each expedition into an authentic product for an authentic audience. Instead of spending time preparing for traditional holiday concerts and celebrations, Inspire Academy devotes time to preparing students for Exhibition Night at the end of each semester, a night when students share their work with families and other community guests, leveraging the power of audience and ensuring students know content well enough to share their learning with others. Prior to and during Exhibition Night, teachers and parents nominate student work for display in our long-term museum of authentic work.

Inspire Academy also directly and indirectly teaches habits of scholarship through modeling, direct instruction, conversation cues, and written reflection. These habits are graded separately from standards-based academic grading. As such, students' habits and students' content knowledge are able to be assessed separately to quickly identify root causes and intertwined dynamics that impact student success.

2. Explain how you will create and implement this culture for students, staff, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

Students are introduced to our culture and high expectations from the moment they arrive that first day of school, then practiced throughout the school year. Each student is greeted at least two times before they begin their day. Upon arriving, students are greeted formally by a staff member posted at each entry point into the building. Teachers then greet each student before they enter the classroom, taking time to say good morning and welcome them into the classroom by name. This creates a culture of mutual respect. After breakfast, students then gather for Crew. Crew is a time where students discover the benefits of being vulnerable throughout the year and learning how to depend upon one another and how they can be of assistance to others in their strengths. During Crew, both academic and habits of scholarship data dives take place, and goals are set and reflected upon throughout the year. Classroom norms are set collaboratively the first week of school, and every crew member (student) signs their names, agreeing to follow the norms throughout the school year. Norming is also set at various places and times throughout the building - lunch, recess, buses, restrooms and hallways. Conversations and reminders about norms happen daily throughout the year. Students who

struggle to maintain and follow our school norms have multiple supports in place such as action plans, restorative conflict resolution meetings, meeting with various support staff members and Director of Culture as needed.

Student-led conferences are built into our school schedule at least twice per year. We strive for 100% family participation at these meetings. Student-led-conference weeks can feel daunting and scary to both staff, students, and families. However, upon leaving the conference, all groups are thankful for a renewed and strengthened relationship. Students feel a sense of pride in sharing their goals and work with their families. Teachers feel supported by families, as new ways of accountability and connection are formed. This practice has proven to be one of our most rewarding practices we have implemented at Inspire Academy.

Our habits of scholarship are at the forefront of all we do, daily. Whether it's the beginning of the year, the end of the year, math class, ELA class, or Crew, our habits are referenced in all our daily interactions with students. Students are made aware of our habits of scholarship learning targets before the first day of school. They are present in our Family Handbook, which families are introduced to at Family Orientation Night or during individualized orientations. Our habits of scholarship hang in our classrooms and hallways around the school. Every week, we begin the week with a learning target of the week. Each habit is covered at least twice per year. Monday, the new learning target is introduced and discussed in Crew. Crews often discuss ways to exemplify that learning target throughout the week, and potential pitfalls to avoid. On Fridays, students are expected to complete an age-appropriate reflection form, grading themselves and citing evidence on how well they mastered the target that week. The reflection form also directs students to reflect on how they can improve upon the target.

At the end of the school year, we formally recognize achievement in our Habits of Scholarship through our Inspire Scholars Ceremony. Students and staff are nominated by staff members for consistently modeling a Habit. Once nominations are collected, the second step of approval is necessary in order to be awarded as an Inspiring Scholar. The entire staff is notified of all nominations and provided the opportunity to cite evidence disqualifying any nominee.. If all parties support the nomination, that person is awarded a shirt. Shirts are highly sought after and both students and staff strive to be recognized as Inspiring Scholars. During the ceremony, recipients of the honor run a lap around the gymnasium under the disco lights, high-fiving the entire surrounding Inspire Crew while their names are being chanted. The Inspiring Scholars Ceremony is something we look forward to every year, and is a benchmark of success for our crew members and a pillar of our school culture.

When student conflict or anxiety arises, teachers work to solve those problems at a classroom level. All staff follow the [Schoolwide Behavior Plan](#) to ensure students receive the support and intervention needed to successfully resolve the issue without interfering with the success of those impacted.

Inspire Academy culture is strengthened through all methods listed above. New students to Inspire acclimate to our culture very quickly. Onboarding students and families are introduced to our school by participating in an informational meeting. At those meetings, a staff member will review our key materials such as our website and Family Handbook. When we get mid-year students, we ensure the student has everything they need to begin in the classroom, including their device utilized for learning. We will ensure students and families are admitted and signed up for all our educational and informational systems to ensure a smooth transition into the classroom. Once in the classroom, the teacher will assign a buddy to that student to help them throughout the school day. The Director of Culture will make efforts to have at least one check-in with the new student throughout the day, also checking in with the staff members on their day. A member of our administration staff will also call the family within their recent start and check in to see if they have any questions, comments, or concerns. Our strong focus on Habits of Scholarship, Student-Led Conferences, EL Education curriculum and focus on family engagement work together to create a cohesive environment of care for our students, families, and staff.

3. Explain how the school will create an inclusive culture for the anticipated student population, taking into account student subgroups such as socioeconomic status, gender, race, ethnicity, English Learners, Gifted and Talented, Special Education,

etc.

Inspire Academy has a strongly established inclusive culture. The biggest indicator of what has become an established culture and what is still in the development phase can be the cafeteria. Anyone who walks into an Inspire Academy cafeteria will find students of various ethnicities, genders, and ability levels sitting at the same tables together by choice. Schools usually take on similar strengths and weaknesses of their leadership, and Inspire Academy is firmly committed to consistent pursuit of an inclusive culture. How do we do this? Through curriculum, student placement, programming, professional development, and ongoing courageous conversation around topics that can easily segregate humanity.

Curriculum

Inspire Academy uses representation and inclusion as a measuring rod when identifying curriculum for our students. Student libraries include not only a diversity of characters and illustrations but also a diversity of authors to ensure students are engaging with various perspectives. Curriculum is also identified based on whether or not it takes an inquiry-based approach, an approach identified as effective in amplifying marginalized voices (Hattie, 2009). Inspire also pursues interactive curriculum to ensure that students from more participatory cultures of origin are comfortable engaging through communication styles that are familiar.

Student Placement

To the fullest extent possible, Inspire Academy places all students in the general education setting for as much of the day as possible. We believe that all students learn more side by side with students of various ability levels and perspectives. Except in cases in which safety is at risk, every student with disabilities is placed in the general education setting. While this isn't always the most cost efficient, it is what is best for kids. Inspire Academy has not provided separate programming for students with high abilities to date because we believe that all students are gifted in various ways and that being in class together outweighs the benefits of pulling high ability students out for separate programming. Inspire Academy is currently exploring high ability programming and will pursue funds in the future after identifying effective ways to provide these opportunities in an inclusion setting.

Programming

Inspire Academy pursues programming that ensures every child feels a sense of belonging and inclusion. Inspire Academy does not celebrate holidays at school, both to honor varying belief systems of families and to maximize learning time. We ask that families celebrate holidays at home, and we focus on celebrating learning at school. While Inspire Academy emphasizes Black History Month, our approach is to incorporate the history of all American citizens, including African Americans, into our curriculum throughout each school year. Inspire staff also pursue initiatives such as researching and learning about various achievements of under-represented people groups in various career fields. Students enjoy researching mystery figures and sharing their learning with the school through crew meetings and community circle. Inspire Academy also has professionals with disabilities or parents of students with disabilities talk with students about their experiences, building safe and respectful opportunities for students to ask honest questions about experiences that differ from their own.

Professional Development

Inspire Academy ensures all employees engage in implicit bias training, using the [Implicit Bias Module Series](#) from the Kirwan Institute for the Study of Race and Ethnicity, various book studies engaging authors from historically marginalized people groups, and sessions in which staff from historically marginalized populations are encouraged to share their experiences and perspectives with staff from historically dominant populations.

Courageous Conversation

Inspire Academy culture is built around engaging courageous conversation routinely. In our experience, training alone cannot achieve an inclusive culture. Ongoing cycles of coaching and feedback are needed, and these are most authentically delivered through independent or facilitated courageous conversations amongst staff. These conversations are encouraged when microaggressions occur to ensure that people learn from small mistakes to avoid larger mistakes from occurring. This approach also helps ensure that crew members don't self-segregate through the anxiety and bitterness that grows from unaddressed situations.

Students and teachers are also routinely engaged in restorative circles and post-crisis sessions to share their perspectives, listen to each other's voices, and wrestle with the intent of our language and choices compared to the impact of our words and choices.

Supplemental Programming

Meets Standard Expectation
- Well-designed plans and funding for extracurricular and co-curricular activities, programs, and services that will meet anticipated student needs and provide enrichment experiences.
- Thoughtful, well-supported description of programs or strategies to address student mental, emotional, and social development and health, and any other student-focused activities and programs that are integral to the schools educational and student-development plans.
- Sound plan for implementation of remote learning, such as eLearning and/or extended learning.

1. Describe the extra- or co-curricular activities or programming the school will offer, how often they will occur, and how they will be funded.

Inspire Academy provides a variety of seasonal and year-round extra-curricular and co-curricular activities and programming. In the area of sports, Inspire Academy offers cross country, volleyball, basketball, and track and field to interested families. Each spring, Inspire Academy puts on a theater production through our ACTcademy, which meets after school during spring semester. Staff stipends for these programs are funded through our general fund. We also fundraise through family activities and spirit wear sales to fund concessions stands, family events, etc.

During fall, winter, spring, and summer breaks of our semi-balanced calendar, various clubs and programs are provided through both Inspire staffing and partner organizations. The dates for these supplementary program opportunities are marked in our annual school calendar. Examples have included dance classes, cooking classes, literacy intervention, and summer camps. Summer camps are funded through ESSER III, so these are temporarily free of charge to all families, as an initiative to accelerate learning to address gaps caused by the COVID-19 pandemic. The sustainability of summer camps will be revisited closer to the expiration of ESSER III expenditure deadlines. During summer, Inspire Academy also provides summer adventure trips, opportunities for students to travel to regional and national sites. There is cost to families for summer adventure trips, but we are able to provide scholarships to families using ESSER III funds to improve equitable access at a time when the most vulnerable students are in the most need of increased opportunities for engaging learning opportunities. Examples of summer adventure opportunities have included camping, visiting caves, and hiking the Indiana Dunes.

Inspire Academy also offers the following electives to students in middle school: math remediation, algebra, geometry, culture book club, personal finance, self-guided foreign language, writing center, art, advanced art, physical education, outdoor learning lab, health, creative writing, and public speaking.

2. Describe the programs and/or strategies to address student mental, emotional, and social health and development.

Inspire Academy trains teachers in the Botvin Life Skills curriculum as a systematic approach to ensuring students have the opportunity to discuss topics related to social health and development with teachers. Teachers are also trained to use Restorative Classroom practices to encourage mental, emotional, and social health and development in the classroom. Inspire Academy also employs a licensed clinical social worker who is equipped to hold clinical mental health sessions with students who need more intense support than can be provided in the classroom setting. This has been a wonderful resource, especially since the pandemic has caused waitlists with local children's mental health providers to be even longer than usual. Inspire also partners with community organizations to ensure that service providers are communicating and providing coordinated, strategic support to students.

Through our framework of three dimensions of student achievement, as outlined by EL Education, we are able to hold character development as an equally important pillar of student success. The three dimensions are mastery of academic skills and content, high quality work, and character. All EL Education modules provide teachers with guidance on how to incorporate habits of character and social emotional learning into the curriculum.

In addition to academic supports, our [MTSS Guiding Document](#) also provides clearly defined tiered supports for character development and social emotional learning. A system is in place for ongoing written reflection when functioning in the classroom setting is challenging. MTSS also includes extended learning opportunities and positively framed language for students who may need support from staff beyond the school day. If extensive challenges are observed, reverse suspension, evaluation for potential emotional disabilities, and referral to community services for additional support will be pursued.

Remote Learning (Not Applicable for Virtual Model Schools)

Meets Standard Expectation
- Sound plan of how the school will incorporate remote learning days in their school calendar or use for inclement weather cancellations, including the resources and programs needed for implementation.
- Provide expectations for teachers and students on remote learning days.
- Description of how the school will provide continued services, track compensatory hours, and create IEP/ILPs with specific language regarding remote learning days.

1. Describe how the school will incorporate digital or remote learning into the regular school calendar or in place of inclement weather days that would cause a school cancellation. Include the types of resources and/or programs the school will utilize to ensure instruction and learning continues. Further guidance on Indiana's digital learning department can be found here: https://www.doe.in.gov/elearning

Inspire Academy only uses remote learning for emergency situations, such as cases of inclement weather cancellations or global pandemics. To ensure parents are not expected to learn multiple platforms and systems for their children in various grade levels and classrooms, Inspire Academy requires all teachers to post assignments, links, and curriculum in Google Classroom, following a schoolwide format. Inspire Academy has digital curriculum available to all students, with direct links available on the [eLearning Hub](#) on our school website, to ensure learning continues throughout interruptions to onsite learning. For families looking for extra activities, Inspire Academy provides a list of [home learning resources and links](#) on our eLearning Hub. The Inspire Academy eLearning Hub also provides recommended schedules for teachers and families to follow, as well as a tip sheet from the IDOE for families to create a productive learning environment at home. Inspire also invests in HIPAA compliant Zoom so that secure video conferencing is available for everything from whole group instruction to individualized therapy sessions to continue without interruption..

2. Outline the expectations for teachers on a remote learning day, including planning of activities, lesson delivery, communication with students and families, office hours, etc.

Clear Expectations for Video Conferencing & Remote Work
*Generally speaking, follow the same policies that guide onsite meetings.
- *No pets or household members may be visible unless a pre-planned visit that will enhance the meeting or lesson has been pre-approved.*
- *The setting should look professional. Some basic guidelines to obtain this:*
  - *No visible clutter.*
  - *No visible beds.*
  - *If your living/working space is such that this is unattainable, use a digital background or purchase a privacy screen to encompass your space.*
- *Eating during meetings or class is generally considered unprofessional, unless it is acknowledged ahead of time. For example, this could sound like, "I'm happy to meet during that time, but that is my lunch break so I'll need to eat while we meet. Do you mind if I eat my lunch while we meet, or would you rather we set up a different time?"*
- *Your meetings and classes should be free from external interruptions.*
- *If there are other living beings in your living/workspace, use headphones to protect the privacy of the content being discussed and to reduce background noise.*
- *Ensure you have a source of light in front of your face so that participants can easily see your facial expressions.*
- *Ensure you are professionally dressed and well-groomed.*
- *Follow the schoolwide schedule and guidance provided below:*

- ○ *Planning of Activities*
  - ■ *Academic activities should be planned and estimated to fill state mandated minimum instructional minutes. Please be mindful that activities go more quickly for students with 1:1 adult attention at home and take longer for students guiding their own learning.*
  - ■ *Coursework for the day should align with scheduled onsite coursework for a comparable day.*
  - ■ *Directions for expectations on product deliverables, assignment submission, time on programs, or reflection/exit tickets will be clearly communicated in email to students and parents from teachers.*
  - ■ *Off-screen learning activities can and should be encouraged in addition to digital curriculum and online learning.*
- ○ *Lesson Delivery*
  - ■ *Lessons may be delivered whole group or in small groups. Times must align with the suggested schedules published in the eLearning Hub.*
  - ■ *All teachers must make multiple attempts to engage all students in live, synchronous video instruction during at least one hour of each morning on eLearning Days.*
- ○ *Communication with Students and Families*
  - ■ *Teachers must send an email to parents by 8am, outlining what to expect for the day, reminding them of availability and contact information via schoolwide communication systems.*
  - ■ *On remote learning days, teachers should respond to all emails related to facilitating remote learning within 90 minutes.*
- ○ *Office Hours*
  - ■ *Communicate open office hours to all families via schoolwide communication systems. Times must align with suggested schedules published in the eLearning Hub.*
  - ■ *During office hours in which teachers experience low engagement from students and families, teachers should remain available in the online conference room and use this time to lesson plan and/or engage in positive communication with families.*
- ○ *Special Education and Title 1 Case Management & Support*
  - ■ *Full-time, salaried SPED and Title staff must send an email to parents by 8am, reminding them of availability and contact information via schoolwide communication systems.*
  - ■ *Full-time, salaried SPED and Title staff must offer individual and/or small group remote support sessions to assist students with assigned activities and/or pre-planned interventions.*
  - ■ *Full-time, salaried SPED and Title staff must join general education Zoom sessions when not engaged in individual and small group remote interventions.*

3. Outline the expectations for students on a remote learning day, including possible daily schedules, time spent on tasks based on grade level, etc.

Inspire Academy hosts an elearning hub for families on our school website that is full of resources, including a virtual learning tip sheet published by the IDOE. This guidance provides guidance and recommendations for families for setting a routine and developing a learning space, completing assigned work, student advocacy and requesting assistance, and balancing social emotional needs. The elearning hub also includes recommended daily schedules for students based on developmental phase or grade level, pasted below. Inspire Academy also outlines a clear eLearning Attendance Policy, as follows:

Students in the eLearning program must log into Google Classroom every day to complete their assigned work. In order to be marked present, students at each grade level must do the following by 8pm each school day:

- ● *G6 - G8 students (Orange Den): In their "Crew" Google Classroom, type in the comments, "I have completed 6 hours of educational activities today."*
- ● *G2 - G5 students (Gold Den): In their "Crew" Google Classroom, type in the comments, "I have completed 5 hours of educational activities today."*

- K - G1 parents/guardians (Purple Den): In the students' "Crew" Google Classroom, type in the comments, "My child has completed 5 hours of educational activities today."

Times	Suggested Remote Learning Schedule		
	Purple Den (PK – 1)	Gold Den (2 – 4)	Orange Den (5 – 8)
7:30 – 8:00	Get Ready & Eat Breakfast	Get Ready & Eat Breakfast	Get Ready & Eat Breakfast
8:00 – 8:30	Crew on Zoom	Check Email, Google Classroom Assignments	Check Email, Google Classroom Assignments
8:30 – 9:00	Skills Block Zoom Instruction	Crew on Zoom	Google Classroom Assignments
9:00 – 9:30	Skills Block Independent Activity	Zoom Literacy Instruction	Crew on Zoom
9:30 – 10:00	Break/Snack	Literacy Independent Activity	Zoom Instruction (G5 SS, G6 SCI, G7 MAT, G8 ELA)
10:00 – 10:30	Google Classroom Assignments	PE or Art	Zoom Instruction (G6 SS, G7 SCI, G8 MAT, G5 ELA)
10:30 – 11:00	Google Classroom Assignments	Google Classroom Assignments	Zoom Instruction (G7 SS, G8 SCI, G5 MAT, G6 ELA)
11:00 – 11:30	PE or Art	Google Classroom Assignments	Zoom Instruction (G8 SS, G5 SCI, G6 MAT, G7 ELA)
11:30 – 12:00	Lunch	Lunch	Lunch
12:00 – 12:30	Rest/Quiet Time	Recess	PE or other elective – get active!
12:30 – 1:00	Google Classroom Assignments Teachers Available on Zoom	Smarty Ants or Achieve3000	Google Classroom Assignments SS Teacher Available on Zoom
1:00 – 1:30	Google Classroom Assignments Teachers Available on Zoom	Google Classroom Assignments	Google Classroom Assignments STEM Teacher Available on Zoom
1:30 – 2:00	Recess	Google Classroom Assignments Teachers Available on Zoom	Google Classroom Assignments STEM Teacher Available on Zoom
2:00 – 2:30	Smarty Ants	Google Classroom Assignments Teachers Available on Zoom	Google Classroom Assignments ELA Teacher Available on Zoom
2:30 – 3:00	Educational Activities	Educational Activities	Google Classroom Assignments Teachers Available on Zoom

4. Describe how the school will provide continued services, track compensatory hours should they be needed, or create IEPs and ILPs with specific language surrounding remote learning days.

Inspire Academy approaches IEPs, ILPs, and learning/support plans as proactively and as individually as possible. Leadership, Directors, TORs, and teachers generate continuous learning plans that change and evolve as situations do, especially throughout the pandemic. Approaching student plans and needs individually, Inspire writes the plans specifically to each student. In doing this, Inspire ensures that service minutes, accommodations, and supports are continued throughout the school year.

For example, for extended e-learning situations due to COVID, services were provided via zoom/digital learning, by phone, via email, and hardcopies (that were dropped off to students or picked up from school). Using all resources and tools available to them, Inspire tailored the plans to each student and adapted to their needs. Occupational Therapist, SLP, TORs, and TOSs provided hardcopies to family's homes and/or virtually provided supports and educational programming throughout. Carefully tracking service time and scheduled supports, Inspire was able to authentically sustain continuous learning plans. Distinction was made between service time not being made up due to Weather Closures, but eLearning and home isolations due to the changing COVID pandemic were supported throughout.

Moving forward, Inspire Academy will continue to monitor, track, and implement appropriate services. Evolving into an endemic, we will continue to distinguish between absences due to weather closures versus any needed endemic related adjustments. While students will no longer opt into extended online schooling as a preference, Inspire Academy will remain diligent in adapting to our students' needs in our continuous learning planning.

Sample IEP language is provided below:

"_____ is participating in eLearning. Services will be provided via Zoom. Service time will not be made up if there is an absence or weather related eLearning."

"_____ is participating in eLearning due to COVID 19. _____ meets in small group work for reading and writing at least 4 times a week for 30 mins. Service time will not be made up for absences, field day, or traditional weather-related eLearning."

"... _____ meets 1:1 with classroom teacher and/or Resource Teacher to work on reading and writing for at least 2 times a week for 30 min."

Special Populations

Meets Standard Expectation
- Demonstrated understanding of – and capacity to fulfill – state and federal obligations and requirements pertaining to students with disabilities, students identified as intellectually gifted, and English Learners (ELs), including appropriate discipline procedures for students with disabilities.
- Sound explanation of evidence from which the projection of anticipated special populations was derived.
- Comprehensive and compelling plan for appropriate identification of students who are performing below grade level or at risk of academic failure or dropping out and a detailed plan for providing services to such students.
- Comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and school wide educational, extra-curricular, and culture-building activities in ways that support their development, receive required and appropriate support services as outlined in their IEPs and/or 504 plans, and participate in standardized testing.

- Comprehensive and compelling plan for providing services to ELs, including methods for appropriate identification, specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the general education curriculum and core academic program for these students, plans for monitoring and evaluating student progress and success of ELs and for exiting them from services, and plan for including ELs in standardized testing and school wide educational, extra-curricular, and culture-building activities
- Plans describe evidence-based instructional programs and practices; effective design or adaptation of the educational program; qualified staffing; and support strategies and resources.

1. Explain the methods used to identify the following special populations of students:
   - Special Education
   - English Learners
   - Below Grade Level Performance
   - Gifted and Talented

Special Education Identification

An evaluation and/or reevaluation for each child with an exceptionality shall be provided in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally. This includes a review of existing data, evaluations and information provided by the parents and current classroom-based, local, or state assessments, and classroom observations. These assessments must be used for their validated purposes. Inspire Academy assures that an evaluation/reevaluation is multidisciplinary; and 1) assessment materials and procedures are not racially or culturally discriminatory; 2) assessments are administered by trained personnel qualified in accordance with all federal regulations and state standards; and 3) assessments are administered in conformance with the instructions provided by the producer.

Requests for evaluation are submitted via a Google Form. On the form, teachers indicate whether the request is coming directly from a parent or whether it is educator initiated so that special education staff know what compliance timelines they are working within. On the form, teachers are required to indicate main areas of concern, interventions already attempted, and suspected exceptionality. Administration and the special education team use this information, along with other student data, to determine whether to proceed with an evaluation or monitor progress longer with additional interventions before evaluating.

English Learner Identification

Inspire Academy administers the Home Language Survey (HLS) only to students enrolling in Indiana for the first time. The original HLS is obtained for a student transferring from another Indiana school. Inspire Academy administers the English proficiency screener (WIDA) to new students whose HLS indicates a language other than English for any of the three questions OR obtain the previous WIDA ACCESS for ELLs results for students previously identified as an English learner by another Indiana school or WIDA consortium state.

Below Grade Level Performance Identification

Inspire Academy uses the Multi-Tiered Systems of Support (MTSS) model to support students who exhibit various risk factors academically and socially/emotionally. Inspire Academy uses a twelve page MTSS Guiding Document to guide staff through the identification of risk and implementing the appropriate supports. Below are excerpts of risk identification indicators by grade level:

Tier 2 – Targeted, small group instruction based on specific standards for the following students:

Students identified as needing Tier II academic support will receive 50% more adult-led small group instruction and practice than Tier I students.

Kindergarten Mathematics Support

- *3rd Week of School – End of Semester 1: Students who score less than 75% on the Number Corner Baseline Assessment*

- ○ *Mid-January – End of Semester 2: Students who perform in the 40th percentile or lower, as measured by winter NWEA.*

Second Grade Literacy Support

- ○ *3rd Week of School – End of Semester 1: Students who are in Pre or Partial Alphabetic Microphase, as measured by the BOY EL Skills Block BA results.*
- ○ *Mid-January - End of Semester 2: Students who are in Pre, Partial, or Full Alphabetic Microphase, as measured by the MOY EL Skills Block BA results*

Third Grade - Eighth Grade Literacy Support

- ○ *3rd Week of School – End of Semester 1: Students who perform in the 40th percentile or lower, as measured by fall NWEA.*
- ○ *Mid-January - End of Semester 2: Students who perform in the 40th percentile or lower, as measured by winter NWEA.*

Tier 3 – Targeted, small group instruction based on specific standards for the following students:

Students identified as needing Tier III academic supports will receive 80% more adult-led small group instruction and practice than Tier I students.

First Grade Literacy Support

- ○ *Fall Break - End of Semester 1: Students who do not demonstrate adequate growth during first quarter, as measured by the EL Skills Block Microphase Cycle Assessments.*
- ○ *Mid-January – Semester 2: Students who perform in the 20th percentile or lower, as measured by winter NWEA.*

Second Grade Mathematics Support

- ● *Fall Break - End of Semester 1: Students who do not demonstrate adequate growth during first quarter as measured by Bridges in Mathematics Unit Assessments*
- ● *Mid-January – End of Semester 2: Students who perform in the 20th percentile or lower, as measured by winter NWEA.*

Third – Eighth Grade Mathematics Support

- ○ *Fall Break - End of Semester 1: Students who do not demonstrate adequate growth during first quarter as measured by Bridges in Mathematics Unit Assessments*
- ○ *Mid-January – End of Semester 2: Students who perform in the 20th percentile or lower, as measured by winter NWEA.*

Gifted and Talented Identification
Inspire Academy is cautious about labeling some students as gifted and talented and not others. Our innovative approach to education has often been summarized by the phrase, "gifted education…for all!" We believe that all students are gifted and talented in different ways and have seen the exclusionary practices of traditional gifted and talented programs often do more harm than good both for students who are identified as gifted and talented and for those who are not. However, in recent years, Inspire Academy has begun to explore what a diverse, inclusive approach to identifying some students as ready for complexity and rigor beyond what is typical for their age could look like. We have plans to solidify this identification process and aligned application for funding within the next two - three years.

2. Describe the instructional programs, practices, and strategies the school will employ to provide necessary academic support and/or enhancements for the anticipated special populations of students being served.

Special Education Instructional Programs, Practices, and Strategies

Inspire Academy will ensure that a free appropriate public education shall be available to all children with exceptionalities attending this school, including children with disabilities who have been suspended or expelled from school. A free appropriate public education shall be available to any child with an exceptionality who needs special education and related services, even though the child is advancing from grade to grade. An individualized education program (IEP) shall be developed for each child with an exceptionality who needs special education. The IEP shall be designed to meet the unique needs of the child and shall be developed in a meeting of the Case Conference Committee (CCC), as set forth in state special education rules. The IEP shall be reviewed and revised as often as necessary, but at least annually.

Children with disabilities shall be educated in the least restrictive environment; special education services shall be appropriate and designed to meet the unique needs of each child with a disability; to the maximum extent appropriate, children with disabilitie, shall be educated with children who do not have disabilities; and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment, shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. In such cases when behavior impacts placement, a Manifest Conference is held to determine if the behavior is a manifestation of the disability. Inspire Academy assures that all personnel providing special education and related services to children with exceptionalities, including paraeducators, meet the standards set by the Indiana Department of Education.

English Learning Instructional Programs, Practices, and Strategies
- *As of the date of this submission, the LEA has no identified English language learners. If an English learner is identified prior to the submission of next year's plan, the LEA will take steps to ensure proper identification, assessment, and service provision.*
- *Inspire Academy maintains a copy of every student's HLS, including students who indicate English only.*
- *Inspire Academy notifies parents of students' English learner status annually via the student information system.*
- *Inspire Academy develops an Individual Learning Plan (ILP) and provides core EL program services until student reaches proficiency on WIDA ACCESS for ELLs.*
- *Inspire Academy maintains a local system to track English learners in order to provide core EL program services and report English learners to the IDOE through annual Language Minority reporting.*
- *Inspire Academy administers the WIDA ACCESS for ELLs English language proficiency assessment annually to 100% of English language learners.*
- *Inspire Academy maintains a local system for rigorous monitoring of Fluent English Proficient students during their mandated two-year monitoring period to ensure that former English learners are meeting the same challenging standards as never-EL students.*

Below Grade Level Performance Instructional Programs, Practices, and Strategies

Inspire Academy uses the MTSS model to support students who are performing below grade level. Students identified as needing Tier II academic support will receive 50% more adult-led small group instruction and practice than Tier I students. Students identified as needing Tier III academic supports will receive 80% more adult-led small group instruction and practice than Tier I students.

In both Tier I & II, instruction and support structures are aligned through the following requirements:

- *Flexible student groupings with data informed tasks*
- *Tasks are scaffolded in tiers that allow all students to access the same learning targets; tiered tasks that promote equity and student growth mindset are labeled [Basic Practice] [Application] [Extension].*
- *In both mathematics and literacy, teachers engage students in Indiana State Standards through the Workshop Model and multi-step group protocols, which is built into the strong, foundational curriculum*
- *Students track progress and reflect on their learning, using a standard rubric or grading scale*

- *Teachers routinely check for understanding and document progress monitoring*

The following outlines the Tier II process for grade-level teachers and Title 1 support staff:

- *When planning a week in advance, determine the power standards most deeply addressed in Tier 1 instruction*
- *Teacher identifies a four-question exit ticket given to students on Wednesday and one for Friday*
- *Teacher reviews the exit tickets (either individually or with students); the data is used to strategically create groups and tasks during Friday planning period (see subsequent charts for the detailed intervention instructional sequence)*
- *Throughout the intervention, tiered tasks are crafted using the common language of [Basic Practice] [Application] [Extension] as well as all aspects of the Workshop Model*
- *Facilitate student tracking and reflection of growth in standards*
- *Meet with each grade level teacher weekly to review materials for the next week and review progress monitoring*

The following outlines the Tier III process for grade-level teachers and Title 1 support staff:

- *When planning a week in advance, determine the power standards most deeply addressed in Tier 1 instruction*
- *Teacher identifies a four-question exit ticket given to students on Wednesday and one for Friday*
- *Teacher reviews the exit tickets (either individually or with students); the data is used to strategically create groups and tasks during Friday planning period (see subsequent charts for the detailed intervention instructional sequence)*
- *Throughout the intervention, tiered tasks are crafted using the common language of [Basic Practice] [Application] [Extension] as well as all aspects of the Workshop Model*
- *Facilitate student tracking and reflection of growth in standards*
- *Meet with each grade level teacher weekly to review materials for the next week and review progress monitoring*

In addition to the MTSS strategies outlined above, Inspire Academy uses a variety of curricular resources to consistently differentiate instruction to meet the needs of all learners. In the early grades (K-2), Inspire Academy uses the EL Education Skills Block program to guide students through the microphases of systematic phonics. Each phonics lesson begins with 10-15 minutes of whole group instruction on the "on track" microphase concept or skill, and then students engage in stations designed to target their present levels of performance as they progress through the microphases of systematic phonics development. Additionally, all students in grade PK - 8 are provided with a 1:1 device and an Achieve3000 account. This program provides differentiated practice and ongoing formative assessment data for teachers and students to continue working on literacy development and closing achievement gaps. Achieve3000 (Smarty Ants in K-2) has been identified as an effective tool for moving performance on NWEA scores.

Finally, Inspire Academy provides after school tutoring and extended school day services to families who opt for their children to participate. This program is funded by ESSER and is designed to assist students with recovering learning lost to pandemic interruptions to formal schooling.

Gifted and Talented Instructional Programs, Practices, and Strategies
Inspire Academy leadership has completed high ability training in preparation to add more high ability programming for our advanced learners and twice exceptional students and found that we implement most of the recommended best practices into our general education classrooms. To date, Inspire Academy has adapted instruction and projects for high achieving students on an individualized basis. Our model of education that prioritizes students having opportunities to create authentic products for authentic audiences lends itself naturally to extension projects for high achievers. In preparation for presenting an authentic product to an authentic audience, students are expected to enhance products until they meet the professional standards of the industry or field being studied and engaged. As such, there are opportunities for students who have met the academic standards to engage in learning publishing, web design, artistic representation, complex charts and graphs, etc. to represent the class's findings and contributions to advancing society.

3. Identify how the success of the instructional programs, practices, and strategies, described in the question above, will be measured.

Success of the special education program, practices and strategies is measured through quarterly progress monitoring of all students with IEPs to assess progress toward meeting their individualized goals. In addition to this progress monitoring, standardized assessment data and student work samples are reviewed during case conference committee meetings to identify new and improved strategies for accelerating achievement toward individualized learning goals when growth indicators are lagging behind what is anticipated. Finally, all standardized assessment data is disaggregated and analyzed to determine if students with disabilities are meeting anticipated growth rates, and if not, what adjustments need to be made to improve the success of the special education program.

Inspire Academy will maintain a local system for rigorous monitoring of Fluent English Proficient students during their mandated two-year monitoring period to ensure that former English learners are meeting the same challenging standards as students who are native English speakers. This monitoring will take the form of a progress monitoring tracker, using both formative and summative assessments administered to the general population of students.

The MTSS program is monitored through an MTSS tracker, into which teachers and interventionists are expected to input brief, weekly progress monitoring notes to ensure that routine monitoring of the efficacy of increased small group support is effective. In addition to this progress monitoring tracker, standardized assessment data is disaggregated by socio-economic status, race, gender, and ethnicity to identify if any subgroups of data are lagging behind high expectancy students. When progress is not accelerating to the desired level, systems are reviewed to determine whether the plan is being implemented consistently and with fidelity. If the plan is not being properly implemented, monitoring, support, coaching and training are provided. If the plan is being properly implemented, the effectiveness of the plan is reviewed for potential improvements and adjustments.

The success of the Skills Block program is measured through the Microphase Benchmark Assessment Tracker. Into this tracker, teachers enter fall, winter, and spring data on benchmark assessment outcomes. While this tracker includes individual data on each student, the front tab of the Google Sheet is high level data that is color coded for rapid reference to how many students are below grade level, approaching grade level, at grade level, or exceeding grade level. This microphase benchmark assessment tool is also an approved dyslexia universal screener with the IDOE, so this data is used to raise awareness of risk indicators with families.

The Achieve3000 and Smarty Ants system is full of easily accessible data for both administrators and teachers. The success of this program is measured both by usage data and by growth data. These two indicators usually align, indicating the efficacy of the program. As a result of this data, our target as a school is to improve thorough, methodical use of the program.

The success of our work with twice exceptional learners and high ability students is primarily measured by enrollment retention. When students with exceptionally high abilities in a particular area of academic interest, or across multiple areas of academic content, are challenged and encouraged to keep growing, they stay engaged in the program. If they are not challenged, both students and parents begin looking elsewhere for what might best challenge their students' growth and achievement in light of their capacity for rapidly moving through traditional school work. In addition to enrollment retention, portfolios of high quality work are measured as an indicator of the success of the program.

4. Summarize the plans to have adequate, qualified staffing for the anticipated special populations listed above.

Inspire Academy employs a robust special education staff to ensure all student service times are met and/or exceeded. In response to nationwide special education teacher shortages, Inspire Academy has taken a three pronged approach to ensure qualified staff are available to support students with disabilities. One, we contract with a regional Director of Special Education who can fill knowledge gaps, answer compliance questions, and even join staff as a TOR if there are intervals during which Inspire Academy is unable to identify a high quality TOR. Two, effective August 2022, we have begun employing two TORs for a caseload that many would traditionally say only requires one TOR. This ensures that adequate staffing is always available, even if one person faces extended health issues or pursues employment opportunities elsewhere. Three, we are taking a "grow our own" approach. In addition to our two TORs, we employ four paraprofessional service providers, two of whom are currently pursuing a bachelor's degree in special education. Finally, we also use a combination of employment and contracts to ensure speciality services such as speech, OT, PT, and psych evaluations are provided as needed.

While general education classroom teachers are responsible for Tier I and Tier II supports, Inspire Academy uses Title I to fund a reading interventionist to ensure that Tier III supports are targeted, effective, and consistent and that progress is routinely monitored. In addition to the reading interventionist, we employ a licensed after school teacher and two paraprofessional after school tutors to provide additional academic intervention and support to students who are performing below grade level peers.

Even though Inspire Academy does not currently have any English Learners enrolled at the time of this submission, Inspire Academy routinely looks for teaching candidates who are bilingual or certified in ELL instruction. As of the submission of this application, Inspire Academy has one bi-lingual board member, one bi-lingual teacher, and one certified ELL instructor.

Student Recruitment and Enrollment

Meets Standard Expectation
- Enrollment Policy complies with state law and ensures that the school will be open to all eligible students.
- New-Start Models: Sound and thoughtful student recruitment and marketing plan, timeline, and Enrollment Policy that will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.
- Phase-In or Takeover Models: Plans for engagement of students, families and the community that are realistic and likely to foster student retention and community support.

1. **New Schools:** Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically describe the plan for outreach to families in poverty; families with language barriers; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

   Takeover Schools: Explain the plan for student and parent investment in the school turnaround, especially how the school plans to ensure parents and students do not opt out of the new school. Describe how this plan will successfully transition and retain students who currently attend or are zoned to attend the school being replaced. Provide a detailed description of the plan to gain parent and community support.

In partnership with a local marketing firm, Inspire Academy has created a messaging guide to ensure that our language is specific to our mission and programming, and reaches the reading levels and felt needs. Below are some key excerpt so highlight how are messaging plan reaches out to a broad diversity of families and students

> ***Approachable:*** *Especially when speaking about the student body or who can attend Inspire, be cognizant of using welcoming, inclusive language. Key factors to mention here are the no cost to attend Inspire, serving a diverse student body, and welcoming all students. It's also recommended to speak on Inspire's continuous efforts to improve the ways it serves different races and abilities. In this tone, exclamation marks may be used as needed to reflect friendliness.*

> ***Like its students, Inspire Academy is continuously learning:*** *While Inspire Academy takes great strides in being diverse and inclusive to all, it also recognizes that it is not perfect. Inspire Academy is always learning and engaging in courageous conversations to be more empathetic with others. It is important to reflect this "imperfection" when speaking on diversity, racism, inclusion, etc. For example, instead, "Inspire Academy is an anti-racist school," a more accurate and honest statement would be, "Inspire Academy strives to be an anti-racist school."*

> ***A note on reading levels***: *Especially when leveraging the "approachable" tone, it's important for Inspire Academy's external messaging to be accessible to all reading levels. It is best to aim for a 3rd- or 4th-grade reading level, or approximately a 645–1160 Lexile score. To test the reading level of your text, visit* **https://hub.lexile.com/analyzer**. *If a text's reading level is too high, try shortening sentences and/or using more common words/simpler vocabulary.*

Year-round recruitment efforts to ensure equal access include the following:

- *Seasonal Google search ads*
- *Routine Social Media posting of updates, events, and ads on Instagram, Facebook, and Twitter (Twitter updates feed automatically to the school website.)*
- *Seasonal billboards during peak spring and summer enrollment seasons*
- *Postcard mailings throughout the entire city*
- *Door Hanger campaigns and/or "knock and talk" campaigns*
- *Enrollment events*
- *Summer office hours for enrollment questions and paperwork assistance*

To ensure families in poverty have access to information, staff distributing information door to door intentionally frequent more high poverty neighborhoods (including government housing) than middle class neighborhoods. In addition, the use of social media platforms, including boosted posts and ads, ensures that all families have access to enrollment and programming information related to Inspire Academy, instead of operating under the assumption that families can seek out all educational options without assistance.

To ensure families with language barriers have access to information, Inspire Academy used to disseminate materials in both English and Spanish. As time has unfolded, each English Language Learner enrollment has come from a home with a different language of origin than the last. As such, we discontinued assuming Spanish as the most prominent language after English and are reassessing how to ensure language access to all non-English speakers. At this point, digital translators are reliable enough that families can copy and paste digital materials into digital translators to be able to read about Inspire Academy in their native language, whatever that language is for any given family. To ensure equitable access to materials, Inspire Academy shares materials at a variety of locations that English Learners may frequent. Some examples include non-profit organizations focused on immigration support or restaurants with a menu that targets specific people groups.

With its commitment to full inclusion and honoring the needs of diverse learners, Inspire Academy has become well known in the disability community. The best way for information about resources to spread is through word of mouth and affinity groups. Inspire Academy finds that families of children with disabilities who have positive experiences talk to other families with disabilities, and the word keeps spreading. In addition to this natural process, including pictures of students with visible disabilities in marketing campaigns, launching fundraising campaigns for accessibility initiatives on campus, and highlighting our special education program in materials are effective ways to ensure that all families feel welcomed!

Inspire Academy has, at times, been encouraged to market less to students who are low-achieving academically or at risk of academic failure, but while this makes achieving proficiency challenging, this is an area in which we see the most opportunity to serve. If a child is not succeeding academically or is at risk of not succeeding, it is never because the child does not want to learn or does not want to succeed. At Inspire Academy, we regularly use language to indicate we are targeting students who are falling through the cracks of the larger system because we are uniquely equipped to serve these students based on our smaller environment and our more engaging, real-world approach to learning.

Finally, a picture is worth a thousand words! In all of our marketing and enrollment materials, we ensure diverse representation of all people, and we use real Inspire students. This diversity of race, income, and ability becomes visibly apparent so that all people feel welcomed. Billboard placement is also strategically identified based on ethnically and economically diverse areas of the city.

2. Provide, as **Attachment 6**, the school's Enrollment Policy, which should include the following:
   - Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
   - A timeline and plan for student recruitment/engagement and enrollment;
   - Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
   - Explanation of the purpose of any pre-admission activities for students or parents.

Student Discipline

1. Describe, in detail, the school's approach to student discipline. Provide as **Attachment 7** the school's proposed discipline policy. The proposed policy must comply with any applicable state laws and authorizer policies. The description of the school's approach and the proposed policy should address each of the following:
   - Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
   - A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
   - An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and
   - Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.

Discipline Procedures

1. *Prevention*
   a. *All teachers are to follow [Responsive Classroom practices](#), [EL Education Core Practices](#) related to Culture and Character, [MTSS Character Instruction and Supports](#), the Reflection Process from the Family Handbook, and [Crisis Prevention Institute](#) (CPI) prevention and de-escalation techniques on a daily basis with students. In cases that these approaches are ineffective, and students do not meet character and engagement expectations, the teacher shall reach out to the child's guardian to partner for improvement.*
   b. *The Director of Culture will proactively engage in pre-scheduled Action Planning Conferences with teachers and students to address behavioral challenges when negative patterns first begin to develop. During these conferences, it will be determined whether preventative, quiet time or check-ins with the Director of Culture are more appropriate or teacher-based coaching and de-escalation in the classroom. All usage of the Director of Culture's Office must follow the prescribed, scheduled plan. If this plan is not honored or followed, the Principal may deem it necessary to discontinue the plan in the interest of equitable classroom access.*
   c. *A schoolwide rotation calendar for focusing on each habit of scholarship 6 times throughout the course of a 36 week school year will be provided to staff and implemented consistently schoolwide. Every week, every teacher will conference with every student using the rubric for the schoolwide habit of the week and grade that student in Rediker Gradebook using the rubric. Every week, every student in Gold and Orange Dens will write an evidence-based self-reflection on the schoolwide habit of the week, and the teachers will enter grades for those self-reflections in the gradebook.*
2. *Intervention*
   a. *Pushing a student to an anxiety level that results in disruptive or unsafe behaviors should be avoided to the fullest extent possible. It is crucial to catch students during the **anxiety phase** of the CPI Crisis Development Model to **support** students before they become defensive and/or exhibit risk behaviors. Screaming or elopement should be avoided to the fullest extent possible, as this is often an indication that the child's needs are not being adequately met.*
   b. *If a student begins losing rationality and entering the **defensive phase** of the CPI Crisis Development Model, and you are unsuccessful in setting limits with clear **directives**, then you may sense that **risk behaviors** are unavoidable. At this point, consider calling the main office line at 765-216-7980 and asking for help.*
3. *Post-Crisis*
   a. *In any case that escalates to **risk behaviors**, as defined by the Crisis Prevention Institute, the supervising adult must participate in a post-crisis meeting with the Principal and/or Director of Culture between the incident and the start of the next school day, even if this means an evening or early morning session (in-person or remote).*

        b.   *In any case that escalates to verbal release or intimidation during the **defensive phase** on the Crisis Development Model, the supervising adult must email the Principal and/or Director of Culture a summary of the incident that includes disciplinary follow through provided. In this email, the supervising adult may request a post-crisis session, and the Principal and/or Director of Culture will make every effort to hold the postvention within 24-36 hours.*

4. *Students with IEPs*
   a. *As a full inclusion school, every effort should be made for behavior intervention plans to be managed within the general education classroom.*
   b. *If any behavior intervention plans require a separate physical space, adjoining spaces should be fully utilized and completely separate rooms saved for those cases that do not have an adjoining room.*
   c. *Screaming or elopement should be avoided to the fullest extent possible, as this is often an indication that the child's needs are not being adequately met.*

5. *Physical Violence*
   a. *Perpetrators of physical violence that results in injury should be escorted straight to the administrative offices by the nearest adult(s).*
   b. *Victims of physical violence that results in injury should be escorted straight to the nurse's office by the nearest adult. If the nurse is not in, victims should be taken to the Director of Culture only after ensuring all adjoining doors to the administrative offices are locked to protect the victim from the perpetrator.*

If students want to call home

1. *Unless it is part of a specific Action Plan (temporary) or Behavior Intervention Plan (long-term IEP), students are not to call home during the school day.*
2. *The supervising adult should ask students what messages they would like relayed to their parents/guardians.*
3. *The supervising adult should decide whether this message is immediate or can wait until a lunch break or after school. If immediate, get the class working on something and then email the Receptionist to ask that the call be made. If it can wait, call the family directly during lunch or after school. Please follow up with the student to let them know the outcome to ease anxieties.*

Parent and Community Involvement

Meets Standard Expectation
- Effective strategies for informing parents and the community about the school's development.
- Sound pre- and post-opening parent engagement plan, including family-school partnerships, that is welcoming and accessible to all parents.
- Community resources and partnerships that will benefit students and parents and that include a) description of the nature, purposes, terms, and scope of services of any such partnerships; and b) evidence of commitment from identified community partners.

1. Describe the role to date of any parents and community members involved in developing the proposed school(s). Include any opportunities parents and community members have had to provide feedback on the proposed school(s).

In keeping with the original intent of the founding of Inspire Academy, we remain committed to honoring parent voice and choice in their students' education. Parents who choose Inspire Academy do so because they want a more comprehensive approach to education that centers student voice and agency, character education, hands-on learning, real world experiences, and meaningful projects and products. Inspire Academy is meeting the needs of our identified community by ensuring students understand that standardized test scores are just one piece of the educational process and that their identity and future potential are defined more by their emotional intelligence and ability to produce high quality, professional work than by a test score.

Inspire Academy also opened with the intent of ensuring various ethnic cultures and home cultures are valued and integrated into the school rather than defaulting to dominant White culture in our values and norms as an organization. Inspire Academy continues to meet this community need, expressed by local parents over the years, by utilizing curriculum with a whole world focus, prioritizing

diverse representation in hiring practices and student recruitment practices, and continuing to create time and space for professional development and staff conversations surrounding race, resource access, and education.

Inspire Academy sends out a parent satisfaction survey once or twice a year to engage parents in feedback for continuous improvement. This brief parent satisfaction survey includes a few likert scale questions and a few short answer questions. We glean the most information for actionable from responses to the short answer questions below:

- *If communication isn't a 5 for you, what can we do to make it a 5?*
- *What do you like best about Inspire?*
- *What would you change? In other words, what would it take for you to be comfortable telling all your friends this is the best school EVER?!*
- *How can we continue to grow in providing a safe space for growth and development in the midst of systemic racism?*

Actionable steps already taken as a result of survey results or that the school is preparing to take include:
- *Initiating individual parent information sessions.*
- *Emphasizing parent perspective and voice more in the strategic planning process and in marketing materials.*
- *Providing both paper and electronic versions of key information pieces such as report cards.*
- *Improving communication protocols in extra-curricular activities and events.*
- *Increasing diversification of duties in the admin team to ensure prompt, dependable, and informed responses to a wide array of requests.*

2. Describe what you have done to assess and build parent and community demand for your school(s) and how you will engage parents and community members from the time that the school(s) is(are) approved through opening.

N/A

3. Describe how you will engage parents in the life of the school(s) (in addition to any proposed governance roles described in Section III below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school(s) will seek from, offer to, or require of parents.

Family-School Partnerships are summarized in the excerpts below from our Family Handbook:

Family Crew

WHO WE ARE
The Family Crew is an organization of student families and staff that provides additional support for the school community. The Family Crew participates in fund raising activities, special events, community service, and additional tasks that benefit the students of IASI and its families.

MEETINGS
The Family Crew does not hold routine business meetings, but rather, meets as needed for special events or to provide feedback on school communications and operations. The Family Crew primarily functions as part of the larger Inspire community by participating in and supporting the functions of the school.

SCHOOL-FAMILY COMMITMENT (COMPACT)
This compact is an agreement that defines the roles and responsibilities of teachers, staff, students and parents in the educational mission of Inspire Academy.

As Inspire Academy teachers and staff we will:
- *Believe and expect that your children can be successful in learning*
- *Inform parents, early in the year of their children's plan of study and inform them of our expectations*
- *Monitor student progress and share the information with parents*

- *Provide grade information online*
- *Submit written comments from student crew leaders*
- *Inform parents of meetings and events on time*
- *Welcome families as at-home partners in education*
- *Invite parents to participate in Parent Workshops during or after school*
- *Offer opportunities for parents to participate in cultural activities and/or travel*
- *Provide assistance and/or refer parents to appropriate agencies to help parents help their children*
- *Prepare rigorous lessons in interesting and engaging ways*
- *Integrate the design principles and core practices of EL Education into the school curriculum and community*
- *Provide students with opportunities to serve the community and/or participate in fieldwork*
- *Collaborate with other organizations and institutions to offer services to your children*
- *Write grants to receive additional funds for enriching activities, developing teachers, and to provide our school with the resources it needs for competitive educational programming*
- *Have a positive attitude for learning each day*

As Inspire Academy parents and guardians, we will:
- *Support the notion that all students can achieve and share the high expectations that the school has for our children*
- *Provide a healthy and positive learning environment at home*
- *Be an active supporter of the Family Crew*
- *Attend cultural and family events*
- *Be in touch regularly with our children's teachers*
- *Attend student-led conferences*
- *Clearly communicate the importance of exhibiting appropriate behavior and respect for all people*
- *Encourage completion of work, good attendance and punctuality*
- *Volunteer 20 hours per school year at Inspire Academy*
- *Encourage our children to participate in community service and take responsibility for our surroundings and our learning*
- *Ensure our students are in attendance at every Exhibition Night*
- *Ensure our students are in attendance and on time more than 95% of the school year*
- *Read with our children 15 minutes every day*
- *Encourage our children to follow school community policies and procedures*
- *Have a positive attitude for learning each day*

As Inspire Academy students, we will:
- *Learn skills and content required of students our age*
- *Engage in physical education and wellness activities*
- *Respect ourselves and others, both adults and peers, and respectfully care for the property of ourselves and others*
- *Take responsibility for our own learning*
- *Be reflective about our learning, character and behavior*
- *Have a positive attitude for learning each day*
- *Come to school, on time, and ready to learn*
- *Learn what teachers and parents expect from us*
- *Ask questions respectfully when we don't understand*
- *Work in groups and be good team members*
- *Share what we are doing in school with our families*
- *Attend cultural events*
- *Respect the natural world and care for our environment*
- *Participate in community service*
- *Be good representatives of the school in the community*

> • *Ask meaningful questions and conduct research on fieldwork*
>
> *FAMILY CREW VOLUNTEER OPPORTUNITIES*
> - *Grade level volunteer coordinator*
> - *Donate items for projects, products, and classroom needs*
> - *Chaperone fieldwork (see guidelines under FIELDWORK in this handbook)*
> - *Drive students to field studies (see guidelines under FIELDWORK in this handbook)*
> - *Assist with recess*
> - *Help with Family Crew events*
> - *Make copies for teachers*
> - *Cut out and prepare materials for teachers*
> - *Prepare promotional videos*
> - *Serve as photographer/videographer for special events*

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school(s) will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities.

> *Inspire Academy employs a Director of Culture to work with families and connect them to community resources. Our School Therapist (LCSW) also works closely with families who indicate additional need for support to ensure that they are connected with community resources when needs arise. The School Therapist has also worked to increase coordination of partnerships to ensure that all service providers are communicating and working together to support a coordinated success plan for students and parents.*
>
> *Inspire Academy is currently talking with Open Door Health Services, Meridian Mental Health Services, and Centerstone to coordinate onsite counseling services five days per week to students onsite so that families do not have to take students to another appointment outside of school, amidst their busy schedules and limited resources. Memorandums of Understanding and Scopes of Service are still in the discussion phase, as we transition from our School Therapist providing as many direct services. Inspire Academy is currently partnering with Ball State University through the Learning Recovery Grant to pilot a writing center onsite and begin training peer writing tutors. Inspire Academy has been partnering with Second Harvest Food Bank for years, both for service learning opportunities and to support families who face food insecurities during school breaks. Beginning with the 2022-2023 school year, Inspire Academy will become a Big Idea school with Second Harvest Food Bank, which includes free family classes and trainings as part of the [Forward STEPS Initiative](). Inspire Academy also partners with Cornerstone Center for the Arts to provide students with free or reduced rate access to community arts programming.*

5. Include, as **Attachment 8**, existing evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Educational Program Capacity

> **Meets Standard Expectation**
> - Evidence that school leadership and management teams have the collective qualifications to implement the school design successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.
> - Evidence that organizations, agencies, or consultants that are essential to successful implementation of the plan are committed to have an ongoing role with the school.
> - Evidence of the leader's experience in/ability to design, launch, and lead a school that effectively serves the target population, as well as evidence that the proposed leader is well qualified to implement the specific educational program being proposed.
> - Evidence of the Board and/or network's preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population.
> - Appropriate responsibilities and qualifications of the school's leadership/management team (beyond the school leader).
> - Individuals who demonstrate the qualifications, capacities, and commitment to carry out the designated leadership roles to ensure the

- Sound timeline, criteria, and process for recruiting and hiring leadership team members *(if applicable)*.
- Sound plan for leading the development of the school from post-approval to opening, including identification of a capable individual or team to lead the planning and start-up, as well as a viable plan for compensating this individual or team that is aligned with the budget.

1. Name the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success.

The Inspire Academy leadership structure includes a governing board, an administrative team, an executive advisory team, and an instructional leadership support team. Below are the names and membership of each team.

Governing Board: Dr. Tom Schroeder (Board Chair), Dr. Angela Pacheco-Gonzalez (Board Secretary), Mr. David Wentland (Board Treasurer), Dr. Bobby Steele, Dr. James Rediger, Ms. Yvonne Thompson, Mr. David Roark

Administrative Team: Ms. Leslie Draper (Executive Director), Mr. Patrick Fassnacht (Principal), Ms. Brittany Pickett (Financial Manager), Ms. Kara Baugues (Director of Culture)

Executive Advisory Team: Mr. Patrick Fassnacht (Principal), Ms. Kara Baugues (Director of Culture), Ms. Shameka Gordon (Special Education Teaching Fellow), Mr. Harry Pickett (Athletics Director, PE/Art Teacher), Mr. Michael Cowherd (Special Education Teacher)

Instructional Leadership Support Team: Ms. Julie Bailey (Middle School English Language Arts Teacher), Ms. CJ Smith (Elementary Classroom Teacher), Mr. Nabil Mahboubi (Data Coach, Lead Middle School STEM Teacher)

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2. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
   - School leadership, administration, and governance;
   - Curriculum, instruction, and assessment;
   - Performance management; and
   - Parent and community engagement.

Governing Board

The collective qualifications of the board of directors includes: human rights regulations and process, higher education, cultural competency, conflict management, event coordination, business, technology systems, elementary literacy, communication, language education, immersive learning and internships, and community service.

Administrative Team

Collectively this team has experience in nonprofit startup and leadership, community organizing, advocacy, community development, direct instruction PK - early college, recruitment and retention, feedback and evaluation, assessment administration, data analysis, budgeting, banking, financial reporting, grant writing, state reporting, and school leadership. Below is a highlight of each individual's strengths and expertise. Attached resumes provide more detail.

Ms. Leslie Draper, Executive Director
Ms. Draper's strengths are in mobilizing individuals around a shared mission. Draper is a big picture thinker who can see a vision before it comes to fruition and identify key action steps to bring that vision to life. She is also a highly organized, analytical thinker who has the capacity to develop strong systems for organization and oversight of curriculum, instruction, assessment, and performance management. Draper has a Masters Degree in Education Administration from Ball State University, a Professional Educator's License in English Language Arts for Grades 5-12 and in Building Level Administration for Grades PK – 12, a Certificate in Charter School Leadership, and is a certified trainer of nonviolent crisis intervention with the Crisis Prevention Institute. Prior to

founding Inspire Academy, Draper taught classes in a variety of non-traditional settings and was deeply engaged in community development work that led her toward starting a school. This background positioned Draper well for connecting with students, parents, and the larger community to engage them in the process of creating a school that meets the needs of the community.

Mr. Patrick Fassnacht, Principal

Patrick Fassnacht is the principal of Inspire Academy. He has an Education Specialist Degree in School Administration/Organizational Management from Oakland City University, Masters Degree in Educational Administration from Ball State University, Bachelors Degree in education from Purdue University. He most recently served as assistant principal at Yorktown High School and brings years of experience in the PK-12 setting to Inspire Academy. Mr. Fassnacht has also served as the Regional Director for The Excel Centers and as a principal in both Anderson and Indianapolis. Mr. Fassnacht has effectively transformed school cultures and standardized academic outcomes and enjoys supporting a team with a sense of urgency in pursuit of a mission. He is excited to be a part of the energy and mission of Inspire Academy.

Ms. Brittany Pickett, Financial Manager

Ms. Pickett's passion is the often unseen work that makes an organization strong. Pickett is detail oriented and organized, making her strong in record keeping, documentation, and fiscal management. With a background in banking and human services, she is well-equipped with an unusually strong blend and balance of mathematical skills, financial expertise, and community engagement. Pickett has a natural sense of people's need to feel supported, be heard, and have dependable, well-resourced systems for success.

Ms. Kara Baugues, Director of Culture

Ms. Baugues's passion is supporting the success of all students, especially those most vulnerable, and championing routines and rituals at Inspire Academy that embody what makes our school culture unique. With ten years of classroom experience in various K-6 grade levels, eight at Inspire Academy, Baugues knows the school curriculum deeply. She also loves to work with assessment data and goal-setting, in tandem with meaningful projects and products, to build ownership and purpose in student learning. Baugues is well respected by students and families and is well positioned to champion family engagement as she transitions into the Director of Culture role. Baugues was recently named an Armstrong Educator through the IU School of Education.

Executive Advisory Team

The Executive Advisory Team provides advice and feedback to the Executive Director. This team is composed of the principal, director of culture, a teacher leader, and two members appointed by the Executive Director based on perspective, diversity, and commitment rather than position. Collectively, this team is equipped with decades of classroom experience, decades of school leadership experience, and decades of community leadership and involvement. The vision of this team is centering the mission through shared leadership that impacts decisions, upholds a healthy, multicultural environment, and enforces standards that strengthen staff, students, and families. Resumes are attached for review of each individual's qualifications and experience.

Instructional Leadership Support Team

The vision of the Instructional Leadership Support Team is driving academic gains through rigorous, student-centered instruction. Members of this team are identified collaboratively between the principal and executive director, based on measurable success with student achievement, using NWEA scores as well as non-standardized outcomes, such as high quality, authentic student products. Collectively, this team has decades of classroom teaching experience, as well as multiple years of leadership and/or administrative experience. This team of teachers and a data coach spearheads practical initiatives to ensure teachers are fully supported to mobilize academic gains for students. Initiatives from the most recent school year included curriculum dives, leading professional development modeling protocols from the curriculum for student engagement, and organizing and implementing peer learning walks with positive feedback and opportunities for taking fresh ideas to more classrooms.

3. Describe the group's ties to and/or knowledge of the target community(ies).

Our group's ties to and knowledge of the target community run deep. Our executive director moved to a neighborhood with one of the highest poverty and highest crime rates in Muncie, IN in 2005 and has lived, worked, and raised her children there ever since.

By living in the community of highest need, our executive director understands the assets, challenges, and culture of the local target community. Our principal has worked with similar target demographics for most of his career, providing him with insight into the strengths and needs of the target community. One member of the executive advisory team has lived in Muncie her whole life. As a teen mother, she put her own education and career advancement on hold to support her children and ensure their success through working full-time and staying in public housing. She joined the Inspire Academy team as nutrition manager the first year we opened, and loving the mission, the kids, and the community, she has stayed with us ever since. She transitioned to serving as a paraprofessional in special education in 2019, loved the field and began working on her bachelor's degree in special education soon thereafter. She is now half way through her degree, a special education teaching fellow, and a local homeowner. She knows the community and the culture deeply and actively engages in community volunteerism through her local church and coaching dance teams. Other members of the executive advisory team have lived in Muncie for most of their adult lives or longer and live in neighborhoods more typical of well-resourced families. This balance ensures the team represents the experiences of the broader community so that the school does not become too narrowly focused on one subsection of the community. Together, Inspire Academy leadership believes that an asset-based view of our target community is crucial to student success. We build on our strengths and rise together!

4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school(s), along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.

Inspire Academy received its approval for charter from the Ball State University on December 5, 2011 and received the executed charter on April 18, 2013. We opened in August 2013 on the site of the former Garfield School as part of what was then called The Unity Center, with a founding student body of 124 students in grades K – 5. Inspire is Muncie's first public charter school that services children onsite 5 days a week. The school was created in response to the local community communicating the need for another educational option in Muncie, one in which parents feel comfortable partnering with school staff and where student participation and inquiry is encouraged. Inspire Academy was born from the community development initiatives of Urban Light Community Church and Urban Light Community Development Corporation. Inspire Academy is a separate, non-sectarian, non-profit 501(c)3, and as a public charter school, is committed to serving all families. Admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, or ancestry, or any other criteria that would be unlawful.

Urban Light has collectively contributed countless volunteer hours to support the mission of Inspire Academy, as well as donating gently used organizational furniture. Volunteerism has taken the form of care packages and other goodies to encourage and support teachers, coat/hat/glove drives, and community open gym partnerships. Currently, Urban Light is partnering with Inspire Academy to ensure families have access to the resources planned for the new social services hub, which is currently in the building phase.

5. Provide, as **Attachment 9**, the resume for the proposed school leader. Below, provide and discuss specific evidence that the proposed school leader demonstrates the capacity to design, launch, and manage a high-performing charter school with the anticipated student population. If no candidate has been identified, provide as **Attachment 10** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

Ms. Leslie Draper, Executive Director, has proven her ability to design, launch, and manage a high-performing charter school with the anticipated student population by doing it. While standardized test scores have yet to meet Draper's or the Board's goals and expectations, other performance indicators, such as high quality student work and presentations of learning, indicate that students are learning to contribute rigorous and complex work that meets professional standards for a variety of fields and industries. Inspire Academy was a dream born out of working with marginalized families who expressed the need for an option that was designed to engage and welcome historically excluded and/or marginalized people groups. Through practice, planning, and working with models of success, Draper organized and mobilized the community to bring Inspire Academy to life. Since its inception, Inspire Academy has modeled some of the strongest diversity rates in the region, has modeled an innovative approach to education that exemplifies research-based practices for amplifying marginalized voices, and has maintained competitive standardized scores when compared to the closest neighboring schools. Draper's next step is to accelerate achievement in ways that defy statistical trends through the addition of a principal.

Mr. Patrick Fassnacht, Principal, has a wide variety of experience in PK - 12, including traditional districts and charter networks. Fassnacht recently pursued the Inspire Academy leadership position because he wanted to serve in a school with a strong sense of mission and urgency toward fulfilling that mission. Fassnacht has led failing schools to increase success ratings consistently and consecutively. He has experience recruiting and developing teams of teachers, expanding programs, and further developing and expanding established partnerships. Fassnacht has demonstrated his ability to manage multiple priorities while empowering cross-functional teams to transform cultures towards measurable successes and has become a respected leader in education throughout the region.

6. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as **Attachment 11**, the resumes for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

Inspire Academy's management team beyond the principal/head of school includes a Financial Manager and a Director of Culture. The Financial Manager is responsible for financial management (reporting, budget, payroll, accts. receivable, accts. payable, etc.), human resource management (staff records, benefits, pension fund, 403b documents), managing vendors, procurement, overseeing public grant management, overseeing financial compliance of National School Lunch Program, maintaining documents required for audits, track and make deposits, display professionalism at all times as a role model for the students and guardian of school mission, core values, and culture. The Director of Culture is responsible for building an inclusive school culture that demonstrates integrity, diversity, risk-taking, accountability and an urgent and relentless pursuit of academic achievement; intentionally building and maintaining a school culture that evidences high expectations for courtesy, respect, compassion, and a scholarly environment for both students and adults; focusing on supporting the needs of families as the school grows; assisting with student discipline; serving as initial communication point person for families; attending family involvement events; assisting with teacher and family relations; contributing to recruitment and retention efforts; serving as point person for student enrollment; implementing the employee care program; assisting with training of the receptionist position; displaying professionalism at all times as a role model for the students and guardian of school mission, core values, and culture; being on-site daily for tracking everything that arises.

7. Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals

N/A

GOVERNANCE

Legal Status and Governing Documents

Meets Standard Expectation
- Proposed school's legal status and structure are in compliance with state law.
- Governing bylaws, policies, and procedures are comprehensive and sound.

1. Describe the proposed school's legal status, including non-profit status and federal tax-exempt status. Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of your filings for the preceding items), and any governing documents already adopted, such as board policies, in **Attachment 12**. Submit, as **Attachment 13**, the completed and signed Statement of Assurances.

Muncie Public Charter School of Inquiry Inc. d/b/a Inspire Academy is an Indiana nonprofit corporation that is tax-exempt pursuant to Section 501(c) of the Internal Revenue Code.

Organization Charts

Meets Standard Expectation
- The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory boards or parent/teacher councils), and any external organizations that will play a role in managing the school.
- The organization charts should also document clear lines of authority and reporting within the school(s).

1. Submit, as **Attachment 14**, organization charts that show the school governance, network management, leadership, and staffing structure in: a) Year 1; and b) at full build-out.

Governing Board

Meets Standard Expectation
- Effective governance structure for network and school governance, whether each school will have an independent board or there will be one or more boards overseeing multiple schools. Well-planned board(s) size, powers, duties, and current and desired composition that will foster school(s)/network success.
- Clear division of duties if there will be multiple boards serving multiple schools.
- Clear, appropriate plans for the board(s) to evaluate the success of the school(s) and school leader(s).
- Proposed board members who demonstrate: (a) will, capacity, and commitment to govern the school(s)/network effectively; and (b) shared vision, purposes, and expectations for the school(s)/network
- Evidence that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school including educational, financial, legal, business, and community engagement expertise.
- Sound, timely plan for creating or transitioning to the school governing board *(if applicable)*.
- Sound plan for transforming existing board to assume its new duties or forming a new board *(if applicant is an existing not-for-profit organization other than a charter school governing board)*.
- Other effective governance procedures, including planned frequency of meetings and standing committees.
- Appropriate proposed Code of Ethics and Conflict of Interest policy/procedures that will minimize real or perceived conflicts.
- Sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and capacities.
- If there will be a network-level board, plan for clear identification and plan for addressing board development needs relative to growth.

1. Describe the governance structure and size of the proposed board and the plan for satisfying all applicable statutory and

authorizer requirements for the composition of school governing boards. Explain how the governance structure and compositions will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders within the proposed community(ies) being served, including parents.

The governing board of Inspire Academy meets monthly on the third Thursday of each month at 6pm at the school. All board meetings are open to the public in accordance with Public Access Laws. Board member recruitment has largely been achieved by individual board members and school leadership identifying highly qualified and dedicated people to consider service to the Inspire mission as a Board member and then, after reviewing nomination forms and resumes, inviting committed individuals from this pool to join the Board through a majority vote. When seeking nominees for board membership, board members and school leadership actively seek members with varied professional expertise to ensure the governing board possesses the skills and perspectives necessary for effective oversight of all that is involved in effective school governance. The active areas of expertise pursued by the governing board include, but are not limited to, education best practices, community engagement, legal, business, technology, development, and diversity, equity, and inclusion. Inspire Academy pursues active representation of key stakeholders by ensuring that the majority of board members live in our community and are active in various sections of the community to bring various perspectives to the table. While there was a time period in our history during which Inspire Academy pursued parent representation on the governing board, we were advised that this practice often results in board members who make decisions based on an individual or small group of students rather than having the objective perspective of what is best for all students and the organization as a whole. Inspire Academy is happy to resume pursuit of parent representation on the board of directors, if this is advised by Education One. Currently, Inspire Academy pursues effective representation of parent interests through parent surveys and welcoming parent attendance and public comment at public board meetings.

In the past, the governing board established a committee structure to help provide focus on three important areas requiring Board attention. However, after trying a committee structure, it has been determined that the Board is best served by devoting meetings to three key domains on a rotating schedule. Thus, each Board meeting currently involves a report from staff regarding either (1) financial performance and compliance, (2) academic performance, or (3) enrollment, culture, and parent satisfaction, followed by Board questions, discussion, and actions if required. This system has proven far more effective than dealing with the priorities through committee structures, though committees may be formed as needed. For example, a financial audit committee currently consists of the board treasurer, school treasurer (financial manager), and executive director. In the future, committees will be formed when required to satisfy specific needs of the Board that may arise to ensure the educational and operational success of the school.

The principal will be evaluated annually on six domains identified by Marshall (2011): Diagnosis and Planning; Priority Management and Communication; Curriculum and Data; Supervision, Evaluation, and Professional Development; Discipline and Parent Involvement; Management and External Relations. Each year, based on past performance evaluations and school improvement plans, the principal will set some realistic, attainable goals that he or she identifies as top priorities for the success of Inspire Academy and nest them within the appropriate domains. The principal will write a narrative, addressing his/her performance in each of the domains, including progress toward meeting goals, and providing evidence to support his/her comments. The executive director will review the self-evaluation narrative and provide additional comment and feedback based on the narrative provided by the principal and based on day-to-day observation. The governing board will review the evaluation of the principal's performance using the materials addressing the six domains, provided by the principal and executive director. The governing board will provide targeted feedback to the principal in each of the six domains, noting both strengths and growth areas. Overall, the principal will be given a designation of Highly Effective, Effective, Improvement Necessary, or Ineffective. The board's feedback, recommended improvements, and timeframe in which improvement is expected will also be presented in written form to the executive director and principal. Recommended improvements based on the principal's annual performance evaluation will be determined collaboratively in a meeting of the executive director and principal.

The executive director will be evaluated on domains designed to target the work of organizational leadership, vision-casting and goal accomplishment, and development through community awareness and partnerships. In the past, the executive director has been evaluated using the Marshall (2011) principle rubric due to having to fulfill the duties of both roles to the fullest extent possible. Over the course of the next several months, Inspire Academy and its governing board will be researching domains and rubrics that best

align with our vision for the executive director role and aligned evaluation. Inspire Academy welcomes recommendations from the authorizer as we conduct this research.

2. **Replication Schools:** If there will be both a network-level board and boards at each school, describe the organizational relationship between the boards, the legal status of each board, and the scope of authority of each. If each school will have an independent governing board but no network-level board, explain how the network will be governed and how decisions that affect the network as a whole will be made.

N/A

3. **Replication Schools:** Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.

N/A

4. As **Attachment 15**, list the members of the school's proposed governing board, network and/or independent, with the following information:
    ● Summary of members' interests in and qualifications for serving on the school's board; and
    ● Full resumes (including contact information).

5. As **Attachment 16,** provide a completed and signed Board Member Notice of Disclosure for each proposed board member.

6. If the current applicant team does not include an initial governing board, explain how and when the transition to the formal governing board will take place.

N/A

7. If this application is being submitted by an existing non-profit organization respond to the following:
    ● Will the existing non-profit board govern the new school(s), or has(have) the school(s) formed a new non-profit corporation governed by a separate board?

The existing non-profit board will govern the school.

    ● If the non-profit's current board will govern the school(s), what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.

The governing board of Inspire Academy has been exercising its duties for ten years. During this time, Inspire Academy has provided multiple training opportunities to ensure new board members are oriented to what is expected and veteran board members are routinely refreshed on what is required for effective governance.

    ● If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit board will be.

N/A

8. Explain the procedure by which board members have been and will be selected. Discuss how often the board will meet and the plans for any committee structure.

1. Constitution of the Board
 The Board shall consist of no fewer than seven (7) or more than eleven (11) members. At least one member shall be a parent or family member of a student enrolled at Inspire Academy. Every attempt shall be made to select individual board members who

represent the following categories or constituencies: Business Professionals, Legal Professionals, Fund-Raising Professionals, Finance Professionals, Educational Professionals, Community Leaders, Medical Professionals.

2. Continuity of the Board
The term of board membership is for a period of three years, with option for reappointment to additional terms. Upon election to the board, each new board member will be assigned an initial term of from one to three years in order to establish and maintain continuity of service on the board.

3. Nomination and Election Procedures
Nominations may be submitted by any current board member at any time. The procedure for processing nominations is as follows:
* ● *A completed nomination form and a resume shall be submitted and copies distributed to all sitting board members for review.*
* ● *The nomination is discussed at the next board meeting and a decision is made by vote either to deny or to approve the nomination and proceed to the next step.*
* ● *If the nomination is approved, the nominee shall attend the next scheduled board meeting, and be interviewed by the board. Following the interview, the board shall vote to approve or deny the appointment of the nominee.*

4. Orientation and Initiation Procedures
The new board member's term shall begin at the next regular meeting following appointment to the board. The new board member shall be provided with (a) a list of current board members with brief biographical background descriptions, (b) an introduction to EL Education, and (c) introduction to the basic structure and goals of Inspire Academy.

The governing board of Inspire Academy meets monthly at least ten months per year. In the past, the governing board established a committee structure to help provide focus on three important areas requiring Board attention. However, after trying a committee structure, it has been determined that the Board is best served by devoting meetings to three key domains on a rotating schedule. Thus, each Board meeting currently involves a report from staff regarding either (1) financial performance and compliance, (2) academic performance, or (3) enrollment, culture, and parent satisfaction, followed by Board questions, discussion, and actions if required. This system has proven far more effective than dealing with the priorities through committee structures, though committees may be formed as needed. For example, a financial audit committee currently consists of the board treasurer, school treasurer (financial manager), and executive director. In the future, committees will be formed when required to satisfy specific needs of the Board that may arise to ensure the educational and operational success of the school.

9. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. Provide, as **Attachment 17**, the board's proposed Code of Ethics and Conflict of Interest policy.

Inspire Academy requires every board member to complete a conflict of interest disclosure form annually to ensure that any actual or perceived conflicts of interest that may arise are disclosed promptly and may be assessed by the governing board. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, the member with a potential conflict of interest shall leave the Board of Directors meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board members shall decide if a conflict of interest exists. In addition to the conflict of interest policy, Inspire Academy provides a document outlining board member expectations, which is included in Attachment 17 as inclusive of the code of ethics.

10. Describe plans for increasing the capacity of the governing board. The plan for training and development should include:
* ● Timetable;
* ● Specific topics to be addressed; and
* ● Requirements for participation.

If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

Every prospective governing board member at Inspire Academy is provided with a board member job description and board member agreement, supplied below. In addition to these guiding documents, Inspire Academy provides board training opportunities at least annually as part of the governing board's annual strategic planning retreat, with other opportunities as they arise. Specific topics addressed in board training include, but are not limited to, comprehensive review of all guiding documents and policies for the school and its governing board, roles of governing boards with clear guidance for delineation between governance responsibilities and management responsibilities, unique dynamics of school governance as it relates to public charter schools, and fund development.

Inspire Academy Board of Directors Job Description

General Responsibilities:
Responsible for ensuring that the academic program of Inspire Academy is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization.

Specific Responsibilities:
1. ***Determine the mission and purpose of Inspire Academy and keep it clearly in focus***
   · *Create and periodically review the mission statement which:*
      o *Serves as a guide to organizational planning, Board and staff decision-making, volunteer initiatives, and setting priorities among competing demands for scarce resources.*
      o *Is used as the vehicle for assessing program activities to ensure that the organization is not drifting away from its original purposes.*
   · *Understand and support the mission statement.*

2. ***Support and review the performance of the School Leader***
   · *Provide frequent and constructive feedback.*
   · *Assist when Board members overstep prerogatives or misunderstand their roles.*
   · *Compliment for exceptional accomplishments.*
   · *Provide for an annual written performance review with a process agreed upon with the School Leader well in advance.*

3. ***Ensure effective organizational planning***
   · *Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan.*

4. ***Ensure adequate resources***
   · *Approve fundraising targets and goals.*
   · *Assist in carrying out the development plan.*
   · *Make an annual gift at a level that is personally meaningful.*

5. ***Manage resources effectively***
   · *Approve the annual budget.*
   · *Monitor budget implementation through periodic financial reports.*
   · *Approve accounting and personnel policies.*
   · *Provide for an independent annual audit by a qualified CPA.*
   · *Ensure the full Board has the proper training to be effective stewards of public funding.*
   · *Ensure adequate insurance is in force to cover students, staff, visitors, the Board and the assets of the organization.*

6. ***Determine, monitor and strengthen the programs and services***
   · *Assure programs and services are consistent with the mission and the charter.*
   · *Approve measurable organizational outcomes.*
   · *Approve annual, attainable Board and management level goals.*
   · *Monitor progress in achieving the outcomes and goals.*
   · *Assess the quality of the program and services.*

7.   *Enhance Inspire Academy's public standing*
·   *Serve as ambassadors, advocates and community representatives of the organization.*
·   *Ensure that no Board member represents her/himself as speaking on behalf of the Board unless specifically authorized to do so.*
·   *Provide for a written annual report and public presentation that details Inspire Academy's mission, programs, financial condition, and progress made towards charter promises.*
·   *Approve goals of an annual public relations program.*

8.   *Ensure legal and ethical integrity and maintain accountability*
·   *Establish policies to guide the organization's Board members and staff.*
·   *Develop and maintain adequate personnel policies and procedures (including grievance mechanisms).*
·   *Adhere to the provisions of the organization's bylaws and articles of incorporation.*
·   *Adhere to local, state and federal laws and regulations that apply to the organization.*
·   *Ensure compliance with all federal state and local government regulations.*

9.   *Recruit and orient new Board members and assess board performance*
·   *Define Board membership needs in terms of skill, experience and diversity.*
·   *Cultivate, check the credentials of and recruit prospective nominees.*
·   *Provide for new Board member orientation.*
·   *Conduct an annual evaluation of the full Board and individual members.*

Inspire Academy Board Member Agreement

I, _____, *understand that as a member of the Board of Directors of the Inspire Academy I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.*

I have read, understand and am willing to comply with the Board of Directors Job Description and the Individual Performance Expectations that outline my responsibilities to the Board.

If I ever find myself in a situation where I am unable to fulfill these expectations I will resign from the Board.

In turn, the organization will be responsible to me in several ways:
1. I will be sent, without request, monthly financial statements and an update of organizational activities that allow me to meet the "prudent person" section of the law.

2. The organization will help me perform my duties by keeping me informed about issues in the industry and field in which we are working, and by offering me opportunities for professional development as a board member.

3. Board members and the School Leader will respond in a straightforward fashion to questions I have that are necessary to carry out my board and committee-related responsibilities to this organization.

4. Board members and the School Leader will work in good faith with me towards achievement of our goals.

5. If the organization does not fulfill its commitments to me, I can call on the President of the Board and School Leader to discuss these responsibilities.

Advisory Bodies

Meets Standard Expectation

- Clear roles, duties, and composition of any advisory bodies/councils, and effective relationship to the school governing board and leadership.

1. Describe any advisory bodies or councils to be formed, including the roles and duties of that body.

Inspire Academy has two advisory bodies, both of whom serve as advisors to the executive director. The executive advisory team is explained in detail in the Educational Program portion of this application, with resumes and bios included in Attachment 11. The business advisory team is made up of successful business professionals who meet with the executive director and/or financial manager on an as-needed basis to provide advice and feedback on budgeting, cash flow management, and other major business decisions that arise.

2. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

The executive advisory team is comprised of principal, director of culture, a teacher leader, and two additional appointed seats. Members are invited to join the executive advisory team by the executive director based on their performance as effective standard-bearers within the organization, their understanding of the mission and vision of the school, their capacity to maintain confidentiality and professionalism with the handling of sensitive topics, and their long-term commitment to the work of the school. While the executive advisory team's primary role is to provide perspective for the executive director to make decisions that are best for the organizations, at times, school decisions are made by vote of the executive advisory team. The executive director is proactive about appointing staff members to the executive advisory team who also have students in the school so that parent perspective is represented in discussions.

Business advisory team members are identified and invited by the executive director, often targeting business professionals who don't have the time and capacity to serve in a governing role but still want to support the sustainability and mission of the school. The business advisory team does not have any decision-making authority in the organization and solely serves as a sounding board and advisory resource to school leadership.

Grievance Process

Meets Standard Expectation
- Fair, accessible grievance process for parents and students.

1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

COMPLAINT POLICY
1. Complainants
   Complaints regarding Inspire Academy may be made by any member of the Inspire Academy Community. A Community Member is any person who has a relationship with Inspire Academy, including parents, staff, project partners, neighbors, and volunteers.

2. The Policy
   The Board believes that complaints are most effectively resolved when they are handled as close to their origin as possible.

   2.1   If the complaint involves matters relative to the operation of the school and/or the performance of the school faculty, staff, or administration, the complaint shall be directed to the Executive Director and processed as outlined in section 3 below.

   2.2   If the complaint involves alleged violation of the terms of the charter or applicable law, the complaint shall be directed to the school's Board of Directors and processed as outlined in section 4 below.

3. **The Procedure for Resolving a Complaint Regarding the Operation and/or Performance of School Faculty, Staff, or Administration.**

Step One: Initiating a Complaint
It is the intent of the School to solve problems and address all complaints as close as possible to their origin. Any member of the community who wishes to express a complaint should arrange to verbally discuss the matter directly with the school employee involved. School personnel will make themselves available to respond directly to such a complaint, and the Executive Director will aid in facilitating communication with the school employee involved. School personnel shall document in writing a summary of all contacts related to the complaint.

Step Two: The Executive Director
If the problem remains unresolved at Step One, the concerned party or parties should work with the Executive Director to address the complaint or concern. The complainant shall file a signed, written complaint, following the format attached to this policy statement, with the Executive Director clearly stating the nature of the complaint and suggested remedy. The Executive Director shall record the complaint, investigate the complaint, and confer with the party or parties involved in an attempt to provide resolution of the complaint. The Executive Director shall prepare a written report of his/her findings and conclusions regarding the complaint and its resolution, or lack thereof and share the written report with the complainant and the Executive Director. If the complainant is still unsatisfied with the outcome, the complainant may request in writing to have the complaint and written reports escalated to the Board of Directors.

Step Three: The Board
If, after completing Steps 1- 3 of this Complaint Policy, a complainant asks for the complaint and written reports by the Executive Director be escalated to the Board of Directors, the Executive Director will forward the complaint and all written reports to the Board Chair. The Board Chair will notify the Board that the complaint has been filed and distribute copies of the formal complaint, the findings, and conclusions of the Executive Director to all board members.

At the next regularly scheduled meeting of the board, the board will meet in closed session to review the complaint document, review the findings and conclusions of the Executive Director, hear from the complainant, and gather other evidence as deemed appropriate. Following the review, the Board will meet in closed session without the complainant or Executive Director present, and will determine a final response to the complaint. The final response will be delivered in writing to the complainant and the Executive Director within seven business days and the matter will be considered closed.

4. **Procedure for Resolving a Complaint Involving Alleged Violation of the Terms of the Charter or Applicable Law**
A community member who believes that the school has violated a term of its charter or applicable law may complain formally to the school's Board of Directors as outlined below.

Step One: Filing the Complaint
The Complainant shall submit a signed, written formal complaint, following the format attached to this policy statement, to the Chairman of the Board of Directors. The Chairman shall distribute the complaint to the members of the Board for their study.

Step Two: Board Consideration
At its next regularly scheduled meeting, the board shall review and consider the complaint. The Board shall consult with and seek advice from appropriate legal counsel and/or charter authorization authorities to determine its response to the complaint.

Step Three: Final Determination
At the next regularly scheduled meeting of the board following the consideration phase in step two, the Board will determine its final response to the complaint. Notification of the Board's final response will be communicated to the complainant within seven days of the meeting in which the final determination is made.

Format for Submission of Complaint

Include the following identification information in submitting a formal complaint: Today's Date, Your Name, Your Address, Telephone No., E-mail Address, Date of Incident (if applicable), Name of Student(s) (if applicable), Your Relationship to Student(s)/School

Provide the following information regarding the complaint:

1. *Provide a detailed statement explaining your complaint.*
2. *Provide a specific description of action(s) you are requesting regarding the complaint.*
3. *Attach any relevant documentation, reports, etc. in support or explanation of your complaint.*

School Management Contracts

Meets Standard Expectation
- Compensation is clearly articulated and includes a detailed description of the management fee, as well as all pass-through expenses.
- Clear process for choosing the identified ESP/CMO
- Effective relationship between the school governing board and the ESP/CMO to support the mission, vision, and educational programming of the proposed school.
- Includes a term sheet and draft of proposed contract detailing roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract.

If the applicant does not intend to contract with an ESP or CMO, mark "Not Applicable" and move to the next section.

1. Describe the ESP/CMO founding year and current geographic footprint.

Not Applicable

2. Explain how and why the ESP/CMO was selected and the due diligence conducted (including a list of other entities assessed during the diligence process, if any).

Not Applicable

3. Provide, as **Attachment 18,** the following:
   - Term sheet setting forth a proposed duration of the contract that aligns with the charter term; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider (both management fees and all pass-through expenses, such as for curriculum licensing or technology); financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;
   - Draft of the proposed management contract detailing all the above limits; and
   - Evidence that the service provider is authorized to do business in Indiana.

4. Summarize the relationship between the school governing board and the ESP/CMO, specifying how the governing board will monitor and evaluate the performance of the provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

Not Applicable

5. Disclose and explain any existing or potential conflicts of interest between the school governing board and proposed provider or any affiliated business entities.

Not Applicable

STAFFING

Staff Structure

1. Provide, as **Attachment 19**, a complete staffing chart for the school(s). The staffing chart(s) and accompanying notes or roster(s) should identify the following:
     - Year 1 positions, as well as positions to be added in future years;
     - Administrative, instructional, and non-instructional personnel;
     - The number of classroom teachers, paraprofessionals, and specialty teachers;
     - Teacher-student ratio, as well as the ratio of total adults to students for the school; and
     - Operational and support staff.

2. Explain how the relationship between the school's network leadership (if applicable), senior administrative team, and the rest of the staff will be managed.

Inspire Academy is not a part of a management network and currently operates as an independent, single site school. The governing board serves as the supervisor of the executive director. The executive director of Inspire Academy oversees the principal and financial manager. The principal oversees and manages all other staff.

Staff Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the school(s) and its employees, including whether the employees will be at-will and whether the school(s) will use employment contracts. If the school(s) will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment 20**, a personnel policy or an employee manual, if developed.

Employment at Inspire Academy is employment at will. This means that employees are free to leave their employment at any time, with or without cause or notice, and the School retains the same right to terminate employment at any time, with or without cause or notice. With the exception of employment at will, terms and conditions of employment with the School may be modified at the sole discretion of the School with or without cause or notice at any time. No implied contract concerning any employment-related decision or term or condition of employment can be established by any other statement, conduct, policy, or practice. Examples of the types of terms and conditions of employment that are within the sole discretion of the School include, but are not limited to, the following: promotion; demotion; transfers; hiring decisions; compensation; benefits; qualifications; discipline; layoff or recall; rules; hours and schedules; work assignments; job duties and responsibilities; production standards; subcontracting; reduction, cessation, or expansion of operations; sale, relocation, merger, or consolidation of operations; determinations concerning the use of equipment,

methods, or facilities; or any other terms and conditions that the School may determine to be necessary for the safe, efficient, and economic operation of its business.

To date, Inspire Academy has provided annual renewal letters to employees, outlining terms and conditions, but still containing an at-will clause. Due to recent adjustments in timelines and procedures used by Muncie Community Schools for announcing changes in teacher compensation, Inspire Academy will shift to a written notice to employees who are not invited to return for the next school year by a set date in late winter/early spring, a shift that will be accompanied by clear communication to all staff that failure to meet basic job performance expectations can always result in termination of employment, regardless of notice or timeline. This will allow Inspire Academy time to await what larger, surrounding districts announce as competitive pay rates before notifying teachers of what to expect in compensation the following school year.

2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

Inspire Academy's current base rate of pay for entry level, non-certified positions is $15 per hour. Compensation increases are based on experience, training, credentials, and performance. Inspire Academy's current base salary for certified, highly qualified teachers is $48,000. Teachers on emergency permits receive a slightly reduced rate of pay to provide financial incentive for rapidly transitioning off of the emergency permit onto an original license to teach. In addition to this compensation, Inspire Academy uses the Teacher Appreciation Grant to provide extra compensation to teachers who have earned Effective or Highly Effective status and who have served in the organization for more than one year.

Once we determine which candidates are high quality teachers whose skill-sets and passions align with our mission, we work to retain those teachers by following through on our promises of high levels of administrative support, professional development, and collaborative planning time. Teachers will be involved in the process of determining their own professional development needs. Teachers will be provided all the necessary tools to implement the plan that is in this proposal. Inspire Academy will implement a team approach and successes will be celebrated in a way to communicate value and empower teachers.

Personnel will be offered salaries or hourly wages commensurate to experience, education, and position, and all effort will be made to remain competitive with salaries and wages locally for comparable positions. All full-time positions will qualify for benefits. Opportunities for raises will be based on teacher implementation of EL Education Power Practices, student achievement in multiple measures, and increased experience.

3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school(s) design.

Staff will be recruited through public postings, as well as through the personal networks of the current board and staff. While the board plans to take care of the staff of Inspire Academy with adequate salary and benefits, we recognize that charters receive lower funding than district schools and our salaries may not be the primary means of recruiting and retaining quality teachers. We plan to recruit teachers whose vision aligns with the mission of Inspire Academy and whose educational philosophy aligns with inquiry-based, collaborative learning. We will commit to giving teachers high levels of administrative support, professional development, and collaborative planning time.

Before being invited to interview onsite, candidates participate in an initial phone screen to determine basic knowledge of the field of education and alignment with the values of our organization. To the fullest extent possible, teachers will participate in a collaborative interview process that includes group interaction with other candidates and staff in addition to an individual question and answer session. Our preferred interview process tends toward being a long process because we believe that hiring the right teachers is paramount to our students' success. However, in the current climate of teacher shortages, we often expedite the process when we notice candidates who meet "Highly Qualified" status and align with the school's mission and vision. We do not want to miss out on highly qualified candidates from being overly thorough at a time when the fastest moving schools often get the best candidates!

For candidates applying for teaching positions in early elementary, we are careful to ask questions about the science of reading so that we know if teacher candidates understand the main task ahead and/or if support and additional training will be needed in this crucial domain of student success. For candidates applying from non-traditional backgrounds or backgrounds instructing older students, questions focus on instructional practices and classroom management. These are just a few examples of the special considerations given throughout the interview process to ensure each candidate meets the selection criteria identified.

Primary selection criteria include:
- *License to teach in Indiana or eligibility for an emergency permit with a plan for obtaining an original permit*
- *Answers to interview questions that indicate a dependable level of professionalism, a strong work ethic, alignment with our commitment to student-centered instruction and empowering student voice through inquiry, a work knowledge of instructional design and classroom management, and notable people skills*
- *Glowing references with recommendation for hire without reservation*

4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Once a candidate has successfully completed the application and interview process, the candidate is sent an "at will" offer letter outlining terms and conditions of employment. As soon as the candidate returns a signed and accepted offer, the candidate is sent onboarding paperwork that includes authorization of a criminal history check. Inspire Academy makes every effort to complete all background checks before a staff member begins working at Inspire Academy. In cases when a last minute hire is necessary, Inspire Academy follows state regulations for timelines for completing criminal background checks. Once the paperwork is complete, the new hire then completes an orientation with their supervisor, during which an overview of school policies, procedures, and expectations are provided, all of which are described in detail and easily accessible to personnel in [Employee Handbook Binder](). Additionally, teachers are provided with curricular materials and provided with an overview of all the elements of the curriculum.

Inspire Academy prefers to avoid dismissing personnel through candid conversations and feedback, either guiding staff to meet expectations or indicating to staff that it may be best for them to choose another profession. In situations when dismissal is necessary, Inspire Academy usually confers with our PEO service provider, Servant HR, to ensure that all regulations are followed and that protected people groups are treated fairly. With the "at will" nature of employment at Inspire Academy, simple documentation outlining the reason that termination of employment was pursued is usually sufficient.

5. Explain how the school leader(s) will be supported, developed, and evaluated each school year. Provide, in **Attachment 21**, any leadership evaluation tool(s) that you have developed already.

Inspire Academy has found that individuals who have successfully navigated their careers to the point of becoming school leaders are well-equipped to self-reflect and evaluate their own performance accurately and self-critically. As such, Inspire Academy allows the school leaders to provide a self-reflection through rubric and narrative to present to the supervisor or supervisory body, upon which the evaluation is based. Once the school leader provides the annual self-reflection, the supervisor or supervisory body meets to discuss performance and adjust scores as deemed appropriate.

School leaders are supported and developed through autonomy to choose professional development opportunities to meet their needs. School leaders manage their own professional development budget and have the opportunity to participate in state-led professional development, such as sessions focused on special education, data and reporting, or other topics identified for school leaders by the IDOE. They also have the opportunity to engage in professional development with EL Education to ensure that leadership aligns their approach with the research-based Core Practices for leadership and school design. Additionally, school leaders can seek out their own professional development and/or engage in professional development with curriculum providers.

School leaders are also supported through close connection and communication with the governing board. The governing board engages in dialogue with school leaders publicly during monthly board meetings but also make themselves available for direct calls and emails when challenges arise. This mutually supportive relationship is paramount to the success of our leadership.

6. Explain how teachers will be supported, developed, and evaluated each school year. Provide, in **Attachment 22**, any teacher

evaluation tool(s) that already exist for the school(s).

Inspire Academy teachers are supported and developed through open door practices, ongoing observation and feedback, and investment in professional development. Inspire Academy engages teachers in a summer institute for at least one full week before students return to class each school year. This is time that leadership can devote to teachers to ensure they have full planning support, as well as multiple professional development sessions to focus everyone on the same goals and priorities for each school year.

Inspire Academy works closely with EL Education to support and develop teachers. Inspire Academy invests in an EL Education coach to work with our teachers monthly, on average. This support is a combination of onsite and remote work, allowing the EL Education coach to observe in classrooms, lead in-depth PD sessions, and provide feedback and ongoing coaching. This work is designed to ensure that the Core Practices are evident in all classrooms and that the curriculum is being followed with fidelity to increase student engagement and student voice in the process of education. While other curriculum providers provide limited PD to our staff to ensure acclimation to products, EL Education engages deeply through embedded, ongoing PD cycles that facilitate true growth and success. In addition to the onsite coaching and PD, Inspire Academy teachers are provided opportunities to engage in off site professional development conferences through EL Education, Responsive Classroom, and Indiana based initiatives.

Inspire Academy teachers are evaluated using Marzano's New Art and Science of Teaching (NASOT). During the first half of each school year, leadership observations are simply used for ongoing feedback. During the second half of each school year, observations become more evaluative in nature. Over the course of multiple observations, school leadership begins filling in observational evidence of rubric items fulfilled. Then, teachers are offered the opportunity to provide non-observational evidence, such as student artifacts to demonstrate various practices have been implemented, even if not observed during a specific observation window. This approach is more comprehensive than a traditional, one observation snapshot, allowing teachers to engage the process and collaborate to invest in their own success. After all evidence has been gathered, school leadership compiles and organizes the evidence for final evaluation scoring. Then, an evaluation and goal-setting session is conducted with each teacher during summer institute in preparation for the next school year. This timeline helps teachers see that feedback is truly for improvement and goal-setting as they gear up for the upcoming school year.

7. Explain how the school(s) intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Inspire Academy approaches unsatisfactory performance, be it leadership or teachers, first through coaching and feedback. When informal coaching and feedback does not prove effective, a formal improvement plan is created, with timelines and action steps that must be met for prompt improvement. At the conclusion of an improvement plan, if all steps are completed, the employee is then returned to usual monitoring and supervision procedures unless performance begins to slip again, at which point another time bound improvement plan will be implemented, and ongoing closer monitoring and supervision will be administered, even after the close of the improvement plan as that is proven necessary through observation of practice over time.

If an improvement plan is not effective, then employees with unsatisfactory performance are counseled out or not renewed for the next school year. To date, Inspire Academy has found that implementing a formal improvement plan is enough for an individual to improve their practice promptly or for an individual to seek employment elsewhere. In cases of egregiously poor performance, Inspire Academy pursues voluntary resignation or termination of employment instead of the longer process of a formal improvement plan.

Inspire Academy believes that developing leadership within the organization is the best approach to ensuring the stability of the organization amidst seasons that involve a transition in key leadership positions. While positions are routinely posted publicly to ensure that we are vetting the largest pool of applicants to find the best person for the job, we also work to develop the leadership capacity of our staff and faculty and provide opportunities for advancement within the organization. When personnel see opportunities for advancement within an organization that shares their mission, vision, and values, they are more likely to stay with

the organization over time and are less inclined to seek out advancement elsewhere, allowing Inspire Academy to benefit from the skills sets and professional growth of its team.

In the event that Inspire Academy's daily leader becomes incapacitated (whether for the short term, such as in the case of exposure to COVID-19; or, in the case of long term leave) so that the individual is not sufficiently able to perform the duties required of the position, Inspire Academy will follow a prescribed communication plan to ensure that key-role staff, staff, families, etc., are aware at the proper time to facilitate a successful transition of leadership to an emergency leader, interim leader, or replacement leader (in the event one must be selected.) The Communication Plan will also be essential in maintaining transparency between the school and its stakeholders.

The Process for Selecting a Replacement Leader
Within the first two (2) weeks of the interim leader's term, a Search Committee of three (3) board members and two (2) executive advisory team members will be appointed by the Board of Directors to conduct a search for a replacement leader. The search committee will be charged with the responsibilities of posting the vacancy publicly, reviewing resumes, scheduling and conducting interviews, and recommending a replacement leader to the Board of Directors. The Board of Directors will be responsible for reviewing the search committee's recommendation, negotiating terms with the replacement leader, and finalizing the hiring process by way of majority vote of the Board of Directors. Orientation of the newly appointed leader to the organization will be conducted by the Board Chair and the members of the Executive Advisory Team who served on the Search Committee.

Long-Term Leader Succession
During the window of time under both the emergency leadership protocol above and the interim leadership, the daily leader will not have the authority to change any of the following without the approval of the Executive Advisory Team and the Board of Directors: Family Handbook, Employee Handbook, MTSS Document, Habits of Scholarship or any related structures and systems, Staffing Matrix and Job Descriptions, Curriculum, EAT or ILST membership, monthly meetings with EAT, and must consult with Director of Culture on all suspensions and expulsion.

When a long-term Replacement Leader is identified, a board member or board subcommittee, as determined by the Board of Directors, will coach the Replacement Leader during the first six (6) months on board meeting preparation expectations, board protocol, big picture projects in process, and other board-related matters. Also during the first three (3) months, the Director of Culture and the Financial Manager will coach the Replacement Leader on daily and seasonal routines and rituals that make the school community a sustainable and unique asset in the community.

Professional Development

Meets Standard Expectation
- Sensible allocation of school vs. network responsibilities for professional development, including demonstrated understanding of and preparation for professional development needs that are common to all schools in the network.
- Professional development standards, opportunities, leadership, and calendar/scheduling that effectively support the education program and are likely to maximize success in improving student achievement, including an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program.

1. Identify the person or position responsible for professional development.

The principal is responsible for ensuring professional development is provided that aligns with schoolwide goals and priorities while also supporting individual needs. The principal collaborates with the executive director when creating a professional plan and budget.

2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and

will be individualized or uniform.

In-House Professional Development

It is crucial that the leadership of the organization invest time in developing the team's professional capacity. This looks like collaborative strategic planning, goal-setting, review of policies and procedures, and digging into instructional practices that ensure student success in three dimensions of student achievement: character, mastery of knowledge and skills, and high quality work. A combination of whole group sessions, small group sessions, and individual sessions is used to keep all staff moving in the same direction, toward the same targets, while providing individualized support to key teams and individuals within the school. During in-house professional development, a train the trainer approach is often engaged, benefiting from the experts within the organization. For example, a member of school administration is a certified trainer with the Crisis Prevention Institute and trains teachers basic practices of noticing human behavior in the anxiety phase to prevent escalation to defensive and risk behaviors. Similarly, when Inspire Academy invests in sending teachers and leaders to offsite conferences, they are expected to share their learning with the whole group through a peer-led PD session. Each summer new teachers are inducted through a two day New Teacher Orientation, during which teachers receive technical support getting set up in all digital platforms, as well as an overview of curriculum and procedures. They are then joined by the returning teachers for a full week of summer institute before diving into implementing our innovative and complex school model.

EL Education

Since the EL Education Core Practices and curriculum are the framework of our school design, EL Education is our primary service provider for outside professional development. Over a multi-year period of time, EL Education provides schools with an integrated set of on-site, regional and national professional development and technical assistance to facilitate full implementation of the design and a high level of student learning. Third party researchers, including the Teacher Potential Project and WestEd K-2 Evaluation have identified significant positive impact resulting from EL Education professional development (https://curriculum.eleducation.org/results-and-reviews).

The school leadership teams at Inspire Academy annually develop strategic work plans in conjunction with EL Education professional development consultants. The strategic work plans hone in on a few key goals and implementation priorities each year that the executive director and principal determine based on teacher performance evaluations, input from the school leadership teams, and the strengths and weaknesses that surface during each year of development.

Inspire Academy and EL Education share the same fundamental goals of improving student achievement, building student character, enhancing teacher practices that require active participation on the part of all students, and instilling a positive school culture in an effort to support the success of students. EL Education supports Inspire with design and implementation of the five key dimensions of life in school: curriculum, instruction, culture and character, student-engaged assessment, and leadership. EL Education provides regular site seminars to teachers and administrators that provide staff the opportunity to see power practices in action, as well as offer immersion experiences in the EL Education model.

Other Curriculum Companies

Other curriculum companies that Inspire Academy engages also provide annual professional development to ensure new teachers are taught the features of each curriculum and how to successfully implement the curriculum in their classrooms. Achieve3000 meets with teachers annually to ensure all teachers understand the full capacity of the program and can implement it effectively in classrooms. The Math Learning Center, Kiddom, and Open Up Resources also provide professional development opportunities asynchronously or to a group upon request.

University Partnerships

Inspire Academy engages university partnerships for professional development as well. Currently, Inspire Academy is partnering with Ball State University on three professional development initiatives through the Learning Recovery Grant. The Department of Educational Studies and STEM Academy are diving deeply into partnering with Inspire Academy on game-based learning in mathematics, through the use of games built into our Bridges in Mathematics curriculum. The Director of the Writing Center is working with a teacher leader at Inspire Academy to launch a peer-tutoring Writing Center at Inspire Academy during the 2022-2023 school year. We are also working with the Professional Learning Specialist for Culturally Responsive Family Engagement, who is

> *leading multiple schools through a common book study of "We Got This," by Cornelius Minor, a book full of actionable ideas for teachers to implement in their classrooms to ensure classrooms are places that all students thrive.*
> *On-site staff development will reflect research on adult learners.*

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

> *N/A*

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

> *Inspire Academy's balanced calendar is also conducive to supporting and developing teachers. During our two week fall break, we hold a two day fall institute for teachers, and during our three week winter break, we hold a two day winter institute for teachers. This school calendar and aligned professional development structure allows for time to provide in-depth support based on real time observations of progress toward individualized professional goals and schoolwide goals.*
>
> *Total professional development days (8 hours each): 13 for new teachers, 11 for returning teachers*
> *Total early dismissal days for professional development (4 hour sessions) 6 for all teachers*
>
> *Some of this professional development time is devoted to common planning and collaboration. Inspire Academy models the instructional practices desired in classrooms during professional development, so teachers are rarely sitting in a meeting just listening. They are collaborating, brainstorming, analyzing samples of student work, and generating ideas for continuous improvement. In addition to the common planning time provided during these sessions, Inspire Academy works to schedule prep periods and lunch periods at times that overlap with other teachers serving the same developmental phase of students. This allows teachers to adapt and adjust when they take a lunch break and when they engage in planning based on the availability of colleagues. Finally, Inspire teachers are expected to stay at school from 3:15 - 3:45pm each day to plan and prepare, be that independently or in collaboration with other teachers.*

PERFORMANCE MANAGEMENT

Meets Standard Expectation
- Quality interim assessments that are aligned with (each) school's curriculum, performance goals, and state standards.
- Effective plan and system for measuring and evaluating academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract.
- Comprehensive, effective plan and system for collecting and analyzing student academic achievement data, using the data to refine and improve instruction, providing training and support for school personnel, and reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development.
- Thoughtful, appropriate corrective actions the school and network will take if either falls short of goals at any level, including explanation of what would trigger such actions and who would implement them.
- Sound plan for monitoring performance of the portfolio as a whole and thoughtfully considering portfolio performance in decisions regarding continued growth and replication.

1. In addition to all mandatory state assessments, identify the primary interim assessments the school(s) will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and state standards.

The table below outlines the interim assessments Inspire Academy uses to assess student learning needs and progress throughout the year. NWEA has worked to align its data to state standards in addition to common core standards. The data reports are helpful for identifying schoolwide trends compared to national norms, with applicable strands of support that teachers can use to differentiate instruction to meet the needs of various subgroups of students. The Microphase Benchmark Assessments and Cycle Assessments are embedded in our EL Education phonics curriculum and inform differentiated small group work to target students at various phases of literacy development. This and the NWEA checklists serve to fulfill the Dyslexia Universal Screener and the Stage 2 Dyslexia Screener. Achieve3000 and Smarty Ants serve both as skills practice platforms and formative assessments, which is a win/win for teachers and students. Students practice skills on these platforms multiple times per week, while the platform collects data on student achievement and translates it into practical reports for school leaders and teachers. In addition to the data reports, the platforms also provide recommended activities for teachers to assign to students to keep students' literacy rates rising.

Curriculum unit assessments serve to test the writing and reading skills aligned with the expedition on a standards-based level. These assessments are specifically aligned with what teachers are teaching and serve as a great tool for teachers to reflect on their instruction and reteach concepts as needed. Student portfolios are used as part of the assessment process to ensure that the dimension of high quality student work is not overlooked in the assessment process. To ensure students are career-ready, they must be able to create professional quality work, and teachers need to be assessing this skill. With student portfolios available digitally, school leadership can review a sampling of portfolios to assess school-wide trends on student performance in the dimension of high quality work.

Inspire Academy Assessment Battery (2022-2023)			
Assessment	Type	Frequency	Purpose
NWEA MAP	Progress Monitoring, and Formative (K-8)	Fall, Winter, & Spring	Measure growth and proficiency in literacy and mathematics over time, inform Tier 1 instruction, identify students needing Tier 2 supports, and identify students needing additional (diagnostic) assessments
NWEA Checklists	Stage 2 Dyslexia Screener, Progress Monitoring	Annually, More as Needed	Identify students showing risk factors of dyslexia, monitor progress in literacy and math development
Microphase Benchmark Assessments (EL Skills Block)	Diagnostic (K-2), Universal Screener	Fall, Winter, & Spring	Align small group literacy instruction
Microphase Cycle Assessments (EL Skills Block)	Progress Monitoring (K-2)	Ongoing	Monitor progress in decoding/encoding (literacy), identify flexible student groupings
Achieve3000	Progress Monitoring (3-8)	Ongoing (Bi-Monthly)	Monitor progress in comprehension, identify students needing Tier 2 & 3 supports
SmartyAnts	Progress Monitoring (PK-2)	Ongoing (Bi-Monthly)	Monitor progress in comprehension, identify students needing Tier 2 & 3 supports
Curriculum Unit Assessments	Progress Monitoring (PK-8)	Ongoing (Weekly)	Analyze and track areas of growth and skill/knowledge gaps in curricular content

Student Portfolios	*Formative and Summative (PK-8)*	*Fall, Winter, Spring*	*Document and track growth in MKS, C&E, and HQ Work*

2. Explain how the school(s) will measure and evaluate academic progress – of individual students, student cohorts, student subgroups, and the school(s) as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school(s) will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community(ies).

Inspire Academy collects and reviews data in real time throughout the school year. A deeper evaluation of academic progress is reviewed at the winter semester change, as a mid-year NWEA assessment is administered and a second round or microphase early literacy assessments are administered. Based on this data, students are re-assigned to appropriate tiered supports. Individuals trained in data and statistics through school leadership programs, analyze the data for schoolwide trends or trends amongst various cohorts or subgroups of students. Using this analyzed data, school leaders and data coaches help teachers identify any trends in subgroups of students they serve and plan for targeted instruction in areas where classwide weaknesses are apparent.

3. Identify who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.

Inspire Academy has hired a data coach to manage data more effectively and ensure it is translated in ways that teachers can use to directly impact classroom instruction. The data coach will work closely with the principal who is responsible for coordinating professional development. The principal will routinely incorporate the work of the data coach into professional development, as they jointly lead sessions and/or the data coach leads sessions directly aimed at interpreting data to improve student achievement. Due to the small size of Inspire Academy and limited financial resources, the data coach also carries a part-time teaching load. This empowers the data coach to model use of data in real time in his own classroom.

4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

NWEA meets with school leadership two to three times per year to ensure school leadership knows how to use the various data reports available to schools. Additionally, NWEA provides one session per year directly to teaching teachers how to use the various reports and tools available to them to target instruction and improve student learning. EL Education works directly with school leadership and teachers to interpret the Microphase Assessment data to group students by current microphase and ensure they are provided equitable access to instruction, support, intervention, and spaced practice at their current level of performance while also having opportunities to engage in grade-level instruction. The executive director of Inspire Academy has taken a post-graduate level quantitative statistics course and qualitative research course to ensure the school benefits from expert level understanding of both quantitative and qualitative data.

5. Describe the corrective actions the school(s) will take if student academic achievement falls short of expectations and goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Inspire Academy is committed to the process of continuous improvement and has taken on the task of targeting student populations who have historically encountered glass ceilings in academic and professional achievement. As we engage this work deeply, we dig into various levels of improvement and corrective action, actively researching various levels of systemic bias contributing to these nationwide trends in achievement. The data Inspire Academy looks at first is standardized test data (NWEA, IREAD, ILEARN) because that is the predominant metric of achievement in K-12 education. When this data falls short of expectations and goals at a schoolwide level, we first ask ourselves if there are trends indicating that some subgroups are excelling while others are failing. If some subgroups are excelling while others are failing, we dive into creating new goals and action steps targeting support and intervention for the subgroups who are disproportionately failing to meet achievement goals. If the standardized test data indicates that achievement is low across the board, we focus more on schoolwide improvement efforts. To supplement standardized test data,

we look at curriculum-based assessments and portfolios of student work. If curriculum based assessments and portfolios of student work indicate that student academic achievement is meeting expectations and goals, then we aim for a two-pronged approach: 1) quantifying and sharing this data, and 2) working to better align curriculum and instruction with what is required of students on standardized tests. If curriculum-based assessments and portfolios of student work also indicate that student academic achievement is not meeting expectations and goals, then we have the data we need for deeper conversations with teachers who are resistant to standardized testing. We are able to focus them on the curriculum and work to raise these indicators first, with the expectation that the standardized data will soon follow the same improvement curve.

Continuous improvement and corrective action are similar, but it is also important to distinguish one from the other. Continuous improvement should be engaged even if we are surpassing our expectations and goals because we believe in fostering a culture of lifelong learning at Inspire Academy. We always want to model reflective practice and the ideology that we can always learn more and improve. Continuous improvement is also appropriate when we are keeping stride with other schools serving similar populations within our city, county, state, and nation. This is necessary because the student demographics we serve are chronically underperforming on local, state, and national metrics. We cannot accept things "as is" and need to continue to problem solve, provide additional supports and services, and work to interrupt patterns of inequity.

Corrective action is triggered when we fall behind local, state, or national data trends. Corrective action is also triggered when our supplemental, non-standardized metrics indicate students are not achieving the growth necessary for future success in high school and beyond. In the post-pandemic climate, these decisions are muddied because the local, state, and national data trends are incredibly low. Corrective action is necessary on a large scale and right here at home at Inspire Academy. The challenges we are wrestling with and invite authorizer engagement in is answering the question of what it looks like to implement these corrective actions and recovery initiatives in ways that inspire and empower students and teachers who have encountered unprecedented circumstances beyond their control. We know that contact tracing and quarantining regulations on schools that were still in effect during large portions of the 2021-2022 school year means that much of the low performance is a result of students missing larger amounts of school than usual. At this moment in history, discouragement bordering on hopelessness is widespread amongst the public in general, manifesting in the realm of education in widespread teacher shortages. We need to leverage improvement initiatives in non-punitive ways that still hold educators responsible for the growth and engagement of their students.

The principal is responsible for implementing corrective actions related to student academic achievement. Currently, our principal is working to develop a multi-pronged approach of observation, support, and follow-up through collaboration with our data coach, director of culture, and the EL Education curriculum coach. In addition to these school-wide efforts, the principal and executive director anticipate a couple of cases in which teachers will start the year on individualized improvement plans to ensure a strong, strategic start to the school year for all students. The executive director is responsible for overseeing the principal's improvement work through corrective action and will work closely with the principal on these recovery initiatives.

FACILITIES

If the applicant is seeking an existing public school facility made available by the authorizer, complete Part A and Part B. If you intend to identify and operate in an independent facility, complete only Part B.

Part A: Existing Public Facilities (If available)

Meets Standard Expectation
● Complete and compelling response to the facilities needs assessment aligned with the educational program and anticipated student population.

1. Describe the basic facility(ies) requirements for accommodating the school(s) plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

N/A

2. List your anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include but are not limited to the following:
   - Science labs, art room (with or without kiln), computer labs, library/media center, performance/dance room, auditorium, etc.

N/A

3. List your anticipated administrative/support space needs, including anticipated number of each. Administrative/support space needs may include but are not limited to the following:
   - Main office, satellite office, workroom/copy room, supplies/storage, teacher work rooms, etc.

N/A

4. List which, if any, of the following are essential to fulfillment of the core athletic program:
   - Gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field

N/A

5. Identify any other significant facilities needs not already specified, including:
   - Playground, large common space for assemblies and other large group meetings, etc.

N/A

6. Does the applicant have a specific desired location(s) from those being made available by the authorizer?

   ☐ Yes   ☐ No

   If yes and the applicant has a specific facility(ies) under consideration, identify by current school(s) name and/or neighborhood(s).

   Desired Location(s):

7. Is the applicant willing to share the facility(ies) with another school(s)?

   ☐ Yes   ☐ No

8. Discuss contingency plans in the event you do not receive a facility(ies) from the authorizer.

N/A

Part B: Independent Facilities

Meets Standard Expectation
● Sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population.

1. If you intend to operate in an independent facility, describe the process for identifying and securing the facility(ies), including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

Inspire Academy owns its facility and campus located at 2801 E. 16th St., Muncie, IN 47302. Inspire Academy completed initial renovations required to meet building codes after purchase and before occupancy in 2016. Inspire Academy owns the building outright but has a loan for a major roofing project, in which the building is collateral. Inspire Academy has completed two phases of a five phase roofing project. Phase two was the most expensive phase of the project and is fully financed through IFF, along with

phase one. Inspire Academy plans to tackle the next phases of the roofing project through general fund and private fundraising, after major HVAC projects funded by ESSER are completed. The HVAC system at Inspire Academy was very old and in bad shape upon acquiring the building. Over time, and with the help of ESSER funds, we have purchased two new boilers and are currently rebuilding our air handlers. While we were hopeful to install new centralized air conditioning units, with rising costs, we have opted to engineer things for future air conditioning as budget allows and to purchase new window air conditioners for the time being. Inspire Academy has a master plan for both full upgrading of the roof and HVAC so that projects fit into a larger plan as budget allows and side projects are not just being pieced together ad hoc.

2. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment 23**.

3. Briefly describe the facility(ies) including location, size, and amenities. You may provide, as **Attachment 24**, up to 10 pages of supporting documents providing details about the facility(ies). Charter school facilities must comply with applicable state, local, and authorizer health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

Inspire Academy's facilities, grounds, and amenities located on the southside of downtown Muncie, IN have amazing potential. Seated on a large plot of land, we have plenty of room to grow and develop. Located between a public housing complex, a local small house neighborhood, and the Cardinal Greenways bike path, this location is accessible to all people. There is a public bus station within a block of the school, and we are nicely situated in a quiet neighborhood between two thoroughfares, 12th Street (Memorial) on the north and 29th Street (leads to SR 35) on the south. Our school building is 55,841 square feet and made up of twenty-eight classrooms, a gymnasium, locker rooms, kitchen, cafeteria, small assembly room, office suites, four single user restrooms, and four group restrooms. Outdoors, we enjoy a playground, track, soccer field, baseball diamond, two parking lots, and outdoor learning lab.

Inspire Academy purchased the building from a shrinking Catholic school in 2016 and shared the building until 2021. Since the original owner was operating a school depleting rapidly in size, the building repairs were low budget and pieced together. In recent years, Inspire Academy has increased its focus on improving facilities, complete with the development of long-term plans. In fall of 2018, Inspire Academy began a partnership with the Indiana Department of Natural Resources and US Fish and Wildlife to develop a portion of our land as a nature preserve. In spring of 2019, prairie grass seed, wild flower seed, and tree saplings were planted in previously unkempt areas of the property that were overgrown with invasive species. This summer, in partnership with the Ball Brothers Foundation and Cardinal Greenways, we have installed an ADA accessible foot bridge connecting our Outdoor Learning Lab to the Cardinal Greenways bicycle trails. As part of this same grant partnership, we will add ADA accessible paths around our wetlands to ensure that all students and community members can enjoy this natural resource. During the fall of 2020, Inspire installed a poured rubber surface playground, complete with a wheelchair swing, the only one of its kind on the south side of Muncie, to ensure accessibility for wheelchairs and early childhood riding toys. We are currently scheduling to address some drainage issues in one of our parking lots and will need to raise funds to resurface both parking lots over the course of time. As noted in question one of this same section, Inspire Academy has also been chipping away at building upgrades, with the bulk of attention going toward getting the roof and HVAC up-to-date.

Inspire Academy contracts with professionals who are familiar with state and local health and safety building code requirements and ensure that proper permits are pulled for any work completed onsite.

START UP & ONGOING OPERATIONS

Meets Standard Expectation
- Detailed start-up plan specifying tasks, timelines, and responsible individuals, which is aligned with sound Start-Up Budget.
- *(If the school will provide transportation)* Sound plan for student transportation, including both daily and special-event transportation.
- Sound plans for school and student safety and security, including security personnel, technology, equipment, and policies.
- Plan to secure comprehensive and adequate insurance coverage, including workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

1. Provide, as **Attachment 25**, a detailed start-up plan for the school/network, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget and Staffing Workbook, that will be included as Attachment 28.

2. If the school(s) will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school(s) plans to meet transportation needs for field trips and athletic events.

So long as it is economically feasible, Inspire Academy will provide door-to-door transportation for students who live within the established street boundaries of McGalliard Road on the north, SR 35 on the east, 29th Street on the south, and Morrison Road on the west. Inspire Academy will provide central pickup locations on or near each of the boundary streets for students who live outside the perimeter. Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the student's IEP.

To ensure safe drop-off and pick-up at student arrival times, school staff and family volunteers will wait in front of the school building in a designated drop-off/pick-up area to greet students, and to escort students into the school building. When classes are dismissed, the process will be reversed.

Inspire Academy values students learning outside the classroom through fieldwork, and we provide transportation to fieldwork via staff driving our minibus intended for this purpose and parent volunteers. Similarly, we will use the minibus coupled with carpooling efforts to provide transportation to sporting events that are not held at the school. All drivers are required to provide proof of license, insurance, and a driving record from the BMV. All drivers are also required to go through criminal background screenings.

3. Provide the school's plan for safety and security for students, the facility(ies), and property. Explain the types of security personnel, technology, equipment, and policies that the school(s) will employ.

School Safety and Emergency Preparedness Plan
Introduction
Our goals in creating and implementing our Building-Level Emergency Response Plan are:
- *To create an atmosphere and set of practices that prevent violence or unsafe conditions*
- *To create/implement a plan that will minimize the effects of serious violent incidents and emergencies*
- *To have an effective response plan for all predictable safety concern situations*
- *To produce a document that can be used as the basis for informing and training all school constituencies in regard to keeping our school safe.*

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES
A. Purpose
 The Inspire Academy Building-Level Emergency Response Plan was developed pursuant to compliance with Ball State University Office of Charters regulation. At the direction of the Board of Directors of Inspire Academy (the 'Board'), an Inspire Academy Emergency Response Team will be created and charged with the development and maintenance of an Inspire Academy Building-Level Emergency Response Plan (the 'Plan').

Our goal in creating this plan is to ensure the maximum safety of all students and staff at our school through careful and well thought through planning. We will conduct table-top and actual drills of included plans to facilitate organized and effective use of these plans in the case of an actual emergency.

B. Inspire Academy School Safety Team
The Inspire Academy has a School Safety Team that addresses all Safety, Emergency Response, and Post-Incident Response planning and execution activities. Our School Safety Team includes:

Title	Name	Role

Executive Director	Ms. Leslie Draper	School Safety Team Lead
Principal	Mr. Patrick Fassnacht	School Safety Team Member
Financial Manager	Ms. Brittany Pickett	School Safety Team Member
Director of Culture	Ms. Kara Baugues	School Safety Team Member
Receptionist	Ms. Holly Solomon	School Safety Team Member
Faculty Member	TBD	School Safety Team Member
Parent Representative	Officer Patrol J Wood	School Safety Team Member
Local Law Enforcement Official	Officer Patrol J Wood	School Safety Team Member, Team Safety Expert
Fire Inspector	Mr. Aaron Wood	School Safety Team Member, Team Safety Expert
Board Member	Dr. Angela Pacheco	School Safety Team Member
Counselor/Therapist	Ms. Maria Wilson	School Safety Team Member, Team Safety Expert

C. Concept of Operations

The initial response to all emergencies at Inspire Academy will be by the School Safety Team. Upon activation of the School Safety Team, local emergency officials and the Board of Directors will be notified as appropriate. Efforts may be supplemented by county and state resources through existing protocols.

D. Plan Review and Public Comment

A summary of this Plan will be made available for public review and comment via the school website. We will include representatives of all key school constituents and interested parties in the development and review of this plan. The Final Plan will be formally adopted by the Board. To ensure student safety, the plan will be considered 'in effect' until such time as a full public review can be conducted and the Final Plan approved. Our Building-Level Emergency Response Plan will remain confidential. Updated, full copies of the Building-Level Emergency Response Plan will be supplied to both local and State Police annually prior to the first day of school each year. This Plan will be reviewed periodically during the year and will be maintained by the School Safety Team. The required annual review will be completed on or before August 1 of each year after its adoption by the Inspire Academy Board of Directors.

SECTION II: RISK REDUCTION/ INTERVENTION STRATEGIES

A. Designation of School Teams
(see Inspire Academy Safety Team under Section I, Part B above)

B. Prevention/Intervention Strategies
Inspire Academy believes strongly in the wisdom of implementing violence prevention and intervention protocols as a primary means of ensuring student/school safety. These protocols take the form of Prevention Programs, Building Personnel Training, Coordination with Local Emergency Officials and Annual Multi-Hazard Training for Students – as per below.

Prevention Programs
- Program 1 – Character Development Programs
- Program 2 – Conflict Resolution Sessions
- Program 3 – Crew Meetings
- Program 4 – Anonymous Bullying Reporting (for the sole purpose of prompting closer supervision)

- *Program 5 - Schoolwide Training and Use of Crisis Prevention Institute Techniques*

Building Personnel Training
- *In preparation for creating the School Plan and for executing drills, the Inspire Academy School Safety Team will review information/guidance on the Indiana State Department of Education School Safety websites as well as Safety Plan from another school.*
- *At least one Safety Team member will attend school safety training offered by the IN DOE and share learning with the entire School Safety Team.*
- *Two members of the Inspire Academy School Safety Team will take CPR and ADT training.*
- *All Inspire Academy teachers will be trained and maintain CPR and CPI de-escalation certification. Key personnel determined by the Executive Director and Director of Culture will maintain CPI Restraint Training.*
- *Building Level Bullying Prevention Training*
- *Building Level Suicide/Homicide Prevention Training*

Coordination with Emergency Officials
- *The Executive Director (School Safety Team Lead) will contact local emergency officials to review emergency procedures, to verify contact protocols and information, and to coordinate their involvement in School Safety drills.*

Annual Multi-Hazard Training for All Staff and Students
- *All staff will review the Building-Level Emergency Response Plan as part of annual Summer Institute. Plan details, including all logistics and roles and responsibilities will be reviewed. Staff will sign off on having reviewed and understood School Safety Plans.*
- *The School Safety Team will be responsible for scheduling and executing all drills (table-top based and actual drills), conducting drill post mortems, and updating School Safety Plan updates resulting from Post Mortems.*
- *All staff and students will participate in annual drills and exercises that test components of the School Safety Plan*

The tentative schedule for School Safety Drills is:

Date	Drill Type
Monthly	*Fire Drill*
Semester	*Tornado Drill*
Fall, Winter, Spring	*Lockdown Drill*
Semester	*Earthquake Drill*

SECTION III: RESPONSE
A. Assignment of Responsibilities
The chain of command at Inspire Academy in the case of emergencies is as follows:
1. Executive Director
2. Principal
3. Director of Culture
4. Financial Manager

B. Continuation of Operations
In the event of an emergency, the Executive Director or designee will serve as Incident Commander. The School Incident Commander may be replaced by a member of the local emergency response team. Executive Director or designee may be

asked to serve a support role as part of a Unified Incident Command, if established, by the local emergency response agency. The school will follow the Chain of Command outlined above to ensure continuity of operations.

C. Access to Floor Plans

A set of floor plans and a diagram indicating School Evacuation sites and the routes students/staff will take to these sites will be provided to local emergency response agencies as part of the School Safety Planning process. Every member of the School Safety Team will have a copy of floor plans and evacuation route maps, and a copy of each will be included in the official School Safety Binder (maintained by the Receptionist, and kept in the Main Office).

D. Notification and Activation (Internal and External Communications)

In the event of an emergency, the following internal and external communications systems will be utilized as makes most sense at the time: BellComm Emergency Notification, School Phone system/9-1-1, Student Information System Notification, Cell Phones of School Safety Team and staff, Bull Horns, Whistles, Email

Standard notification protocol will be for:

● *In case of severe emergency, staff member detecting emergency should call 9-1-1 or pull fire alarm, depending on the emergency.*
● *Notification of an incident or hazard development to the Executive Director as soon as possible following its detection*
● *In the event of an emergency, the Executive Director (Executive Director Safety Team) will notify all building occupants to take appropriate protective action*

Note that an updated School Staff contact list (with cell phone numbers) will be maintained by the Receptionist and placed within the School Emergency/Safety Binder. This binder will also contain: a list of all local emergency contact names and numbers (police, fire, hospital, Board Members, local officials), Emergency Contact Information for all school staff, and a sheet with the demographics of the school (number of students, number of staff, organization chart for the school). Next to that binder will be a 'Student Emergency Contact Binder' with Emergency Contact sheets for each student

E. Hazard Guidelines

Will be coordinated with public safety officials' guidelines.

F. Evacuation Procedures

Will be coordinated with public safety officials' guidelines.

G. Security of Crime Scene

The Executive Director or designee is responsible for crime scene security and crime related evidence until relieved by law enforcement officials. With the exception of necessary life-saving action, no item shall be touched, removed, cleaned or altered without prior approval from the appropriate law enforcement agency. Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

SECTION IV: RECOVERY

Inspire Academy Post Incident Responses will include, but not be limited to:

Short term
● *Mental health counseling for staff and students, in partnership with supplemental organizations*
● *Building security*
● *Facility Restoration*
● *Post Incident Critique*
> *– After the recovery stage of any incident, the Inspire Academy Safety Team will conduct an internal Post Mortem that will include re-evaluations of violence prevention and school safety activities as appropriate to improve our plan. Updates to the Safety Plan will be made as appropriate.*

Long Term
- *Mental health counseling for staff and students, in partnership with supplemental organizations*
- *Building security*
- *Mitigation actions, as appropriate, to reduce the likelihood of repeat occurrence and impact if a similar incident does occur again.*

Note that the Inspire Academy School Safety Team has coordinated with statewide plans for disaster mental health services to ensure that the School has access to federal, state and local mental health resources in the event of a violent incident.

APPENDICES
Appendix 1*: Building Floor Plan/Schematic, including evacuation routes, shelter locations, and emergency response area layouts.*
Appendix 2: *School organization chart, including indication of School Safety Team members and the School Safety Team Chain of Command*
Appendix 3: *School Staff Contact List*
Appendix 4: *Local Emergency Resources Contact List*
Appendix 5: *Emergency Supplies Inventory*

4. Provide, as **Attachment 26**, a list of the types of insurance coverage the school(s) will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability to indemnify the school, its board, staff and teachers against tort claims, property, directors and officers, automobile, and other.

OPERATIONS CAPACITY

Meets Standard Expectation
- Individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as staffing, professional development, performance management, school start-up, general operations, and facilities management.
- *(If proposing an independent facility)* Demonstrated experience in facilities acquisition and management, including managing build-out and/or renovations.

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
   - Staffing, professional development, performance management, general operations, and facilities management

Inspire Academy's executive director and principal have extensive experience in implementing the operations plan successfully. Both individuals are degreed and credentialed in education administration and have identified, hired, and developed effective teams of educators. Both the executive director and principal have years of experience in overseeing staff, leading people to be self-driven to achieve high standards, and managing performance reviews and correction as needed. In addition to her years of experience managing the facilities of Inspire Academy, the executive director also has years of experience in building renovation through community development work.

2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The executive director has successfully acquired the current facilities, and together with the financial manager, has managed renovations and major improvement projects. Inspire Academy contracts with the Director of Facilities for another school district to ensure that we have full technical knowledge of central systems and school building codes as we make decisions on facilities management and prioritization of facilities projects.

3. **Replication Schools:** Provide an implementation schedule, as **Attachment 27**, that explains the strategy for executing each charter that is approved.

FINANCIAL PLAN

Meets Standard Expectation

- Draft financial procedures, policy, or other reasonable assurance that the operator will have sound systems, policies and processes for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.
- Evidence that the school's leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the administration and governing board regarding school finance.
- Evidence that the school will ensure financial transparency, including plans for public adoption of the school's budget and public dissemination of its annual audit and an annual report.
- Sound criteria and procedures for selecting contractors for any administrative services and the acquisition of liability insurance.
- Complete, realistic, and viable start-up and five-year operating budgets.
- Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable).
- Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

1. Describe the systems, policies and processes the network/school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

Inspire Academy: Components of Internal Control

Inspire Academy prioritizes an a control environment through the following practices and systems:

1. Inspire Academy has job descriptions and other documents of guidance for the Board of Directors (oversight body) and management to ensure they understand their roles and responsibilities in the oversight of the organization.

2. The Board of Directors reviews key elements of the entity's internal controls on a routine basis, including but not limited to, financial statements, independent audits, budgets, student outcomes, and policies and procedures.

3. A staffing matrix and organizational flow chart ensure a structure for delegating authority to achieve the entity's objectives.

4. Inspire Academy has a personnel plan that outlines procedures for recruiting, developing, and retaining competent individuals. In addition to the documented plan, management is thorough in its applicant screening and interview processes and provides regular professional development opportunities once an individual is welcomed to the team. Additionally, the organization works to keep compensation competitive and implements internal systems of appreciation for those who serve.

5. Performance evaluations are conducted annually for all positions. Management supplements these formal, written evaluations with regular feedback and conversations about strengths, weaknesses, goals, and action steps.

Inspire Academy conducts routine risk assessment in the following ways:

1. Leaders of the organization outline multi-year goals that are supported by annual objectives to ensure progress toward goals is achieved incrementally. These goals and objectives are specific and measurable, with a strong focus on multi-dimensional student achievement that will facilitate the accomplishment of the mission and vision of the organization.

2. Management routinely identifies and reflects on risks related to achieving defined objectives and creates actionable plans for responding to these risks and overcoming barriers to accomplishing the organization's goals and objectives.

3. Leadership of the organization frequently considers the potential for fraud as a real risk to the organization. Dual control policies are in place at all levels of the organization in which the exchange of money occurs.

Inspire Academy has multiple control activities in place to respond to risks, some of which are outlined below:

1. Management has designed control activities, such as, two signatures on all vouchers for approval before checks can be printed and signed, two signatures on all checks, one individual responsible for receiving checks and writing receipts, a different individual responsible for depositing checks and inputting into system, two adults to count the cash box after any

school events that involve concessions or entrance fees, and a leadership team to advise on big picture decisions and shifts.

2. Management uses information systems and related control activities to achieve objectives and respond to risks through regular use of all information systems by multiple key staff members to ensure that information is correct and accurate. Systems are reviewed and improved upon to ensure that objectives are achieved.

3. Dual control policies are in place at all levels of the organization in which the exchange of money occurs.

Inspire Academy prioritizes the responsible use of information and effective communication through the following measures:

1. Persons in leadership positions regularly review information for quality and depth of understanding to ensure accurate information is available to assess the entity's progress toward achieving its goals and objectives.

2. Management regularly communicates with staff and the oversight body to ensure all parties have the information they need to achieve the entity's objectives. This is accomplished through individual emails, group emails, shared folders, newsletters, and meetings.

3. Management routinely communicates quality information externally through the school website, social media, and email updates.

Inspire Academy routinely monitors activities and procedures to ensure internal control is prioritized and objectives are met. This is accomplished through:

1. Management routinely reviews financial systems, financial statements, and employee performance. Management also routinely reviews other outcomes within the entity to ensure that controls are facilitating the larger mission of the organization.

2. Management responds promptly to any identified deficiencies. This is done through timely correction to processes, followed by written statements to identify what improvements were made and how better procedures will be followed to ensure appropriate controls are in place and outcomes are achieved.

2. Describe the roles and responsibilities of the network/school's administration and governing board for school finances and distinguish between each.

School administration is responsible for tracking invoices, paying bills, creating financial reports, managing the budget, enforcing school policies and procedures related to finances, and following generally accepted accounting and financial management practices. The governing board is responsible for reviewing accounts payable vouchers, reviewing monthly financial reports, periodically reviewing bank and credit card statements, and approving annual school budgets. The financial audit committee consists of school administration and the board treasurer. During these committee meetings, financial reports with more detail than those provided to the full board are reviewed in-depth and discussion about financial sustainability and continuous improvement of financial procedures and performance are engaged more deeply.

3. Describe the process and procedure for conducting an annual audit of the financial and administrative operations of the network/school.

Each fall, a third party auditor reviews the schools financial and enrollment documents in depth and provides an audit report to the State Board of Accounts and to the school. When there are audit findings, a review of administrative operations is conducted and corrective action is identified to correct each finding moving forward. Usually, the auditors request a large portion of documents remotely and then come onsite to the school for a few days to finish gathering details, documents, and requests for additional information to complete the audit.

4. Describe how the network/school will ensure financial transparency to the authorizer and the public, including the anticipated costs and criteria for selecting such services.

Inspire Academy ensures financial transparency to the authorizer and the public by cooperating with SBOA audits and public postings, reviewing financial reports in public board meetings, posting an annual report on our website that includes expenditures and donations, and responding to public records requests promptly and thoroughly. To date, Inspire Academy has not incurred cost for these services, but the school is prepared to pay independent auditor fees to maintain this practice.

5. Describe any services to be contracted, such as business services, payroll, and auditing services, and include the anticipated costs and criteria for selecting such services.

Inspire Academy contracts HR services, which includes payroll services, HR management, benefits administration, risk management, and retirement plans. The cost for these services is $42.66 per employee per payroll. Inspire Academy also contracts some bookkeeping services, which includes preparation of month-end journal entries, monthly review of general ledger for accuracy, preparation of monthly financial statements, including budget to actual review and cash flow statements, preparation of Form 9, preparation of IRS Forms 1099 and 1096, annual audit assistance, preparation of information for property tax return, management of fixed access schedules including depreciation schedule, and entering of budget into accounting software.

6. Submit, as **Attachment 28,** the Budget and Staffing Workbook. In developing the budget, please use the per-pupil revenue projections provided by the authorizer and ensure all tabs are completed.

7. Submit, as **Attachment 29**, a detailed narrative of the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. Specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Include the following in the narrative:
    ● Per-Pupil Revenue
    ● Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
    ● Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

FINANCIAL MANAGEMENT CAPACITY

Meets Standard Expectation
● Individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in the following areas:
    ● Financial management;
    ● Fundraising and development;
    ● Accounting and internal controls.

The financial manager of Inspire Academy, Brittany Pickett, has four years of experience in banking and three years of experience in charter school financial management. She has handled cash and related transactions with integrity and is vigilant about internal controls to ensure the organization and its employees are protected. She has worked with a variety of accounting systems and is proficient at attending to detail in financial procedures and reports. During her work as financial manager at Inspire Academy, she has successfully managed HR records and benefits in partnership with our PEO, Servant HR. She creates budgets that are incredibly dependable and manages accounts receivable, accounts payable, and payroll. Pickett oversees financial compliance with the National School Lunch Program and procurement policies in general. She maintains documentation required for audits and maintains detailed records of all transactions. Pickett works with school personnel to identify internal controls and ensure they are followed consistently. Finally, Pickett works with Milestone Accounting to coordinate in-house financial tasks with contracted bookkeeping.

SECTION V: PERFORMANCE EVALUATION INFORMATION

(Only Applicable for Network Schools)

Education One, L.L.C. will base qualification decisions, in substantial part, on the organization's past performance. Provide the following information about all schools operated by the organization and/or any ESP or CMO partner. Education One may request additional information from applicants at any time during the review process.

1. Submit the Historical Performance Workbook (provide the completed workbook as <mark>Attachment 30</mark>, and be sure to complete all sheets in the Workbook).

2. Select one of the consistently high-performing schools that the organization and/or ESP/CMO operates and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted student population in the application.
    ● Describe the primary causes to which you attribute the school's distinctive performance.

N/A

    ● Identify any notable challenges that the school has overcome in achieving results.

N/A

    ● Explain the ways in which the school's success has informed or affected how other schools in the network or organization operate, including how the effective practice, structure, or strategy was identified and how it was implemented elsewhere.

N/A

3. Select one of the network's or organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted student population in the application.
    ● Describe the primary causes to which you attribute the school's performance.

N/A

    ● Explain the specific strategies that are being employed to improve performance.

N/A

    ● Identify how you know when performance is satisfactory. Include the expectations for satisfactory performance in terms of levels and timing.

N/A

4. For all schools operating in the state of Indiana, provide as <mark>Attachment 31</mark> (a) the last three years of audited financial statements for the school(s) and (b) the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. Be sure that the school level, ESP/CMO level, and the overall operations are distinctly represented.

5. For the organization as a whole and any related business entities, provide the following as <mark>Attachment 32</mark>: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including

balance sheets and income statements. Be sure that the ESP/CMO level and the overall operations are distinctly represented.

6. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."

N/A

7. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization and explain.

N/A

8. Explain any performance deficiency or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and how such deficiencies or violations were resolved.

N/A

9. Identify any current or past litigation, including arbitration proceedings, by the school, that has involved the organization or any charter schools it operates. Provide, as **Attachment 33**, a summary of the following information: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation.

We are not sure if this applies to Inspire Academy, but we would rather err on the side of transparency. Effective June 30, 2016, we terminated a lease agreement with the Muncie Housing Authority due to its nonperformance of the terms of the lease agreement. During the years since the termination, the parties have engaged in correspondence to discuss a potential settlement to MHA's claims for the remaining rent. While the parties have discussed the possibility of litigation, the parties continued to negotiate toward an agreed resolution. As a result, Inspire Academy agreed to pay MHA $60,000 and approved them to keep the original $15,000 damage deposit. This settlement agreement has been paid in full. On July 7, 2022, Inspire Academy received a Tort Claim threatening litigation for $50,000 for alleged injuries. Inspire Academy is communication with insurance and legal counsel and preparing documentation should the individual pursue litigation.

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