



EDUCATION ONE
AT TRINE UNIVERSITY

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 has developed an Application Process Protocol for all schools seeking authorization. The application process has seven major components, however, applicants must meet certain criteria in order to qualify for advancement into the next phase of the process: The process includes: (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 timelines for submission of documents have been outlined to support quality school start up.

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(s).

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.

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: 15-18 Months 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: 15-18 Months 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:

Recommended Timeline for Submission: 12-15 Months Prior to Start of School

Following an 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.

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 to answer 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 overall page limit.
- For Application Attachments that require a specified template, ensure all pages of the document are completed.

After an initial review of the application, the applicant will receive written feedback from the Application Review Team. The applicant will have time to review the feedback and make any changes to the application deemed 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. Applicants must meet certain criteria in order to qualify for advancement into the next phase of the process.

Participation in Capacity Interview:

Applicants who qualify 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: 9-12 Months Prior to Start of School

For applicants who qualify, a member of the Application Review team will attend a board meeting for the proposed school, in order to monitor and measure the board's capacity to govern.

Public Hearing

Recommended Timeline: 9-12 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. Opportunities for members of the public to speak in opposition or in favor of the proposed school will be given. If members of the public are not able to attend the Public Hearing, but would like to submit comments regarding the proposed school, they may do so via an online public form provided by Education One.

Education One Board Meeting

Recommended Timeline: At Least 9 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 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 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 school name + attachment number (i.e., Attachment 1, Attachment 2, etc.).
- Link each attachment to the table below, following these steps:
 - Right click on the attachment PDF saved in the Application Attachments folder.
 - Click "Share."
 - 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	<p style="text-align: center;">Planned Curriculum</p> <p><i>Provide a sample course scope and sequence for one subject for one grade level for each division (elementary, middle, high) the school would serve.</i></p>	INA Attachment 1
Attachment 2	<p style="text-align: center;">Proposed School Calendar</p> <p><i>Provide the proposed school calendar for the first year of operation, including the number of days/hours of instruction.</i></p>	INA Attachment 2
Attachment 3	<p style="text-align: center;">Enrollment Policy</p> <p><i>Provide the school's proposed enrollment policy.</i></p>	INA Attachment 3
Attachment 4	<p style="text-align: center;">Discipline Policy</p> <p><i>Provide the school's proposed discipline policy.</i></p>	INA Attachment 4
Attachment 5	<p style="text-align: center;">Non-Profit Status Proof/Board Policies</p> <p><i>Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of filings), and any governing documents already adopted.</i></p>	INA Attachment 5
Attachment 6	<p style="text-align: center;">Signed Statement of Assurances</p> <p><i>Submit one completed and signed Statement of Assurances on behalf of the board. Use the template provided by Education One.</i></p>	INA Attachment 6
Attachment 7	<p style="text-align: center;">Organizational Charts for Governing, Managing & Staffing</p> <p><i>Submit an organization chart that shows school governance, management, and staffing structure for Year 1 and at full build-out.</i></p>	INA Attachment 7
Attachment 8	<p style="text-align: center;">School's Governing Board</p> <p><i>List the members of the school's proposed leadership team and governing board. Include full resumes that contain contact information for each individual listed.</i></p>	INA Attachment 8
Attachment 9	<p style="text-align: center;">Board Member Notice of Disclosure</p> <p><i>Submit completed and signed information sheets for each board member. Use the template provided by Education One.</i></p>	INA Attachment 9
Attachment 10	<p style="text-align: center;">Board Code of Ethics & Conflict of Interest</p> <p><i>Provide the board's proposed Code of Ethics and Conflict of Interest policy.</i></p>	INA Attachment 10
Attachment 11	<p style="text-align: center;">Term Sheet for Contract</p> <p><i>Provide the term sheet, draft proposed management contract detailing limits and evidence that the service provider is authorized to do business in Indiana.</i></p>	-
Attachment 12	<p style="text-align: center;">Complete Staffing Chart for School</p> <p><i>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.</i></p>	INA Attachment 12

Attachment 13	Principal/School Leader Information <i>Provide the resume for the proposed principal/school leader.</i>	INA Attachment 13
Attachment 14	Principal/School Leader Posting Information <i>Provide the job description or qualifications for this position with a discussion of the timeline, criteria, and recruiting/selection process for hiring.</i>	n/a
Attachment 15	Personnel Policy/Employee Manual <i>Provide a personnel policy or an employee manual if developed.</i>	n/a
Attachment 16	Superintendent/Leadership Evaluation Tool <i>Provide superintendent and/or leadership evaluation tools that have been developed.</i>	INA Attachment 16
Attachment 17	Teacher/Support Staff Evaluation Tool <i>Provide teacher and/or support staff evaluation tools that have been developed.</i>	INA Attachment 17
Attachment 18	Evidence of Community Support <i>Provide evidence of support from community partners (i.e., letters of intent/commitment, memoranda of understanding, and/or contracts).</i>	INA Attachment 18
Attachment 19	Proof of Secured Facility <i>Provide proof of commitment for the facility.</i>	n/a
Attachment 20	Facility Description <i>Provide supporting documents that detail the facility (10 page limit).</i>	n/a
Attachment 21	Start-up Plan/Timeline <i>Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.</i>	INA Attachment 21
Attachment 22	Insurance/Levels of Coverage <i>Provide a list of the types of insurance coverage the school will secure, including a description of the level of coverage.</i>	INA Attachment 22
Attachment 23	Completed Budget and Staffing Workbook <i>Use the workbook provided by Education One.</i>	INA Attachment 23
Attachment 24	Budget Narrative <i>Provide a detailed description of the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs.</i>	INA Attachment 24
Attachment 25	Historical Performance Workbook <i>Use the workbook provided by Education One.</i>	n/a
Attachment 26	3 Years of Audited Financials for IN Schools <i>Provide the last three years of audited financial statements for the school(s) and the most recent internal financial statements.</i>	n/a
Attachment 27	3 Years of Audited Financials for Whole Organization <i>Provide the last three years of audited financial statements for the organization as a whole and the most recent internal financial statements</i>	n/a
Attachment 28	Litigations <i>Provide a summary of the demand, any response to the demand, and the results of the arbitration or litigation.</i>	n/a

Application Cover Sheet

Name of Entity Applying:	Innova Academy Inc.
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Primary Contact Person:	Anteria Gross
Mailing Address:	12310 Poplar Bend Blvd. Fishers IN 46037
Phone Number:	765-215-5419
Email Address:	anteriacevans@gmail.com

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
Anteria Gross	Maya Angelou Schools / See Forever Foundation Director of Strategic Initiatives and School Leadership	School Principal/ Leader
Alex Stowers	Christel House South Academy Assistant Principal	Assistant Principal of Students
Josie Achenbach	Indianapolis Public Schools Special Education Coordinator	Assistant Principal of Academics

Has this applicant team had any charter school applications under consideration by any other authorizer(s) in the United States, within the last five years?	Yes	No

If Yes, Complete the Table Below, Adding Lines As Needed

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Describe the applicant team's individual and collective qualifications for implementing the Academic, Operation, and Financial plans successfully.

Anteria Gross contributes her extensive 12-year background in various educational settings across elementary, middle, and high school levels, both in charter and public schools. She has successfully led numerous school wide initiatives aimed at enhancing the learning environment, both academically and behaviorally. Her various roles have included coaching teachers, implementing restorative practices, and developing behavior management strategies that promote a positive school culture. Anteria's deep commitment to the Indianapolis community is evident in her leadership efforts to build strong relationships with students, families, and local organizations. Her graduate work through Columbia University's School Leadership Program, combined with her expertise in curriculum and instruction, allows her to design and implement programs that address diverse learning needs, fostering an inclusive and supportive educational environment. With a proven track record of improving student outcomes through data-driven instruction, personalized learning plans, and professional development for teachers, her leadership has been instrumental in creating an atmosphere where students and staff will feel valued and motivated to succeed, making her a vital asset to Innova Academy.

Josie Achenbach brings a wealth of experience and dedication to the field of education, rooted in her extensive work within the Indianapolis Public School system. She began her career as a Teach for America Corps Member, where she cultivated her passion for serving students with diverse needs. Josie has served as a special education inclusion and resource teacher, working directly with students to provide individualized support and ensure access to quality instruction. Her expertise grew further through her role as a Specially Designed Instructional Coach, where she mentored educators in implementing effective strategies to meet the needs

of all learners. Currently serving as a Special Education Coordinator, Josie leverages her hands-on classroom experience and leadership skills to develop and oversee programs that promote inclusivity and student success across the district. Her recent graduate work at Columbia University's prestigious Summer Principals Academy has further equipped her with advanced knowledge in educational leadership and systemic change. Together, these experiences and leadership attributes have positioned Josie with the vision, expertise, and organizational skills necessary to open and lead a new school successfully. Her ability to design inclusive systems, inspire staff, and engage the community makes her a powerful advocate for students, educators, and families, ensuring the school thrives as a beacon of innovation and equity.

Alex Stowers brings strategic initiatives and a data-driven approach to our team. His extensive experience as a middle school math teacher, Dean of Students, and Assistant Principal at Christel House South Academy has equipped him with a deep understanding of the challenges and opportunities within urban education. Alex's active involvement with the 100 Black Men organization underscores his commitment to serving our Black boys and connecting with them beyond the walls of the school. He is dedicated to dismantling the barriers they face and fostering an environment where they can thrive. His holistic approach emphasizes not only academic success but also social and emotional development, ensuring that students are equipped with the skills and support they need to excel in all areas of life. Through mentorship, community engagement, and targeted support programs, Alex strives to create a nurturing and empowering atmosphere for all students, making him an invaluable asset to Innova Academy. Alex has served on a local Charter Board for two years, contributing expertise to guide the launch of a new school. This role is a key step in shaping innovative educational opportunities.

The leadership team at Innova Academy brings a diverse and robust set of skills and experiences that collectively ensure a well-rounded and strategic approach to implementing the academic, operational, and financial plans. Each member of the team possesses expertise in key areas critical to school success, from curriculum design and student support to operational efficiency and fiscal management. This combination of individual strengths and collaborative dedication creates a solid foundation for the successful launch and ongoing implementation of Innova Academy's mission. The team's commitment to student success ensures that every aspect of the school—academics, operations, and financial sustainability—is aligned and functioning to equip each student to thrive both inside and beyond the classroom. Together, the team embodies the leadership needed to open and sustain a school that serves as a model of excellence and equity.

Proposed School Information

Provide the proposed school opening information. 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
Innova Academy Inc.	25-26	New Start	Butler Tarkington Indianapolis IN	6	6-8

Model or Focus of Proposed School:	Game Based Learning
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Does the school intend to contract with a third party education service provider (ESP), or charter management organization (CMO) to manage the educational program and operations of the school but not hold the charter directly?	Yes	No
		x

If Yes, Identify the ESP/CMO		
ESP/CMO Name	For Profit Operator	Not For Profit Operator

Enrollment Summary

	Year 1 2026__	Year 2 2027__	Year 3 2028__	Year 4 2029__	Year 5 2030__	At Capacity 2031__

Grade Levels Served	6	6,7	6,7,8	6,7,8	6,7,8	6,7,8
Total Enrollment	80	160	240	250	270	500

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

Innova Academy plans to implement a slow-growth enrollment strategy to support steady, sustainable development. We recognize that meeting our enrollment targets is important, but it's equally essential to ensure that we have the resources necessary to fully support the families we serve. Our school model is distinct, and its innovative approach to learning requires intentional time for families and staff to adapt, build relationships, and establish routines. This method allows us to be mindful of our community's evolving needs, ensuring that all operational and administrative requirements are met with fidelity.

With this approach, we will begin by focusing on one grade level, allowing us to refine our processes and build a strong foundation before expanding further. Each year, we will add an additional grade level, giving our original cohort of 6th graders the opportunity to become the leaders and 'student experts' of the school. This gradual expansion fosters a culture of mentorship and continuity, as each new group builds on the experiences and knowledge of the previous year, strengthening our community and reinforcing our mission.

Mission and Vision

State the mission and vision of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

Replication Schools: State the mission and vision of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development. If the school is a part of a network or has an education service provider (ESP) or charter management organization (CMO), explain how creation of the proposed school fits within the mission.

Vision: Innova Academy envisions a future where every individual is a lifelong learner, equipped with the skills and mindset to thrive in an ever-evolving world. We aim to create an equitable and inclusive educational experience that celebrates individuality, nurtures creativity, and inspires excellence.

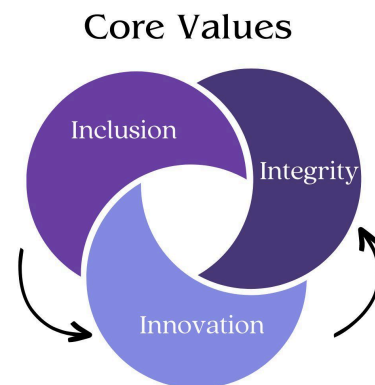
Mission: Innova Academy's mission is to empower students to succeed academically, socially, and emotionally by embracing the power of play.

Core Values: Innova Academy values inclusion, integrity, and innovation. We believe that these values are principles that guide our actions and shape our learning community.

Inclusion lies at the heart of everything we do. We celebrate and honor the rich diversity of our student body, ensuring that every student feels welcomed, respected, and valued. In addition to honoring our student body, we also embrace the rich diversity of our community.

Integrity is instilled in our students from day one. We foster a culture of honesty, responsibility, and ethical decision-making. Our students understand the importance of integrity in their academic and personal pursuits, preparing them to become principled leaders and contributors to society.

Innovation is a cornerstone of our educational approach. We believe meaningful learning happens through collaboration, active engagement, and effective communication. Our classrooms are dynamic spaces where students are encouraged to ask questions, share new ideas, and connect with their peers. Through a game-based curriculum, we empower students to become confident, articulate, and empathetic in taking risks in using innovative thinking styles for their learning.



Innova Academy's Holistic School Model:

Innova Academy (INA) provides an alternative educational experience. Our holistic school model transcends traditional approaches to education, supporting an expanded definition of student success, equity, and innovation. INA reimagines middle school education by integrating Game-Based Learning (GBL), the Rise and Thrive character development framework, and a Village approach into a cohesive, student-centered experience known as the INA Way. This comprehensive model fosters academic excellence, social-emotional well-being, and meaningful connections, equipping students to thrive in an ever-changing world.

INA's holistic approach to education reflects our commitment to addressing the diverse needs of students. It integrates academic rigor, personal growth, and community collaboration to develop well-rounded individuals. The model's foundation lies in our three core pillars:

Game-Based Learning (GBL): Encouraging intellectual curiosity and critical thinking.

Rise and Thrive: Supporting emotional intelligence and character development.

Village: Engaging families and communities in students' educational journeys.

Together, these pillars address the academic, emotional, and social dimensions of education, ensuring all students are empowered to succeed regardless of their background.

Game-Based Learning (GBL)

INA's instructional model is centered on GBL, which transforms traditional learning into dynamic, mission-driven experiences. By immersing students in real-life scenarios, GBL promotes engagement, collaboration, and problem-solving. Missions integrate inquiry-based challenges aligned with Indiana Academic Standards, ensuring academic rigor while making learning interactive and accessible for all. Through GBL, students develop the following skills to prepare them to navigate both in and outside the classroom.

- Critical thinking
- Collaboration and teamwork
- Creativity
- Problem Solving skills

Rise and Thrive: Character Building

In addition to academic growth, INA prioritizes students' social-emotional and character development through our Rise and Thrive framework. This approach integrates restorative practices and social-emotional learning (SEL) strategies to foster emotional intelligence, enabling students to:

- Manage emotions effectively.
- Build and sustain healthy relationships.
- Resolve conflicts constructively.

Through Rise and Thrive, students cultivate resilience, empathy, and self-awareness—key traits for lifelong success. The framework also incorporates Nova Powers, equipping students with essential attributes to overcome challenges and contribute positively to their communities. At the end of each month, we celebrate these achievements with students, staff, and families during a school-wide assembly, recognizing both academic and character successes.

Village: Community Engagement

INA's Village approach underscores the importance of collaboration among students, families, educators, and community stakeholders. By creating an inclusive, supportive environment, the Village model ensures that each student's strengths are recognized and nurtured. This engagement extends beyond the school, fostering partnerships that enrich students' experiences and provide culturally relevant learning opportunities aligned with their aspirations and realities. The Village approach at INA not only fosters meaningful connections but also equips students with essential skills to thrive in a collaborative and inclusive community through:

- Relationship Building
- Cultural Competency
- Community Leadership

By embracing play as a means of empowerment, Innova Academy strives to create a vibrant and dynamic educational experience. Through the combination of alternative learning opportunities through Game Based Learning, Rise and Thrive framework, and a strong Village approach, the school aims to prepare its students for a future where they can thrive and make a positive impact.

Section I: Addressing Educational Needs Through Innovation

Education One is particularly interested in applicants that propose school models that address equity challenges within a community through the implementation of dramatically different school designs, instructional strategies, use of technology, staffing models, governance arrangements, family and community engagement strategies, and/or other innovative approaches.

Educational Need and Anticipated Student Population

Meets Standard Expectation

- Explanation that an educational need within the proposed community exists.
- Sound explanation of evidence from which the projection of anticipated special populations was derived.
- Provide quantitative data to support all claims, including links to all sources.

1. What needs exist in the proposed community? Provide a rationale and quantitative evidence to summarize the educational needs of students within the proposed community that addresses any equity challenges that may exist. Please link sources for all quantitative evidence provided.

INA is an alternative school dedicated to serving 6th, 7th, and 8th-grade students as a middle school located in Indianapolis, Indiana. Our emphasis lies in addressing various learning styles and exceptionalities. The middle school years present an incredible opportunity to reset and reignite students' passion for learning, setting a positive foundation before they transition to high school.

Our decision to apply for a new charter stems from the commitment to autonomy, tailoring education to meet students' and the community's unique needs. Statewide statistics ([National Center for Education Statistics, 2022](#)) reveal a proficiency gap between our Black/African American and White students in English and math (28.6% for grades 3-8), with particular disparities in the Butler-Tarkington Neighborhood. Our research shows that there is a need for a neighborhood middle school to serve the families of this particular community.

Higher rates of special education services in a predominantly Black/African American population underscore systemic biases affecting academic and social outcomes. This overrepresentation can perpetuate stereotypes and limit opportunities for academic and social advancement which hinders educational outcomes, leading to lower graduation rates and reduced access to higher education and career opportunities ([National Center for Learning Disabilities, 2020](#)).

These disparities also contribute to the school-to-prison pipeline, as Black/African American boys face a higher risk of disciplinary actions leading to higher involvement in the criminal justice system. Addressing these disparities is crucial for creating an equitable society that values the potential and success of all individuals.

Focusing on the Butler-Tarkington neighborhood, INA will provide an alternative education opportunity for students who may not have been able to demonstrate success in a traditional school setting. Our specific north-side location allows us to address the community needs, offering a middle school experience for 6th-8th-grade students close to home. Our holistic model directly addresses educational disparities by providing accessible, high-quality education for all students through inclusive practices that embrace diverse learning styles and backgrounds. Offering resources to close achievement gaps with rigorous, standards-aligned assessments embedded in its mission, we re-engage our middle school students and motivate them on their educational journey.

The data from School Insights reveals the presence of 11 schools spread across three neighborhoods: Butler Tarkington, Meridian, and Wynnedale Hills. ([School Insights, 2020](#)). These schools cater to students from pre-kindergarten to 8th grade. Notably, out of the 11 schools, 8 are private, 2 have a choice enrollment policy, leaving only one school in the three neighborhoods designated as a community boundary school. While there are middle schools in the area, our students lack access to these institutions.

The opening of Broad Ripple Middle School will undoubtedly influence the student enrollment process at INA. While precise data is not available yet, it is anticipated that Broad Ripple Middle School will offer another middle school option for families in the broader community. Given its location farther away from the neighborhoods served by INA, and the current K-8 building, James Whitcomb Riley, transitioning to a K-5 school - it is expected that the impact on student population will be minimal. INA remains

committed to serving its immediate community and providing a quality education option for students in the Butler-Tarkington, Meridian Hills, and Wynnedale neighborhoods. Despite the presence of additional options, the unique offerings as an alternative school option alongside the personalized, holistic approach of INA will continue to attract families seeking a tailored educational experience for their children.

Our commitment to addressing the specific needs of the Butler-Tarkington community, combined with our specialized approach, positions INA as a key resource for families seeking an equitable, quality education tailored to support their child's success.

2. Provide a quantitative breakdown and rationale of the percentage of special populations the school anticipates serving. Identify any equity challenges that may exist. Special populations include the following:
 - Special Education
 - English Learners
 - Below Grade Level Performance
 - Gifted and Talented

Please link sources for all quantitative evidence provided.

INA will serve 6th, 7th, and 8th-grade students, with a strong commitment to supporting diverse learning styles and exceptionalities. The middle school years offer a vital opportunity to renew students' passion for learning, setting a positive foundation before they enter high school.

According to the *Data sourced from [Indiana Department of Education](#)*, the current demographics of the surround area of the city of Indianapolis are as follows:

- 40.3% Black/African American
- 32% Hispanic /LatinX
- 22% White
- 18% special education population
- Largest grade levels are current 5th and 6th grades at over 1,900 students
- 65.4% economically disadvantaged

We have included a [needs analysis chart](#) that highlights the demographic populations of surrounding schools in the area. Although this data dates back to 2020, it provides a clear picture of the needs within our target community. Despite the possibility of slight increases in these demographic trends since then, the 2020 data still illustrates a significant demand for the resources and support INA will offer. This analysis reaffirms our commitment to addressing the educational disparities that exist and supporting the unique needs of the students we will serve.

Innovative Approach to Education

Meets Standard Expectation

- Evidence that the school model is innovative.
- Evidence that the school model is fundamentally different than traditional options that exist in the proposed district or community.
- Evidence that the school model meets the needs of the proposed community.
- Provide quantitative data to support all claims, including links to all sources.

1. How is the proposed school model innovative? Summarize the innovation(s) embodied in the proposed school design.

IMAGINE A SCHOOL WHERE...

KIDS LOVE LEARNING

Students are engaged and challenged through interactive lessons allowing them role-play through real life scenarios and develop essential 21st century skills.

TEACHERS EMPOWER THROUGH PLAY

Teachers cultivate exceptional learning experiences by fostering inclusive environments supporting students academic, and interpersonal development through play.

COMMUNITY MEMBERS ARE WELCOMED

Doors are open to community members through game nights, open door professional development, and continuous volunteer opportunities.

Our Innovation

INA's education model is centered on empowering its learning community through play. Our school recognizes the power of play as a tool for education and development. By incorporating play into the learning process, INA aims to engage students in a way that ignites their curiosity, enhances their creativity, and fosters a love for learning.

Game-Based Learning

We define "games" as intentionally designed, student-driven systems that are simulation-based, structured, interactive, and inclusive. Games cultivate powerful learning experiences and improve student achievement for both general and special education students according to the latest educational research (Adipat Et al, 2021). They motivate students by situating them within a narrative and providing a low-stakes opportunity to leverage their creativity and problem-solving skills (Musselman, 2014).

GAME-BASED PEDAGOGY

IS

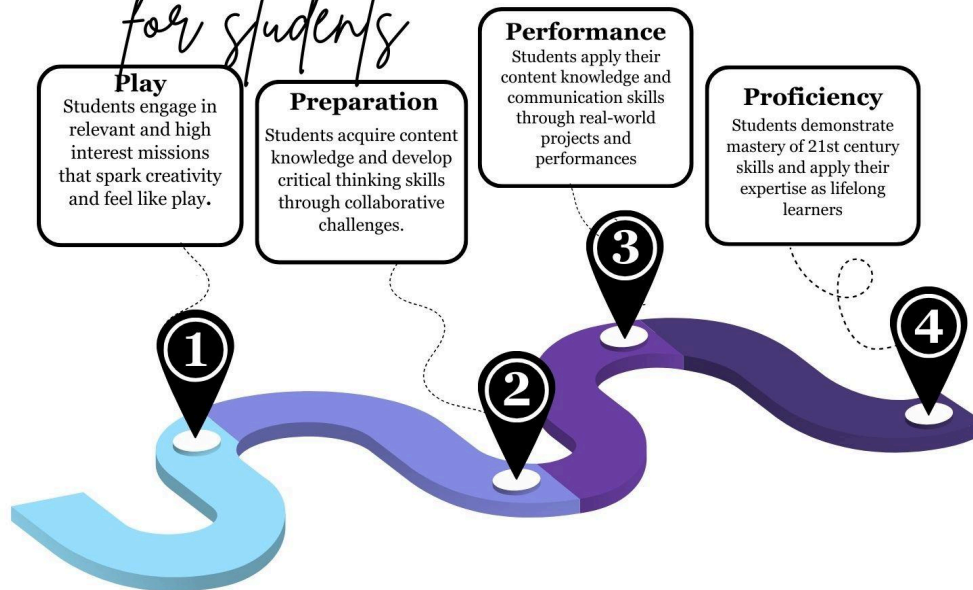
IS NOT

Narrative-based "missions" posing broad questions addressed through short-term quests where students assume roles (ie detectives, scientists, journalists) to solve complex problems	Playing traditional board and card games without an instructional purpose or goal
Utilizing a variety of instructional strategies and tools including role playing games, experiments, thinking maps, and debates to provide a robust educational experience.	Solely relying on video games, digital simulations, or virtual reality activities to provide instruction
Leveraging the power of play through sneak peeks for future material, introductions to new material, practice spaces for skill-building, review opportunities, and assessments	Using games in isolation, devoid of connection to overarching missions and learning objectives

INA's curriculum and instruction is grounded in game-based learning and was initially developed in partnership with Institute of Play, the MacArthur Foundation, curriculum developers, and game designers. This pedagogy borrows heavily from Zygotsky's Theory of Sociocultural development, which recommends students work collaboratively to build collective understanding from one another (Jaramillo, 1996). Game-based learning is also centered around Piaget's constructivist theory, (Von Glasserfield, 1982) which states that learners actively construct their own knowledge and understanding through experiences and interactions with their environment.

NOVA | VISION

for students



As demonstrated in the graph above, a student's educational journey at INA begins with engaging in play. Learning through games where students undertake relevant and high-interest missions that spark creativity and make learning fun. Students are prepared to acquire content knowledge and develop critical thinking skills through collaborative challenges. As students continue to grow and progress into performance, they apply their content knowledge and communication skills in real-world projects. Students ultimately reach proficiency and demonstrate mastery of 21st-century skills as well as apply their expertise as lifelong learners. Through a combination of innovative teaching methods and interactive educational resources, this education continuum ensures that each stage builds upon the previous one, creating a cohesive and comprehensive educational experience.

INA places a strong emphasis on tailoring its educational practices to meet the diverse needs and interests of our students. When learning is enjoyable and meaningful, students are more likely to be motivated, actively participate, and retain knowledge for the long term. By incorporating interactive and hands-on learning experiences, INA strives to make the learning process exciting and engaging.

2. How is the proposed school model fundamentally different? Provide an explanation of how the proposed model differs from traditional school models, specifically those found in the district or community in which the charter school will be located.

Why INA

Our innovation lies in leveraging adolescents' natural curiosity and enthusiasm through Game - Based Learning (GBL), creating engaging and inclusive learning experiences that cater to diverse learning styles. This approach is especially transformative for middle school students, a group at a critical juncture in their academic and social trajectories. By incorporating culturally relevant content, INA ensures that every student sees their identity and aspirations reflected in the curriculum.

Typically school models often rely on traditional instructional methods; however, our approach transforms learning into immersive "missions" that integrate inquiry-based challenges aligned with Indiana Academic Standards. This model not only enhances student motivation and interest but also cultivates critical thinking, collaboration, and problem-solving skills essential for future success.

Instead of only relying on lecture-based pedagogy, INA invites students to learn by doing in a way that feels like play. With GBL instruction, practice, and assessment are delivered through multiple modalities. Everyone is a participant and has a stake in the game. Students with diverse learning styles and backgrounds are primed for growth and success by learning to leverage each other's strengths in a collaborative effort to accomplish the team's mission.

INA utilizes GBL because it provides a rich learning environment supporting adolescent brain development. It also provides a framework to teach intangible 21st-century skills such as creativity, collaboration, communication, and critical thinking (see figure).

Our model ensures accountability through rigorous assessment frameworks aligned with state standards. By embedding Indiana Academic Standards within the missions and assessing student progress through targeted learning outcomes, we maintain high academic expectations and accountability measures. We are committed to assessing student progress through various performance metrics, ensuring transparency and accountability in achieving educational excellence. Continuous monitoring and evaluation of student performance against these standards allows our accountability

Teaching 21st Century Skills

Why Games?

Games are a powerful learning tools because they provide motivating and engaging experiences that place players in the center of the narrative. Stakes are low and risk taking is encouraged, empowering each player to leverage their creativity and problem solving skills to develop innovative solutions to each challenge.



SUPPORTING ALL LEARNERS

Games are adaptive and customizable to meet each player's needs and goals. They foster a community where everyone can play and provide opportunities to utilize restorative practices in a nurturing environment.



1

CREATIVITY

Players role play through simulations where thinking outside of the box is part of the design and failure is welcomed.



2

COLLABORATION

Players work together, utilizing the strengths of every team member to accomplish a shared goal. Everyone plays a role in helping the team accomplish the mission.



3

COMMUNICATION

Players express ideas, strategize processes, resolve conflict, and propose solutions using multiple modalities.



4

CRITICAL THINKING

Challenges are constant and adaptive to each player. Problem solving and systems thinking are embedded in each task. Games are in perpetual beta to challenge players to continuously modify and improve the game's design.

partners to uphold us to high standards of academic rigor and student growth.

INA's holistic model redefines traditional education for middle school education by seamlessly integrating academic rigor, character development, and community engagement. Through our approach, INA empowers students to excel academically, grow personally, and contribute meaningfully to their communities. By addressing local educational inequities and preparing students with the skills needed for lifelong learning and leadership, INA redefines what it means to succeed in today's dynamic world.

3. How will this specific school model meet the needs of students within the proposed community? Provide 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. Please link sources for all quantitative evidence provided.

Our GBL framework exemplifies innovation by meeting key conditions for optimal brain function—engagement, challenge, feedback, and reflection. By transforming learning into an adventure, GBL not only enhances academic outcomes but also fosters creativity, resilience, and teamwork.

The efficacy of our GBL model is supported by research indicating that gamification in education increases student engagement and motivation, leading to improved learning outcomes. Studies have shown that such approaches enhance retention of information, promote active participation, and cater to diverse learning styles, thereby enriching the educational experience for all students.

WHAT THE BRAIN CRAVES TO EXCEL

Game based learning provides a stimulating and supportive environment addressing the unique needs of the adolescent brain promoting cognitive, emotional, and social development.



ENGAGEMENT

Games naturally capture attention and foster intrinsic motivation by situating students within a narrative and providing a sense of immersion

CHALLENGE

Games are designed with structured challenges that require students to think critically, problem-solve, and make decisions within the game's context.



FEEDBACK

Students receive feedback on their actions and decisions within the game, allowing them to assess the impact of their decisions, identify areas for improvement, and make adjustments accordingly.

REFLECTION

Students are encouraged to analyze their strategies and identify areas for growth enabling students to become more self-aware of their learning processes and set goals accordingly.



Jackson (2011)

Brains are hard-wired to achieve; however, certain conditions must be present to allow the brain to excel. As the diagram demonstrates, these specific conditions are: engagement, challenge, feedback and reflection (Jackson, 2011). Game based learning provides rich learning experiences that meet these conditions empowering every student to excel.

The pedagogy of GBL involves integrating the principles of effective teaching and learning with unique features of games, such as interactive storytelling, problem-solving challenges, and immersive environments, to create engaging and compelling learning experiences (GCU, 2021).

A GBL model brings the strategies, rules and social experiences of playing a game into the classroom. It allows teachers to target certain activities that will benefit the real-world application of concepts leading to more immersive and collaborative learning opportunities (GCU, 2021). By incorporating our game-based curriculum, INA's innovative approach aligns with our commitment to nurturing the whole child, addressing academic growth, and fostering social and emotional development.

Our findings revealed that schools implementing the curriculum fostered a positive and engaging culture. This environment proved particularly beneficial for students with IEPs and those who typically displayed negative behavior

patterns, as they showed significant improvement. However, there was a disconnect between the positive classroom culture and the school's overall performance indicated by the results on standardized state tests. Further research highlighted an achievement gap in the curriculum's implementation. To address this, we recognize the need to integrate more rigor and higher-order thinking into the curriculum to close the achievement gap and enhance student outcomes, all while preserving the supportive and engaging climate it promotes (School Performance Dashboard, 2023).

In response, we reconstructed the curriculum to align with Indiana State Standards, combining the GBL model with increased rigor and higher-level thinking. This ensures that students not only benefit from a positive culture and improved behaviors but also excel in assessments and performance criteria.

Our model is further strengthened by its focus on autonomy and tailoring education to meet the unique needs of students and the community, particularly in the Butler-Tarkington neighborhood. By targeting the 28.6% statewide proficiency gap in English and math between Black/African American and White students, especially in grades 3-8, we address one of the most pressing challenges in our community.

We confront systemic biases, such as the overrepresentation of Black/African American students in special education. By dismantling these barriers, we work to disrupt the school-to-prison pipeline, ensuring equitable treatment and outcomes for all students. At INA, success is not solely defined by academic achievement but also by personal growth, social-emotional well-being, and meaningful contributions to the community. The implementation of our Rise and Thrive framework ensures that students develop the character traits needed for leadership and lifelong success beyond academics.

INA is committed to meeting the need for a neighborhood middle school, providing a meaningful, high-quality educational experience for grades 6-8. By situating our school on the north side, we offer families in Butler-Tarkington a convenient and supportive environment that empowers students to thrive close to home. Through these efforts, we reaffirm our commitment to equity, success, and the belief in every student's potential to achieve academic and social excellence.

We envision a school that operates beyond physical space and embodies all people - students, staff, families, and community members. Our innovative school design leverages Game Based Learning to create a dynamic educational environment that fosters deep engagement, critical skill development, and academic achievement aligned with state standards. This approach not only breaks away from traditional educational paradigms but also ensures robust accountability mechanisms to support student success and educational excellence.

Section II: Educational Program Design and Capacity

Education One is responsible for ensuring applications capture the impact a proposed school will have on meeting the needs of the anticipated student population, in order to ensure the academic success of the school in serving its target populations and closing achievement gaps.

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 each 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.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

Game-based learning takes a variety of forms at INA. Sixth-grade students explore identity through narrative vignettes to produce a “*Discovering Identity*” series for the school newsletter. Students produce collages, podcasts, poetry, and short story narratives. Meanwhile, seventh graders find themselves shrunk inside the notorious Dr. Smallz who suffers from peculiar ailments. Students take on the role of doctors, mathematicians, scientists, and engineers as they explore cellular biology and human anatomy. Eighth graders apply their knowledge of systems thinking and game development through a Design Lab course where they create their own games. Instructional games are collaboratively designed with a team of teachers, INA’s instructional coach and curriculum designer, with resources from the Institute for Play.

Across all grade levels, students take the final week and prepare for the culminating mission: presenting their learning to the community at Student Exhibition Night. The event brings together teachers, peers, families, and friends. Special guests, such as local publishers, authors, and business owners, are also invited to help build meaningful connections. This exhibition celebrates student learning and achievement, highlighting their growth and creativity

Throughout the GBL process, students learn and apply restorative practices allowing them to develop conflict management, self-regulation, and good sportsmanship. Restorative practices aim to equip students with a growth-mindset mentality where failure is re-framed as a learning opportunity and everyone can improve. This framework is more than a discipline philosophy, but a core component of our curriculum and culture. Games provide a low-stakes environment where everyone is encouraged to take risks, recognizing that failure is part of the process.

INA will offer smaller class sizes, ensuring that each student receives the focused attention and personalized support they need to thrive. By maintaining a lower student-to-teacher ratio, we can create a more inclusive and responsive learning environment where educators can address individual learning styles and provide targeted interventions. This approach not only enhances academic engagement but also fosters meaningful relationships between students and teachers, creating a supportive community where every student feels valued and empowered to succeed.

2. Summarize curricular choices by grade and subject, and the rationale for each, to ensure the curriculum is rigorous, engaging,

and effective.

INA's curriculum leverages the innovative theory of Game Based learning to create a dynamic, engaging, and rigorous educational experience for all students. Rooted in inquiry-based and experiential problem-solving, this approach immerses students in complex, real-world challenges, offering real time learning and actionable feedback. By incorporating the key elements of games and what the brain craves to excel - engagement, challenge, feedback, and reflection—INA ensures that its students are motivated and equipped to succeed.

For 6th, 7th, and 8th grade English/Language Arts (ELA), science, and social students classes, game-based learning plays a central role in fostering critical thinking, creativity, and communication skills. The curriculum integrates the following:

- Long-Term Missions:
 - Students participate in “missions” that connect to content area themes. These missions involve taking on roles such as investigative journalists, historical analysts, or creative writers, where they must solve interconnected challenges tied to reading, writing, and critical analysis.
 - For example, a mission might task students with uncovering the motives behind a historical event by analyzing primary and secondary sources, or crafting persuasive narratives to address a contemporary social issue.
- Daily Lessons:
 - In daily ELA and Humanities lessons, students engage with board and digital games designed to reinforce specific skills such as grammar, vocabulary, and literary analysis.
 - Activities might include competitive debates, where students “level up” by effectively using evidence and rhetorical strategies, or interactive storytelling games that teach narrative structure and character development.
- Student-Created Games:
 - Students are encouraged to design their own games as a way to demonstrate their understanding of key concepts. For instance, after studying a literary genre, students might create a game that highlights its defining features, or design a board game to explore the cause-and-effect relationships of historical events.
- Collaboration and Critical Thinking:
 - The game-like structure emphasizes teamwork, with students working in groups to solve problems, analyze texts, and develop arguments. This collaborative environment mirrors real-world problem-solving and strengthens their ability to work with others.
- Personalized Feedback and Growth:
 - In-the-moment feedback allows students to track their progress in mastering content standards. This personalized approach ensures they can identify areas for improvement and refine their skills in writing, analysis, and communication.

By embedding game-based learning into the ELA and Humanities curriculum, INA provides students with a hands-on, immersive learning experience that builds essential academic skills while fostering creativity, collaboration, and a lifelong passion for learning. This approach ensures students are not only prepared to meet rigorous standards but are also inspired to apply their knowledge in meaningful, real-world contexts ([Institute of Play](#), 2019).

In our first three years, INA will adopt an established math curriculum to ensure consistency and continuity for students while focusing our efforts on developing a high-quality, evidence-based ELA curriculum. Recognizing the importance of aligning with our GBL model, we will carefully vet and adapt a rigorous, standards-aligned math curriculum during the planning year to incorporate game-based learning opportunities.

This process will involve collaborating with educators, curriculum specialists, and game design experts to integrate engaging elements like puzzles, challenges, and interactive simulations. These adaptations will emphasize problem-solving, critical thinking, and real-world application, ensuring students are both challenged and motivated.

3. Summarize curricular choices for special populations, by subject, and the rationale for each, to ensure the curriculum is rigorous, engaging, and effective. Special populations include the following:
 - Special Education
 - English Learners
 - Below Grade Level Performance
 - Gifted and Talented

Our Game-Based Learning model uniquely supports various learning styles through its engaging approach to learning through play. This dynamic framework, where students complete missions rooted in real-life scenarios, provides a rigorous, engaging, and effective educational experience for all students, including special populations such as students with special needs, English Language Learners (ELLs), gifted and talented students, at-risk students, and students with behavioral challenges.

Students with Special Needs

The GBL model naturally incorporates visual aids, hands-on activities, and multisensory approaches, all of which are essential for supporting students with special needs. Missions are designed to be adaptable, allowing teachers to modify content to enhance comprehension and retention while keeping learning accessible and motivating. These adaptations ensure that students with special needs can engage deeply with the curriculum in ways that align with their individual strengths and challenges.

English Language Learners (ELLs)

For ELLs, GBL integrates language supports such as visuals, graphic organizers, and opportunities for meaningful communication during collaborative mission-based activities. The real-world scenarios provide authentic contexts for language acquisition, enabling ELLs to build vocabulary and fluency while engaging with rigorous academic content. This dual focus on language and content ensures that ELLs can thrive academically and develop their English proficiency simultaneously.

Gifted and Talented Students

The mission-based structure of GBL offers enrichment opportunities for gifted and talented students through differentiated tasks, creative problem-solving challenges, and independent research opportunities. These elements encourage exploration, critical thinking, and innovation, providing gifted students with the stimulation they need to stay engaged and reach their full potential.

Students Performing Below Grade Level/ Behavior Challenges

GBL fosters a sense of ownership and engagement among students performing below grade level by making learning accessible, relevant, and meaningful. The mission-driven approach combines scaffolded support with targeted interventions ensures students receive the tailored assistance they need to build foundational skills and close achievement gaps. By emphasizing real-world applications, collaboration, and perseverance, the GBL model helps students develop both the academic competencies and the confidence necessary to succeed. Additionally, its engaging structure motivates students to take an active role in their learning journey, reinforcing their ability to achieve grade-level expectations.

For students who face behavioral challenges, the GBL model provides a structured yet flexible environment that supports both academic and social-emotional growth. The integration of Positive Behavioral Interventions and Supports (PBIS) encourages positive behavior, while the collaborative nature of mission-based activities promotes teamwork and peer support. Flexible pacing and individualized interventions allow these students to progress at their own pace, addressing both their behavioral needs and academic challenges in a way that keeps them engaged and motivated to learn.

By tailoring instruction to meet the diverse needs of all learners, the GBL model ensures equitable access to high-quality education. Teachers are equipped with the tools to differentiate instruction effectively, leveraging the playful, mission-based structure to engage every learning style—whether visual, auditory, kinesthetic, or a combination. This inclusive approach not only supports academic growth but also fosters a sense of belonging, collaboration, and community among all learners, preparing them to succeed both in school and beyond.

4. Provide an overview of the planned curriculum, including, as **Attachment 1**, a sample course scope and sequence for each subject for one grade for each division (elementary, middle, high school) the school would serve.
5. If the curriculum has not already been selected, provide a description of how it will be chosen and/or developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.

The curriculum will be developed for 6th Grade ELA and Humanities in Year 0 and will be fully prepared by June 30, 2026 for staff development in July.

In Year One, the school leader, in close collaboration with a curriculum expert from the board, will lead the development of a curriculum that seamlessly integrates Game-Based Pedagogy while ensuring full alignment with Indiana State Standards. This collaborative effort will focus on creating a robust and engaging curriculum that fosters student interaction, learning, and critical thinking through game-based strategies. The curriculum writing process will follow a structured, evidence-based framework to ensure high-quality, rigorous content. As the school expands, a dedicated curriculum designer will be brought on board to continue building out the curriculum for additional grade levels and subject areas, ensuring a cohesive and dynamic educational experience for all students.

Developing the curriculum is a methodical four step process:

1. Understanding the Standards: breaking down the standards into vertically aligned student expectations and success criteria. Developing essential questions, enduring understandings, and final mission assessment necessary to demonstrate mastery)
2. Storyboarding: developing the overarching narrative, detailing specific roles students will assume in accordance with the learning objectives developed in stage 1. Segmenting content into quests to allow students to construct new understanding necessary to master the final mission assessment.
3. Content Development: Developing individual lesson plans, games, assessments, videos necessary for seamless implementation. Procuring any additional resources needed (technology, applications, physical supplies, etc)
4. Playtest, Revise, and Publish: Submitting mission drafts to other middle school teachers to review and playtest in their classrooms. Review feedback from teachers and students. Games and activities go through two rounds of playtesting and revision prior to publication.

The ELA curriculum for 7th and 8th grade will be developed during year 1 and year 2 respectively and will incorporate feedback from teachers, students, administrators, and assessment data. A complete week-by-week timeline for the complete curriculum development plan spanning three years is provided in the [curriculum appendix](#).

While we are not yet positioned to write and develop both ELA and math curricula in years 1–2, adopting an established math curriculum allows us to prioritize creating exceptional ELA materials. Starting in year three, we plan to phase in our own math curriculum with the incoming 6th-grade class. This phased approach ensures rigorous and engaging learning experiences while maintaining alignment with our mission and GBL model.

6. Describe the primary instructional strategies that the school will expect teachers to use and why, including the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

INA's instructional strategies are grounded in game-based pedagogy, where teachers teach and guide learning through the lens of completing a mission. This approach engages students by sparking their curiosity with real-life scenarios that must be solved by learning specific skills. These skills are both academically aligned, ensuring students develop the competencies needed to demonstrate success, and connected to the real world, fostering practical applications and meaningful connections.

Teachers will deliver explicit instruction following the INA GBL model, which incorporates the gradual release framework: "I do, we do, you do." This method ensures a seamless transition from direct instruction to collaborative learning and, ultimately, to independent practice, allowing students to build confidence and mastery at their own pace. Within this framework, students actively engage in mission-based learning, tackling challenges that simulate real-world problems and require critical thinking, creativity, and collaboration.

All instruction is aligned with grade-level standards and designed to provide essential content exposure while immersing students in purposeful, mission-driven learning. To meet the diverse needs of all students, teachers will leverage various forms of student data, including formative and summative assessments, to tailor their instruction. This data-driven approach ensures that instructional strategies are adjusted to address individual challenges, close achievement gaps, and maximize the strengths of each learner. Regular check-ins and performance monitoring allow teachers to provide targeted support and adapt lessons as needed to ensure all students are engaged and progressing.

In addition to building academic skills, this mission-based approach emphasizes the real-world applicability of what students learn, connecting classroom concepts to their everyday lives. This helps students see the relevance of their education and fosters skills such as problem-solving, teamwork, and resilience, preparing them for success beyond the classroom.

To support this innovative approach, all staff will receive robust training during the summer academy in July, with ongoing guidance provided throughout the school year by administrators, an instructional coach, and a curriculum designer. Teachers will participate in embedded professional development sessions and weekly PLC meetings, ensuring continuous collaboration and refinement of practices. Teachers are expected to focus on implementing and delivering the curriculum rather than creating new content, allowing them to prioritize effective mission-based instruction and student engagement.

This comprehensive approach ensures that Innova Academy's students not only master academic standards but also develop the skills and mindset necessary to solve complex, real-world problems, equipping them for success in an ever-changing world

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

Insert Text Here

Pupil Performance Standards

Meets Standard Expectation

- Thoughtful identification of and plan for development and adoption of any additional academic standards beyond state and authorizer requirements that the school would adopt or develop, including an explanation and evidence of how those standards would exceed the state standards and are relevant to the school's model.
- Clear, rigorous plan for student promotion and communication with families.
- Clear, rigorous plan for student retention and communication with families.

1. 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.

INA will not adopt, or develop any additional standards beyond the state and/or authorizer standards.

2. How will the school know a student is successful? Explain the standards for promoting students from one grade to the next. Discuss how and when promotion will be communicated to parents and students.

Promotion Policy for Innova Academy (Grades 6-8)

Purpose:

The Promotion Policy at INA is designed to ensure that students meet essential academic, social, and behavioral criteria to advance to the next grade level. This policy outlines the standards and process for determining student readiness for promotion, fostering a culture of high expectations and accountability.

Criteria for Promotion:

1. **Academic Performance**

- Students must achieve a passing grade in all core subjects, including English/language arts, mathematics, science, and social studies.
- Students must demonstrate satisfactory performance in their elective subjects.
- Students must meet the attendance requirements as outlined in the school's attendance policy.

- Students must complete all required coursework and assignments within the given timelines.

2. Social and Behavioral Engagement

- Students are expected to adhere to the school's code of conduct, show respect for peers and staff,
- Students must actively engage in classroom activities, participate in discussions, and demonstrate a willingness to learn.
- Students must demonstrate good citizenship, displaying qualities such as responsibility, collaboration, and empathy.

Promotion Process:

A Promotion Review Committee, consisting of teachers, administrators, and guidance counselors, will review each student's academic and social progress at the end of the academic year.

This committee will examine multiple sources of data including but not limited to:

- Classroom assessments, quizzes, and tests.
- Projects, assignments, and portfolios.
- Standardized test scores (if applicable).
- Teacher evaluations and recommendations.
- Student behavior and disciplinary records.

Intervention and Support

If a student does not meet the promotion criteria, a formal review will be conducted to determine appropriate interventions and supports prior to the implementation of the retention policy.

INA is committed to providing additional intervention and support for students who are struggling academically or socially.

This may include:

- Tutoring programs.
- Counseling and guidance services.
- Individualized education plans for students with special needs.
- Personalized learning strategies and accommodations.

Accountability and Transparency:

INA commits to communicating with parents/guardians about their child's progress, potential for promotion, and any necessary interventions to support academic success. All promotion decisions will consider the best interests of the student and align with Indiana Academic Standards.

- INA will ensure clear and timely communication with parents/guardians regarding their child's academic progress, promotion status, and any concerns related to potential retention.
- Parents/guardians will be invited to attend meetings with teachers and administrators to discuss their child's progress and to collaborate on intervention strategies if needed.

Timeline of Communication for Parents:

1. Beginning of School Year
 - Initial Parent Communication: Provide parents/guardians with an overview of academic expectations, promotion criteria, and Indiana Academic Standards.
 - Student Assessment: Inform parents/guardians about upcoming assessments and evaluation methods used to track academic progress.
2. Mid-Term
 - Progress Check-In: Share a mid-term progress report, outlining the student's academic performance, strengths, and areas for improvement.
 - Parent-Teacher Conferences: Offer meetings with teachers to discuss progress and any necessary interventions.
3. End of Semester
 - Formal Progress Report: Send home a detailed report outlining academic achievements, grades, and any concerns related to promotion.
 - Initial Promotion Consideration: If a student's progress is below expectations, communicate potential concerns and the need for interventions.
4. Mid Year/ End of Semester 2
 - Intervention Review: Notify parents/guardians if any interventions or support strategies are being implemented to support the student's academic growth.

- Second Parent-Teacher Meeting: Discuss the effectiveness of interventions and any adjustments required to ensure the student's success.
 - Progress Update: Provide an update on student progress and continued interventions, if necessary. Discuss potential outcomes for promotion or retention based on academic progress.
 - Intervention Plan Update: If applicable, send updated intervention plans to parents for review.
5. End of Semester 3 / EOY
- Final Academic Report: Send a comprehensive end-of-year report detailing the student's performance, promotion status, and any remaining academic concerns.
 - Retention Notification (if applicable): Communicate any decisions related to retention, along with a clear explanation of the reasons and available supports.
 - Summer Resources: Provide parents with resources for summer learning and support, if retention is being considered.

****Ongoing Communication (As Needed) - Ad-Hoc Updates:** Send ongoing updates if the student's progress requires immediate attention or if additional interventions are implemented. **Open Channels for Parent Communication:** Ensure parents/guardians have access to regular updates and a means of communicating concerns or asking questions.

Appeals Process:

Parents/guardians may appeal a promotion decision by submitting a written request to the administration. An appeals committee will review all relevant information and make a final determination in alignment with the student's best interests.

Note: This policy is subject to periodic review and may be revised to reflect the evolving needs and goals of Innova Academy. Innova will administer all required assessments to be in compliance with the Indiana Department of Education.

In addition to the promotion policy, INA aims to provide additional features and resources to support student promotion to the next grade and successful graduation. These features include:

1. Enrichment Programs:

- Extended Learning Opportunities: INA will offer extended learning programs beyond the regular school hours. These programs may include academic enrichment, extracurricular activities, clubs, and sports, providing students with a well-rounded educational experience.
- Enrichment Electives: INA will offer a variety of elective courses that allow students to explore their interests and develop new skills outside of the required curriculum. These electives may include subjects such as music, art, computer programming, and physical education.

2. Individualized Support:

- Academic Support Services: INA will provide academic support services such as tutoring, study groups, and additional resources to help students who are struggling in specific subjects. These services will be tailored to meet individual student needs.
- Guidance and Counseling: INA will offer guidance and counseling services to support students' social and emotional well-being. These services will help students navigate personal challenges, develop effective study habits, and make informed decisions about their academic and career paths.

3. College and Career Readiness:

- College Preparation Programs: INA will establish partnerships with colleges, universities, and educational organizations to provide college preparation workshops, college tours, and access to information about scholarships and financial aid.
- Career Exploration: INA will offer career exploration programs and resources to help students discover various career paths and make informed decisions about their future. This may include guest speakers, career fairs, and internships.

4. External Partnerships:

- Community Organizations: INA will collaborate with local community organizations to provide additional resources and support for students. This may include mentoring programs, internships, and service learning opportunities.
- Parent and Family Engagement: INA recognizes the importance of involving parents and families in the educational process. The school will provide resources, workshops, and events that foster strong home-school partnerships to support student success.

5. Transition Strategies:

- Middle-to-High School Transition: INA will work closely with local high schools to facilitate a smooth transition for students entering ninth grade. This may include sharing student records, orientation programs, school site visits, collaboration with school counselors and leadership, sports feeder programs, and providing information about academic expectations and course selection.
- Elementary-to-Middle School Transition: INA will collaborate with local elementary schools to support students transitioning from elementary to middle school. This may involve communication with teachers, sharing of student information, schools out camps, and orientation sessions to familiarize students with the middle school environment.

Metrics of Success:

1. Promotion Rates:

- The success of the promotion and retention policy will be measured by the percentage of students who meet the criteria for promotion to the next grade level.

2. Graduation Rates:

- The school will track the percentage of students who successfully graduate from Innova Academy within the expected timeframe.

3. Student Performance:

- Continuous monitoring of student academic performance through assessments, tests, and progress reports will provide insights into individual student progress and identify areas for improvement or intervention.

4. Post-Graduation Outcomes:

- Tracking the success of graduates in their post-secondary education or career pursuits will provide valuable feedback on the effectiveness of the educational model and support systems in preparing students for the future.

Additional Metrics of success:

1. Academic Performance:

- Grade Point Average (GPA): Tracking changes in students' GPA over time can provide insight into their academic progress during transitions. A consistent or improved GPA indicates a successful academic transition.
- Standardized Test Scores: Monitoring changes in standardized test scores, such as state assessments or college entrance exams, can help assess how well students are adapting to the new grade or school level.
- Subject Proficiency: Evaluating students' mastery of subject-specific skills and knowledge through subject assessments can indicate their ability to meet the academic expectations of the new grade or school level.

2. Social and Emotional Well-being:

- Attendance and Discipline Records: Monitoring students' attendance and behavior records can provide insights into their transition. Consistent attendance and positive disciplinary records indicate successful social integration.
- Surveys and Feedback: Collecting feedback from students, parents, and teachers through surveys or interviews can help gauge students' overall social and emotional well-being during the transition. Questions about feelings of belonging, relationships with peers and teachers, and overall satisfaction can provide valuable insights.

3. Adaptation and Engagement:

- Participation in Extracurricular Activities: Tracking students' involvement in extracurricular activities (clubs, sports, arts) can indicate their level of engagement and sense of belonging.
- Classroom Participation: Assessing students' participation in classroom activities, including asking questions, contributing to discussions, and completing assignments, can indicate their level of comfort and integration in the new learning environment.
- Peer Relationships: Observing students' interactions and relationships with peers can provide an indication of their social integration and adjustment to the transition.

4. Support Utilization:

- Utilization of Support Services: Monitoring the utilization of support services, such as tutoring, counseling, or mentoring programs, can indicate the effectiveness of the support systems in facilitating successful transitions.
- Parent Engagement: Evaluating the level of parent involvement and engagement in supporting their child's transition can contribute to assessing the overall success of the transition process.

It's important to note that these metrics should be used in conjunction with qualitative observations and feedback from students, parents, and teachers to gain a comprehensive understanding of students' experiences during grade-level transitions. Regular data collection and analysis will consistently be conducted throughout the school year to track progress and identify areas where additional support may be required.

3. If a student does not meet the promotion criteria stated above, how will the school address this? Discuss how and when retention will be communicated to parents and students.

Retention Policy for Innova Academy (Grades 6-8)

Purpose:

The Retention Policy at INA aims to provide students who are struggling with additional support and resources to address academic, social, or behavioral challenges. This policy outlines when retention may be considered and the support structures available to help students reach grade-level expectations.

Criteria for Retention Consideration:

1. **Academic Performance**
 - Students who fail to meet the academic criteria for promotion, including passing grades in core subjects and completion of required coursework, may be considered for retention.
2. **Social and Behavioral Indicators**
 - Consistent failure to meet behavioral expectations or actively engage in classroom activities may indicate the need for additional time to develop these skills.

Retention Process:

1. The Promotion Review Committee will conduct an individualized assessment for students at risk of retention, considering interventions and additional support services provided during the year.
2. The retention decision will be made collaboratively by the committee, teachers, and the student's parents/guardians, prioritizing the student's well-being and developmental needs.

Interventions and Support:

INA is committed to offering tailored support, such as tutoring, counseling, and individualized learning plans, to address students' specific challenges and promote academic and social growth. Parents will be actively involved in discussions about retention considerations and support strategies to foster the student's success.

All supports and enrichment programs outlined in the promotion policy will also be implemented as interventions and supports during the retention process.

Appeals Process:

Parents/guardians may appeal a retention decision by submitting a written request to the administration. An appeals committee will review all relevant information and make a final determination in alignment with the student's best interests.

Accountability and Transparency:

INA commits to communicating with parents/guardians about their child's progress, potential for promotion, and any necessary interventions to support academic success. All promotion decisions will consider the best interests of the student and align with Indiana Academic Standards.

- INA will ensure clear and timely communication with parents/guardians regarding their child's academic progress, promotion status, and any concerns related to potential retention.
- Parents/guardians will be invited to attend meetings with teachers and administrators to discuss their child's progress and to collaborate on intervention strategies if needed.

Parent Communication Timeline will follow the promotion policy

Note: This policy is subject to periodic review and may be revised to reflect the evolving needs and goals of INA. INA will administer all required assessments to be in compliance with the Indiana Department of Education.

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.

Insert Text Here

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

Insert Text Here

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.

Insert Text Here

Performance Management

Meets Standard Expectation

- Quality interim assessments that are aligned with the 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.
- 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 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.

1. In addition to all mandatory state assessments, identify the primary interim assessments the school 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.

INA employs a comprehensive approach to measuring and evaluating academic progress for individual students, student cohorts, special populations, and the school as a whole throughout the school year. Through our GBL instructional model, students participate in a variety of assessment types including written assignments, debates, projects, and multiple-choice tests. Utilizing a variety of assessment models ensures that teachers are able to accurately measure students' mastery of each standard and are able to apply their knowledge in authentic contexts beyond the classroom.

Our assessment framework includes Indiana State Testing requirements, NWEA assessments, ILEARN, and curriculum benchmark assessments. These standardized tests provide essential data on student performance and growth, enabling us to identify areas of strength and opportunities for improvement. Embedded Mission Benchmark assessments will be administered to measure each student's progress and ensure each student is on track to meeting their goals.

Projects are also integral to our assessment process. Students are scored based on clearly defined rubrics developed collaboratively by the subject-area team and the instructional coach. Students and families have access to all rubrics at the time of project

assignments, promoting transparency and allowing students to understand expectations. Detailed feedback aligned with these rubrics will be provided to guide students in their learning journey

Innova Academy Specific (Internal)

- Final Mission Assessment: a summative project showcasing usage of learned skills and concepts - 2-3 times per year in each subject
- Interim Assessment: summative assessment - occurs twice a year before state testing
- NWEA Assessments: Administered three times a year (fall, and spring), to measure student growth and proficiency in reading and mathematics. This data will help track individual progress over time and identify areas needing targeted instruction
- ILearn Checkpoint : Administered at least 2 times mid year to measure student growth and proficiency in reading and mathematics. With the test being only 30 min, our team can strategically implement the assessment as a more frequent checkpoint to gather accurate data of student growth.
- Classroom assessments (formative assessment): ongoing basis
- Games, projects, and performances (assessed using standards-based rubrics, used for formative and summative assessments): ongoing
- Digital Assessments (ie. IXL, Zearn, Prodigy)- ongoing
- Curriculum benchmark assessments: integrated into the instructional cycle to monitor student understanding of key concepts and skills. These assessments will occur at strategic points throughout the year (e.g., at the end of each quest) to evaluate student mastery and provide timely feedback for instructional adjustments.

Indiana Mandated (External)

- Indiana Statewide Testing for Education Progress-Plus: once a year
- ILEARN: This statewide assessment will be utilized to evaluate student understanding and mastery of Indiana Academic Standards. Results will contribute to the evaluation of overall school performance and inform instructional strategies.
- National Assessment of Educational Progress (NAEP): once a year

*Innova will administer all required assessments to be in compliance with the Indiana Department of Education

To ensure students are receiving effective instruction, teacher leaders will be required to collect and analyze data with support from the AP of Academics and Instructional Coaches. Data collection will occur from various, diverse methods of assessment and projects including, but not limited to: progress monitoring assessments, standards-based rubrics, written reflections, quizzes, and tests. Teachers and administrators will collaborate to develop intervention plans as needed to ensure mastery of all standards and skills during PLC meetings.

These efforts align with the school's performance goals, such as meeting proficiency and growth targets on state assessments, closing achievement gaps among student subgroups, and fostering student engagement and mastery of grade-level standards. The findings will inform curriculum adjustments, professional development plans, and resource allocation, ensuring continuous improvement and progress toward the school's objectives

Through this detailed and comprehensive assessment framework, INA is committed to measuring and evaluating academic progress systematically and effectively. This approach not only supports individual student growth but also fosters a culture of accountability and excellence within the school community. By continuously analyzing data and implementing action plans, we aim to create an inclusive learning environment where all students can thrive academically.

2. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, special populations, and the school as a whole – throughout the school year.

At INA, we utilize data from our comprehensive assessment framework to measure academic progress throughout the year, focusing on individual students, student cohorts, special populations, and the school as a whole.

Measuring Academic Progress

1. Individual Students

- **Data Collection and Analysis:** Each student's performance on standardized assessments (such as NWEA and ILEARN), curriculum benchmark assessments, and project-based evaluations will be systematically tracked throughout the year. Data will be collected three times a year through NWEA assessments, along with regular benchmarks and projects aligned with the curriculum.
- **Personalized Feedback:** Individualized reports will be generated, highlighting strengths and areas for improvement. Instructional coaches will collaborate with teachers to analyze this data, allowing for targeted interventions tailored to meet each student's unique learning needs.

2. Student Cohorts

- **Cohort Performance Tracking:** We will aggregate assessment data to evaluate the performance of different cohorts, such as grade levels or classes. This will help identify trends and patterns in achievement, enabling the school to implement targeted instructional strategies to support underperforming groups.
- **Action Plans:** Based on cohort analysis, the leadership team will create action plans that address specific needs, ensuring that instructional methods are adapted to improve outcomes for all groups of students.

3. Special Populations

- **Tailored Assessments and Supports:** For special populations, including students with disabilities and English Language Learners, we will implement specialized assessments and collect data that reflect their unique learning trajectories. This data will guide the development of individualized education plans (IEPs) and language support strategies.
- **Progress Monitoring:** Regular progress monitoring will ensure that the educational strategies in place are effective. For instance, adjustments may be made to interventions based on real-time data from assessments, ensuring that all students receive the appropriate support.

4. School-Wide Evaluation

- **Aggregated Data Analysis:** The leadership team will conduct quarterly reviews of aggregated assessment data to assess overall school performance. This will include examining trends in standardized test scores, benchmark assessments, and project outcomes to evaluate the effectiveness of the curriculum and instructional practices.
- **Continuous Improvement:** This data will inform decisions about professional development needs for teachers, curricular adjustments, and resource allocation, ensuring that the school continues to meet the academic needs of all students effectively.

Importance of Parent Feedback and Collaboration

In addition to internal data analysis, we recognize the critical role that parent feedback and collaboration play in determining the academic progress of students.

- **Parent Engagement:** We will actively engage parents through regular communication about their child's performance, including sharing assessment results, project outcomes, and progress reports. This transparency allows parents to understand their child's academic journey and fosters a collaborative approach to education.
- **Feedback Mechanisms:** We will implement structured feedback mechanisms, such as surveys and parent-teacher conferences, to gather insights from families about their child's learning experiences and needs. This information will be invaluable for refining instructional strategies and creating individualized support plans.
- **Partnerships for Success:** By involving parents in discussions about their child's progress, we can create a supportive home environment that reinforces learning. This partnership will help motivate students and ensure consistency in the approaches used at school and home, ultimately enhancing academic outcomes.

By systematically utilizing assessment data and incorporating parent feedback, INA is committed to measuring and supporting academic progress in a holistic manner, ensuring that all students have the opportunity to thrive.

At INA, success is defined by integrating academic rigor, personal growth, and community engagement, creating a holistic environment where students thrive. Academic excellence means that every student meets or exceeds grade-level standards, demonstrates growth in essential skills, and graduates fully prepared for college, careers, or other post-secondary pathways. Our students excel in core subjects while also developing critical thinking, creativity, and problem-solving skills, ensuring high achievement, consistent growth, and readiness for future opportunities. Equally important is fostering a safe, inclusive, and supportive school culture where students, staff, and families feel valued and engaged. Rooted in respect, integrity, and equity, our culture promotes social-emotional growth alongside academic learning, nurturing resilience, empathy, and a sense of community. A thriving INA is one where students are motivated, staff are dedicated and supported, and families are actively involved in shaping the life of the school.

To ensure the success of our students and the fulfillment of INA's mission, we have established the following tangible goals that reflect our commitment to academic excellence, inclusivity, and holistic development:

- Ensure that 100% of students demonstrate proficiency in higher-order process thinking skills by incorporating problem-solving activities into the Game-Based Learning (GBL) curriculum.

- By the end of the academic year, 100% of students will understand and effectively apply 1 principle of the GBL approach, showcasing their ability to solve real-world problems through mission-based learning experiences.
- Maintain a minimum enrollment of 18% special education students annually, ensuring equitable access to educational resources and support for all learners.
- Achieve a 100% graduation rate for 8th-grade students, preparing them for successful transitions to high school with a strong foundation in academic, social, and emotional skills.

3. Outside of the classroom teacher, identify who will be responsible for collecting and analyzing student academic achievement data, using the data to drive schoolwide expectations/next steps, and reporting the data to the school community.

At INA, we prioritize a systematic and collaborative approach to collecting, analyzing, and reporting student academic achievement data, recognizing its importance in driving school-wide expectations and next steps. Outside of classroom teachers, several key stakeholders will be responsible for this process, ensuring that data-driven decisions are made effectively and transparently.

The instructional leadership team at Innova Academy comprises the Assistant Principal of Academics, instructional coaches, lead teachers, and a special education lead. This diverse team brings together a wealth of expertise and perspectives, ensuring that all facets of instructional delivery are addressed. The Assistant Principal of Academics oversees academic performance and curriculum alignment, while instructional coaches provide day-to-day support for teachers and data analysis. Lead teachers offer insights from their grade levels, helping to bridge communication between the leadership team and classroom educators. The special education lead ensures that the needs of all students, particularly those requiring additional support, are integrated into academic planning and assessment strategies. Together, this team works collaboratively to create a responsive educational environment that promotes the success of every student at Innova Academy.

Instructional coaches will be integral to our assessment strategy, taking on the responsibility of administering all assessments across grade levels. Their involvement promotes consistency and equity in the assessment process, ensuring a clear and accurate representation of student performance. Additionally, instructional coaches will support teachers in real-time data collection during assessments, allowing for efficient gathering of relevant data that accurately reflects students' current understanding and skills.

Instructional coaches will use the following process to guide data discussions and set school-wide expectations for student progress and growth.

Data Analysis and Collaboration

Cross-Collaboration with Leadership Team:

- After data collection, instructional coaches will collaborate closely with the Assistant Principal of Academics and the leadership team during weekly data meetings. In these meetings, they will evaluate student performance, growth trajectories, and the effectiveness of instructional strategies. This collaboration fosters a holistic view of student achievement and allows for informed decision-making regarding curriculum and instructional adjustments.

Identifying Trends and Action Steps:

- Together with the leadership team, instructional coaches will identify trends in the data, pinpointing areas where students excel or where they may be struggling. This analysis will inform the development of actionable next steps for both individual students and broader instructional strategies across the school.

Ongoing Support for Teachers

Professional Development:

- Instructional coaches will consistently support teachers in their daily instruction by providing guidance on how to utilize assessment data effectively. This support includes modeling how to interpret data to inform lesson planning and instructional adjustments, ensuring that teachers feel empowered to make data-driven decisions in their classrooms.

Feedback Mechanisms:

- Through regular interactions with teachers, instructional coaches will establish feedback mechanisms to discuss data trends and instructional outcomes. This dialogue ensures that teachers are continuously aware of their students' progress and can adapt their instruction accordingly.

Reporting and Community Engagement

Transparent Reporting:

- After data has been analyzed, the results will be shared with the school community through various channels, including newsletters, school meetings, and parent-teacher conferences. Instructional coaches, in collaboration with the leadership team, will prepare reports that highlight key findings, progress made, and areas for improvement.

Engaging Families:

- Engaging families in the discussion around academic achievement data is crucial. By providing clear and accessible reports, we will encourage parents to participate actively in their children’s educational journey, fostering a partnership that supports student success.

4. Describe the corrective actions the school will take if student academic achievement falls short of expectations and goals at the school-wide, classroom, or individual student level.

At INA, corrective actions for addressing shortfalls in student academic achievement are grounded in a proactive, multi-tiered system of accountability and support that emphasizes refining existing structures rather than building them reactively. When student performance falls below set goals, our approach includes action plans tailored at the school-wide, classroom, and individual student levels to close learning gaps, maintain high expectations, and foster a responsive learning environment.

At the **school-wide level**, accountability systems at INA are structured to prioritize continuous monitoring and proactive response. Our partnership with Education One plays a crucial role here, supporting an overarching framework of accountability that guides both administrative decision-making and instructional alignment. Education One collaborates closely with our instructional leadership team to review school-wide assessment data, guide corrective action, and refine systems as necessary. We leverage data from multi-faceted assessments, including regular benchmark assessments, formative and summative evaluations, and student progress monitoring, to track trends across the school and pinpoint areas requiring intervention. These insights inform our action plans, which focus on refining existing processes through interventions like school-wide professional development tailored to emerging needs, data-driven instructional adjustments, and ongoing support through intervention teams.

Within **classrooms**, corrective action centers around empowering teachers with targeted supports and consistent instructional coaching. Our instructional coaches, in collaboration with the Assistant Principal of Academics, provide daily support for teachers, focusing on real-time data collection, assessment administration, and data-driven instructional adjustments. When classroom-level achievement trends reveal areas needing improvement, instructional coaches work closely with teachers to implement proven strategies within our Game-Based Learning (GBL) model, such as differentiation techniques and adjustments to pacing. This includes engaging teachers in intentional, data-informed professional development to sharpen instructional methods and offering collaborative data meetings where educators discuss and troubleshoot classroom trends with instructional leaders and specialists. These collaborative efforts help ensure classrooms are equipped to address specific challenges proactively while maintaining grade-level rigor and inclusivity.

At the **individual student level**, corrective actions are individualized to meet each learner’s unique needs, guided by real-time data and personalized interventions. Students are supported through tailored learning plans and check-ins that engage the intervention team, classroom teachers, and instructional leaders in weekly reviews of progress. Regular goal-setting and progress-monitoring meetings ensure that each student’s achievements and areas for growth are closely tracked and addressed. Additionally, intervention teams coordinate with families to provide them with tools and resources, involving them in the academic process and fostering transparency. By engaging families and offering actionable feedback, we create a support system that extends beyond the classroom, facilitating student success through collaborative efforts and consistent monitoring.

Through our layered approach, INA’s accountability and corrective action systems are designed to ensure that students, teachers, and families are aligned in the pursuit of academic excellence. Our proactive, refined systems and structured support environment enable us to respond to academic challenges with agility, guided by data-driven decision-making, collaboration, and transparency across all levels of the school community.

School Calendar and Schedule

Meets Standard Expectation

- Provide the school’s proposed calendar that includes number of days of instruction, following the minimum state requirements.
- Provide an explanation of the proposed calendar, including operational start/end date/times, first student day, instructional time by grade band, and information on how the proposed schedule is optimal for student success.

1. As **Attachment 2**, provide the school's proposed calendar for the first year of operation, including total number of days of instruction. Instructional calendar guidance from the Indiana Department of Education can be found [here](#).
2. Provide a narrative based on Attachment 2, explaining:
 - o The date when the school is expected to begin school operations;
 - o The date when students will attend the school;
 - o How the calendar reflects the needs of the educational program and/or anticipated student population;
 - o The number of hours/minutes per day and week that the school will devote to academic instruction for grades K-6 and grades 7-12, if applicable;
 - o School start and dismissal times; and
 - o How the school's daily and weekly schedule will be optimal for student learning.

Anticipated date for School Operation: June, 2025
Anticipated date for first day of school: August 10, 2026
Total Number of Instructional Minutes in the School Year: 64,800
III. Start/Dismissal
6-8 8:35 to 4:15
Number of Instructional Hours Per Day --provide per every applicable grade level.
Grade 6- 6
Grade 7- 6
Grade 8 - 6

INA will follow a daily 7-period schedule, which includes related arts classes and homeroom time, called "Rise and Thrive." Students will alternate between Social Studies and Science learning days, with core subjects being taught in an interdisciplinary format. The schedule will meet the state requirements for specific content areas, ensuring that middle school students receive the necessary amount of instruction.

The school calendar will feature dedicated professional development days to provide teachers and staff with focused training without affecting instructional time. These days will be strategically placed throughout the year, aligned with the school's goals, to support teacher growth and development.

Additionally, the daily schedule includes time for collaboration and professional development. Common planning periods and team meetings will be built in to allow teachers to work together, share best practices, and enhance their teaching strategies, fostering a culture of continuous improvement. The advisory period offers students a designated time for reflection away from academic work. During this time, teachers have the flexibility to offer recess or other activities based on student interest, allowing for relaxation and social engagement outside the classroom.

Example Student Schedule

	Time	A Day	B Day
	8:15 - 8:25	Morning arrival/breakfast	Morning arrival/breakfast
30 min	8:35-9:05	Rise & Thrive	Rise & Thrive
60 min	9:05-10:05	Literacy	Literacy
60 min	10:10-11:10	Logic (Math)	Logic
60 min	11:15-12:15	Application & Intervention	Application & Intervention

30 min	12:20-12:50	Lunch	Lunch
20 min	12:50-1:10	Advisory	Advisory
60 min	1:15-2:15	Science/ Humanities	Social Studies/ Humanities
60 min	2:20-3:20	PE (Elective Choice)	Art (Elective Choice)
30 min	3:35-4:10	Closing Circle	Closing Circle
7hr	4:10-4:15	Dismissal	Dismissal

***Design Lab and Academic Interventions**

Note: all students will take Health and PE to meet State requirements

[Student Narrative - Meet Ainslee](#)

**Example Teacher Schedule and Narrative
Mr. Smith**

	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Direct Inst.	8:00-8:35		Professional Development			
	8:15-8:25	Teacher Arrival	Teacher Arrival	Teacher Arrival	Teacher Arrival	Teacher Arrival
30 min	8:35-9:05	Rise & Thrive	Rise & Thrive	Rise & Thrive	Rise & Thrive	Rise & Thrive
60 min	9:05-10:05	Instructional time	Instructional time	Instructional Time	Instructional Time	Instructional Time
60 min	10:10-11:10	Instructional time	Instructional time	Instructional time	Instructional time	Instructional time
60 min	11:15-12:15	Application & Intervention	Application & Intervention	Application & Intervention	Application & Intervention	Application & Intervention
	12:20-12:50	Lunch	Lunch	Lunch	Lunch	Lunch
	12:55-1:10	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
60 min	1:15-2:15	Instructional Time	Instructional Time	Instructional Time	Instructional Time	Instructional Time
60 min	2:20-3:20	Planning Period	Planning Period	Planning Period	Planning Period	Planning Period
30 min	3:35-4:10	Closing Circle	Closing Circle	Closing Circle	Closing Circle	Closing Circle
	4:10-4:15	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal
Total: 6hr	4:15-4:20	Teacher Dismissal	Teacher Dismissal	Teacher Dismissal	Teacher Dismissal	Teacher Dismissal

***SPED teachers will provide services in compliance with IEPs with collaborations with teachers schedules.

**** Morning Time 8:00- Required Staff Development

School Culture

Meets Standard Expectation

- Coherent plan for establishing and maintaining an inclusive school culture for students, teachers, administrators, and parents from the first day of school, and for enculturating students and families who enter the school mid-year.

1. 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. Describe the plan for enculturating students and families who enter the school mid-year.

At INA, we are committed to fostering an inclusive culture that respects and celebrates the diversity of our student population, including various subgroups such as socioeconomic backgrounds, gender, race, ethnicity, English Learners, Gifted and Talented students, and those in Special Education. We understand that a thriving educational environment requires more than just academic excellence. Our approach combines restorative practices, proactive discipline models, and our Game-Based Learning model, which collectively promote a culture of growth and inclusion.

The color pallet of Innova Academy was designed thoughtfully and intentionally to reflect the heart of our school model. The color purple was chosen as the core color because it embodies wisdom, creativity, and a sense of excellence. Purple symbolizes individuality and uniqueness, which aligns with our commitment to celebrating diversity and honoring the unique qualities of each student. Our goal is to create an inclusive, welcoming environment where all students and staff feel valued and empowered to express themselves. At Innova Academy, purple represents a space where every voice is heard, every talent is celebrated, and every perspective is appreciated.

We chose an elephant as our mascot because it aligns with the wise and powerful qualities associated with the color purple. Additionally, elephants are known for their strong social bonds and cooperative nature, which reflects our community-centered school orientation. These gentle creatures also symbolize kinship, connection, and family values, fostering a caring and supportive school environment. By embodying these values, our elephant mascot can inspire and motivate our students, staff and community to achieve greatness and promote a positive and inclusive school culture.



Our decision to use a GBL curriculum supports our overall approach. Games provide a low-stakes environment where everyone is encouraged to take risks, recognizing that failure is part of the process. Rather than describing it as an undesirable outcome, failure is by design an expected and sometimes even necessary step in the learning process (Kapur, 2008; Kapur & Bielaczyc, 2012; Kapur & Kinzer, 2009; Plass, Perlin, et al., 2010). The lowered consequences of failure in games encourage risk-taking, conflict resolution, and exploration (Hoffman & Nadelson, 2010).

We recognize that the mental well-being of our staff, students, and families is just as important as meeting academic goals. To support this, we will provide services and resources that address the diverse needs within our school community, including partnerships for counseling, mental health literacy, advocacy, and additional tools that extend beyond academics. These resources are designed to create a holistic support system, ensuring that everyone in our school community has what they need to thrive.

Our commitment to restorative practices ensures that when conflicts arise, they are addressed in a way that prioritizes healing and strengthens community bonds. This holistic approach, which emphasizes relationship-building and accountability, complements our academic strategies, creating a supportive and dynamic learning atmosphere for all students.

For students and families entering mid-year, we have a structured process that includes orientation activities and support from our Homeroom teachers. These teachers act as community anchors, helping new students integrate into our learning environment, connect with peers, and feel part of the Innova community. This ensures that each student feels valued, respected, and supported, setting them up for success academically, socially, and personally.

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.

INA is dedicated to providing a wide array of extracurricular and co-curricular activities that enrich students' educational experience and foster their personal growth. These programs will occur daily after school and will be sustained through a combination of funding sources, including community partnerships, private donations, and the Out of School Time (OST) grant.

Our after-school programming will include daily tutoring sessions, designed to support academic achievement and address individual learning needs. These sessions will provide students with targeted assistance in core subjects, ensuring they have the support needed to succeed academically.

In addition to academic support, we will offer a variety of sports teams for middle school students based on staff and student interest, including options such as basketball, soccer, volleyball, and track. These teams will provide opportunities for students to build teamwork, leadership skills, and physical fitness, with practices and games scheduled regularly during the school week. We will also offer a range of interest-based clubs, including but not limited to dance, cheerleading, chess, student council, art, and technology clubs. These clubs will meet weekly or bi-weekly, depending on interest and scheduling needs, and will be tailored each year to reflect the evolving interests of our student body and staff. For example, if a high level of interest is shown in robotics or coding, those options could be introduced or expanded upon.

Our partnerships with community organizations will enhance the quality and diversity of these programs. Local businesses, non-profits, and volunteers will collaborate with the school to provide specialized programming, mentorship opportunities, and resources. For example, a local chess club might mentor students in competitive chess, or a nearby dance studio could provide instructors for a dance program.

To ensure the sustainability of these programs, INA will actively pursue funding through private donations and grants, such as the Out of School Time grant, which supports activities outside regular school hours. This multifaceted funding approach will enable us to adapt and expand programming as needed to meet student interests and community needs. By offering a rich array of activities on a consistent daily basis and maintaining flexibility to adjust offerings annually, INA will create a dynamic and engaging extracurricular environment that supports students' academic, social, and personal development.

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

Rise and Thrive Framework

The Elephant is known for providing a supportive environment for young calves to grow and develop important social and survival skills that prepare them for adulthood. Similarly, at INA, we want to provide that same support for our students, staff, and community.

Rise and Thrive is a homeroom where students work on social and emotional skills while building relationships. This period focuses on social-emotional learning, goal setting, and mindfulness, with the assistance of the homeroom teacher. Students will work in collaboration with their peers on developing and mastering skills and strategies to manage emotions and problem-solve during academic lessons. Students will have a new "Nova Power" that will correlate and support them on their academic journeys. Teachers will lead conversations and activities that align with the

NOVA Power Schedule

AUGUST-OCTOBER	NOVEMBER-FEBRUARY	MARCH-MAY
Growth Mindset	Conflict Resolution	Sportsmanship
Confidence	Building Empathy	Gratitude
Understanding Emotions	Celebrating Diversity	Grit
Active Listening	Self Regulation through Mindfulness	Self Compassion
Navigating Failure	Self-Esteem	Celebrating the Quest

current Nova Power, help students set goals, and provide individual guidance.

Classroom teachers receive professional development training that aligns with the Nova Powers. This training emphasizes the importance of encouraging students to express themselves, share their ideas, and think critically. In addition, teachers learn how to facilitate conversations that embrace different cultures and backgrounds and promote inclusivity within their school community

Emotional intelligence is a vital skill for both students and staff. To effectively address and regulate behavior, we must first understand our emotions and the messages they convey. By providing training and development in emotional intelligence, INA equips students and staff with the tools needed for a proactive and restorative approach to behavior management and prevention

INA recognizes the value of a holistic approach to student development. Guided by Maslow's Hierarchy of Needs, we understand that learning cannot occur unless students feel safe and experience a sense of belonging. We take pride in fostering positive learning environments where students and staff can thrive, growing socially, mentally, and emotionally (Dar & Sakthivel, 2022; Kenrick, Griskevicius, Neuberg, & Schaller, n.d.).

By integrating research-based practices, fostering emotional intelligence, and creating a safe and inclusive environment, INA ensures that every student is equipped to thrive academically, socially, and emotionally. We do this with our "Homeroom" class time and "Rise and Thrive" class period. During this intentionally scheduled and embedded time, the classroom community comes together and develops restorative, social, and emotional practices.

Each student is assigned to a Homeroom, where the teacher is responsible for attendance, distributing school information, and fostering a safe social interaction and development environment. Homeroom is used for students to start their day off checking in with themselves, and their community. This time is brief but intentional to ensure students are set up for success in their learning. Creating and establishing the norm of community.

Our SEL program will be firmly rooted in the [CASEL framework](#), ensuring a comprehensive and research-based approach to developing students' social and emotional competencies. This framework emphasizes five core areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By embedding these competencies into daily instruction and interactions, we aim to create an inclusive, supportive learning environment that nurtures the whole child. Through structured lessons, collaborative activities, and reflective practices, our SEL program will empower students to understand and manage their emotions, build positive relationships, and make thoughtful, responsible decisions both in and out of the classroom. This intentional integration of SEL into our school culture will foster resilience, empathy, and a strong sense of community among students and staff alike.

Below is a tentative schedule for Rise and Thrive:

Monday	Tuesday	Wednesday	Thursday
Goal Setting	NOVA Power Training	Mindfulness	NOVA Power Application

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, 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 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 continuity of instruction. Further guidance can be found [here](#).

INA will incorporate remote learning into the regular school calendar by designating specific remote learning days throughout the year. These days will be embedded into the school calendar and can be utilized as necessary to make up for inclement weather or other unforeseen circumstances that require school closures. On these remote learning days, teachers will provide asynchronous lessons that students can access from home, ensuring continuity of instruction.

To support this plan, we will ensure that all students have access to the technology they need by operating on a 1:1 technology model. Each student will be provided with a device, and families who need assistance with internet access will be offered Wi-Fi and hotspots. Additionally, for families without reliable internet access, we will create activities that can be completed offline, ensuring that all students have access to learning regardless of their connectivity.

Communication with families will be managed through the ParentSquare app, keeping parents and guardians informed and connected to the school community. To ensure students are fully prepared for remote learning days, we will make sure that all devices are set up and ready to use, and that students are familiar with their devices through practice. Login information will be provided and shared with families to help them support their students with any technical needs during remote learning days. By proactively addressing technology needs and ensuring strong communication channels, INA will be able to maintain seamless instruction during remote learning days, regardless of external disruptions.

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.

On a remote learning day, teachers at Innova Academy will be expected to follow a structured plan to ensure continuity of instruction and clear communication with students and families.

The key expectations for teachers includes:

- **Planning of Activities:** Teachers will plan asynchronous learning activities that align with the current curriculum. These activities should be clear, engaging, and appropriate for the grade level, allowing students to complete them independently. Teachers will also provide instructions, resources, and any necessary materials (e.g., worksheets, videos, etc.) ahead of time.
- **Lesson Delivery:** Although lessons will be asynchronous, teachers will ensure that students have access to pre-recorded videos, instructional materials, or other resources to explain key concepts. Teachers may also include formative assessments or check-ins to gauge student understanding.
- **Communication with Students:** Teachers are expected to maintain clear and consistent communication with students. They should provide detailed instructions on how to access and complete the assignments, and make themselves available for questions. Communication can take place through email, learning management platforms, or video messages.
- **Attendance Tracking:** Teachers will take "attendance" by a specific time each day, which will be clearly communicated to families. Attendance will be based on students' engagement with the assignments, and teachers will track whether students have completed the required tasks. This system ensures that students remain accountable and engaged during remote learning days.
- **Communication with Families:** Teachers will communicate the expectations for the remote learning day to families via the ParentSquare app. This will include information about assignments, due dates, and how to contact the teacher if assistance is needed. Additionally, teachers will ensure that families are aware of any technical support or resources available to them.
- **Office Hours:** Teachers will be available during designated office hours to provide support to students who need clarification or assistance with assignments. These office hours will be communicated in advance to both students and families. Teachers should be accessible through video calls, emails, or other agreed-upon communication channels.
- **Preparation and Training for Students:** Prior to any remote learning days, teachers will prepare students by teaching them how to access the tools and resources they will need for successful independent learning. This includes reviewing the process for logging in to the school portal (Canvas) and navigating the materials. Teachers will regularly review these procedures to ensure students are confident and independent when managing their remote learning tasks.

By setting clear expectations for planning, lesson delivery, communication, and support, teachers will be equipped to provide a productive and supportive remote learning experience for students and families.

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

The expectations for students on remote learning days are essential to ensuring a productive, engaging, and successful learning experience outside of the traditional classroom. These expectations provide students with a clear structure for how to manage their time, access resources, and complete assignments independently.

The key expectations for students includes:

- **Preparation for Remote Learning:**
 - Students should ensure they are familiar with the tools and resources needed for remote learning, such as accessing the school portal (Canva) and any other necessary platforms.
 - Students will have practiced logging in and navigating through assignments before remote learning days to ensure confidence and independence.
- **Accessing and Completing Assignments:**
 - Students are expected to log in to the school portal (Canva) and access the day’s lessons, assignments, and resources ahead of time.
 - All assignments should be completed independently, based on the instructions provided by teachers.
 - Students must follow the lesson plans and complete all activities by the assigned due dates.
- **Time Management:**
 - Students are expected to manage their time effectively to complete their assignments within a reasonable amount of time, not exceeding the typical school day’s work time.
 - Students should balance their tasks and work at their own pace while staying on track with the assignments.
- **Communication:**
 - Students should reach out to teachers if they need clarification or support during remote learning. Communication can take place via email, ParentSquare, or other designated channels.
 - Students must check ParentSquare for important updates from teachers and families, including assignment instructions or reminders.
- **Attendance and Engagement:**
 - Students are expected to “attend” remote learning by engaging with the day’s assignments and submitting work on time.
 - Teachers will take attendance based on students’ participation in assignments, and students should meet the set deadlines for completing activities.
- **Following Guidelines and Instructions:**
 - Students must carefully read and follow all instructions provided for assignments and activities to ensure they are meeting expectations.
 - They should watch instructional videos, complete worksheets, and engage in any required formative assessments or check-ins.
- **Independent Learning:**
 - Students should be able to work independently on the assignments, demonstrating understanding of the concepts taught.
 - They should apply critical thinking skills and seek support if necessary to stay on track with learning.
- **Respecting Deadlines:**
 - All assignments should be submitted on time. If any issues arise that prevent submission, students are encouraged to communicate with their teachers in advance.
- **Use of Available Support:**
 - If students have questions or encounter technical issues, they should utilize office hours, troubleshooting tools, or communication channels to get the help they need.

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

To ensure that all students, including those with Individualized Education Programs (IEPs) and Individualized Learning Plans (ILPs), continue to receive services and support during remote learning days, the school will implement the following measures:

When developing or updating IEPs and ILPs, specific language related to remote learning days will be included to ensure that students receive the appropriate supports, accommodations, and modifications during these times. These plans will outline clear expectations for remote learning, including:

- **Accommodations and Modifications:** IEPs and ILPs will specify the accommodations and modifications that need to be provided during remote learning, such as extended time, alternate formats for assignments, or access to additional resources. The plans will ensure that students continue to have equitable access to education.
- **Service Delivery:** The language in IEPs and ILPs will be updated to specify how services (e.g., special education, therapy sessions, counseling) will be delivered remotely. Providers will document and track virtual service delivery, ensuring students continue to receive the services outlined in their plans.
- **Progress Monitoring:** The plans will include provisions for monitoring student progress during remote learning, including virtual check-ins, assessments, and evaluations. Teachers and service providers will work collaboratively to track student progress toward IEP or ILP goals.
- **Parent Communication:** Parents and families will be informed of any changes or updates to IEPs and ILPs for remote learning days. Communication will be ongoing, and families will be encouraged to reach out with any concerns or questions about the accommodations and services being provided

During remote learning days, the school will maintain continuity of services outlined in students’ IEPs and ILPs. This includes providing virtual support through video conferencing, phone calls, and other online communication platforms. Special education services, related services (such as speech therapy, occupational therapy, and counseling), and any other individualized supports will be delivered remotely as specified in each student’s plan. The school will collaborate with service providers to ensure that all accommodations and modifications are met, and students continue to progress in their individualized goals.

- **Virtual Support:** Special education teachers and related service providers will conduct virtual sessions to deliver services as outlined in students’ IEPs. These services will include one-on-one instruction, small group sessions, and therapeutic interventions tailored to students’ needs.
- **Support Tools:** The school will ensure that students have access to necessary tools, materials, and technology (such as assistive devices or software) for effective participation in remote learning and service delivery.

If remote learning days result in missed or insufficient services as outlined in a student’s IEP or ILP, the school will track compensatory hours to ensure that students receive the services they are entitled to. Compensatory services will be provided as needed to make up for any missed instructional time, assessments, or therapies per the case conference committee decision.

- **Documentation:** The school will document any missed services and develop a plan to provide compensatory hours. This could involve rescheduling services, providing additional support after the remote learning period, or offering extended services.
- **Individualized Plan:** The school will work with the student’s IEP or ILP team to determine the number of compensatory hours needed based on the missed services. The compensatory services plan will be discussed with parents and families to ensure alignment with the student’s educational needs.
- **Scheduling:** Compensatory services will be scheduled at times that work for both students and service providers, ensuring that students receive the support they need without disrupting their overall educational progress.

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, 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, and English Learners (ELs), including appropriate discipline procedures for students with disabilities.
- Plans describe qualified staffing special populations

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 Student Populations — English Language Learners

All INA teachers will receive professional development on educating English Language Learners during the July summer development (Summer Academy). This PD will train teachers using resources from the [National Clearinghouse for English Language Acquisition](#). INA will utilize the Sheltered Instruction Observation Protocol (SIOP) to integrate language and content support to provide all students with comprehensible input. Teachers will model and scaffold the use of academic vocabulary through visuals, physical responses, games, graphic organizers, scaffolded notes, and more. Additionally, ELL students will receive accommodations such as oral administration, extra time, graphic organizers, and content and language support. These accommodations are determined on an individual basis according to student performance. Teachers will monitor students informally through classwork and formally through summative assessments. INA will also utilize the WIDA ACCESS assessments to monitor language proficiency at the beginning and end of the school year. A committee composed of the Assistant Principal of Student Supports, a teacher, and a parent will meet annually to review the student's progress both toward English language proficiency and academically. If a student is not making satisfactory progress, the committee will develop an intervention plan and identify additional accommodations to support the student's learning journey.

According to our data pull and research of previous enrollment numbers for schools in the area, 5% of students at INA are identified as English Language Learners. These current enrollment parameters allow our Assistant Principal of Academic Supports to oversee the services provided to our students and will provide training and support for teachers. If the ELL student population increases to over 20%, we will hire a designated staff member to oversee the program and provide additional support for both students and teachers.

Performance Description:

Our Assistant Principal of Academics, during the first year of INA, will provide leadership and supervision in fulfilling the goals of the second language program with the appropriate language instruction to the students assigned to such classes. They will assist teachers in the implementation of education programs by providing comprehensive assessments, evaluations, and instruction.

Specific Responsibilities:

- Coordinate and deliver high-quality professional development designed to improve the instruction and assessment of students identified as ELLs.
- Enhance the ability of teachers to understand the use of curricula, assessment measures, and instructional strategies for ELLs that are based on scientifically-based research.
- Demonstrates strategies that focus on increasing the English language proficiency of ELLs.
- Work to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELLs.
- Focus on building the capacity of ELL school-based teachers and mainstream/content teachers to accelerate the learning of ELLs in the schools
- Facilitate, plan, and participate in PLCs for ELL teacher groups.

Special Student Populations -- Special Education

All members of our INA community, and larger community of Indianapolis, should collectively understand the legal and regulatory requirements governing the provision of public school education. Specifically, a grasp of the essential principles of special education services empowers parents and educators to effectively address the needs of students eligible for such services.

Special education is not confined to a specific location but rather represents a range of services and support systems for students, parents, and staff. These services aim to grant students with disabilities access to the entirety of the public school curriculum and learning experiences, encompassing nonacademic and extracurricular activities. This is achieved through the implementation of an Individualized Education Program (IEP) designed to cater to the unique strengths and challenges of each student.

Federal statutes such as P.L. 94-142, known as the Education for All Handicapped Children Act of 1975, and the Individuals with Disabilities Education Act (P.L. 101-476), along with the Indiana Administrative Code (511 IAC 7- 32-1 et seq.), specifically Article 7, guarantee a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) for all students with disabilities aged three through the school year in which they turn twenty-two. Adhering to these state and federal laws, Innova Academy invests in the role of the Assistant Principal of Academics to provide leadership and guidance for all individuals working with students who may be eligible for special education services.

Continuum of Services:

A continuum of services for students at INA encompasses a range of support options tailored to meet the diverse needs of students with disabilities. This continuum of services is designed to ensure that each student receives an education that is both effective and suited to their individual requirements. Here are key components of such a continuum:

- Inclusive Classroom Support:
 - Special education students may receive support within general education classrooms. This will include co-teaching arrangements where a special education teacher collaborates with a general education teacher to provide differentiated instruction.
- Resource Support:
 - Students will have access to resource services where they can receive targeted instruction and support in smaller groups. These spaces are equipped to address specific academic needs and offer additional assistance with coursework, as well as behavioral support to adhere to students' behavior plans or social emotional learning targets.
- Specialized Instruction:
 - Students that require more intensive and specialized instruction in specific subjects will be provided with special education teacher expertise in individualized or small-group lessons focusing on the unique learning needs of each student.
- Speech and Language Services:
 - Special education students with speech or language impairments will receive services from speech-language pathologists. These professionals work to improve communication skills and address language challenges.
- Occupational and Physical Therapy:
 - Students with motor skill challenges will receive occupational or physical therapy services to enhance their abilities and improve their participation in academic and nonacademic activities.
- Assistive Technology:
 - Special education students will have access to assistive technology tools and devices to help them overcome barriers to learning. This includes software, devices, or adaptive equipment.
- Extended School Year (ESY) Services:
 - In some cases, students receiving special education services may be eligible for extended school year services to prevent regression and support continuity in their educational progress over breaks.
- Transition Planning:
 - Middle school marks a crucial period for transition planning, preparing students with disabilities for the shift to high school and beyond. This involves collaborative efforts between educators, students, and families to establish post-middle school goals and plans.
- Family Involvement and Support:
 - Collaboration with parents is an integral part of the continuum. Regular communication, parent-teacher conferences, and involvement in the development of Individualized Education Programs (IEPs) contribute to a holistic support system.

By offering a continuum of services, middle schools strive to create an inclusive and supportive environment that addresses the unique needs of each special education student, fostering academic and personal growth.

Eligibility Determination, IEP Development, and Progress Monitoring:

To identify children with special needs, develop plans for their education, and monitor student progress, INA will implement a comprehensive and systematic approach. The process will include the following key components:

- Screening and Assessment Protocols:
 - Academic Assessments
 - Behavioral Observations
 - Speech and Developmental Screenings
 - Teacher and Family Input
 - Multi-Tiered Systems of Support
- IEP Implementation
 - Goal Setting
 - Accommodations and Modifications
 - Related Services
 - Transition Planning
 - Special Education Team Meetings
 - Data Sharing and Analysis
 - Communication Protocols
 - Family Involvement and Feedback
- Progress Monitoring

- Regular Assessments (summative, formative)
- Continuous Observations
- Intervention Strategies
- Professional Development for Staff
- Continuous Review and Adjustments to the Program

Staffing Structure to Support Service Delivery:

INA’s staff growth plan notes an increase in licensed teachers and teacher assistants to account for increased enrollment each year in order to adhere to any appropriate student teacher ratio. INA intentionally considers the level of expertise and creativity required to effectively deliver specially designed instruction to students receiving special education services in middle school. Creating an effective staffing structure that ensures students receive comprehensive support in school is a complex but crucial endeavor. The foundation of such a structure lies in a collaborative and multidisciplinary approach, with a primary focus on prioritizing the diverse needs of students to foster an inclusive and supportive learning environment. The following team members will be integral to the implementation of high quality services at INA:

- Assistant Principal of Academics
- Special Education Teachers
- Paraprofessionals/Aides
- General Education Teachers
- Content Specialists
- Mental Health Service Providers
- Instructional Coaches

A well-organized and collaborative staffing structure, where each member plays a specialized role, ensures a holistic approach to meeting the diverse needs of students. Regular communication, professional development opportunities, and a shared commitment to student success are essential components that nurture a supportive and inclusive educational environment.

Inclusionary Practices:

Considering how special education services will be integrated into the general education programming is at the core of INA’s inception. Our community has identified higher rates of special education services and a predominantly Black/African American population underscore systemic biases affecting academic and social outcomes. This overrepresentation can perpetuate stereotypes and limit opportunities for academic and social advancement which hinders educational outcomes, leading to lower graduation rates and reduced access to higher education and career opportunities. These disparities also contribute to the school-to-prison pipeline, as African American boys in special education face a higher risk of disciplinary actions and involvement in the criminal justice system. Addressing these disparities is crucial for creating an equitable society that values the potential and success of all individuals.

Our game based learning curriculum explicitly targets and supports the success of all learners. These specific inclusionary practices will be utilized throughout the academic programming at INA:

- Collaborative Planning
- Differentiated Instruction
- Co-Teaching
- Social Emotional Learning
- Transition Planning

Implementing these strategies fosters an inclusive educational environment that benefits all students, regardless of their learning needs. Successful special education inclusion requires ongoing collaboration, flexibility, and a commitment to meeting the diverse needs of each learner within the general education curriculum.

Special Student Populations -- Students Above and Below Grade Level

In our commitment to providing a high-quality education that addresses the diverse needs of every student, INA has developed a comprehensive system for identifying and evaluating students who fall both above and below grade level. This approach ensures that each learner receives targeted support and enrichment tailored to their unique strengths and areas for growth.

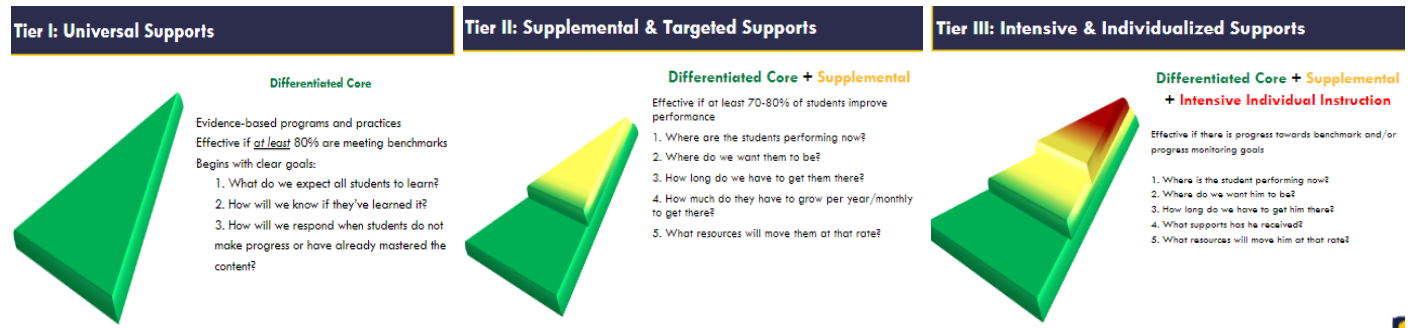
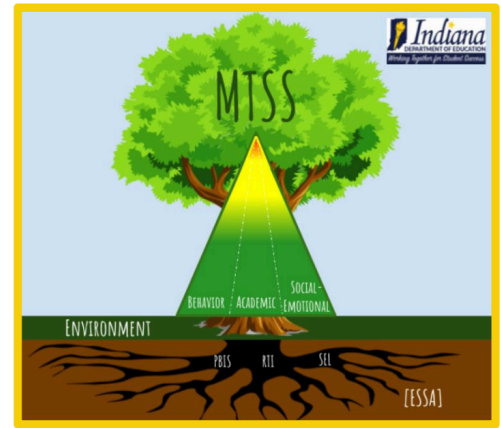
INA employs a multi-faceted approach to identify and evaluate students' academic performance. This process includes:

- Formative and Summative Assessments
- Standardized Testing
- Continuous Teacher Observations and Input
- Intentional Family Involvement

Our Multi-Tiered System of Support (MTSS) framework is designed to provide targeted interventions for students performing below grade level and enrich the educational experience of those above grade level. In alignment with the state of Indiana's guiding principles, our framework includes:

- ALL Children and ALL Educators
- A Whole Child Approach
- College and Career Readiness
- Leadership Driven Focus
- School Improvement Integrated
- Culturally Responsive Practices

The MTSS framework shown in the diagram takes into account an intentional tiered system of Tier I, Tier II, and Tier III, outlined below:



The MTSS team at INA will commit to ensuring consistency and effective MTSS implementation in the school buildings. This team supports a structure for school-based decision making and assesses student outcomes. Our team members provide support to teachers and other school personnel as the school strives to accommodate the needs of all students. The MTSS team may include the principal and/or assistant principals, general education teachers, special education teachers, ELL teachers, instructional coaches, or additional members the principal deems necessary. The MTSS Team's responsibilities include:

- Reviewing Universal Screening data at least 3 times per year
- Developing and maintaining a building culture and climate of equity
- Creating, supporting, and facilitation of the MTSS process
- Participating in data-driven discussion and decision-making about school and grade level data
- Reviewing school level data, academic and core curriculum data to assess effectiveness
- Annually monitoring the progress and effectiveness of the school's implementation of MTSS practices

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

INA's staffing plan is structured to ensure that students, whether performing above or below grade level, receive the appropriate support and enrichment. The plan includes:

- Special Educators and Paraprofessionals:
 - Qualified special education teachers are designated to work with students performing below grade level. They provide targeted interventions, train paraprofessionals, collaborate with general education teachers, and ensure that individualized education programs are implemented effectively.
- Teacher Leaders:
 - Our teacher leaders will support designing and implementing programs that cater to their unique needs. They collaborate with subject-specific teachers to provide additional challenges and opportunities for academic growth.
- Professional Development:
 - Ongoing professional development opportunities are provided to all teachers to enhance their skills in differentiation, individualized instruction, and the use of data to inform instruction. This ensures that educators are well-equipped to address the diverse needs of their students.
- Collaborative Teams:
 - Collaborative teaching teams are established to facilitate communication and coordination between general education teachers, special education teachers, and enrichment coordinators. This collaborative approach ensures a unified effort to support each student's learning journey.
- Family Engagement:

- Family members are considered essential partners in our approach. Regular communication, conferences, and workshops are conducted to keep parents and family members informed about their child's progress and to provide strategies for supporting learning at home.

By combining a thorough identification and evaluation process, an effective MTSS framework, and a strategic staffing plan, INA is dedicated to meeting the diverse needs of all students. This comprehensive approach ensures that each learner is supported, challenged, and provided with opportunities to excel on their educational path.

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 diverse 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 diverse 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; 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.

Recruitment

INA is committed to creating an inclusive recruitment strategy to ensure all interested students and families, especially those facing systemic barriers, have equitable access to enrollment.

During the start-up years, INA's leadership team will set enrollment goals, and create a budget for recruitment activities in collaboration with the INA Board. Within year 1 and 2, the leadership team will further create and develop a Community Recruitment Team. The Community Recruitment Team will consist of the principal, teachers, a recruitment specialist, and a community Liaison. This team will take the lead on further developing the recruitment strategies, timelines, enrollment goals, and budget.

INA will also partner with Enroll Indy as a member of the unified enrollment system. Innova Academy is an open enrollment school. We welcome and accept all student applications, contingent upon available capacity. If the number of applicants exceeds the number of available seats, students will be invited to participate in the lottery enrollment process. Admission will be open to all Indiana students regardless of race, creed, national origin, physical or intellectual ability, or any other criteria outlined in IC 20-24-5. Further, Innova Academy acknowledges and will comply with any applicable desegregation orders pursuant to IC 20-24-3-4 (b).

To make recruitment materials and events accessible, Innova Academy will partner with local community organizations, shelters, and social service agencies to distribute materials and host information sessions directly within the communities we serve. All recruitment materials and applications will be provided in multiple languages, and bilingual staff or translators will be available for in-person and virtual meetings, ensuring that families with language barriers feel fully supported.

Our outreach efforts will also include collaboration with foster care agencies, juvenile justice programs, and community centers that serve at-risk youth, using targeted engagement strategies tailored to address the unique challenges faced by each group. This community-centered approach is designed to reach students who may benefit most from Innova Academy's supportive environment, while ensuring that every family feels welcomed, informed, and valued throughout the enrollment process.

Recruitment Strategies:

1. Start building an online and social media presence for Innova Academy 12 months before Year 1 by creating a website and social media accounts.
2. Organize sessions and events to introduce the school to the community by marketing to parents, students, and prospective staff members. These events will be held nine months before Year 1.
3. Purchase advertisements to create awareness and buzz about the academy. This will be done nine months before opening.
4. Partner with local charter schools and community partners to trade support and resources.
5. Partnership with Enroll Indy

STUDENT RECRUITMENT INITIATIVES



INA aims to enroll 240 students by the school’s third year, offering a high-quality educational experience for students in grades 6 through 8. In our inaugural year, we have set an enrollment goal of 80 sixth-grade students, with a retention target of 88%, reflecting our commitment to fostering a supportive and engaging environment that encourages students to thrive and continue their journey with us. Our recruitment approach combines strategic planning and a deeply personal touch, recognizing that each family and student brings unique needs and aspirations to our community

If enrollment numbers are 3% to 9.9% lower than the goal, the Board will adjust the budget allocated to the recruitment efforts and expand support to the Community Recruitment Team. If the enrollment numbers are greater than 10% of the goal, in addition to the aforementioned, the Board will revisit the strategies and procedures of the Recruitment team.

INA’s recruitment plan reflects our dedication to creating an inclusive, welcoming, and accessible environment for all students and families. By focusing on personalized outreach, strategic partnerships, and community-centered initiatives, we are committed to building a diverse and vibrant school community that mirrors the richness of our city. We believe that every student deserves access to an education that supports their growth, and we aim to reach families who may not otherwise have access to such opportunities. Our flexible and responsive recruitment strategies will allow us to adapt as we grow, ensuring that INA remains a place where all students feel valued and equipped to succeed. Together, we look forward to fostering an educational community that empowers students to reach their highest potential, from their first day with us to their final graduation and beyond.

2. Provide, as **Attachment 3**, 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;

- Explanation of the purpose of any pre-admission activities for students or parents; and
- Evidence of compliance with any applicable desegregation order.

Student Discipline

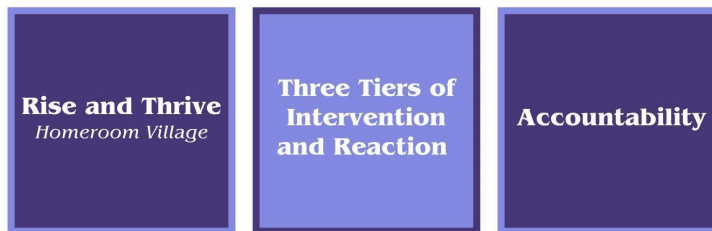
Meets Standard Expectation

- A detailed narrative of the school's approach to student discipline.
- Student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights. Legally sound policies for student discipline, suspension and expulsion, as well as appeals, including proper processes for students with disabilities.

1. Describe, in detail, the school's approach to student discipline.

Restorative Practices

Innova Academy defines **restorative practices** as strategies and tools used to respond to conflict and harm in a way that prioritizes healing and community repair.



At INA, restorative practices refer to methods and resources utilized to address conflict and harm in a manner that prioritizes healing and repairing community connections. Our approach emphasizes fostering relationships, fixing harm, and promoting accountability through dialogue and community involvement. Our goal is to create an inclusive and supportive environment where students feel empowered to take responsibility for their actions and uphold integrity. Restorative practices help students understand the impact of their actions and provide teachers with effective communication tools to redirect students. Implementing restorative practices will aid our students in overcoming barriers to maximizing their learning outcomes in the game-based curriculum.

INA utilizes a proactive discipline model to equip students with strong conflict resolution and emotional intelligence skills. While restoration is a crucial component of discipline procedures, its principles are embedded within staff development, curriculum design, and community engagement. INA is taking proactive steps to empower African American male students in special education with the necessary tools and resources to excel beyond graduation.

A research study conducted by Harvard University in 2015 discovered that the restorative justice approach to dealing with misbehavior views it as a violation of interpersonal and community connections. As such, this approach utilizes constructive methods such as peer mediation, community service, and restitution in order to restore the harm caused. It has been shown that these preferred restorative justice practices positively impact community satisfaction among students. Additionally, previous studies have explored the racial threat hypothesis, which suggests that individuals that identify as Black/African American in a particular area are linked to harsher punitive policies. Specifically, in the case of public schools, research has revealed that the racial makeup of the student body is associated with the use of punitive disciplinary techniques ([Payne & Welch, 2015](#)).

Rise and Thrive and Homeroom:

Homeroom class periods are proactive systems in place to support our proactive and restorative approach for student discipline. Having these systems in place creates the space for students and staff to build relationships and master skills developing a strong foundation. The class periods create a supportive, community-centered environment. Together, these proactive structures within our

discipline framework reinforce positive behaviors, supporting students' academic and personal growth while strengthening the school community.

Three Tiers:

INA uses logical consequences to redirect students, as defined by Responsive Classrooms ([Responsive Classroom, 2007](#)). This approach calls for all adult staff members to involve children in practicing appropriate attitudes and behaviors rather than focusing on negative behaviors. Logical consequences are categorized as “Loss of Privilege,” “Time and Space,” and “Break It, Fix It.”



Our fundamental expectation is that our students maintain integrity, demonstrate respectful behavior, and use inclusive language during interactions with themselves and others. Behaviors outside of Innova's fundamental expectations are rated on a three-tier structure. Staff use rational decision-making to align action with a consequence to maximize the possibility of restoration ([University of San Diego, 2018](#))([Monash University, 2019](#)).

Teachers and administrators follow a comprehensive Three-Tiered system:

- Preventative and Proactive Strategies
- Responsive Strategies
- Intensive Interventions and Supports

This approach ensures a versatile and adaptive framework tailored to each student's unique needs. These tiers are implemented both laterally and as a continuum, allowing us to respond effectively to student behaviors. By operating flexibly, we can restore and repair relationships, promote positive behavior, and

provide the necessary support to foster student growth and success. This holistic approach is designed to create a nurturing and supportive educational environment for all students.

Tier 1: Preventative Measures and Proactive Strategies		
Student Behavior	Teacher Behavior	Admin Behavior
<ul style="list-style-type: none"> ● Consistently demonstrates positive behaviors and attitudes ● Participates in instructional and community-building activities ● Follows the established classroom and school rules 	<ul style="list-style-type: none"> ● Clearly define and communicate expectations for behavior, integrity, respect, and inclusive language ● Provide opportunities for students to practice and reinforce positive behaviors through role-playing, group discussions, and other interactive strategies. ● Use positive reinforcement, such as praise and recognition, to encourage desired behaviors and attitudes. ● Role model the core values and serve as a mentor to all students ● Celebrate and acknowledge small wins during instructional and advisory times 	<ul style="list-style-type: none"> ● Clearly define and communicate expectations for behavior, integrity, respect, and inclusive language ● Provide opportunities for students to practice and reinforce positive behaviors through role-playing, group discussions, and other interactive strategies. ● Use positive reinforcement, such as praise and recognition, to encourage desired behaviors and attitudes. ● Provide ongoing professional development and coaching for staff members to ensure consistency and effectiveness in implementing restorative practices. ● Role model the core values and serve as a mentor to all students
Tier 2: Responsive Strategies and Interventions		
Student Behavior	Teacher Behavior	Admin Behavior
<ul style="list-style-type: none"> ● Minor disruptions ● Disrespectful or inappropriate language, 	<ul style="list-style-type: none"> ● Use logical consequences, such as non-invasive redirection, loss of privilege, or time and space, to 	<ul style="list-style-type: none"> ● Conduct restorative conferences to address more serious incidents of harm or conflict and facilitate repair

<ul style="list-style-type: none"> ● Failure to complete assignments ● Constant tardiness or incomplete attendance 	<ul style="list-style-type: none"> ● address minor misbehaviors ● Conduct restorative conferences to address more serious incidents of harm or conflict and facilitate repair and healing ● Involve families in addressing and resolving behavior issues as appropriate ● Refer student for Champion Program ● Create a relevant reflection assignment based on Nova Powers and student accountability 	<ul style="list-style-type: none"> ● and healing ● Provide additional support and resources for students who demonstrate persistent or challenging behaviors, such as counseling or mentoring ● Provide additional support to staff members who are struggling with reacting and processing ● Involve families and caregivers in addressing and resolving behavior issues as appropriate ● Induct into the Champion Program
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Tier 3: Intensive Interventions and Supports

Student Behavior	Teacher Behavior	Admin Behavior
<ul style="list-style-type: none"> ● Persistent or challenging behaviors that disrupt the community and/or learning spaces ● Aggression towards self and/or others including mental, social, and/or physical behaviors ● Persistent defiance that disrupts the community and/or learning spaces and/or creates a disregard for safety ● Vandalism ● Bullying and/or any form of discrimination based on sex, gender, race, religion, nationality, etc 	<ul style="list-style-type: none"> ● Refer student(s) to administration ● Maximize safety efforts 	<ul style="list-style-type: none"> ● Develop individualized behavior plans or contracts for students who require more intensive support and intervention in collaboration with family and teachers ● Provide additional counseling or mental health services to address emotional or behavioral issues. ● Use a team to develop and implement plans that address aspects of the student's needs and challenges. ● Consider alternative placements or programs for students who require more specialized support or intervention.

Innova's Pledge of Accountability:

By committing to restorative practices, teachers will maximize learning and create a safe and nurturing community for all. All individuals representing Innova Academy abide by the five pledges of accountability. As a member of the Innova Academy community:

- I pledge to embrace restorative practices in all aspects of my life, including my interactions with fellow students, teachers, administrators, and families.
- I will prioritize healing and community repair by building relationships, developing self-awareness, and promoting accountability for injustices.
- I understand that every action I take has a positive or negative consequence, and I will strive to make choices that positively contribute to our supportive and inclusive environment.
- I will use constructive and responsive language when interacting with others
- I will hold myself and others accountable for our actions

This comprehensive approach at INA combines restorative practices, proactive discipline models, and game-based learning to create a nurturing and effective educational environment. By fostering strong community bonds and providing a holistic support system, we ensure that every student is equipped with the skills and resilience needed to succeed academically and personally. This commitment to both emotional and academic growth underscores our dedication to developing well-rounded individuals ready to thrive in all aspects of their lives.

2. Provide as **Attachment 4** 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.

Section III: Operations Plan & Capacity

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.

Innova Academy is established as a **501(c)(3) tax-exempt non-profit organization**, approved by the Internal Revenue Service (IRS). This designation ensures that the school operates exclusively for educational and charitable purposes, with all funds directed toward advancing the mission of providing high-quality education to our students.

As a non-profit entity, Innova Academy is governed by a board of directors responsible for maintaining compliance with all applicable state and federal laws, including those related to non-profit governance, reporting, and accountability. The school’s non-profit status reinforces its commitment to serving the community and prioritizing student outcomes over profit.

Our tax-exempt status also allows us to seek and secure funding through grants, donations, and other philanthropic opportunities, further supporting the financial sustainability of the school and enhancing the programs and services offered to our students and families.

Through this legal structure, Innova Academy ensures a mission-driven approach to education, aligned with both our non-profit purpose and all applicable statutory and regulatory requirements.

2. 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, as **Attachment 5**.
3. Submit, as **Attachment 6**, the completed and signed Statement of Assurances.

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 7**, 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/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.
- Proposed board members who demonstrate: (a) will, capacity, and commitment to govern the school(/network effectively; and (b) shared vision, purposes, and expectations for the school/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. As **Attachment 8**, 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).
2. Describe the governance structure and size, including any proposed committees, and the plan for satisfying all applicable statutory and authorizer requirements.

Overview

The governing board of Innova Academy is currently composed of 5 professionally and broadly diverse members who are committed to the mission and vision. The Board's ultimate goal will be to ensure that Innova Academy fulfills its duties and responsibilities to the students and community of Indianapolis, IN.

Function and Business Structure

The Board will have the duties whereas permitted by law to oversee the business, facility, and general school matters. The Board will assume judiciary responsibility and is responsible for creating policy, ensuring mission alignment, maintaining public relations, and implementing the organizational action plan.

The Board will consist of the following committees:

- Governance - Focuses on board recruitment, member training, policy review, and compliance with governance best practices
- Finance - Provides oversight of the school's financial health, ensures compliance with financial reporting requirements, and reviews major operational decisions

- Development - Focuses on board recruitment, member training, policy review, and compliance with governance best practices.
- Academic Excellence - Responsible for monitoring the school's academic performance, reviewing curriculum, and ensuring alignment with charter goals.

The board will also participate in ongoing professional development to stay informed of evolving statutory requirements and governance best practices.

Relation to Innova Academy

The Principal will be the primary liaison with the school's governing board and keep the Board well-informed about the implementation of the program described in the application and the school's performance. The Principal will support strong communication and transparent decision-making structures, build consensus among teachers, staff, families and the Board to support the school's mission and vision. The Principal will be proactive in identifying potential issues and proposing recommendations where appropriate. The Principal will be accountable for the achievement results of all students at Innova Academy.

Each year, the Board shall provide the Principal a performance assessment review. Goals and progress will be reviewed formally at least quarterly. Actionable next steps will be developed during this review.

Composition

The Board of INA will consist of no more than 10 members and no fewer than 5 members. In order to ensure community input, student representation, and equity of voice, the Board will reserve two positions for the parent/guardian of a child attending Innova and a committed Indianapolis community member. The Board will also reserve one non-voting slot for a current Innova student or recent alumni (less than 5 years).

Board Rotation

One-third of all initial Board members will be assigned terms of two years with renewal for one year up to two times, for a total of four years. One-third of all initial Board members will be assigned terms of three years with renewal for one year up to two times, for a total of five years. Moving forward, all other Board members will be elected for a three year term that can be renewed for two years up to two times, for a total of seven years.

Meetings

The Board will meet at least **quarterly** with additional committee meetings as needed to address specific operational areas. This regular schedule ensures continuous oversight and the ability to respond promptly to emerging challenges or opportunities. During this meeting, the Principal will provide a report on the school's academic, school culture, and operational/financial performance

Compliance

Pursuant to Indiana Charter School Law and relevant Indiana statutes, the governing board of Innova Academy will oversee and ensure that school complies with generally accepted accounting principles (GAAP) and all relevant Indiana statutes to provide an accurate accounting of the school's nances. In order to mitigate waste, fraud, and abuse, Innova Academy will:

- Confirm adequate segregation of duties between staff and outsourced consultants (should Innova Academy outsource its financial management);
- Establish and follow financial policies and procedures (FPP);
- Regularly educate staff on the school's FPP manual, and revise when needed;
- Create "cheat sheet" flowcharts to summarize major processes from the FPP manual;
- Secure financial and human resource records in double-locked cabinets; and
- Store funds to be deposited, stock of blank checks, and credit/debit cards when not being used in a locked safe.

The Board shall conduct a full financial audit at least once a year, in accordance with the state of Indiana and national nonprofit law.

System/tools/metrics that will be used to assess Board effectiveness

The governing board will engage in annual self evaluation based on the annual school goals. This evaluation will be a strengths-based assessment, seeking to determine areas where expertise already exists and areas where expertise needs to be developed and added. This self-evaluation will examine multiple areas, including, but not limited:

- Attendance of board members
- Policies and Procedures
- Legal Compliance

- Legal Literacy
- Academic Performance
- Stakeholder Complaints
- Authorizer Renewal and Review

Based on the results of this self-evaluation, an annual mandatory professional development plan will be developed for the Board and each member. All board members shall participate in at least three school-based events per school year, besides the regular Board meetings.

Ensuring Educational and Operational Success

- **Accountability:** The board will set measurable goals aligned with the school’s charter, regularly review progress, and hold the school leadership accountable.
- **Transparency:** Meeting minutes and decisions will be shared publicly to build trust with stakeholders.
- **Continuous Improvement:** The board will leverage data-driven decision-making, feedback from families and staff, and professional development for school leaders to foster ongoing growth.

3. Explain how the governance structure and composition will help ensure that the school will be an educational and operational success, including how often the board will meet.

The Innova Academy Board understands the critical importance of supporting the school leadership team in both its instructional mission and operational success. Research shows that diversity among school boards significantly contributes to the success and sustainability of school governance and operations. Effective diversity encompasses multiple domains, including age, experience, gender, race, and sex, ensuring a broad spectrum of perspectives and expertise that strengthen decision-making and strategic planning. By maintaining a diverse board with expertise across key areas such as education, finance, law, and community engagement, the leadership team is equipped with the resources and guidance necessary to implement and sustain a high-quality school program.

This diversity ensures that leaders have access to a broad range of perspectives and skills to navigate challenges, make informed decisions, and drive continuous improvement. The governance structure and composition of the INA Board is designed to ensure the school’s educational and operational sustainability while also aiming to reflect the community it serves, bringing valuable perspectives. Reserved positions for a student, family and community members, promote equity and community input aligning with our village model approach.

Having a board with expertise in education, finance, law, and community engagement provides the guidance and resources needed to implement and sustain a high-quality school program. A staggered term rotation ensures stability while encouraging fresh leadership. Quarterly, and committee meetings ensure consistent oversight of operations and the performance of school teams.

Our leadership team is positioned to address challenges, make informed decisions, and foster continuous improvement. With the implementation of goal setting and leveraging data driven strategies the leadership

Our leadership team is positioned to address challenges, make informed decisions, and foster continuous improvement. With the implementation of goal setting, leveraging data-driven strategies, and maintaining transparency through the public sharing of meeting minutes, the Board fosters accountability and drives the continuous growth needed to ensure measurable progress, alignment with the school’s mission, and long-term sustainability.

Through a collaborative approach, strategic oversight, and targeted support, the leadership team is empowered to implement the school’s instructional vision and uphold effective operations, laying a solid foundation for long-term sustainability and growth. These elements combine to create a robust governance framework that drives INA’s success and ensures alignment with its mission.

4. Identify how the board will define and evaluate the academic and operational success of the school.

Success at Innova Academy is defined as achieving excellence in academics, fostering a positive and inclusive school culture, and maintaining efficient and responsible operations, all working together to support the holistic development of each student.

The Board of Directors at INA will evaluate the school's success across four key domains: student achievement, school culture, community engagement, and Operational efficiency. This comprehensive evaluation plan uses measurable criteria, data collection methods, and both qualitative and quantitative metrics to assess Innova Academy's performance, alignment with its mission, and impact on students and families.

Academic Excellence: Success in academics means that every student at Innova Academy is meeting or exceeding grade-level standards, demonstrating growth in essential skills, and graduating fully prepared for college, careers, or other post-secondary pathways. Our students excel not only in core subjects but also develop critical thinking, creativity, and problem-solving skills. Academic success is marked by high achievement, consistent growth, and readiness for future opportunities.

Positive School Culture: We define success in culture as creating a safe, inclusive, and supportive environment where all students, staff, and families feel valued and engaged. At Innova Academy, our culture reflects respect, integrity, and a commitment to equity and well-being. We promote social-emotional growth alongside academic learning, nurturing resilience, empathy, and a sense of community. A thriving culture is evident when students are motivated, staff are dedicated and supported, and families are actively involved in the life of the school.

Operational Integrity and Efficiency: Operational success is defined by strong financial health, regulatory compliance, and a well-functioning infrastructure that supports high-quality education. We are fiscally responsible, strategically allocate resources, and uphold the highest standards of accountability and transparency. Efficient operations ensure that resources are directed toward enriching student learning, supporting staff, and advancing the school's mission.

Together, these pillars of academic excellence, positive school culture, community engagement and operational integrity drive Innova Academy toward a sustainable future where every student can thrive and succeed. Success means that each student is empowered to reach their full potential, supported by a school that is both exemplary in its practices and deeply committed to its community

Student Achievement and Growth

Evaluation Criteria:

- Student Achievement: Annual standardized test scores, subject proficiency rates, and graduation rates, compared to state and district benchmarks.
- Student Growth and Progress: Use of value-added measures and year-to-year growth in core subjects, as assessed by formative and summative assessments.
- Post-Secondary Readiness: Rates of college acceptance, career placement, and post-secondary enrollment. Success in career and technical education (CTE) programs, where applicable.

Data Collection and Review:

- Frequency: Data will be reviewed quarterly (for formative assessments) and annually (for state assessments and post-secondary data).
- Methods: Data from standardized testing, teacher assessments, and post-secondary tracking.
- Success Thresholds: Meeting or exceeding district/state academic benchmarks, achieving a year-over-year improvement of at least 5% in growth metrics, and reaching high college or career readiness indicators.

Positive School Culture

Evaluation Criteria:

- Student and Staff Satisfaction: Annual surveys to assess school climate, student engagement, and staff morale.
- Social-Emotional Development: Tracking attendance rates, disciplinary incidents, and retention rates to gauge student well-being and engagement.
- Equity and Inclusiveness: Evaluations of diversity, equity, and inclusion practices to ensure all students feel valued and supported.

Data Collection and Review:

- Frequency: Culture surveys conducted annually; attendance and behavior data reviewed quarterly.
- Methods: Surveys from students, staff, and families; analysis of attendance, retention, and disciplinary records.
- Success Thresholds: Achievement of 80% or higher satisfaction in climate surveys, reduction in absenteeism and disciplinary incidents by 10% annually, and low attrition rates for both students and staff.

Community Engagement

Evaluation Criteria:

- Family and Community Satisfaction: Annual surveys measuring satisfaction with communication, engagement, and trust in the school.
- Participation in School Events and Programs: Attendance rates at events, volunteer participation, and engagement in parent-teacher conferences and community outreach.
- Feedback from Public Comments at Board Meetings: Regular collection and review of public comments to understand and address community concerns and priorities.

Data Collection and Review:

- Frequency: Family and community surveys conducted annually; participation in school events reviewed each semester; public comment analysis quarterly.
- Methods: Event attendance records, survey responses, and public comment logs.
- Success Thresholds: High participation in events (70% of families represented), 80% or higher family satisfaction in engagement surveys, and responsiveness to community feedback within board meeting minutes.

Operational Integrity and Efficiency

Evaluation Criteria:

- Financial Health and Efficiency: Monthly budget reviews, annual audits, and adherence to fiscal management best practices.
- Compliance with Regulations and Policies: Regular checks for compliance with state and federal laws, including special education requirements and Title IX regulations.
- Staff Retention and Professional Development: Annual staff retention rates, professional development participation, and feedback on training effectiveness.

Data Collection and Review:

- Frequency: Budget reviewed monthly; compliance reviewed quarterly; staff retention and PD data evaluated annually.
- Methods: Financial statements, audit reports, compliance checklists, and staff surveys.
- Success Thresholds: Balanced budget with no significant audit findings, 100% regulatory compliance, and a 90% or higher retention rate among staff.

Overall Success Determination

At the end of each school year, the board will conduct a comprehensive review of each domain based on the collected data. The board will look for:

- Progress toward goals in each domain, including any areas of exceptional success or improvement.
- Data-driven adjustments to ensure that the school is continuously evolving and aligning with its mission.
- Clear communication of results in an annual public report, sharing both achievements and areas for growth with the community.

Annual Reporting and Public Accountability: The board will publish an annual “State of the School” report detailing academic outcomes, culture and community engagement findings, and operational health. This report will be accessible on the school’s website, ensuring transparency and fostering accountability with students, families, and community members.

By following this rigorous evaluation plan, the board ensures Innova Academy’s commitment to sustained academic and operational excellence. This approach allows the board to monitor the schools progress comprehensively, ensuring alignment with the mission and vision, compliance with regulations, and responsiveness to the needs of students and the community.

5. Explain the procedure by which board members have been and will be selected. Describe strategies to ensure there will be active and effective representation of key stakeholders within the proposed community being served, including parents.

Board members will be selected based on their skills, experience, and commitment to the mission of Innova Academy. Areas of expertise will include education, finance, law, community development, and operations, ensuring the board is well-equipped to address both educational and operational challenges.

The current selection of board members at Innova Academy prioritized alignment with the school’s mission, vision, and commitment to diversity and community engagement. The board members were chosen based on their dedication to Innova Academy’s educational goals, involvement within the community, and their potential to make meaningful contributions to school governance during their launch stage. The team strategically selected members to ensure the board embodies a range of perspectives essential to the school’s success.

The selection process developed for selecting future board members at Innova Academy is designed to ensure that each member is deeply committed to the school's mission, possesses relevant skills, and is representative of the community's values and needs. The process is multi-step and includes a series of evaluations to identify highly qualified candidates who can effectively contribute to the board's governance responsibilities.

To actively represent key stakeholders within the Innova Academy community, the board reserves specific positions that guarantee essential voices are included in decision-making. Two voting board positions are designated to individuals with direct ties to Innova: one position for a parent or guardian of a current student and another for a community leader from Indianapolis. These designated positions ensure that family perspectives and community interests are consistently represented, which supports decisions grounded in the real experiences and needs of the community served. Additionally, to bring the voice of students directly into governance, the board reserves a non-voting position for a current Innova student or recent alum (graduated within the last five years). This role enables students to provide unique insights on policies and school initiatives, fostering an environment where student experiences are acknowledged and respected.

Board Selection Process:

Nomination and Application:

- Prospective board members can be nominated by current board members, staff, parents, or community members, or they can apply directly through a formal application available on the school's website. The application form requests detailed information about the candidate's professional background, community involvement, understanding of Innova Academy's mission, and areas of expertise relevant to the school's goals.

Screening and Initial Review:

- The Governance Committee reviews all applications to ensure alignment with the board's requirements, such as expertise in education, finance, law, community engagement, and diversity. Candidates are evaluated for their commitment to Innova Academy's values, as well as their capacity to contribute positively to the school's governance.

Interviews:

- Candidates will participate in a multi-step interview process with members of the Governance Committee. These interviews are designed to assess candidates' knowledge of educational governance, their understanding of the local community's needs, and their perspectives on issues facing Innova Academy. During this process, candidates are asked to discuss their approach to decision-making, their experience working in collaborative environments, and their vision for Innova's future.

Stakeholder Feedback and Community Engagement:

- To ensure active representation of key stakeholders, especially for reserved seats (parent/guardian, Indianapolis community member, and student/alumni positions), the school invites feedback from parents, students, and other stakeholders who are directly affected by the board's decisions. This input informs the final decision, ensuring that candidates are well-supported by the community they will represent.

Board Approval:

- After the interviews, the Governance Committee presents the final candidate recommendations to the full board. Board members review the candidates' qualifications, interview insights, and community feedback before voting on the new appointments. For transparency, the final selection results and a summary of each new member's qualifications are published in the school's monthly bulletin.

Orientation and Onboarding:

- Selected board members undergo a comprehensive orientation, which includes training in the school's policies, educational standards, and community engagement strategies. New members are paired with experienced board mentors to facilitate a smooth transition into their governance roles.

This targeted selection process fosters inclusive representation and effective stakeholder engagement. It will ensure that the board of INA is composed of highly qualified individuals who bring a balance of expertise, commitment to the school's mission, and a deep understanding of the community's needs. Through interviews, stakeholder feedback, and structured onboarding, the board fosters a culture of accountability, equity, and effective governance that benefits the entire school community. By ensuring that families, community members, and students are represented, INA aligns its governance with the values of community responsiveness and equity, ultimately reinforcing the school's mission and creating a governance structure that reflects the diverse needs of its stakeholders

[Detailed start-up plan for the school, specifying tasks, timelines, Board input, and responsible individuals](#)

6. **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.

Insert Text Here

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

Insert Text Here

8. As **Attachment 9**, provide a completed and signed Board Member Notice of Disclosure for each proposed board member.
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.

Board members are expected to act with honesty and integrity, prioritizing the school's mission above any personal or professional interests. Every action and decision is guided by Innova's commitment to ethical governance, transparency, and accountability, ensuring that decisions are made objectively and in the best interest of the school and community. To safeguard impartiality, board members at Innova are required to avoid any conflicts of interest, whether real or perceived. A conflict of interest may arise if a board member's personal, financial, or professional interests could compromise—or appear to compromise—their objective judgment.

When a board member identifies a potential conflict, they must disclose it fully and promptly to the board chair and recuse themselves from relevant discussions or votes. This recusal is recorded in the meeting minutes to maintain transparency and integrity in our decision-making processes. Any failure to disclose a conflict may result in disciplinary measures, as we are committed to holding each board member accountable to our standards.

All board members complete a conflict of interest disclosure form annually, listing any affiliations, financial interests, or relationships that could present a conflict. Throughout the year, they must report any new conflicts that may arise. When a disclosed conflict is relevant to a particular decision or discussion, board members are required to recuse themselves to ensure impartiality, with the recusal noted in the board minutes for transparency.

INA board members have access to sensitive information about the school, such as proprietary plans, financial data, and records relating to students and staff. As guardians of this information, board members must maintain confidentiality, upholding the privacy of all stakeholders by not discussing or sharing sensitive information outside of their official responsibilities. Each member signs a confidentiality agreement upon joining the board and reaffirms this annually. Any breach of confidentiality could result in disciplinary actions, including potential removal from the board, to preserve trust and the security of operations.

INA values diverse perspectives and strives to approach all issues impartially and with fairness, prioritizing the well-being of students, families, and staff in every decision. By fostering a culture of collaboration and inclusivity, we ensure that each member has the opportunity to contribute insights and that decisions are made with careful consideration of all perspectives. To promote transparency, the rationale behind board decisions is to be documented in meeting minutes.

To reinforce the importance of ethical conduct, violations of these standards carry clear consequences. Depending on the nature and severity of an infraction, the board may issue a formal warning or reprimand. In cases of significant or repeated violations, the board holds the authority to vote for a member's removal, a decision that requires a two-thirds majority vote to uphold the integrity of the board.

To keep ethical standards at the forefront, the board of INA conducts an annual review and training session. This training ensures that all board members remain well-versed in the standards governing conflicts of interest, confidentiality, and impartiality, and it provides an opportunity to discuss real-world scenarios, reinforcing the practical application of these ethical standards. INA's commitment to these ethical standards and procedures creates a foundation for trustworthy, transparent, and accountable governance. By adhering to these principles, the board effectively serves the school community, ensuring that our values guide

every decision and action. This integrity strengthens our school's mission and maintains the trust and respect of all who support our school.

10. Provide, as **Attachment 10**, the board's proposed Code of Ethics and Conflict of Interest policy.

11. 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.

Innova Academy (INA) is currently in the process of evolving from an advisory board structure to a fully operational governing board. With the recent approval of our 501(c)(3) status, we have begun to formally implement governance practices to support this transition. Our goal is to have a fully functioning governing board by the end of this school year.

To ensure a smooth and effective transition, we are systematically introducing key policies and procedures that will equip the board with the tools needed for governance. These policies are being adopted over the coming months, allowing board members time to adjust and engage meaningfully with their new responsibilities. Our board chair plays a central role in this process, meeting individually with each board member to provide guidance, answer questions, and gather feedback on their experiences. Additionally, we are committed to offering targeted training and development for members who are new to board governance, helping them build confidence and effectiveness in their roles.

This structured approach allows INA's board to develop the knowledge, skills, and practices needed to fulfill their roles as effective stewards of the school's mission and vision, ensuring we are fully prepared to operate as a governing board by year's end.

12. 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, or has the school formed a new non-profit corporation governed by a separate board?

Innova Academy is not currently an existing operating non profit organization

- If the non-profit's current board will govern the school, 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.

N/A

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

N/A

13. 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.

To increase the capacity of Innova Academy's governing board, we have developed a comprehensive training and development plan that ensures members are equipped to fulfill their roles effectively and align with the school's mission. This plan includes a structured timetable, specific training topics, and clear participation requirements to support the board's evolution into a fully operational governing entity.

Training and Development Plan for the Governing Board

Time	Specific Topics	Participants
Quarter 1:	Orientation and foundational training for all board members, focusing on governance essentials, roles and responsibilities, and an overview of Innova Academy’s mission, vision, and strategic priorities.	Board Members INA Leadership Team
Quarter 2:	Specialized training sessions on financial oversight, legal compliance, and ethical governance, including the implementation of policies and procedures required for 501(c)(3) compliance	Board Members INA Leadership Team
Quarter 3:	Focused workshops on academic performance metrics, data analysis, and community engagement to ensure board members are equipped to monitor and support the school’s educational outcomes effectively.	Board Members INA Leadership Team
Quarter 4:	Advanced development sessions on strategic planning, fundraising, and risk management, culminating in a comprehensive evaluation of the board’s readiness to function as a fully governing body by year-end.	Board Members INA Leadership Team

All board members are required to:

- Attend at least 90% of training sessions throughout the year.
- Complete pre- and post-session task to reinforce learning.
- Engage in reflective discussions to identify areas for personal and collective growth.
- Participate in an end-of-year evaluation to assess individual and board-wide development.
-

This training plan will be supported by partnerships with experienced charter school governance consultants, legal advisors, and community leaders who can provide targeted expertise. By adhering to this structured development plan, INA’s governing board will build the capacity to effectively guide the school’s academic, cultural, and operational success while preparing for future growth opportunities.

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.

N/a

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.

N/a

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.

Grievance Process for Parent or Student Objections

At Innova Academy, we strive to foster a collaborative environment where every voice in our community is valued. To support this commitment, we have established a clear grievance process that allows families, students, and staff to formally express concerns about school policies, board decisions, administrative procedures, or practices. Our goal is to provide an accessible, respectful, and transparent means for addressing objections, with clear procedures and points of contact. Through this process, we aim to ensure that grievances are addressed thoughtfully and promptly, reinforcing our dedication to accountability and open communication.

Process Overview:

1. **Formal Grievance Submission:**

Parents, students, or staff members may formally submit grievances to the school regarding any concerns with governing board policies, decisions, administrative procedures, or school practices. Grievances can be filed with the Title IX Officer or other designated board officers via email, or through our online form available on the school website, which ensures accessibility for all families.

2. **Board Notification and Review:**

Upon submission, grievances will be reviewed by the appropriate board officer or designated school representative. All formal grievances will be documented, and an acknowledgment of receipt will be sent to the submitter within a set timeframe (e.g., five business days).

3. **Public Comment as an Alternative Channel:**

In addition to the formal grievance process, we invite parents, students, and community members to share concerns through public comments at our governing board meetings, offering an open forum for transparent discussion.

4. **Resolution and Follow-Up:**

After review, the administration and/or board will respond with a resolution or the next steps within a specified timeframe. In cases related to Title IX, our Title IX officer will manage these issues in compliance with regulatory guidelines.

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 with evidence of ESP/CMO success.
- Effective relationship between the school governing board and the ESP/CMO to support the mission, vision, and educational programming of the proposed school with assurance that organizers are structurally independent of ESP/CMO.
- 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 timelines; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; assurance of entitlement to data; 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). Provide evidence of the ESP/CMO’s success in serving student populations similar to the targeted populations, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable.

Not Applicable

3. Provide, as **Attachment 11**, 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 timelines; 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; assurance that the school and the authorizer are entitled to any data directly related to the operation or management of the school, such as financial data, enrollment data, demographic data, performance data, and student data, in the possession of the education service provider, but may not include any proprietary, intellectual property, or similarly protected data of the education service provider; 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. Provide assurance that the organizer will be structurally independent of the education service provider and shall set and approve school policies. The assurance must also provide that the terms of the service contract must be reached by the organizer and the education service provider through arms length negotiations in which the organizer must be represented by legal counsel. The legal counsel may not also represent the education service provider.

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

Meets Standard Expectation

- Sensible five-year network staffing that will support high-quality replication at the scale proposed, while continuing success at existing schools *(if applicable)*.
- Sensible staffing rollout plan for the school model(s) aligned with the educational program and conducive to school success.
- Effective structure and strategies for managing the administration-staff relationship.
- 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 of the leader's experience 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.
- Appropriate responsibilities and qualifications of the school's leadership/management team (beyond the school leader).

- Sound timeline, criteria, and process for recruiting and hiring leadership team members *(if applicable)*.

1. Provide, as **Attachment 12**, a complete staffing chart for the school. The attachment should include the following:
 - Year 1 positions, as well as at full build out;
 - 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.

At INA, our core values of innovation, integrity, and inclusion are the foundation of everything we do. Just as we prioritize these values in our approach to student learning, we are equally committed to ensuring they guide the daily work and interactions of our staff. We believe that by embracing these principles, we can build a culture of community and trust where every staff member feels valued, empowered, and integral to our school's success. Each team member brings unique strengths that are essential to achieving our mission, and together, we create an environment that fosters creativity, upholds honesty and ethical practices, and celebrates diversity.

The relationship between the school's leadership team and staff will be managed through intentional, structured communication, collaborative decision-making, and a commitment to shared goals. The leadership team will establish consistent and transparent communication channels, including weekly updates, staff meetings, and dedicated times for open-door discussions. These consistent touchpoints will allow the leadership team to keep staff informed of key information, upcoming initiatives, and address any emerging needs in a timely, responsive manner.

Actively encouraging and valuing staff input is essential to building a collaborative culture. To ensure that all voices are genuinely heard, INA will use teacher feedback surveys and student data as tools to shape discussions, making meetings reflective of real-time needs and data-driven insights. By integrating this feedback directly into decision-making, we create a space where teachers have a real influence over school policies and practices, which enhances staff ownership and alignment with our school's mission.

Weekly staff development sessions, embedded within the schedule, will be designed not only for professional growth but also for fostering open dialogue and relationship-building among staff. These sessions will be used for collaborative goal-setting, where leadership and staff come together to align on objectives that support both individual growth and school-wide goals. This dedicated time for open dialogue allows staff to express needs, share insights, and engage in meaningful discussions that promote unity, trust, and morale across the team.

Furthermore, the leadership team will work diligently to advocate for necessary resources and support based on the needs voiced by staff. By making this advocacy a priority, we create a responsive environment where staff feel supported and empowered in their roles. Maintaining these structured avenues for communication and continuously prioritizing staff input will allow us to build a culture of respect, collaboration, and shared commitment to the school's vision.

Ultimately, by building trust, providing support, and addressing challenges together, the leadership team aims to empower staff and cultivate a united community committed to the success of every student. Through this unified approach, we strengthen our school's foundation and create a thriving, positive environment where both staff and students are set up for success.

3. Provide, as **Attachment 13**, the resume for the proposed school leader. If no candidate has been identified, provide as **Attachment 14** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.
4. 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.

The proposed school leader brings a robust set of skills and experiences that directly demonstrate her capacity to design, launch, and manage a high-performing charter school for the anticipated student population. Her qualifications are rooted in both formal education and extensive practical experience in the field.

Her formal training in school leadership has provided a strong foundation for her ability to design, implement, and manage high-performing educational environments. She completed the rigorous school leadership program of the Summer Principals Academy through Teachers College at Columbia University, where she worked collaboratively with a team to design an innovative school model from the ground up. This design process involved hosting stakeholder meetings within the targeted community to hear directly from families and community members about their needs and desires for a new school. The team also conducted a comprehensive needs analysis to evaluate existing community resources that could support a new school and to identify potential barriers that might impact its success.

To inform the school model, the team carried out extensive research at both local and national levels, analyzing student performance data to identify learning gaps specific to the community. Throughout this process, they received ongoing support from experts in education, school development, and budgeting, who helped validate their findings and refine their design. This robust combination of community input, data-driven needs analysis, and expert guidance ensured that their school model was responsive, sustainable, and grounded in best practices. After presenting to a panel of charter school authorizers, superintendents, and CEOs, the team won the Innovative School Design Award, securing valuable support to launch their new school design. This experience gave her invaluable insights into creating a school model that is both sustainable and aligned with the needs of the community.

Her hands-on leadership experience in charter school operations has equipped her with practical insights into the daily management and strategic planning needed to sustain a high-performing school. In her role as Director of Strategic Initiatives during an 18-month internship with Maya Angelou Public Charter Schools & See Forever Foundation, she was immersed in the inner workings of school operations. Reporting directly to the CEO and collaborating with senior staff, she played an active role in developing and implementing strategic plans across the organization, including curriculum development, teacher evaluation frameworks, and a comprehensive well-being framework for students and staff. Her responsibilities extended to the preparation and support of board meetings, where she created board documents, arranged meeting agendas, and participated in presenting key initiatives to board members, helping to strengthen organizational alignment and accountability at all levels.

Her contributions included co-planning and facilitating the organization's first national convening conference, which brought together educational leaders and stakeholders from across the country. This event showcased the organization's achievements and created an opportunity for wider collaboration and exchange of best practices.

One of her core focuses was on instructional improvement to drive student achievement. Working closely with the Chief of Schools, she co-developed a strategic plan with clearly defined instructional pillars aimed at advancing academic rigor and improving student outcomes. This strategic plan was designed to be implemented across all school sites, setting a high standard for instructional quality and coherence. She also played a key role in planning professional development for school leaders and teachers, ensuring that they were equipped to implement these instructional pillars with fidelity and consistency. Her collaborative approach ensured that training was tailored to the needs of each site, aligning closely with the organization's goals for moving the needle on student achievement.

Additionally, she worked with the Chief of Well-Being to develop a five-year well-being framework that would support both students and staff across the organization. This project involved not only designing the framework itself but also mapping out an implementation plan that would phase in key well-being initiatives, prioritize support systems, and integrate wellness as a fundamental component of the organizational culture. Through this work, she demonstrated a holistic approach to school leadership that considers the academic, operational, and social-emotional aspects of a high-performing school environment.

Her experience also included introducing a scorecard-based performance review process for senior staff and supporting them in conducting data dives—activities critical to maintaining high standards and accountability within the organization across all their school sites.

Her work with Maya Angelou Public Charter Schools also extended to advocacy, where she developed policies to support school-related funding initiatives, demonstrating her ability to address external factors impacting school sustainability. This exposure to both the strategic and operational sides of school leadership uniquely positioned her to understand the dynamics of running a high-performing charter school within the larger educational and policy landscape.

She has a proven track record in classroom and school leadership roles, demonstrating her ability to foster positive learning environments and drive student success. With over 15 years of experience in education, she has served in various instructional and leadership roles, including as a classroom teacher, instructional leader, and Dean of Students. She has developed strong skills in building school culture and promoting a sense of belonging among students, particularly in diverse educational settings. Her experience spans both public school districts and charter school networks, giving her a nuanced understanding of the similarities and differences in serving diverse family and student needs. This broad experience ensures that she is well-equipped to support a variety of learners, develop culturally responsive practices, and create programs that attract and retain students, thus helping drive both academic achievement and student engagement.

Experience in nonprofit leadership and fundraising has strengthened her skills in securing resources and managing programs to support educational initiatives effectively. As the Executive Director of We Care Indy, a nonprofit organization, she further refined her leadership abilities, particularly in fundraising and resource development. Managing the nonprofit's operations has strengthened her ability to secure financial resources essential for sustaining high-quality programming. This experience adds to her capacity to lead a charter school, where managing budgets and securing supplementary funding are critical for ongoing success and program enrichment.

Bringing both strategic vision and an operational lens in leadership, these experiences underscore her readiness to lead a high-performing charter school. She not only possesses a strong foundation in school design and operational management but has also demonstrated her ability to work with various stakeholders, advocate for essential funding, and adapt her leadership style to meet the needs of different student populations. Her background with students from K-12 and her practical experience in both public and charter school settings equip her to understand the diverse needs of the anticipated student population.

In summary, her combination of specialized training, hands-on experience in school operations, extensive classroom and administrative experience, and nonprofit leadership equips her with the skills necessary to design, launch, and manage a high-performing charter school that will meet and exceed the expectations of its student community.

5. Describe the school leader's ties to and/or knowledge of the target community.

The proposed school leader, having previously worked in the school serving this community, developed a profound understanding of its unique strengths and challenges and saw firsthand the potential for education to act as a catalyst for positive change. Her vision extends beyond academic success; she believes that, with the right resources and support, education can be a transformative force to foster a thriving and resilient community. Her commitment to this vision is not just theoretical—she has extensive experience engaging directly with local families and youth organizations, including her work with local agencies and nonprofit organizations like We Care Indy inc. Through her role with We Care Indy, she cultivated deep, meaningful relationships with families, working both as an educator and as a community advocate, understanding their needs, values, and aspirations.

Her ties to the community are strengthened by her personal life as well. Through previous regular church attendance with her family, she built connections across multiple generations, fostering a sense of trust and genuine understanding. These relationships have not only helped her gain a nuanced perspective on the challenges within the neighborhood but also deepened her commitment to using education as a cornerstone for long-lasting change. Her extensive work and community engagement enable her to bring a well-rounded, compassionate, and informed approach to educational leadership, grounded in both professional expertise and a heartfelt commitment to the well-being of local youth and families.

During her time as a coach, she was able to view her students through a different lens, beyond the confines of the classroom. Taking them on the road to competitions across the state provided her with a unique perspective on the importance of access. Many of her students had never traveled beyond the city limits, and for some, their experiences were confined to the boundaries of their own neighborhoods. This exposure to new environments and opportunities had a profound impact on both her and her students. It inspired her to recognize that access to experiences—whether through travel, competitions, or exposure to diverse communities—was critical in shaping her students' worldview and aspirations. Seeing firsthand the transformative power of these experiences, she became passionate about providing similar opportunities for her students, ensuring they were not limited by their immediate surroundings. Her goal was to bring these new perspectives and experiences back to the community, sharing the knowledge and inspiration with others to spark a broader sense of possibility and empowerment within the neighborhood. This experience reinforced her belief that education must go beyond the classroom to open doors and expose students to the full breadth of opportunities that exist beyond their immediate environment.

6. Describe the key roles of the school's leadership team, beyond the principal/head of school, and required qualifications for implementing the school design successfully.

School Principal:

Performance Description:

The School Principal serves as the educational leader and chief administrator of the school, responsible for providing visionary leadership, fostering a positive school culture, and ensuring academic excellence and student success. They oversee all aspects of school operations, including curriculum and instruction, personnel management, student services, budgeting, and community relations. The School Principal collaborates with staff, students, families, and community partners to create a safe, supportive, and inclusive learning environment where every student can thrive.

Specific Responsibilities:

Educational Leadership:

- Provide visionary leadership and strategic direction to advance the school's mission, vision, and goals.
- Develop and implement policies, procedures, and initiatives to promote academic excellence, equity, and student achievement.
- Foster a culture of continuous improvement and innovation in teaching and learning.

Instructional Leadership:

- Oversee the development, implementation, and evaluation of a rigorous and standards-aligned curriculum.
- Support teachers in implementing effective instructional practices, differentiated instruction, and assessment strategies to meet the needs of all learners.
- Monitor student progress, analyze data, and provide targeted interventions to support student growth and success.

Personnel Management:

- Recruit, hire, train, evaluate, and mentor instructional and support staff to ensure a high-performing and cohesive team.
- Provide professional development opportunities and coaching to support staff growth and development.
- Foster a positive and collaborative work environment that values diversity, equity, and inclusion.

Student Services and Support:

- Oversee student discipline, behavior management, and attendance policies and procedures.
- Collaborate with counselors, social workers, and support staff to address the social, emotional, and behavioral needs of students.
- Ensure the provision of appropriate services and interventions for students with special needs, English language learners, and other diverse learners.

Budget and Resource Management:

- Develop, manage, and monitor the school budget to ensure fiscal responsibility and alignment with educational priorities.
- Allocate resources effectively to support instructional programs, student services, professional development, and facility maintenance.
- Seek alternative funding sources and grants to enhance educational opportunities and address school needs.

Community Relations and Partnerships:

- Build positive relationships with students, families, staff, and community members to promote a culture of trust, collaboration, and engagement.
- Communicate regularly with stakeholders through newsletters, meetings, and other channels to provide updates and solicit feedback.
- Collaborate with community organizations, businesses, and agencies to leverage resources and support school initiatives

Other Duties Assigned

Assistant Principal of Academics

Performance Description:

The Assistant Principal of Academics plays a key role in supporting the instructional leadership and academic success of the school. They collaborate with the Principal and instructional staff to ensure the implementation of high-quality curriculum, instruction, and assessment practices that support student learning and achievement. The Assistant Principal of Academics also provides leadership in areas such as curriculum development, teacher professional development, and data analysis to drive continuous improvement in instructional practices and student outcomes.

Specific Responsibilities:

Curriculum Development and Implementation:

- Collaborate with the Principal and instructional staff to develop and implement a rigorous and standards-aligned curriculum.
- Oversee the selection of instructional materials, resources, and technology tools to support teaching and learning.
- Monitor curriculum implementation and provide support to teachers in effectively delivering instruction.

Instructional Leadership:

- Provide instructional leadership by observing classroom instruction, providing feedback, and coaching teachers to improve their instructional practices.
- Lead professional development initiatives focused on best practices in teaching, assessment, and differentiated instruction.
- Support the implementation of evidence-based instructional strategies and interventions to meet the diverse needs of all students.

Assessment and Data Analysis:

- Coordinate the administration and analysis of standardized assessments and other formative assessments to monitor student progress and inform instruction.
- Use data to identify areas for improvement, set instructional goals, and develop action plans to address student learning needs.
- Support teachers in using assessment data to differentiate instruction and provide targeted interventions for struggling students.

Professional Learning Communities (PLCs):

- Facilitate and participate in professional learning communities to analyze student data, share best practices, and collaboratively plan instruction.
- Foster a culture of continuous improvement and collaboration among staff members to enhance teaching and learning outcomes.

Special Education Services:

- Oversee the implementation of special education programs and services in compliance with state and federal regulations.
- Collaborate with special education staff to develop Individualized Education Programs (IEPs) and ensure appropriate accommodations and supports for students with disabilities.
- Coordinate the provision of related services, such as speech therapy, occupational therapy, and counseling

Teacher Evaluation and Support:

- Assist the Principal in conducting teacher evaluations and providing feedback to support professional growth and development.
- Mentor and coach teachers in implementing effective instructional strategies and meeting performance expectations.
- Collaborate with the Principal and Human Resources department on hiring, induction, and retention of instructional staff.

Parent and Community Engagement:

- Collaborate with the Principal and other school leaders to engage parents and community members in supporting student learning and achievement.
- Organize and facilitate parent workshops, informational sessions, and other events to promote family involvement in academic success initiatives.

Other Duties Assigned

Assistant Principal of Students

Performance Description:

The Assistant Principal of Student Supports plays a crucial role in ensuring the holistic well-being and academic success of all students. They are responsible for developing and implementing programs and initiatives that address the social, emotional, and behavioral needs of students, as well as providing leadership in areas related to student discipline, attendance, and special education services. The Assistant Principal of Student Supports collaborates closely with teachers, staff, families, and community partners to create a positive and inclusive school environment where every student can thrive.

Specific Responsibilities:

Student Support Programs and Initiatives:

- Develop, implement, and evaluate programs to support the social, emotional, and behavioral development of students.
- Coordinate interventions and supports for students experiencing academic, behavioral, or social challenges.

- Collaborate with teachers, counselors, and other staff members to address individual student needs and provide targeted interventions.

Discipline and Behavior Management:

- Develop and enforce school-wide discipline policies and procedures in collaboration with the Principal and other administrators.
- Respond to student behavior incidents, investigate infractions, and administer appropriate consequences or interventions.
- Provide guidance and support to teachers and staff in implementing positive behavior management strategies in the classroom.

Attendance and Truancy Prevention:

- Monitor student attendance and develop strategies to improve overall attendance rates.
- Implement truancy prevention programs and interventions to address chronic absenteeism.
- Collaborate with families, social workers, and community organizations to address barriers to attendance.

Family and Community Engagement:

- Establish and maintain positive relationships with families and caregivers, providing support and resources as needed.
- Collaborate with community organizations, agencies, and partners to enhance student support services and access external resources.
- Organize and facilitate parent workshops, support groups, and events to promote family engagement and involvement in the school community.

Professional Development and Leadership:

- Provide training and professional development opportunities for staff on topics related to student supports, behavior management, and trauma-informed practices.
- Serve as a resource and mentor for teachers and staff, providing guidance and support in addressing student needs and challenges.
- Participate in leadership meetings, committees, and decision-making processes to contribute to the overall strategic direction of the school.

Other Duties Assigned

Director of Operations

Performance Description:

The Operations Manager plays a vital role in ensuring the efficient and effective operation of the school's facilities, resources, and support services. They oversee a wide range of administrative and operational functions, including facilities management, transportation, safety and security, technology, procurement, and budget management. The Operations Manager collaborates closely with school leadership, staff, students, families, and external stakeholders to create a safe, supportive, and conducive learning environment for all members of the school community.

Specific Responsibilities:

Facilities Management:

- Oversee the maintenance, cleanliness, and safety of school buildings, grounds, and facilities.
- Coordinate repairs, renovations, and improvements to ensure facilities meet health, safety, and regulatory standards.
- Manage contracts with vendors and service providers for facility maintenance and repairs.

Transportation Services:

- Coordinate transportation services for students, including bus routes, schedules, and safety procedures.
- Monitor transportation operations to ensure compliance with local regulations and safety standards.
- Address transportation-related concerns and issues raised by students, families, and staff.

Safety and Security:

- Develop and implement safety protocols, emergency procedures, and crisis management plans to ensure the security of students, staff, and visitors.
- Conduct regular safety inspections and drills to prepare for emergencies and mitigate risks.
- Collaborate with law enforcement agencies and community partners on safety initiatives and crime prevention efforts.

Technology Support:

- Oversee the management and maintenance of school technology systems, equipment, and infrastructure.
- Provide technical support and troubleshooting assistance to staff and students on technology-related issues.
- Coordinate the implementation of technology initiatives and projects to enhance teaching and learning.

Procurement and Inventory Management:

- Manage the procurement process for school supplies, equipment, and services, including vendor selection, contract negotiation, and budget oversight.
- Maintain accurate records of inventory levels, assets, and supplies, and coordinate inventory audits as needed.
- Ensure compliance with procurement policies, procedures, and regulations.

Budget Management:

- Develop, monitor, and manage the school's operational budget, including forecasting, planning, and reporting.
- Identify cost-saving opportunities and efficiencies to optimize resource allocation and maximize budgetary resources.
- Collaborate with school leadership and finance staff on budget planning and financial decision-making.

Collaboration and Communication:

- Collaborate with school leadership, staff, students, families, and external stakeholders to address operational needs and priorities.
- Communicate regularly with stakeholders to provide updates, gather feedback, and address concerns related to operations.
- Serve as a liaison between the school and external agencies, organizations, and partners on operational matters.

Other Duties Assigned

Curriculum Designer

Performance Description:

The Curriculum Designer plays a pivotal role in developing and implementing a comprehensive and innovative curriculum that aligns with the school's educational goals, standards, and philosophies. They are responsible for designing, evaluating, and revising curriculum materials, instructional resources, and assessments to support student learning and achievement across all grade levels and subject areas. The Curriculum Designer collaborates closely with teachers, administrators, and other stakeholders to ensure that the curriculum is engaging, relevant, and responsive to the needs of diverse learners.

Specific Responsibilities:

Curriculum Development:

- Design and develop standards-aligned curriculum frameworks, scope and sequence documents, and unit plans for all grade levels and subject areas.
- Collaborate with subject-area experts, teachers, and administrators to identify learning objectives, content standards, and assessment strategies.
- Incorporate research-based instructional practices, pedagogical approaches, and educational technologies into curriculum design.

Instructional Materials and Resources:

- Select, adapt, and create instructional materials, resources, and activities to support the implementation of the curriculum.
- Develop and curate a diverse range of print and digital resources, including textbooks, online modules, multimedia materials, and learning aids.
- Provide professional development and training to teachers on effectively using instructional materials and resources.

Assessment and Evaluation:

- Design and develop formative and summative assessments, performance tasks, and rubrics to measure student learning outcomes.
- Analyze assessment data to evaluate the effectiveness of curriculum implementation and make data-driven decisions for improvement.
- Collaborate with teachers to interpret assessment results and adjust instructional strategies as needed to support student growth and achievement.

Curriculum Integration and Alignment:

- Ensure alignment of curriculum components, instructional practices, and assessments with state standards, district guidelines, and educational best practices.
- Foster interdisciplinary connections and integration of 21st-century skills, such as critical thinking, communication, collaboration, and creativity, into the curriculum.
- Collaborate with special education, English language learner (ELL), and gifted education specialists to ensure that curriculum meets the diverse needs of all learners.

Professional Learning Communities (PLCs):

- Facilitate and participate in PLCs to collaboratively plan, implement, and evaluate curriculum and instructional

- practices.
 - Provide support and coaching to teachers in implementing the curriculum and integrating new instructional strategies and technologies.
 - Foster a culture of continuous improvement and reflective practice among educators.
- Other Duties Assigned

Staff Plans, Hiring, Management, and Evaluation

Meets Standard Expectation

- Compensation packages (salary and employment benefits), systems, and strategy that are likely to attract and retain strong staff.
- Recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong staff that meet ESEA requirements for being "Highly Qualified" and are well suited to the school
- Plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff.
- Sensible allocation of school vs. network responsibilities for staffing.
- Superintendent, school leader, teacher, and support staff evaluation tools that are likely to be effective.
- Effective planning for unsatisfactory leadership/teacher performance and turnover.

1. Provide, as **Attachment 15**, a personnel policy or an employee manual, if developed.
2. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school(s) will use contracts, explain the nature and purpose of the contracts.

INA is dedicated to the professional growth and development of all employees, ensuring a meaningful and rewarding work experience. The school fosters a professional and collaborative relationship with staff, united by a shared commitment to its mission of student success. All employees are "at-will," meaning both the employee and INA can terminate the employment relationship at any time, with or without cause.

To provide clarity and alignment, all employees will sign employment contracts. The use of employment contracts ensures that employees understand their roles and the expectations of the school while maintaining the flexibility of an at-will employment relationship. This approach promotes clarity, professionalism, and alignment with the school's mission to create a dedicated and effective team focused on student success.

These contracts will:

- **Define Roles and Responsibilities:** Clearly outline the duties and expectations of the position, ensuring alignment with the school's mission and goals.
- **Establish Terms of Employment:** Include details about compensation, benefits, work schedules, and other essential terms to ensure transparency and mutual understanding.
- **Reinforce the At-Will Nature of Employment:** Clearly state that the employment relationship remains at-will, despite the use of a contract.
- **Set Performance Expectations:** Provide benchmarks for professional responsibilities and opportunities for growth.

3. Outline the proposed school's salary ranges and employment benefits (retirement and health care) 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.

At INA, we recognize that attracting and retaining highly qualified and motivated educators is crucial to student success. To create an environment where our staff feels valued, supported, and invested in their professional growth, we are committed to a comprehensive compensation and benefits structure designed to reward performance, promote well-being, and provide clear pathways for career advancement.

Salary Ranges

The proposed salary ranges for employees at INA will be competitive within the local education market, taking into account position, experience, and qualifications. The school will offer clear opportunities for growth, ensuring that salary progression is tied to both tenure and performance. Staff salaries can range from \$50,000- \$90,000 for full time employees (not including the school leadership team), and between \$30,000 - \$50,000 for part time employees.

Retirement and Health Care Benefits

INA is dedicated to supporting the long-term financial security of its employees. To that end, the school will offer a comprehensive retirement plan that includes a contribution to a 403(b) plan, with employees also able to make additional contributions. We will provide guidance on financial planning and retirement options, ensuring employees are equipped to make informed decisions about their future.

INA will provide medical, dental, and vision coverage for eligible employees. The school will cover a significant portion of the health care premiums, ensuring that our employees have access to affordable and quality care. Additionally, the benefits package will include access to mental health resources and wellness programs to support the overall well-being of our staff.

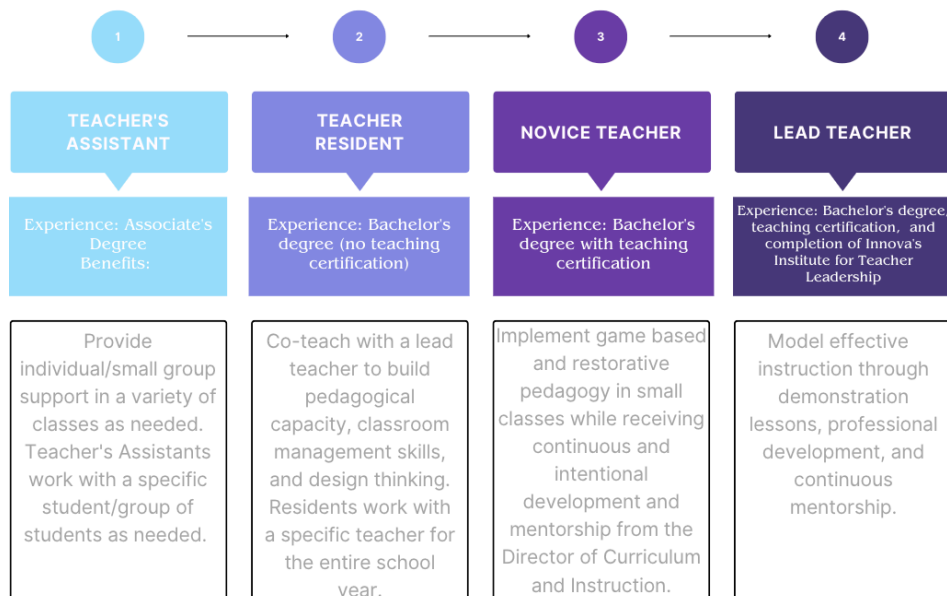
Incentives and Reward Structures

INA will implement a performance-based incentive system to recognize and reward high-performing employees. Staff who demonstrate excellence in their roles will be eligible for merit-based rewards, which could include salary increases and leadership opportunities. For instance, Lead Teachers will have access to an allotted stipend as part of their professional growth and responsibilities.

Strategy for Retaining High-Performing Teachers

To retain high-performing teachers, INA will provide clear opportunities for career advancement, professional development, and leadership roles. Our compensation and benefits structure, coupled with an emphasis on mental health and wellness, will create an environment where educators feel supported in both their professional and personal lives. This comprehensive approach aims to foster long-term retention by promoting career satisfaction, professional growth, and work-life balance

Teacher Pipeline

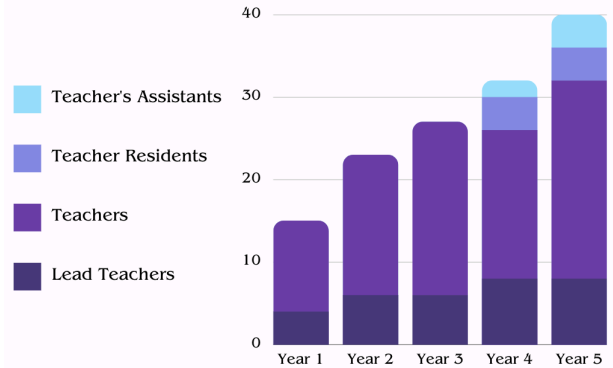


By offering competitive compensation, robust benefits, and a supportive, growth-oriented environment, INA aims to attract and retain highly skilled teachers who are dedicated to fostering student success.

4. Describe the 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 the school's design.

At INA, we are committed to hiring highly qualified, dedicated educators who align with our mission of providing a transformative education through game-based learning. To ensure our students receive the best possible instruction, we require that all teachers possess the appropriate degrees, certifications, and experience. Special Education, Bilingual, and ESL teachers must meet specific state and federal certification requirements. Paraprofessionals will also be certified in accordance with state and federal law. Our recruitment strategies include both initial and continuous efforts to attract top talent, offering competitive incentives such as robust professional development opportunities, supportive work environments, and a strong commitment to innovation in education. With a structured application process, ongoing partnerships with local universities, and a focus on mentorship and career growth, INA is dedicated to cultivating a high-performing, engaged teaching staff.

STAFF GROWTH PLAN



All teachers must be certified and hold a minimum bachelor's degree. Special Education teachers, Bilingual teachers, and teachers of English as a second language must also be certified in the fields in which they are assigned to teach, as required in state and/or federal law. Paraprofessionals must be certified as required to meet state and/or federal law.


Initial Teacher Recruitment


1. Attend education job fairs and post job listings on relevant websites.
2. Reach out to local universities and education programs to advertise open positions.
3. Utilize social media and professional networks to spread the word about the school and its mission.
4. Offer incentives such as competitive salaries and benefits, opportunities for professional growth, and a supportive work environment.


Continuous Teacher Recruitment


1. Host a game-based learning conference for teachers and invite them to learn about the school's approach to education.
2. Use social media to showcase the school's game-based learning activities and encourage teachers to join the team.
3. Partner with universities and education programs to recruit recent graduates who are interested in game-based learning.
4. Host workshops or webinars to teach teachers how to incorporate game-based learning into their curriculum.
5. Offer mentorship programs for new teachers and provide opportunities for ongoing professional development in game-based learning.

Staff Profile

- 

Innovative
Commitment to exploring and implementing cutting-edge practices to provide excellent educational experiences for all students.
- 

Inclusive
Cultivate nurturing learning environments to support all students' growth and development with excellence.
- 

Authentic
Acting with integrity and engaging relationally while pursuing opportunities to serve our community with love.
- 

Lifelong Learner
Modeling the learning process occurring at all times and in all places.

Qualifications:

1. A valid teaching certificate and relevant experience in their field.
2. Knowledge of innovative teaching practices and a willingness to experiment with new methods.
3. Strong communication and collaboration skills, as well as the ability to work in a team environment.
4. A commitment to ongoing professional development and a growth mindset.

The application process will be as follow:

1. Submit an online application
2. Round 1 interview with instructional leadership team (consisting of teacher leaders, and support staff within the building)
3. Round 2 interview with the Administration team (complete 2 performance tasks to show skill in necessary areas)
4. Round 3 Recommendation to HR for hire (background checks etc will be completed to confirm applicant can be hired) **Round 3 is only necessary for specific positions.

We will also be sure to house 1 building sub who has teaching experience in the case of unforeseen circumstances and there is the coverage needed. Each Building sub will participate in all onboarding training, staff development, and teacher training throughout the school year. When the sub is not covering classes, they will support classroom teachers by pushing in and providing additional small-group support. Starting in year 4, we will also hire 2 additional teachers assistants and 4 teachers assistants during year 5 to provide additional class coverage as needed. This aligns with our student and staff growth plan.

We will leverage our educational partnerships to promote Innova Academy among new teachers. Collaborating with IUPUI and Marian University's education department, INA will facilitate opportunities for hosting student teachers, fostering immersive learning experiences. This initiative will also contribute to preventing unforeseen staff shortages.

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

Hiring Procedures

1. Job Posting and Recruitment

- Develop clear job descriptions for each position, outlining roles, responsibilities, and qualifications.
- Advertise job openings widely through online job boards, school networks, and community platforms to attract diverse and qualified candidates.

2. Application Review

- Review applications to ensure candidates meet the minimum qualifications.
- Shortlist candidates based on experience, skills, and alignment with the school's mission and values.

3. Interview Process

- Conduct multiple rounds of interviews, including:
 - Initial screening interviews to assess qualifications and interest.
 - In-depth interviews to evaluate fit, skills, and alignment with the school's culture and goals.
 - Performance-based assessments (e.g., teaching demonstrations or scenario-based exercises) for instructional staff.

4. Reference Checks

- Contact professional references to verify past performance, work ethic, and alignment with the school's values.

5. Criminal Background Checks

- Require all candidates to undergo a comprehensive criminal background check, including:
 - Fingerprint-based checks as required by state law.
 - National and state criminal history reviews.
 - Sex offender registry searches.
- Employment offers are contingent on the successful completion of background checks.

6. Offer of Employment

- Provide selected candidates with a formal offer of employment, outlining salary, benefits, and expectations.
- Upon acceptance, have the candidate sign an employment contract.

7. Onboarding

- Conduct a thorough onboarding process, including orientation, training, and introduction to school policies, procedures, and culture.

Dismissal Procedures

1. Performance Monitoring and Feedback

- Implement regular performance evaluations to provide feedback and address concerns.
- Offer professional development and support to help staff meet performance expectations.

2. Progressive Discipline

- Use a progressive discipline approach for addressing issues, which may include:
 - Verbal warnings.
 - Written warnings.
 - Performance improvement plans (PIPs).
- Ensure staff have an opportunity to address and resolve performance or behavioral concerns.

3. Just Cause for Dismissal

- Grounds for dismissal may include, but are not limited to:
 - Persistent performance deficiencies.
 - Violation of school policies or code of conduct.

- Criminal misconduct or safety concerns.

4. **Termination Process**

- Notify the employee of the dismissal decision in writing, clearly stating the reasons for termination.
- Provide an opportunity for the employee to respond or appeal if applicable under school policies.
- Follow all legal requirements for final pay and benefits processing.

5. **Post-Termination Considerations**

- Document the reasons and process for dismissal thoroughly to ensure transparency and compliance.
- Maintain confidentiality and professionalism throughout the process.

6. Explain how the superintendent and/or school leader will be supported and developed. Describe who will be responsible for the evaluation of the superintendent and/or school leader each school year. Provide, in **Attachment 16**, any leadership evaluation tool that has been developed already.

The School Leader will receive robust support and development through a combination of ongoing collaboration, professional development, and a structured evaluation process. This comprehensive approach ensures alignment with the school’s mission, accountability for projected goals, and continuous leadership growth.

The School Leader will work closely with the Board of Directors, meeting regularly to discuss progress, set goals, and address challenges. In addition, the leader will attend consistent professional development and training sessions throughout the year, focusing on areas such as leadership, instructional strategies, school culture, and resource management. These opportunities are designed to enhance the leader’s skills, stay current with best practices, and align their work with the school’s vision and mission.

The evaluation process, led by the Board of Directors, serves as a critical tool for accountability and alignment. Evaluations are conducted annually, with quarterly reviews to track progress and adjust goals as needed. Key performance areas include leadership, academic achievement, school climate, communication, community engagement, and administrative skills. Data is collected through self-assessments, peer reviews, stakeholder surveys, and strategic plan scorecards, ensuring a well-rounded and evidence-based evaluation.

Constructive feedback is provided after each evaluation, with actionable steps to address challenges and leverage strengths. The evaluation tool is specifically designed to ensure alignment with the school’s vision and mission while driving progress toward projected goals. By fostering collaboration, offering professional development opportunities, and maintaining clear accountability measures, the School Leader is supported in creating a positive school culture, enhancing student outcomes, and achieving sustained success.

7. Explain how teachers and/or support staff will be supported and developed. Describe who will be responsible for the evaluation of teachers and/or support staff each school year. Provide, in **Attachment 17**, any teacher evaluation tool(s) that already exist for the school(s).

The teacher evaluation process at INA is designed to foster a culture of trust, continuous growth, and accountability, ensuring alignment with academic expectations and teaching standards. Using the TAP Rubric through the Standards for Success platform, INA employs a Coaching Framework to facilitate objective observations, constructive feedback, and tailored action steps.

The evaluation process includes quarterly observations, both mini and long, conducted by certified evaluators such as principals, master teachers, mentor teachers, and district personnel. Teachers are assessed across multiple domains—planning, environment, instruction, and responsibilities—through classroom observations and value-added assessments at the classroom and school-wide levels. With a focus on professional development, teachers participate in self-evaluations, debrief conversations, and coaching cycles. The process also includes a performance award system that recognizes and rewards high-achieving educators, promoting excellence in teaching and student achievement.

8. Explain how the school intends to handle unsatisfactory leadership and teacher performance, as well as leadership/teacher changes and turnover.

Our school is committed to fostering a high-performing, mission-driven team dedicated to student success. To address unsatisfactory performance among leadership and teachers, we will implement a structured process focused on transparency, support, and accountability:

Performance Monitoring and Feedback

- Regular performance evaluations will be conducted to provide constructive feedback and assess alignment with the school’s goals and expectations.
- Leadership and teachers will participate in professional development activities designed to enhance their skills and address identified gaps.

Progressive Discipline Process

- For individuals not meeting performance standards, the school will use a progressive discipline process that includes verbal and written warnings, followed by the development of a Performance Improvement Plan (PIP).
- The PIP will clearly outline specific areas for improvement, actionable steps, timelines, and support resources.

Continued Underperformance

- If the performance does not improve despite these efforts, the school will take further steps, including reassignment or termination, to ensure the needs of students and the school community are met.
- All actions will be documented to ensure fairness, transparency, and compliance with school policies and applicable laws.

Leadership and Teacher Changes and Turnover

While some turnover is natural, our goal is to minimize disruptions by fostering a supportive work environment and implementing a strategic approach to transitions:

1. Succession Planning

- o We will maintain a pipeline of qualified internal and external candidates to fill leadership and teacher roles promptly when vacancies arise.
- o Mentorship and cross-training programs will ensure a seamless transfer of knowledge and responsibilities during transitions.

2. Proactive Support and Retention

- o The school will emphasize staff wellness and professional growth opportunities to increase retention and reduce turnover.
- o Regular surveys, check-ins, and staff bonding will help identify and address concerns early, fostering a positive workplace culture.

3. Managing Transitions

- o When leadership or teacher changes occur, the school will implement an onboarding and transition plan to minimize disruption to students and staff.
- o Stakeholders, including students and families, will be informed of changes with transparency and reassured of the school’s commitment to maintaining high-quality instruction and leadership.

Our school believes that addressing performance issues and managing transitions effectively are critical to maintaining a stable, thriving learning environment. By focusing on accountability, professional growth, and strategic planning, we aim to ensure continuity and excellence in leadership and teaching, even amid changes.

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. Discuss the core components of professional development and how these components will support effective implementation of the educational program.

INA Professional Development Model

Staff development is essential in creating a strong, positive school culture. Our leadership team is committed to fostering an environment where staff feel genuinely supported, heard, and valued as individuals. By prioritizing their well-being and professional growth, we aim to build a culture of inclusion and collaboration that ultimately enriches the learning environment for our students.

Due to the nature of our unique curriculum design, INA understands the importance of implementing a strong and sustainable professional development plan for staff. Our team will be equipped with the proper tools and necessary training to implement the curriculum with fidelity. Recognizing this, INA prioritizes multiple forms of professional development and ensures that training is ongoing throughout the school year. Teacher feedback, collected through surveys and collaboration sessions, will play a key role in shaping and refining the professional development process, fostering a dynamic and responsive approach to staff growth.

Professional development at INA is planned and implemented by the school’s leadership team**, which collaborates with teachers and instructional coaches to identify areas of need and design targeted opportunities aligned with the school’s goals. To further support these efforts, the school may also bring in professional guests and experts who organize intentional, consistent, and targeted training sessions and/or workshops. Dedicated incentives, such as opportunities for advanced degrees or certifications, further enhance staff capacity and professional growth.

INA's staffing structure is designed to sustain ongoing professional development and growth. This includes hiring instructional coaches who work closely with teachers to guide their professional development goals. By offering time, resources, and opportunities for growth, INA ensures that staff are equipped to meet students' needs and deliver high-quality, student-centered instruction. Together, these elements reflect INA’s commitment to prioritizing professional development and fostering a culture of excellence in teaching and learning.

**Leadership Team Members - Principal, AP of Academics, AP of Students

As shown in the figure above, INA’s staff development plan is a continuum. Each year, our school leadership team participates in leadership training prior to the start of the school year. This is followed by our June Summer Institute for Teacher Leadership, where lead teachers are trained to become mentor teachers and experts in implementing our GBL curriculum. Through a month-long summer institute, teachers will be introduced to the principles of GBL instruction and will learn how to play, implement, and design superb instruction.

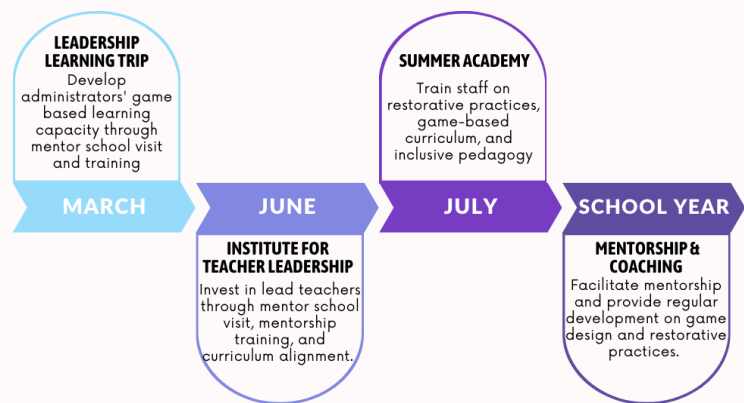
Additionally, INA will train four lead teachers in each core content area (math, science, reading, social studies) in June prior to all staff development. This more intensive training will include the following:

- Restorative Practices Learning
- Principles of Inclusion
- Mentorship/Teacher Leadership Training
- Game Based Learning Curriculum Alignment

Starting in July, we bring all staff together to share evidence-based practices gained from previous training and developments, equipping them with the tools needed to create a positive learning environment for all students. Staff will learn more about game design, curriculum alignment, and restorative practices.

We sustain this continuum by providing ongoing professional development throughout the year. Mentor teachers collaborate with other instructional leaders, while our instructional coach conducts consistent check-ins, offering real-time feedback and support to ensure continued growth and success. This mentorship ensures teachers are equipped to implement the curriculum in ways that create powerful learning experiences driving student growth and academic achievement. Additionally, lead teachers will mentor and support faculty in weekly PLC meetings.

Staff Development



2. 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.

Objectives

- Establish a cohort of effective teacher leaders who can effectively model game-based pedagogy and restorative practices
- Prepare lead teachers with leadership and self-awareness training so they may be effective and sustainable mentors
- Develop a cohort of passionate and innovative leaders committed to providing equitable education for all students through joyful school experiences

Lead teachers and administrators will take a site visit to our mentor school, Quest to Learn for two days where they will observe model lessons, examine the curriculum, and meet with practitioners experienced in game-based instruction. This also serves as a team-building opportunity. After this trip, teachers and administrators will debrief the experience and explore the integration of game-based pedagogy within their specific content areas. Teachers will be provided with a game-based curriculum aligned to the Indiana Academic Standards, but will use this time to play test lesson components and model teach to develop their skills and expertise. Additionally, lead teachers will be introduced to our restorative practices and Rise and Thrive Framework.

Summer Academy for all Staff Members (July)

Objectives:

- Develop a strong professional community reflecting our core values (integrity, inclusion, innovation)
- Empower staff with knowledge and skills to successfully implement game-based pedagogy
- Equip staff with research-based practices and strategies to provide a culturally responsive education to our specific student population

In July, all staff members will return to Innova for training. During this professional development, lead teachers and administrators will collaborate to instruct all staff members on the mission and vision of INA, the INA way, and our game-based pedagogy and the integration of restorative practices. Lead teachers will collaborate with content and grade-level teams to unpack the curriculum and build their implementation capacity. Staff members will play test games by practicing teaching them to each other and providing constructive feedback through reflection and dialogue.

	Phase 1 Planning	Phase 2 Training	Phase 3 Implementing	Phase 4 Evaluating	Phase 5 Improving
Timeframe	Year 0 June	Year 1 July	Year 1 Aug. - Oct.	Year 1 Nov. - Dec.	Year 1 Jan. - May
Facilitators	Leadership Team	ThinkFun Consultants, Leadership Team	Leadership Team	Leadership Team	Leadership Team
Participants	Lead Teachers	All school staff Optional: Parents and Community Members	Content Area Teachers	Content Area Teachers	Content Area Teachers
Targets PD will cover...	Week 1: Background of Game Based Curriculum - Week 2: Game Based Curriculum Alignment with 6th grade standards Week 3: Game Based Curriculum Alignment with 6th grade standards Week 4: PD	Week 1: Community Building Week 2: Game Based Curriculum Introduction and Modeling Week 3: Game Based Curriculum Lesson Plan Development Week 4: Restorative Practices and Game Based	Aug: Game Based Curriculum, Homeroom Hears Sept: Game Based Curriculum, Rise and Thrive Oct: Reflection and Data Analysis	Nov: Data Analysis and Differentiation Strategies - PLC Model Dec: TAP Evaluation Protocols and Introduction to Evaluation Procedures	Jan: Game Based Curriculum, Restorative Practices Review Feb: Differentiation Strategies, PLC Protocols Mar: Data Analysis and Test Taking Strategies April: Assessment Accommodations Review May: End of Year

	planning for all staff summer institute	Curriculum Alignment			Reflections
Content Related	Game Based Learning	Game Based Learning, Restorative Practices	Game Based Learning, Restorative Practices	Differentiated Instruction, Evaluation Systems	Game Based Learning, Restorative Practices, Differentiated Instruction
Core Value Alignment	Innovation	Innovation, Inclusion, Integrity	Innovation, Inclusion, Integrity	Integrity	Inclusion, Integrity, Innovation
Frequency	3 days/week	5 days/week	1 day/week	3 days/month	2 days/month
Rational and Outcomes	Preparation to introduce game based learning to the whole school community	Lesson plan preparation incorporating game based learning introductions, preparation for “Rise and Thrive” time each day	Leadership support and reflection for first phase of game based learning implementation, monitor	Commitment to serving all learning styles, Support and clarity surrounding evaluation measures	Integration of game based curriculum and state performance task alignment, reflecting on practices
Observation / Evaluation	Exemplar lesson plans, lesson modeling, and July PD plan	Pre and Post learning surveys for all participants	Game based learning informal observations, student check ins and check outs of Rise and Thrive homeroom	Student benchmark data, PLC Evaluation Protocol, Pre and Post learning surveys for staff	Pre and post learning surveys for staff, student benchmark data

- 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.

At INA, the school calendar, daily schedule, and staffing structure are intentionally designed to support ongoing professional development for all staff. The school calendar includes four dedicated professional development days throughout the school year, strategically placed to provide teachers and staff with focused training and development opportunities without disrupting instructional time with students. Additionally, the calendar will include 10 professional development days before the start of the school year to allow for comprehensive onboarding and preparation. These days will focus on equipping educators with the knowledge and tools necessary to implement the school’s innovative game-based learning approach effectively.

The daily schedule is structured to include common planning periods and collaboration time for teachers. This ensures that educators have dedicated time to work together, share best practices, and engage in reflective practices. During these common planning sessions, teachers will collaborate on lesson planning, review student progress, and discuss strategies to improve instructional outcomes. By building in weekly time for collaboration and professional development, the school fosters a culture of continuous learning and improvement among its staff. Through these combined efforts, INA creates an environment where teachers are empowered to grow professionally and provide the best possible education for their students.

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. Include any opportunities parents and community members have had to provide feedback on the proposed school.

The development of INA has been a collaborative process, with parents and community members playing a pivotal role in shaping the vision and structure of the school. From the outset, we have sought to involve local families and stakeholders in meaningful ways, ensuring that their voices are heard and their perspectives are reflected in the design of the school. Their feedback has been invaluable in guiding decisions related to curriculum, school culture, and community engagement. This inclusive approach ensures that INA is deeply connected to the needs and aspirations of the community it serves.

The Stakeholder Meeting occurred April 25, 2023

In attendance:

- **Theresa Murphy:** 3rd grade teacher and 6th grade parent , 6 years
- **Stacy Price:** 7th grade teacher, 3 years
- **Brenda Vance:** President of the Butler Tarkington Alumni Association, Indianapolis Public School Alumni, Strong community advocate.

Mrs. Murphy and Mrs. Price have been working for the school building and have played an intricate part in the culture of the building. Community members, parents, and students are familiar with who they are as teachers in the building. They have not only developed relationships outside of their classroom but also are actively committed to advocating for their students during district conversation forums.

Brenda Vance advocates for the neighborhood community, specifically the neighborhood school. She firmly believes in building her community up and bringing back a positive space for families to feel safe and thrive. She graduated from elementary school when it was James Whitcomb Riley, and she also graduated from Shortridge High School. Both schools at that time were part of the Indianapolis Public School district. Her passion pours out for her community and how she wants it to thrive. She has partnered with the school for 10 years. Bringing in extracurricular activities such as journalism club, peer mentors, and college readiness programming. Ms. Vance is also a local benefactor who aims to support and collaborate with school leaders to improve student achievement. She is the one to be called to get things done if there is a need.

By focusing on strong community engagement, each of these stakeholders will provide insight into the community's wants and desires. They will also provide a community of support when implementing new initiatives for the school improvement plan. INA will develop a relationship of collaboration with our stakeholders. We want them to know their voice is heard. INA values community and will establish this culture not only with the students in our building but also our staff, local businesses, community partners, and families.

2. Describe what has been done to assess and build parent and community demand for the school.

To generate community engagement and support for our proposed school, INA has begun to establish several key relationships and initiatives. Our goal is to create strong partnerships that provide meaningful and engaging opportunities for both students and community members, fostering a sense of shared responsibility and pride in our communities education system.

Community Game Nights

The implementation of our primary initiative, Community Game nights, has resulted in positive feedback and the sharing of valuable information. These events were opportunities for the community to come together through the power of play. INA's Game Nights offer joyous play and engaging experiences for all participants. Attendance numbers have grown with each of the three events held so far, demonstrating the community's enthusiasm and support.

Building on this momentum, we are now working towards hosting future game nights at the neighborhood community center. This shift will increase accessibility for more families and provide a centralized location that is convenient for everyone. By keeping the game nights consistent and hosting them on a monthly basis, we will create a reliable and anticipated event for the community.

Our next initiative is to transform our community game night into a Back-to-School Community Game Night. This event will widen our scope and further build community connections. Our vision is to not only provide a fun and engaging evening for families but to work in collaboration with local community partners to equip our families with essential resources for the upcoming school year.

During this event, we will distribute school supplies and collaborate with local businesses to provide various services and resources, such as financial advice, nutritional guidance, and community programs. We plan to also partner with local health and dental organizations to offer free medical and dental health check-ups and wellness information, promoting the overall well-being of our students and their families.

By bringing together these valuable resources, our Back-to-School Community Game Night aims to support families holistically, ensuring that students are ready to thrive in the new school year. This collaborative approach fosters a sense of unity within the community and also exemplifies INA's commitment to fostering genuine partnerships between schools and the community.

With that commitment and recognizing the importance of community engagement for a successful school launch, our team will continue to strategically and intentionally plan initiatives to strengthen these relationships.

Building Relationships and Continuous Feedback

By engaging the community in volunteer opportunities, students can benefit from mentorship, real-world learning experiences, and a network of support that reinforces their educational journey. Inclusive community events foster a sense of belonging and encourage diverse interactions, enhancing students' social skills and cultural awareness. Educational programs tailored to community needs provide students with additional resources and learning opportunities, complementing their school curriculum and addressing any gaps in their education.

INA will continue to focus on providing volunteer opportunities, organizing inclusive community events, offering educational programs, and upholding partnerships and collaborations to ensure meaningful and sustained engagement with the community. This approach is impactful for student success as it creates a supportive and enriching environment that extends beyond the classroom. Through these initiatives, we will continue to strengthen our foundation of community engagement and support, ensuring it grows alongside INA's development.

To assess demand and solicit support for our school, we have implemented a comprehensive outreach and engagement strategy. Our team walked through neighborhoods, distributing flyers and engaging in conversations with individual community members and local businesses. The response was overwhelmingly positive and encouraging, with many expressing excitement about a new space for positive community gatherings and the idea of a school where students are able to learn through games.

During our neighborhood outreach, we also connected with a former Indiana Fever basketball team member, a local shop owner and influential community advocate. We believe that building relationships with key community members and business owners will significantly enhance our outreach and strengthen our school's presence in the community.

Additionally, we conducted a community feedback survey to gain deeper insights into the community's needs and preferences. This survey provided invaluable feedback, which we have used to tailor our events and shape the development of our school launch. The enthusiastic response and constructive feedback from the community have confirmed a strong demand for our school and have helped us align our initiatives to better serve and engage with the community.

Moving forward, we will continue to solicit the support of the community through our ongoing engagement initiatives and by maintaining a presence at local events. We aim to build authentic relationships rather than transactional partnerships, ensuring that our interactions are meaningful and reciprocal. We believe it is crucial for our community to know that we can count on their support just as much as they can count on ours. By fostering these genuine connections, we strive to create a supportive and collaborative environment that benefits both our school and the broader community.

3. 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 will seek from, offer to, or require of parents.

The INA Community Active Engagement Plan focuses on fostering strong family-school partnerships through open communication, community collaboration, and active involvement. Key efforts include regular updates via town halls, newsletters, and social media, partnerships with local organizations, and opportunities for parents to volunteer at events and projects. The goal is to create a connected and supportive environment that enhances learning and community engagement.

INA Community Active Engagement Plan:

- Host regular parent-teacher conferences and town halls to provide updates and answer questions from parents, students, and community members.
- Develop and maintain relationships with local businesses and organizations to secure sponsorships, donations, and volunteer support.
- Engage with local media outlets to promote the school's achievements, events, and programs, and to address any concerns or issues.
- Collaborate with community leaders and elected officials to identify and address common concerns and interests.
- Organize and participate in community events, such as festivals, fairs, and parades, to showcase the school's activities and accomplishments.
- Foster relationships with alumni to encourage them to stay involved with the school and to serve as ambassadors to the broader community.
- Establish a social media presence to share updates and news about the school and to engage with parents, students, and community members.
- Create and distribute a regular newsletter to keep parents, students, and community members informed about the school's activities and accomplishments.
- Offer tours and open houses to prospective families to showcase the school's facilities, programs, and culture.
- Seek out and participate in community service opportunities to demonstrate the school's commitment to giving back to the community.

“It’s not what the community offers INA, it’s more about what INA can offer the community”

“Engaging the community through joyous play!”

4. Describe how the school is identifying partnerships and creating a climate that is inclusive of the anticipated populations served in order to promote parent involvement.

INA fosters an inclusive climate and promotes parent involvement by building strong partnerships and engaging the community through various initiatives. Volunteer opportunities, such as mentoring, tutoring, and career days, encourage active participation. Community events, including festivals, game nights, and fundraisers, create spaces for families to connect and showcase student talents. Educational workshops and school events engage parents in learning and celebrating student achievements. Collaborations with local businesses and organizations provide resources and address shared community concerns, ensuring a welcoming environment for all families.

Ways To Engage with INA

1. Volunteer Opportunities

- Organize volunteering opportunities for community members to engage with INA, such as tutoring, mentoring, or helping with school events.
- INA will host a career day or speaker series to inspire and engage students with local professionals.
- Collaborate with the school to organize a community service project that benefits both the school and the wider community.

2. Community Events

- Open invitation to community events, such as a neighborhood festival or block party, and invite INA’s students to participate by showcasing their student work/games or performances.
- INA will host a community game night or movie night at the school to encourage community members to spend time with the students and their families.

- Organize a community fundraiser to support the middle school and its programs.

3. Educational Opportunities

- Host a workshop or seminar for community members to learn about topics related to education, such as student achievement, game-based learning, college readiness, and education policy.
- Invite community members to attend school events, such as game quests, plays or concerts, to showcase the students' talents and achievements.
- Organize a book drive or supply drive to benefit the middle school and its students.

4. Partnerships and Collaborations

- INA will partner with other community/state groups to organize joint initiatives, such as a community garden or sports league.
- Establish relationships and partnerships with local businesses to support INA by donating supplies, equipment, or resources.
- INA will collaborate with community partners to identify and address common concerns and interests, such as community safety or environmental sustainability.

Ways to Engage with INA



The goal of engagement is to establish strong partnerships and collaborations between the community and INA, to provide meaningful and engaging opportunities for students and community members, and to foster a sense of shared responsibility and pride in the community's education system.

5. Include, as **Attachment 18**, existing evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.
6. 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.

INA is committed to fostering meaningful connections with community organizations to enhance the educational experience for students and provide valuable resources for families. One of the cornerstone partnerships we have established is with We Care Indy, a local organization specializing in mentoring and youth development. The partnership with We Care Indy will focus on providing students with consistent mentorship opportunities and programs designed to build essential life skills. This collaboration aims to support the social-emotional well-being and personal growth of students, aligning with INA's mission to meet students where they are and help them thrive.

INA recognizes the importance of a holistic approach to education and will seek additional partnerships with organizations, businesses, and institutions to enrich the learning environment. As we grow and gather community input, some examples include:

- Local Community Health Networks: Providing mental health services and workshops for students and families.
- Career and Technical Education Collaborations: Partnering with local businesses to offer internships, job shadowing, and career exploration programs.

By cultivating partnerships like the one with We Care Indy and others, INA aims to create a supportive and resource-rich environment where students and families can access the tools they need to succeed both academically and personally. These collaborations will play a vital role in achieving INA's vision of empowering students to become lifelong learners and active contributors to their communities.

FACILITIES

If the applicant is seeking an existing public school facility, 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 applicable)

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 requirements for accommodating the school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

To effectively accommodate the proposed school plan, the facility should meet the following requirements:

1. **Classrooms:** The school will need a total of 6 classrooms. Each classroom should have a minimum of 900 square feet to ensure ample space for student desks, instructional areas, and storage. Specialized classrooms such as science labs, art rooms, and vocational training spaces will require larger areas, typically around 1,200 square feet.
2. **Common Areas:** These spaces will support school activities and foster a collaborative environment. Common areas include:
 - A **library/media center** of approximately 2,500 square feet for student research and reading.
 - A **gymnasium** (or multi-purpose room) of at least 3,000 square feet to accommodate physical education classes, school events, and assemblies.
 - A **cafeteria** with a seating capacity of [insert number] students, requiring about 2,500 square feet.
 - **Administrative offices** will occupy around 1,000 square feet, including space for the principal, counselors, and support staff.
3. **Overall Square Footage:** The total facility size will be approximately 24,000 and 36,000 square feet to house classrooms, administrative offices, common areas, and support spaces.
4. **Amenities:** The school will require the following amenities to enhance learning and student well-being:
 - Modern HVAC systems for climate control.
 - High-speed internet and technology infrastructure in all classrooms and common areas.
 - Accessible restrooms and specialized facilities for students with disabilities, meeting ADA requirements.
 - Outdoor spaces for physical activities and student engagement.
 - Security features, including surveillance cameras, controlled access points, and emergency exits.

By adhering to these space requirements, the school will be able to provide a safe, conducive, and inclusive learning environment that supports both academic and extracurricular activities.

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.

To support the diverse educational offerings of the school plan, the following specialty classrooms and facilities are anticipated:

Design Labs:

- Number: 1 science labs
- Capacity: Each lab will accommodate up to 25 students at a time, with appropriate space for lab stations, safety equipment, and storage.

Art Room (with kiln):

- Number: 1 art room with a kiln for ceramics and other hands-on projects.
- Capacity: This room will accommodate up to 20 students at a time, providing space for individual workstations and areas for drying and storage of artwork.

Library/Media Center: (optional) can transition a common space to be used as a library as well or teachers can build classroom library.

- Number: 1 library/media center.
- Capacity: The library will accommodate up to 50 students at a time, providing space for reading, studying, and using computers for research or digital learning projects.

Performance/Dance Room: Music focused..

- Number: 1 performance/dance room.

- Capacity: This room will accommodate up to 30 students for dance classes, rehearsals, and performances, with ample space for movement and appropriate flooring.

Auditorium: (can also be used as another common space for assembly)

- Number: 1 auditorium.
- Capacity: The auditorium will seat up to 200 students, used for school-wide assemblies, performances, guest speakers, and community events.

These specialty classrooms and facilities will enable a rich, well-rounded educational experience for all students, supporting a variety of disciplines, including the arts, sciences, and technology, in alignment with the school's educational goals.

- 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.

To effectively support the operational needs of the school, the following administrative and support spaces will be required:

- **Principal's Office:**
 - One office will be dedicated to the principal, serving as the central space for leadership. This office will be used for managing school operations, meeting with staff, parents, and other stakeholders, and overseeing the overall academic and administrative functions of the school.
- **Additional Offices:**
 - Three additional offices will be designated for the assistant principals and the operations director. These offices will allow each leader to manage their specific areas of responsibility, such as student discipline, academics, and facilities.
- **Main Office (Front Office Staff):**
 - One main office will be designated for the front office staff, serving as the first point of contact for visitors, parents, and staff. This office will be equipped to handle student check-ins, phone calls, and general administrative tasks.
- **Family/Community Engagement Area:**
 - A designated space near the main entrance will be created to welcome and engage families and community members. This area will include comfortable seating, informational materials about the school, and an open environment for informal conversations and meetings. This space will help foster a sense of inclusion and connection with the broader community.
- **Conference Room:**
 - One conference room will be necessary for staff meetings, parent-teacher conferences, and collaborative discussions. It will be equipped with technology for presentations and video conferencing.
- **Teacher Workroom:**
 - A dedicated teacher work room will provide teachers with space to plan, collaborate, and complete administrative tasks. It will be furnished with desks, seating, and office supplies to support productivity.
- **Teacher Break Room:**
 - One teacher break room will be provided, equipped with a sink, refrigerator, and microwave. This space will allow staff to take breaks, store personal items, and prepare meals during the day.
- **Supply Room:**
 - One supply room will be needed to store teaching materials, office supplies, and other resources essential for the school's daily operations.
- **Storage Space:**
 - A separate storage space will be required for non-daily items such as seasonal decorations, surplus supplies, and equipment.
- **Staff Restrooms:**
 - Two staff restrooms will be strategically placed in proximity to the administrative areas for convenience.

These administrative and support spaces will ensure efficient school operations, provide a welcoming environment for families and community members, and offer faculty and administrative staff the resources they need to perform their roles effectively.

- 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

To fulfill the core athletic program and support our physical education and health classes, the following facilities are essential:

- **Gymnasium:**
 - The gymnasium will be essential for meeting the requirements of middle school athletics, physical education classes, and other school activities. It will be equipped with basketball hoops and ample space for indoor sports and activities.
- **Locker Rooms:**
 - While locker rooms are not immediately available, we would like to incorporate them into future plans to support student-athletes during athletics and physical education classes.
- **Weight Room:**
 - Although a weight room is not part of the current plans, it is a desired addition for the future to support strength and conditioning for both athletic teams and students in physical education classes.
- **Football Field:**
 - A football field is essential for middle school athletics, and we would like to include this in future plans to provide a full range of athletic opportunities for students.
- **Basketball Courts:**
 - Indoor basketball courts will be included in the gymnasium, while outdoor basketball courts will also be part of the plans, providing additional space for recreational and athletic use.
- **Soccer/Multipurpose Field:**
 - A multipurpose field will be necessary to support sports like soccer, and it will also be used for physical education classes and other school activities.
- **Baseball/Softball Field:**
 - A baseball or softball field is not immediately required but will be considered as part of the long-term vision for the school's athletic facilities.

These facilities will ensure that the school meets the athletic requirements for middle school programs while also supporting our PE and health classes. Future expansion to include locker rooms, weight rooms, and additional athletic fields will further enhance the school's ability to provide a comprehensive athletic program.

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

In addition to the previously specified facilities, the following significant needs are essential for the school:

- **Courtyard for Middle School Students:**
 - A dedicated courtyard will be essential for middle school students, providing a space for outdoor activities and socialization. The courtyard will include features such as basketball hoops, swings, and a Gaga ball pit to meet the needs and interests of middle school-aged students.
- **Large Common Space for Assemblies and Large Group Meetings:**
 - A large, versatile common space will be required to accommodate assemblies, large group meetings, and other school-wide events. This space will be designed for flexibility and can be used for a variety of activities, such as performances, guest speakers, and school-wide gatherings.
- **Cafeteria with Full Kitchen:**
 - A cafeteria space with a fully equipped kitchen will be necessary to provide nutritious meals to students and staff. The cafeteria will need to accommodate seating for students during meal times and be designed to support the school's nutrition program.

These additional facilities will support the overall school environment, enhancing student well-being, fostering community engagement, and ensuring that the school can meet the needs of students and staff throughout the day.

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

Yes No

If yes and the applicant has a specific facility under consideration, identify by current school name and/or district:

Address of Desired Location:

Insert Text Here

7. Is the applicant willing to share the facility with another school?

Yes

No

8. Discuss contingency plans in the event you do not receive this facility.

Insert Text Here

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 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 19**.
2. Briefly describe the facility(ies) including location, size, and amenities. You may provide, as **Attachment 20**, 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.

N/A

3. If a current facility has not been secured, describe the process for identifying and securing the facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Briefly describe the facility needed, including location, size, and amenities.

INA is actively seeking a suitable facility for its middle school students within the Butler-Tarkington, Meridian Hills, and Wynnedale neighborhoods. Our aim for the preferred location is to be centrally located within the community to maximize accessibility for students and families.

INA is exploring various options for facility partnerships, including potential collaborations with local churches or other community organizations to share spaces during the initial startup phase. Additionally, the school is considering commercial spaces that meet the specific needs of the students and families.

The process for selecting a facility involves thorough research, site visits, and negotiations with real estate agents and property owners. INA is working closely with a local real estate broker Gordon Hendry from HRE Advisors in Indianapolis IN. Our partnership with Gordon will assist us in identifying available commercial spaces that align with the school's requirements. Gordon's extensive experience working with charter schools and local community organizations for over 10 years uniquely positions him to share his expertise and ensure that our process and school plan for determining the most suitable facility will meet all requirements. His knowledge will help secure the best deal for our school team and the families we serve. Gordon's deep understanding of facility planning and community needs will be invaluable in creating an optimal learning environment.

The timeline for facility selection and acquisition is as follows:

- Research and Exploration (Month 1-2): INA will conduct thorough research on available commercial spaces within the target neighborhoods. Site visits will be scheduled to assess the suitability of each potential facility.
- Partnership Development (Month 2-3): The school will reach out to local churches and community organizations to explore potential partnerships for sharing spaces during the startup phase.
- Negotiation and Decision-Making (Month 3-4): Negotiations with property owners and potential partners will take place to finalize agreements and terms. INA will carefully evaluate each option before making a decision.
- Facility Acquisition (Month 4-5): Once a suitable facility or partnership agreement is secured, the necessary paperwork and contracts will be finalized to acquire the space.

- Preparation and Setup (Month 5-6): Prior to the start of the academic year, the facility will undergo any necessary preparations and setup to ensure it meets the needs of the school and its students.

Throughout this process, INA will maintain transparency and communication with stakeholders, including staff, students, families, and community members, to ensure that the selected facility aligns with the school's mission and values. Any updates or developments regarding facility selection will be shared promptly with the school community.

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

The governing board members of INA each present meaningful levels of experience and expertise to guide INA's launch and maintenance.

Jarvis Jointer brings valuable experience from his journey as an entrepreneur. When launching his business, he successfully navigated the process of identifying, acquiring, and outfitting a facility that met the needs of his growing organization. His ability to find a suitable building demonstrates a practical understanding of the critical factors in facilities acquisition, including location analysis, space planning, lease or purchase negotiations, and regulatory compliance. Moreover, as his organization expanded to operate from two locations, Jarvis likely developed skills in managing multi-site operations, overseeing renovations or upgrades, and ensuring operational efficiency across properties. This firsthand experience positions him to contribute significantly to discussions about selecting scalable, adaptable spaces for INA's long-term growth.

Tenika Holden-Flynn background in launching a school equips her with a nuanced understanding of the complexities involved in facilities acquisition and management. Her direct experience with constructing a new facility demonstrates her ability to oversee large-scale projects, coordinate with architects and contractors, and navigate the logistical and financial challenges of building a school from the ground up. Additionally, her work with securing a rental facility during the interim period reflects her adaptability and problem-solving skills in finding temporary solutions that align with a school's mission and operational needs. Tenika's dual perspective—managing both permanent and temporary facilities—makes her a valuable asset in planning INA's facilities strategy, particularly as it transitions from initial operations to a more permanent space.

Yesica Rufino brings a wealth of experience from her involvement with charter school startups, where she focused on locating and securing sustainable facilities. Her work likely included conducting market research to identify cost-effective and accessible locations, negotiating leases or purchases that aligned with tight budget constraints, and ensuring compliance with educational facility standards. Sustainability being a focus of her expertise suggests that she has a forward-thinking approach to facilities planning, emphasizing energy efficiency, long-term affordability, and adaptability to future needs. Yesica's strategic mindset and familiarity with the unique challenges of charter schools make her an excellent contributor to developing a facilities plan that supports INA's mission while remaining financially viable and growth-oriented.

Together, these board members provide a comprehensive set of skills and experiences, ranging from entrepreneurial facility growth and operational management to school-specific construction and sustainability planning. Their collective expertise ensures that INA is well-equipped to navigate the complex process of securing and managing facilities that will foster student success and organizational growth.

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 21**, 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 plans to meet transportation needs for field trips and athletic events.

INA is dedicated to providing universal accessibility for all students, ensuring that transportation is not a barrier to education. As a neighborhood school, we expect a significant portion of our students to live within walking distance, but we recognize that some students may face challenges regarding safe arrival. To address these challenges, we will assess additional transportation options, including IndyGo passes and partnerships with local transportation providers, to ensure accessibility for students beyond the immediate service area.

Transportation services will be implemented starting in the third year of operation, when the school expands to accommodate three grade levels. As enrollment increases, we will carefully evaluate the transportation needs of our students and determine the best options for ensuring equitable access.

In accordance with federal regulations, if a homeless child moves to a new area served by a different educational agency but continues to attend INA, both the original and new local educational agencies will work together to determine transportation arrangements. If the agencies cannot reach an agreement on the allocation of transportation costs, they will share the responsibility equally.

In our efforts to ensure all students have reliable transportation, we are also exploring the option of partnering with a small business transportation company. This company will be responsible for hiring drivers and providing buses to transport students in need. We will assess the true transportation needs of our students to ensure that this service is tailored to the specific requirements of our community, providing a safe and reliable transportation option for all.

Additionally, transportation will be provided for field trips and athletic events. We will work with our transportation partner to coordinate these needs, ensuring that students have access to the opportunities provided outside the classroom.

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

At INA, the safety and security of our students, staff, facility, and property are top priorities. Our comprehensive safety and security plan includes personnel, technology, equipment, and policies designed to foster a secure and conducive learning environment.

Security Personnel

Our school employs a proactive safety approach through trained staff and community partnerships. While we do not employ on-site security officers or subcontract security services, all staff receive training in emergency protocols, de-escalation strategies, and safety procedures to ensure a secure environment. This approach emphasizes prevention, vigilance, and the development of a positive school culture.

Safety Equipment and Technology

- **Safety Equipment:**
 - Metal detection wands are available for use in specific situations to enhance security measures.
 - Emergency kits are stationed throughout the facility for quick access during crises.
- **Surveillance Technology:**
 - Security cameras are strategically placed to monitor key areas of the campus.
 - Access-controlled entry systems are employed to manage and secure building access.

Emergency Preparedness

We have a detailed emergency plan that includes:

- **Drills:** Regularly scheduled fire drills, shelter-in-place exercises, tornado drills, and active shooter response drills to ensure preparedness.
- **Standard Operating Procedures (SOPs):** Clear protocols are in place for various scenarios, including evacuation, lockdown, and medical emergencies.

Technological Resources

Our school is equipped with modern technology to support both safety and learning:

- **Student Devices:** Every student will have access to a Chromebook for online assignments and collaborative learning via platforms such as Google Classroom.
- **Staff Devices:** Teachers and staff will be provided with laptops and Promethean boards for instruction, planning, and communication.
- **Additional Learning Platforms:** We utilize educational technology platforms like [specific software], which enhance teaching and learning experiences while providing secure access.

Policies and SOPs

Innova Academy will develop and implement SOPs to govern all safety and technological practices. These include:

- **Device Use Policies:** Guidelines for the proper use, maintenance, and security of student and staff devices.
- **Safety Equipment Usage:** Procedures for the appropriate use of metal detection wands and other security tools.
- **Emergency Protocols:** Documentation and training for all staff on executing emergency procedures effectively.

Through these measures, Innova Academy is committed to ensuring a safe, secure, and technologically advanced environment that supports the well-being and academic success of every student.

4. Provide, as **Attachment 22**, a list of the types of insurance coverage the school 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.

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.

INA will implement a comprehensive and structured approach to financial planning, accounting, purchasing, and payroll to ensure sound financial management, compliance with all reporting requirements, and the alignment of resources with the school's mission. This approach will include clearly defined systems, policies, and processes designed to promote transparency, accountability, and efficiency.

Financial Planning and Budgeting:

INA's budgeting process is centered around strategic decision-making to ensure that operational costs are met and resources are equitably allocated to support all students. The process will involve careful analysis of needs, priorities, and available resources to make informed financial decisions that align with the school's goals.

Accounting Systems:

INA will establish strong accounting systems to maintain accurate financial records, track expenditures, and ensure compliance with all financial reporting requirements. Regular audits and financial reviews will be conducted to monitor and ensure adherence to best practices in financial management.

Purchasing and Procurement:

To promote cost-effectiveness and transparency, INA will implement detailed policies and procedures for procurement, including competitive bidding and vendor selection. These processes will be managed through a centralized system to ensure consistency and oversight, aligning all purchases with the school's mission and goals.

Payroll Management:

Payroll will be managed through a centralized system, ensuring timely and accurate compensation for all employees. This system will integrate with accounting and budgeting processes to ensure that payroll expenses align with the budget and comply with all legal and regulatory requirements.

Internal Controls and Compliance:

INA will establish strong internal controls to safeguard assets, prevent fraud, and ensure accurate financial reporting. These controls will include regular reviews, approval processes for expenditures, and segregation of duties. Additionally, the school will adhere to

all local, state, and federal financial reporting requirements, maintaining compliance through consistent and thorough documentation.

By establishing these systems, policies, and processes, INA will ensure sound financial management, maintain strong internal controls, and meet all financial reporting obligations while supporting the school's mission and operational needs.

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

At INA, the administration and the governing board work collaboratively to ensure sound financial management, each with clearly defined roles and responsibilities. This provides a system of checks and balances that safeguards the school's financial health and aligns fiscal decisions with its mission and vision.

The role of the board is to provide high level oversight that focuses on strategic financial direction. The board will take on the responsibility of establishing policy that outlines how the budget will be reviewed and who has access to funding. The board will also work in collaboration with the school administrative team in developing the budget and approving the final budget.

Having the broader responsibility for providing financial oversight will ensure the compliance with regulations and maintain accountability for the schools fiscal health. By approving policies and setting the framework for financial decision-making, the board ensures that the school's finances align with its mission and strategic goals.

The administration team is responsible for managing operational execution. This includes, but is not limited to, the day-to-day management and execution of financial processes. Administrators are responsible for implementing the approved budget, managing expenditures, and ensuring efficient use of resources to support the school's operations and programs. The administration also handles routine financial tasks such as purchasing, payroll, and financial reporting, ensuring that all activities adhere to the policies set by the board.

Together, these roles ensure strong internal controls and a collaborative approach to financial stewardship that supports the success and sustainability of Innova Academy.

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

INA conducts an annual audit to ensure compliance with state and federal regulations, maintain financial transparency, and uphold high standards of accountability. The process includes the following steps:

1. **Engaging an Independent Auditor:**
INA contracts a certified independent auditing firm with expertise in educational organizations. The selection is based on a competitive process, evaluating the firm's qualifications, experience, references, and cost-effectiveness.
2. **Planning and Preparation:**
The school collaborates with the auditing firm to establish the scope and timeline of the audit. This includes identifying key financial and administrative records, such as payroll, budgets, expense reports, contracts, and compliance documentation.
3. **Document Submission and Review:**
INA provides the auditors with all requested documentation and access to financial systems. Administrative processes and internal controls are also reviewed to ensure they align with best practices and legal requirements.
4. **On-Site Examination:**
The auditors conduct on-site assessments, interviewing staff, verifying records, and analyzing internal procedures to ensure accuracy and compliance with policies.
5. **Audit Findings and Report:**
Upon completion, the auditors compile their findings into a detailed report, highlighting strengths, weaknesses, and any areas of concern. The report includes recommendations for improving financial and administrative operations.
6. **Review and Response:**
The audit report is presented to INA's leadership team and board of directors. Any findings or recommendations are reviewed, and corrective action plans are developed and implemented as needed.

7. Public Disclosure:

The finalized audit report is submitted to relevant regulatory bodies and stakeholders as required by law. INA also shares the report with its community to ensure transparency.

By adhering to this structured process, INA ensures that its financial and administrative operations are accurate, efficient, and fully compliant with all applicable regulations

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.

To maintain transparency and accountability, INA will use specialized bookkeeping software and have a designated Operations Manager overseeing financial management and reporting. This system will streamline recordkeeping, facilitate accurate financial tracking, and ensure timely reporting to the Board of Directors on a quarterly basis. INA will also prioritize the establishment of strong internal controls, including regular audits, segregation of duties, and adherence to financial best practices. These controls will help safeguard resources, mitigate risks, and ensure compliance with federal, state, and local regulations.

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.

INA is committed to creating a strong operational foundation that supports its mission of delivering high-quality education, which includes partnering with specialized organizations to manage key services efficiently and effectively. We will contract with an organization specializing in supporting new and established charter schools to manage all educational operations. This includes payroll, audits, bookkeeping, employee benefits, wages, and comprehensive HR services, as well as the financial and logistical aspects of school operations. By leveraging the expertise of this specialized organization, INA ensures alignment with its mission, operational efficiency, financial transparency, and high accountability standards. This partnership allows INA to focus on its core mission of providing exceptional educational experiences while maintaining a robust and sustainable operational framework.

To complement these services, INA will contract additional specialized providers to address the following key areas:

- **Custodial Services, Maintenance, and Groundskeeping:** Professional services will be contracted to maintain a clean, safe, and well-kept environment. This includes daily cleaning, waste disposal, facility maintenance, and landscaping. The estimated annual cost ranges from \$40,000 to \$60,000, depending on the facility's size and service frequency.
- **Food and Nutrition Services:** A food service provider will be contracted to manage meal planning, preparation, and distribution, ensuring students have access to nutritious meals that meet state and federal guidelines. The projected annual cost is \$50,000 to \$75,000, based on enrollment and meal options.
- **Mental Health Services:** INA will partner with a mental health provider to deliver on-site counseling, group therapy, crisis intervention, and wellness workshops. The estimated annual cost is \$30,000 to \$50,000, depending on the provider and scope.

Selection Criteria:

All contracted providers will be selected through a competitive and transparent process. Criteria include:

- **Experience and Expertise:** Demonstrated success in education or related sectors.
- **Regulatory Compliance:** Full adherence to state and federal requirements, with proper certifications and licenses.
- **Cost-Effectiveness:** Competitive pricing that maintains high-quality standards.
- **Reputation:** Positive references and proven reliability in fulfilling obligations.

By outsourcing educational operations to a specialized organization and contracting additional services for facilities, nutrition, and mental health, INA ensures operational excellence and a comprehensive support system for its school community.

6. Submit, as **Attachment 23**, 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 24**, 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.

Section V: Performance Evaluation Information

(Only Applicable for Network Schools)

Education One will base qualification decisions, in substantial part, on the organization's past performance when replicating a school model. 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 **Attachment 25**, 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.

Insert Text Here

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

Insert Text Here

- 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.

Insert Text Here

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.

Insert Text Here

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

Insert Text Here

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

Insert Text Here

4. For all schools operating in the state of Indiana, provide as **Attachment 26** (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 **Attachment 27**: (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.”

Insert Text Here

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.

Insert Text Here

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.

Insert Text Here

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 28**, a summary of the following information: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation.

Insert Text Here