



**BALL STATE
UNIVERSITY**

Office of Charter Schools

Inspire Academy

2021-22 Charter Renewal Application

October 1, 2021

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INTRODUCTION

According to Indiana law, a charter school is established to provide innovative and autonomous programs that: 1) serve the different learning styles and needs of public school students; 2) offer public school students appropriate and innovative choices; 3) provide varied opportunities for professional educators; 4) allow public schools freedom and flexibility in exchange for exceptional levels of accountability; and 5) provide parents, students, community members, and local entities with an expanded opportunity for involvement in the public school system (IC 20-24-2-1). As an authorizer of charter schools, Ball State University is responsible for ensuring that its charter schools demonstrate that they are achieving academic, financial, and organizational outcomes.

Merit-based renewal decisions will be based on an analysis of a comprehensive body of objective evidence defined by the Performance Frameworks and gauged under standards developed under national principles and standards for quality authorizing. Renewals will be granted to each charter school that can demonstrate that it has achieved ongoing and continuous performance standards as stipulated in the Performance Frameworks (developed by OCS), and has been faithful to the terms of the contract and applicable laws.

The renewal process serves three purposes. First, it forms OCS' decision on whether to renew a school's contract by providing evidence of school performance in relation to the academic, financial, and organizational performance standards set out in the school's charter and in the Performance Frameworks. Second, the process through the renewal application provides the school a meaningful opportunity to present additional evidence regarding its performance. Third, it provides the school with an opportunity to outline – based on its past performance – a deliberate plan for sustaining success, addressing areas requiring improvement, and ensuring ongoing viability of the school.

RENEWAL TIMELINE

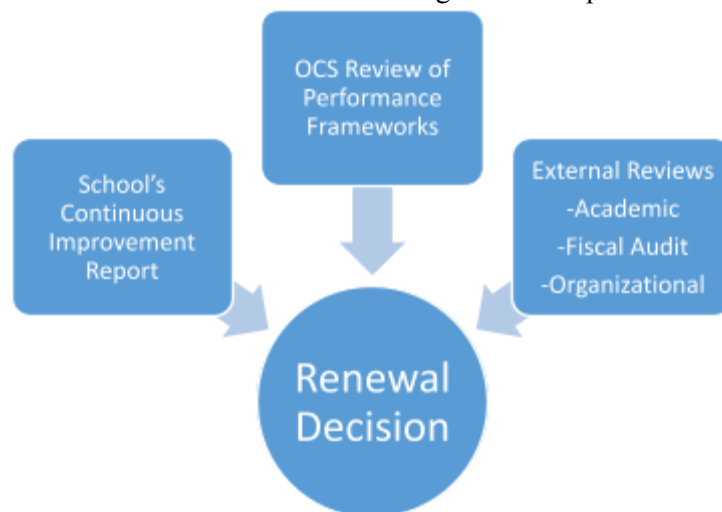
Renewal Orientation: Meetings with School Leaders and Board Members	July – August 2021
Letter of Intent to Renew due to OCS on or before	October 1, 2021
Renewal Application Due to OCS	October 1, 2021
Onsite School Visits	June – December 2021
Renewal Decisions	On or before March 1, 2022
Contract Finalization	March-June 2022

RENEWAL DECISION OVERVIEW

OCS intends to conduct a rigorous, transparent renewal decision process that leads to merit-based decisions consistent with national principles and standards for quality authorizing. In OCS's process to make changes to its accountability framework and to align its processes with national principles and standards for quality authorizing, the Performance Frameworks and OCS's Policy for School Assessment and Intervention will both be used to determine a school's eligibility for a charter renewal. OCS will base its renewal decisions on the existing record of school performance including, but not limited to, the school's written response to the Renewal Narrative of the Charter Renewal Application and any additional performance data provided by the school.

The renewal process is the culmination of a continuous improvement process, and includes analysis by the school, by OCS and external reviewers. The Renewal Application provides schools an opportunity to present the record of performance and to outline plans for the school's next charter term. Within the report, schools will have an opportunity to comment on the data and provide factual corrections and/or supplement the record with information and data to explain academic results and demonstrate other academic measures that may provide evidence of the school's academic success and/or improvement (*e.g.*, individual student growth data, legacy/cohort group data, summer remediation and/or additional IREAD scores, etc.). The school's plans for the next charter term may affect the length of the renewal term/extension and may shape the development of a new charter contract.

External reviews may be conducted of the academic and organizational performance of schools. All schools



are required to complete a fiscal audit. OCS staff reviews the school's application, external reviewer reports, and our staff analysis to determine renewal decisions.

The Executive Director of the Office of Charter Schools will issue notice of the University's intent to extend or renew the school's charter and the duration of the renewal or extension.

2020-21 CHARTER RENEWAL APPLICATION – INSTRUCTIONS AND CSAPPHIRE SUBMISSIONS

INSTRUCTIONS:

Once completed, the Charter Renewal Applications must be submitted to OCS **electronically through CSAPPHIRE no later than October 1, 2021.**

FORMAT FOR SUBMISSIONS:

- ☒ The Renewal Narrative should not exceed 25 pages, excluding attachments.
- ☒ Attachments to the Renewal Narrative (excluding the required CSAPPHIRE submissions and updates listed below) should not exceed 25 pages and should be **clearly** referenced in the Renewal Narrative.
- ☒ Any attachment should provide information that a) meaningfully augments the body of evidence that OCS has already collected on the school's performance, or b) illustrates or supports plans or strategies for the next charter term that would be material to the charter contract for the renewal term (*e.g.*, revised student handbook provisions, updated professional development plan, etc.).

CSAPPHIRE SUBMISSIONS AND UPDATES:

The following documents will be reviewed and verified by the OCS remotely through CSAPPHIRE during the renewal process. In order to make the process more efficient, please review and/or upload the school's *most current* version of each of the following documents. If any of these documents was submitted previously, please just be certain that the version in CSAPPHIRE is the most current version.

School Documents

Please review and verify the following in CSAPPHIRE are the most current version. If such document listed below is not in CSAPPHIRE, please upload the required document. These documents can be found under the "Plans and Policies" folder unless otherwise indicated.

- ☒ Curriculum and Instructional Methods
- ☒ General Descriptions of Responsibilities of Teachers and Staff
- ☒ Methods of Promoting Parent and Community Involvement Practices
- ☒ Methods of Pupil Assessments
- ☒ Organizational Chart (updated administrative organizational chart)
- ☒ School Calendar (current school year) (**annual folder titled "School Calendar"**)
- ☒ Staffing Matrix
- ☒ Supplemental Programs (Information on Current Student Clubs, Organizations, and Other Extracurricular Activities Offered (including athletic teams))

Current School Plans and Policies

Please review and verify the following "Plans and Policies" in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- ☒ Conflict of Interest Policy
- ☒ Criminal Background Check Policy
- ☒ Deposit of Funds Policy
- ☒ Discipline Policy

- ☒ Elementary School Reading Plan
- ☒ Fundraising Policy and Guidelines
- ☒ Graduation Requirements, including diploma types offered (if applicable)
- ☒ Medication Policy
- ☒ Performance Evaluation Plan for Administrators and Teachers
- ☒ Personnel Plan, including Methods of Selection, Retention and Compensation of Employees
- ☒ Plan and Programs for At Risk and Special Populations (*In addition to ELL students, special populations and at-risk students includes, but is not limited to, students (i) from economically disadvantaged families, (ii) who are homeless, (iii) in the foster care system, (iv) from single parent homes, (v) at-risk of academic failure, (vi) with a history of a drug or alcohol problems, (vii) that are pregnant or are parents, (viii) have previously come into contact with the juvenile justice system, (ix) are at least one (1) year behind the expected grade level for the age of the student; (x) is a gang member; (xi) has dropped out of school or (xi) satisfies the definition of chronic absenteeism as defined in IC 20-20-8-8*)
- ☒ Policy and Procedures for Special Education
- ☒ Professional Development Methods
- ☒ Promotion/Retention Policy
- ☒ School Admission Policy
- ☒ School Safety and Emergency Preparedness Plan
- ☒ Social Media Policy
- ☒ Staff Handbook
- ☒ Student Handbook
- ☒ Student Health Screening Policy
- ☒ Student Records Policy
- ☒ Teacher and Staff Compensation and Benefits Plans
- ☒ Transportation Policy (if applicable)

Corporate Documents

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- ☒ Articles of Incorporation (and any Amendments thereto)
- ☒ Any Fictitious Name Registrations filed with the Indiana Secretary of State
- ☒ Board By-Laws
- ☒ Board Member List (including Current Contact Information)
- ☒ Calendar of Board Meetings
- ☒ ESP Agreement (together with all Amendments thereto, if applicable)

Financials and Budgets

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- ☒ School's Budgets for 2020-21 and 2021-22
- ☒ School's Audit (if not conducted by Donovan CPAs) for the school years ended 6/30/2020 and 6/30/2021 (if not conducted by CliftonLarsonAllen)

Board – Agenda and Minutes

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- ☒ Board Minutes approving School's Budgets for 2020-2021 and 2021-2022

Insurance

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- ☒ Certificate of Liability Insurance
- ☒ Evidence of Property Insurance

Facility Documents

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- ☒ Lease Agreement(s) or Deed(s) for All Occupied Facilities
- ☒ Certificate of Occupancy issued by the Indiana Department of Health

RENEWAL NARRATIVE

I. Enrollment Diagnostic

Provide the enrollment and demographic information for the current school year.

2021-22 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	156	
# of Students on Waiting List	0	
Gender		
Male	97	62.2
Female	58	37.2
Ethnicity/Race		
White	85	54.5
Black	27	17.3
Hispanic	5	3.2
Asian	0	0
Native American	1	.6
Multiracial	38	24.4
Special Populations		
Students with IEPs	47	30.1
English Language Learners	0	0
Homeless Students	4	2.6
Eligible for Free and Reduced Lunch	127	75

Provide enrollment information for length of current charter contract (ADM count).

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Student Enrollment	198	178	180	157	166

Provide the student attendance information for the length of the charter contract.

	Year 1	Year 2	Year 2	Year 4	Year 5
Grade	2017-18	2018-19	2019-20	2020-21	2021-22
K	25	20	27	20	22
1	25	23	19	25	18
2	23	13	20	15	17
3	24	20	29	21	15
4	25	23	21	25	18
5	18	15	22	16	20
6	24	11	13	13	14
7	20	12	16	13	12
8	14	8	15	9	17
All Grades	198	145	182	157	153

Provide the number and percentage of students eligible for special education by eligibility category for the length of the current charter contract based on each school year's December 1 count.

	Year 1		Year 2		Year 3		Year 4		Year 5	
	2017-18		2018-19		2019-20		2020-21		2021-22	
	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	10	22.2	8	21.1	9	22.5	5	18.5	5	20.0
Blind or Low Vision	0	0	0	0	0	0	0	0	0	0
Cognitive Disability	0	0	0	0	0	0	0	0	0	0
Deaf or Hard of Hearing	1	2.2	0	0	0	0	0	0	0	0
Deaf-Blind	0	0	0	0	0	0	0	0	0	0

Development Delay (early childhood)	0	0	0	0	0	0	1	3.7	1	4.0
Emotional Disability	2	4.4	0	0	9	22.5	5	18.5	3	12.0
Language or Speech Impairment	12	26.6	8	21.1	5	12.5	6	22.2	5	20.0
Multiple Disabilities	1	2.2	1	2.6	1	2.5	0	0	1	4.0
Other Health Impairment	0	0	0	0	0	0	0	0	1	4.0
Specific Learning Disability	19	42.2	21	55.2	16	40.0	10	37.0	9	36
Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	0

Provide the number and percentage of ELL students for length of the current charter contract.

ELL STUDENT POPULATION CHART									
Year 1		Year 2		Year 3		Year 4		Year 5	
2017-18		2018-19		2019-20		2020-21		2021-22	
#	%	#	%	#	%	#	%	#	%
0	0	0		2	3.56	0	0	0	0

Provide the number and percentage of homeless students for length of current charter contract.

HOMELESS STUDENT POPULATION									
Year 1		Year 2		Year 3		Year 4		Year 5	
2017-18		2018-19		2019-20		2020-21		2021-22	
#	%	#	%	#	%	#	%	#	%
0	0	0	0	2	3.5	0	0	4	2.4

Provide the number and percentage of High Ability students for length of current charter contract.

HIGH ABILITY STUDENTS									
Year 1		Year 2		Year 3		Year 4		Year 5	
2017-18		2018-19		2019-20		2020-21		2021-22	
#	%	#	%	#	%	#	%	#	%
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Enrollment Projections for the next 5 years

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
2022-23	168	225	K-8
2023-24	188	225	K-8
2024-25	202	225	K-8
2025-26	209	225	K-8
2026-27	215	225	K-8
At Capacity (specify year)	2030	225	K-8

Optional narrative about your Enrollment Diagnostic

Our enrollment diagnostic is based on a conservative approach to recovering from the negative impact the pandemic had on enrollment trends. We also excluded PreK numbers from our enrollment diagnostic due to the fact that PreK students are not broadly funded for charter schools, to date. In cases when the breakdown of numbers in the Enrollment Diagnostic charts seemingly do not match the total, it is due to a small number of students not fitting any of the sub-categories of race or gender provided. Finally, the number of students eligible for free or reduced lunch in the current school year is an estimate, due to the fact that we participate in the community eligibility program and provide all students with free meals.

II. Executive Summary

School and Community Overview

1. Briefly describe the community/communities the school serves and explain how the school's mission and model is meeting identified community needs. Describe the needs-based rationale for focusing on the targeted student population.

All parents deserve educational options for their children, as neither children nor schools are identical. The community of Muncie has very limited school options, and all options other than Inspire Academy take a traditional approach to learning. Inspire Academy uses an acclaimed, rigorous curriculum that prepares students for their future education, all the way through college and career. We emphasize quality work, proven mastery of knowledge and skills, and character development—qualities on which students will be judged when they graduate and enter the workforce. This approach is highly effective in molding well-rounded students who are engaged in social-emotional learning and develop good habits that contribute to lifelong success. Our research-based, inquiry approach to instruction has been proven to increase student agency in atypical populations, as well as produce transferable critical thinking skills (Hattie, 2009).

Inspire Academy is committed to serving a diverse body of students with an internationally competitive education by fostering students' natural inclination toward curiosity, discovery, and adventure. We target students who are falling through the cracks of the larger, traditional public education system. Inspire Academy students are largely students experiencing poverty, who benefit from an immediate feeling of purpose in their learning through work that solves real-world problems or addresses societal issues that presently impact students. Through the regular incorporation of local experts and field studies into the curriculum, Inspire Academy ensures that students are exposed to a broad array of college and career fields and pathways to inspire future scholarship beyond the PK-12 setting.

Inspire Academy understands that different styles of learning are needed to reach a wider capacity of students. In alignment with Social Learning Theory, we have found the need to incorporate activities, learning experiences, and opportunities that occur with parent/guardian involvement. Inspire Academy understands that helping parents/guardians to recognize the benefits of a strong education for their children leads to better future outcomes. Therefore, Inspire Academy has a strong focus on shifting the community's thought process regarding the value of education by inviting families and community members to be a part of modeling skills that emulate professional growth in education.

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

Inspire Academy also opened with the intent of ensuring various ethnic cultures and home cultures are valued and integrated into the school rather than defaulting to dominant White culture in our values and norms as an organization. Inspire Academy continues to meet this community need by utilizing curriculum with a whole world focus, prioritizing diverse representation in hiring practices and student recruitment practices, and continuing to create time and space for professional development and staff conversations surrounding race, resource access, and education.

Research has shown that strong literacy skills are best developed as young as possible. In 2016, Muncie BY5 conducted research on kindergarten readiness in Delaware County by having each public school in the county (charter and districts) conduct an Essential Skills Assessment at the kickoff to kindergarten. Throughout the

county, 28% of students were identified as kindergarten-ready and 21% of students were identified as somewhat ready. At Inspire Academy, only 4% of students were identified as kindergarten-ready, and only 17% were identified as somewhat ready. This means that compared to the 49% of students throughout the county that come to kindergarten at least somewhat equipped with essential skills, only 21% of students coming to Inspire Academy are at least somewhat equipped with essential skills. This demonstrates that Inspire Academy is connecting with families in need of significant early learning support, and in order to meet this need, Inspire Academy has added preschool programming and increased our early literacy focus in recent years, an investment that will manifest in the lives of children over the course of the next two charter terms.

2. Describe the school's size, community/communities, location, and changes it has experienced over the last charter term. Include demographic and socio-economic changes about the students, staff, and community at large.

Located on East 16th Street on the south side of Muncie, Inspire Academy currently serves approximately 165 students in PK - 8th Grade. With few exceptions, Inspire Academy families reside in the city of Muncie, and this has remained consistent over the term of the charter. Inspire Academy has experienced few changes in the population of students served. The school consistently serves a student base in which over 75% of our students are experiencing poverty. The demographic of our student body has historically been between 60-65% White students, with 35 - 40% primarily Black and multi-racial. Our staff demographics shift a bit more from year to year based on the small size of our staff, and the candidate pools from which we draw. Even so, our hiring practices are such that when we face difficulty finding diverse representation amidst teacher candidates, we make up for the homogeneity by ensuring staff in non certified positions are from similar backgrounds as our students.

Both Inspire Academy and the community of Muncie have experienced tremendous change over the past few years. At the beginning of Inspire Academy's second charter term, the School Founder stepped away from leadership, causing Inspire Academy and the Board of Directors to reevaluate the roles and responsibilities of onsite leadership. Following a period of leadership transitions, the Board of Directors and School Founder determined that, while the long-term goal is to sustain an Executive Director and Principal, the school needed the stability in leadership that the School Founder resuming onsite, daily leadership could provide. While these leadership changes posed challenges to the organization, this experience caused Inspire Academy to create a clear succession plan for future use to better guide the process of transitioning any key leadership positions.

Soon thereafter, in spring of 2020, the Muncie community was shaken by the COVID-19 pandemic. Broad shutdowns occurred to prioritize safety, including onsite school services. Many working families could no longer work, and in communities like Muncie, where the economic status of families is already comparatively low, life became downright difficult. While this time brought a lot of uncertainty, Inspire Academy embraced the challenges and developed stronger schoolwide systems so that families with students in multiple grades could easily navigate expectations for remote learning and ongoing school communication amidst physical distance. Statewide, many families began to shift to homeschooling or virtual schools as a means to navigate the shutdown of in person learning, impacting school enrollment in brick and mortar schools. Inspire Academy was not exempt from this trend, but for the families who remained enrolled in our school, the feedback was broadly positive, showing strong approval of the way the school was handling the pandemic and remote learning.

Returning to the school building in the summer of 2020 was an exciting hurdle to cross, but many things that make Inspire Academy unique, such as face-to-face group work and field work, remained on pause, as we resumed normal operations one step at a time to ensure everyone's safety throughout the process. During the 2020-2021 school year, one third of our families chose to remain offsite and engage in our eLearning program, demonstrating that many families still felt uncertain about when it was safe to resume classroom attendance amidst the perils of the new COVID-19 virus. By August of 2021, new parameters were put in place to encourage families to return to school, and only a few families remained on Extended eLearning. At the time of

the writing of this application, variants of the COVID-19 virus continue to surge and impact government, business, schools, and especially, hospitals throughout Muncie and the world.

During 2020, the Muncie community was impacted by the ripple effects of high profile cases of racial violence in our nation, and the pandemic magnified inequities in our society along the lines of race and socio-economic status. Topics of racial equity became more mainstream, and Inspire Academy's historic commitment to addressing current societal issues in our curriculum, with our students and staff, and in leadership conversations proved to prepare us well to navigate this season as an organization.

3. Provide an overview of the key design elements and how the school implements these elements, including; primary instruction methods, assessment practices, and essential features of the model.

Inspire Academy uses *EL EDUCATION CORE PRACTICES: A VISION FOR IMPROVING SCHOOLS* to guide curriculum and instructional methods. This guide is updated every few years by EL Education to ensure that our core practices reflect the most current research on best practices in education. The student achievement outcomes for this approach are organized into three dimensions: mastery of knowledge and skills, character, and high quality work. In response to a best practice learned through our Executive Director participating in the Indiana Principal Leadership Institute, Inspire Academy created a one page document of clear expectations to be posted in every classroom. The document outlines primary instruction methods, assessment practices, and essential features of the model that teachers must prioritize amidst the many expectations teachers are regularly expected to balance ([Executive Summary Attachment #1](#)). The document is organized by elements that should *always* (daily) be seen in every classroom, elements that should *sometimes* (weekly/monthly) be seen in every classroom, and practices that should *never* be observed in any classroom or engaged by any adult in the building. For the purpose of this renewal application, each primary instruction method is labeled as PIM, each assessment practice as AP, and each essential feature of the model as EFM, extending the table beyond the one page view teachers' have posted in their classrooms. The MTSS Guiding Document ([Executive Summary Attachment #2](#)) provides even more detailed information on Inspire Academy's assessment practices and related tiered support approach.

4. Describe any anticipated changes to the essential terms of the school's educational program, as described in the current charter. [...]Discuss any associated challenges or risks to these changes.

Inspire does not anticipate changes to the essential terms of the school's educational program, including but not limited to the school's mission, course of study, instructional program, or mission-specific goals. Due to the changes the school and surrounding community have experienced, described in section II.A.2, the Board of Directors and Leadership of Inspire Academy foresee that stabilization, sustainability, and maturing the organization should be our primary focus during the term of this upcoming charter. As part of this process, Inspire Academy is dedicated to continuous improvement, always adapting and refining the educational program and mission-specific goals to ensure that our students receive effective educational services. Inspire Academy leadership has completed high ability training in preparation to add more high ability programming for our advanced learners and twice exceptional students. Similarly, prior to the pandemic, Inspire Academy began the process of becoming a STEM certified school by the IDOE. However, in light of the current pandemic, we intend to wait to implement new programs until interruptions and challenges caused by COVID-19 have significantly declined. Currently, Inspire Academy provides PreK programming as a not-for-profit. We would like to request that the PreK grade configuration be added to the terms of this upcoming charter to reflect the grade configuration Inspire Academy has in the IDOE system. In the future, Inspire Academy would like to add a high school, but for the duration of this next charter term, we expect to remain focused on growing and improving our K-8 programming. However, if growth and improvement move more rapidly than anticipated, the Board of Directors may approach the Ball State Office of Charter Schools for a grade level expansion.

Goals and Plans

1. State and provide an overview of the charter school's future goals. Summarize the plans for accomplishing these goals (*e.g.* academic benchmarks, organizational changes, facility improvements, financial stability).

Inspire Academy is focused on three primary goals: increase standardized test scores until we score above average, fill our school to capacity and beyond, and ensure every student has a user-friendly portfolio that is filled with complex, authentic work.

Increase Standardized Test Scores Until We Score Above Average

In order to fulfill the goal of increasing standardized testing scores, Inspire Academy is currently in the process of shifting its standardized benchmarking focus to a curriculum-based benchmarking focus in order to increase teacher agency in the improvement process. As such, we currently have both NWEA benchmarks and curriculum-based benchmarks drafted to aid in monitoring progress toward our goals as a school. While the pandemic presents challenges to identifying what are both rigorous and realistic benchmarks, our winter and spring benchmarks for annual progress monitoring during the 2021- 2022 are as follows:

Winter

- NWEA: 50% of students meet projected growth
- Skills Block: 50% of students move up a color range on data tracker
- Open Up Resources Math: 80% of students achieve 80% or higher on semester exam
- EL Module and Bridges Exams: 80% of students achieve an average of 80% or higher on all first semester exams

Spring

- NWEA: 55% of students meet projected growth
- Skills Block: 90% of students in green or blue on data tracker
- Number Corner: 80% of students achieve 80% or higher on post-test
- Open Up Resources Math: 80% of students achieve 80% or higher on semester exam
- EL Module and Bridges Exams: 80% of students achieve an average of 80% or higher on all second semester exams

Fill Our School to Capacity and Beyond

In order to fulfill the goal of filling our school to capacity and beyond, Inspire Academy is closely monitoring culture, climate, and parent satisfaction by dedicating one Board meeting per quarter to this topic. During our quarterly topical meeting cycle, Inspire Academy's Director of Culture and Executive Director present the Board with satisfaction survey results, enrollment data and trends, and patterns in student discipline and achievement.

While the pandemic presents challenges to identifying what are both rigorous and realistic benchmarks, our projected enrollment benchmarks are as follows:

Without PreK enrollment included:

- 2022 - 2023 - 168 students
- 2023 - 2024 - 188 students
- 2024 - 2025 - 202 students
- 2025 - 2026 - 209 students
- 2026 - 2027 - 215 students

With PreK enrollment included:

- 2022 - 2023 - 180 students
- 2023 - 2024 - 200 students
- 2024 - 2025 - 214 students
- 2025 - 2026 - 221 students
- 2026 - 2027 - 227 student

Additionally, Inspire Academy's leadership and Board of Directors believes that pursuing our implementation priorities and meeting our benchmarks in each of our three dimensions of student achievement will positively impact enrollment outcomes. These benchmarks can be viewed in detail in the IASI SY2122 Annual Strategic Work Plan ([Executive Summary Attachment #3](#)).

Ensure Every Student has a User-Friendly Portfolio Filled with Complex, Authentic Work

Portfolio assessment is the process by which students prepare a selection of work that demonstrates knowledge, skills, and growth. This system is how we holistically assess student progress on state standards as evidenced by authentic student work. Over the past twelve months, Inspire Academy teachers have led students in second grade and higher through transitioning paper and binder portfolios to digital portfolios.

We use portfolios as a system to document student learning for the following reasons:

- It allows our students to engage in *authentic tasks*. Students demonstrate their learning using a “real world ” process (in contrast to standardized tests). They are then asked to defend their knowledge in the face of inquiry from their peers, teachers, and parents.
- Students are able to demonstrate the skill of *revision over time*. Long term planning and execution are keys to success in college and professional environments. We want to foster those skills early to build perseverance and a commitment to quality.
- It asks students to *reflect* on their learning.
- It asks students to work on their *public speaking skills*. Students demonstrate that they are able to orally convey their ideas to various audiences.

Our goal is to have schoolwide portfolio systems strong and consistent enough to use as valid qualitative data by the next charter renewal cycle. The guidance for teachers’ use of portfolio assessments to document student growth and achievement is provided in further detail under *Continuous Improvement Practices, III Student Performance Diagnostic*.

As part of this work to accomplish our long-term goals and plans, Inspire Academy has been working steadily toward the improvement of facilities and grounds. Creating a learning environment students, families, and staff can regard with pride will contribute to meeting all these goals. Since 2016, when Inspire Academy purchased our current building and grounds, we have systematically improved the space to suit the school’s needs. Below is a breakdown of large projects recently completed or currently underway:

- **Roof:** Inspire Academy has contracted Foursquare Solutions to oversee the replacement of the school roof, breaking it into four stages for affordability. Foursquare Solutions manages every step of the project from procurement to inspection. For further detail on this project, see section V.3. of this application.
- **HVAC:** Inspire Academy has contracted Mote & Associates to engineer and oversee a master plan for upgrading the HVAC system to improve air circulation, air quality, add centralized air conditioning, improve consistency of temperatures throughout the building, and upgrade all outdated portions of the system. For further detail on this project, see section V.3.
- **Grounds:** As a school committed to taking a holistic approach to education and routinely including fieldwork in our curriculum, enhancing our outdoor learning spaces at Inspire Academy is an integral part of meeting our goals. In recent years, along with new equipment, we were able to install accessible poured rubber playground surfacing with the support of community partners. We were also able to create an Outdoor Learning Lab through, further described in V.3. Using ESSER III funds, we recently installed decking in our Outdoor Learning Lab so that classes have a platform from which to conduct research, or just sit and enjoy the surroundings. Our next steps for developing this space include adding canopy shade covering and seating on the classroom deck and creating an accessible path connecting our Outdoor Learning Lab to Cardinal Greenways.

2. Summarize plans for addressing any past academic, organizational, or financial deficits.

Past academic deficits identified by the Ball State University Office of Charter Schools included standardized testing scores, chronic absenteeism rates, overall attendance rates, and suspension rates. Inspire Academy is committed to inquiry-based education, an approach that was included in John Hattie's 2009 meta-analysis entitled *Visible Learning*—Hattie's term for learning that is evident in quantitative studies. Overall, the effect size of inquiry-based teaching was $d = .31$ which is not large enough to be within Hattie's zone of desired effects. However, when further dissected, the following subsets of data are significant enough to maintain an inquiry-based approach to teaching and learning. While the effect of inquiry-based teaching on science content was low ($d = .16$), the impact on students mastering the science process was well within the range of desired effect ($d = .52$) (Bredderman, 1983 as cited in Hattie, 2009). Along the same lines, inquiry-based education had a very high effect size ($d = 1.02$) on critical thinking skills compared to a borderline effect size on achievement ($d = .40$) (Smith, 1996 as cited in Hattie, 2009). One final subset of data worthy of note is indication that inquiry-based teaching may have significant effects on atypical students who had not previously been encouraged to engage a critical thinking framework (Hattie, 2009). In summary, a broad array of research indicates that inquiry-based instruction produces students with improved attitudes towards content and students who can think critically and engage the science process.

In light of this research, Inspire Academy is supplementing inquiry-based instruction with the following strategies, described in greater detail in section III. *Student Performance Diagnostic*, to address the deficit of low standardized test scores:

- Implementation of EL Education Skills Block Microphase benchmark assessments, with tiered small group intervention.
- Implementation of supplemental EL Education Skills Block systematic phonics curriculum.
- Implementation of expert coaching and support for teachers' use of standardized testing data to inform instruction.

According to Hattie (2009), students' self-reported grades and ability, or self-efficacy, has the highest effect ($d = 1.44$) of all influences researched. We know that students who fail repeatedly in any domain begin to waver in their belief of their own ability to achieve. As such, Inspire Academy is committed to continuing an inquiry-based approach while supplementing that approach with foundational skill-building opportunities to ensure students have the well-rounded education needed for future success.

In order to improve chronic absenteeism and overall attendance rates, Inspire Academy has made policy changes. At the time the deficit was identified, Inspire Academy's policy was to record a half day absence for students who arrived more than a half hour late to school or left more than a half hour early. After reviewing common practice, Inspire Academy determined that allowing a more lenient tardy policy rather than rushing to mark students absent could improve attendance rates and incentivize chronically tardy students to consistently attend school. With this shift, we saw marked improvement in attendance rates (moved from *needs improvement* to *meets standard*) and in chronic absenteeism (moved from *falls far below* to *needs improvement*) within one year. The following year, the COVID-19 pandemic hit and has since impacted the school community in ways that make it difficult to fault any party for attendance rates. As such, all incentivized attendance initiatives have been paused until COVID-19 vaccinations are widely available to students under twelve years of age. As a result of new developments during this season, Inspire Academy is updating its attendance policy further to include the relatively new category, not previously included in the policy, "exempt absences." These are absences recognized by State officials as unnecessary to count against student attendance, provided adequate documentation is on file. With this policy enhancement, we expect to see attendance rates at Inspire Academy steadily recover and rise above prior levels.

In order to address suspension rates, Inspire Academy has been engaged deeply in work surrounding de-escalation, responsive classrooms, and alternatives to suspension. In fall of 2019, our Executive Director engaged in training to become a certified trainer in Crisis Prevention Institute (CPI) de-escalation techniques.

Prior to this training, Inspire Academy was much more focused on the restraint portion of this approach than the de-escalation portion. Since this certification, Inspire Academy has drastically limited the number of teachers certified in restraint and strategically increased teachers trained in de-escalation. In tandem with this training, Inspire Academy revised student *Discipline Procedures* ([Executive Summary Attachment #4](#)) to align with schoolwide use of CPI language designed to equip staff to support student anxiety before it escalates to cause defensive behaviors that can quickly escalate to risk behaviors. As a result of this work, office referrals dropped by 78% between the 2019-2020 and 2020-2021 school years.

Alongside the significant decrease in office referrals, Inspire Academy is steadily reducing suspension rates with this coordinated approach of clear expectations, consistent follow through, and high expectations for the learning environment. Inspire Academy is also watching numbers related to race and gender as they relate to office referrals and suspension rates. Moving forward, Inspire Academy will track these numbers in real time to work to make conscious decisions to interrupt systemic racism as it relates to school discipline.

Past organizational deficits identified by the Ball State University Office of Charter Schools included ensuring regular review of income and balance sheet information, compliance with Ball State University's policy regarding Organizer Governance, ensuring timely notice of Board meetings, publishing the annual performance report on the Inspire Academy website, providing an annual calendar of Board meetings, ensuring that all reports on the *Master Calendar of Reporting Requirements* are completed, and improving the school's attendance rate. The Board has successfully addressed these deficits by providing staff directives and implementing regularly scheduled reviews of financial and compliance reports. These identified deficits and subsequent solutions are examined in greater detail in section V.4 of this application.

3. (OPTIONAL) Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Executive Summary Attachments included in appendices.

III. Student Performance Diagnostic

Academic Performance Framework

1. Describe indicators that show a positive and negative trend in performance.

In alignment with the state of Indiana, Inspire Academy's state test scores have demonstrated a negative trend since the state test changed from ISTEP+ to ILEARN in 2019, followed by pandemic interruptions in 2020 and 2021. In English Language Arts, Inspire Academy's rank among schools in close geographic proximity jumped up from #10 out of 11 schools in 2018 to #7 out of 11 schools in 2019 and 2021 (2020 data unavailable due to pandemic related test cancellation). This data indicates that while state test scores at Inspire Academy trended downward in alignment with the state pattern, they did not drop as severely as surrounding schools.

2018			2019			2021		
Rank	School Name	ELA Proficiency %	Rank	School Name	ELA Proficiency %	Rank	School Name	ELA Proficiency %
1	Burris	82.1	1	Burris	71.6	1	Burris	61.9
2	INDIANA	65.2	2	INDIANA	47.9	2	EWA	42.3
3	EWA	60.2	3	EWA	46.8	3	INDIANA	40.5
4	West View	52.6	4	West View	45.3	4	Northside	35.4
5	North View	52.4	5	North View	37.8	5	North View	27.6
6	Longfellow	43.5	6	Northside	33.7	6	West View	25.4
7	Northside	42.9	7	Inspire	20.7	7	Inspire	14.7
8	Southside	38.7	8	Southside	20.5	8	Southside	14.5
9	South View	35	9	Longfellow	13.5	9	Longfellow	13.9
10	Inspire	32.4	10	South View	13.5	10	South View	10.7
11	Grissom	27.1	11	Grissom	8.8	11	Grissom	6.7

In mathematics, Inspire Academy's rank made an even larger jump than ELA rank between 2018 and 2019 but

then dropped again in 2021. This is reflective of the reality that teachers were instructed to prioritize literacy over other skills amidst pandemic interruptions, resulting in maintaining rank in English language arts at the sacrifice of mathematical achievement.

2018		
Rank	School Name	MAT Proficiency %
1	Burris	75.7
2	EWA	59.5
3	INDIANA	58.5
4	West View	48.3
5	North View	47.6
6	Longfellow	37.2
7	South View	35.7
8	Northside	31.7
9	Southside	31.3
10	Inspire	29.5
11	Grissom	21.9

2019		
Rank	School Name	MAT Proficiency %
1	Burris	69.6
2	West View	52
3	EWA	50.9
4	INDIANA	47.8
5	North View	47.4
6	Inspire	25.3
7	Northside	23.9
8	Longfellow	19.7
9	Southside	19.4
10	South View	17.9
11	Grissom	14.8

2021		
Rank	School Name	MAT Proficiency %
1	Burris	59.7
2	EWA	40.9
3	INDIANA	36.9
4	West View	30.6
5	North View	28.8
6	Northside	15.6
7	Longfellow	15.3
8	Inspire	13.6
9	South View	7.8
10	Southside	6.5
11	Grissom	6.1

An additional noteworthy trend, Inspire Academy is beginning to show progress in undermining the nationwide alignment of under-resourced communities with low standardized test scores. According to 2021 data, Inspire Academy has one of the highest poverty rates of any school in Muncie, Indiana. As is represented in the chart below, there is a clear divide in achievement between well-resourced communities and under-resourced communities. With the fewest well-resourced students, Inspire Academy is at the top of the divide, with our sights set on shattering the glass ceiling.

2021				
Rank	School Name	ELA Proficiency %	MAT Proficiency %	Economically Disadvantaged %
1	Burris	61.9	59.7	23.2
2	EWA	42.3	40.9	50.1
3	INDIANA	40.5	36.9	45.9
4	Northside	35.4	15.6	55.8
5	North View	27.6	28.8	43.4
6	West View	25.4	30.6	41.4
7	Inspire	14.7	13.6	73.9
8	Southside	14.5	6.5	73.9
9	Longfellow	13.9	15.3	67.1
10	South View	10.7	7.8	70.3
11	Grissom	6.7	6.1	65.9

2. If academic performance has resulted in a rating of ‘Falls Far Below’ on any Quality indicator in the Ball State Academic Framework during the charter term, please provide the school’s assessment of those results and describe changes being made to address any deficiencies.

To address QI 1.1.c, QI 1.2.a., QI 1.2.j., and QI 1.3.a., the following changes have been made to improve the deficiencies in standardized outcomes:

- Teachers are trained in the science of reading development, and the EL Education systematic phonics program is being implemented in all K-2 classrooms to ensure that all Inspire Academy students have the foundation they need to become proficient readers.
- Teachers of students in K-2 are now required to administer the Skills Block benchmark assessments and track that data, implementing additional tiered small group interventions when needed to accelerate learning when students come to school behind in their skills or facing other learning challenges.

- Teachers of students in 3-5 are now required to implement the EL Education Additional Language and Literacy Block with fidelity.
- Instructional coaching from a curriculum expert is provided to teachers to ensure they are teaching all foundational skills and content without sacrificing commitment to building student agency and engagement through structured protocols.
- Inspire Academy has added a Data Coach to help teachers align standardized outcomes with the inquiry-based curriculum to ensure that teachers are fully equipped and empowered to adapt instruction, based on standardized data in both mathematics and English language arts without sacrificing the commitment to honoring a spirit of inquiry in the classroom.

These improvements have already begun to show significant gains, as our IREAD scores rose to 67% in spring and 78% in summer of 2021. This is a 21.5% gain from the 2019 scores cited in the Academic Performance Framework. The accomplishment of these gains in the midst of pandemic interruptions indicates that further gains will be made when interruptions caused by the pandemic cease.

To address QI 1.1.b., QI 1.1.c., and QI 1.1.d, Inspire Academy has revised and recreated its MTSS structure to ensure low performing students receive adequate support and increased small group attention ([Executive Summary Attachment #2](#)). Additionally, Inspire Academy has been working to compensate for certified worker shortages in special education by “growing our own.” Two of our uncertified special education service providers are working on bachelor’s degrees in special education. As these committed and skilled service providers receive more training, their services will transition from good to great.

3. Provide any academic performance-related evidence, supplemental data, or contextual information that may not be captured in academic framework.

Inspire Academy is committed to an asset-based perspective of our community, and with this strength, comes a hesitation to share stories of just how many challenges our students overcome with the support of their teachers. Without names, below are specific student experiences and stories to provide context to the work that is happening at Inspire Academy.

In 2020, we received an upper elementary student with a long history of bullying, negative behaviors, and extremely low academic performance or engagement. With some hard work during the adjustment period, we were able to help shift the way the parent spoke about her child in front of the student because a child’s self-efficacy is a top indicator of success (Hattie, 2009). Our team also identified that the child had been retained at grade level twice in elementary, making him much larger than his peers physically and bitter at the younger, much less mature students with whom he was sharing a classroom. We also identified that the student had a hard time processing very simple mathematical concepts typically mastered several grade levels below his already lowered grade level. As a result, Inspire Academy processed a special education evaluation, identified clear disabilities to support, and moved him to resume class with peers of the same age, with appropriate accommodations in place. Since then, the student has become engaged in class, engaged in assessment, and committed to completing some work when he had previously refused to engage in any work. This summer, the unsupervised student committed a significant behavior infraction on school property, providing Inspire Academy the opportunity to meet with the student and parent and set up a plan for starting the school year well with strong levels of accountability and support in place. This student still has a long way to go, but Inspire has changed the way he looks at his path of opportunity and has re-engaged him in his education.

The next piece of contextual information is a summary of multiple student stories who experienced similar journeys - students on the autistic spectrum who arrive at Inspire Academy unable to function in a classroom environment - who then achieve full functionality in a classroom environment through Inspire Academy’s comprehensive approach. These students arrive at school their first day overwhelmed and terrified. Tantrums and melt-downs can look like throwing things, screaming, using negative language, or physically harming those

within reach. Through an incremental approach, the Inspire Academy team provides a structure and consistency that begins to reduce the students' anxieties. Restraints quickly reduce as the child is taught where a safe, allowable "flight" space is when the student is in "fight or flight" mode. At times, this can be loud and messy. Early in the process, students on the autistic spectrum may run down the hall to their safe space, seemingly out of control, except for the key indicator that they are headed to the space directed by caring adults. It's a first step toward compliance and acclimation. Then, the students self-soothe and speak with adults who engage in the CPI process of rebuilding therapeutic rapport once the student regains rationality. The students then begin to routinely work with our school therapist and special education support staff. A plan is developed. Students learn to self-identify the physical signs of the onset stage of anxiety and ask for help before they lose rationality on the CPI escalation continuum. Through this process, students on the autistic spectrum develop a bond with key staff members and build a sense of trust and safety. Then, the students begin to develop peer connections. Finally, the student is consistently in class, engaging in discussions, seeking information, asking for support, and with a few accommodations, fully adjusted and engaged in the academic process.

Next Inspire Academy will share a story of walking through loss together. Serving a student body heavily impacted by poor health support, neighborhood violence, and domestic violence, we routinely walk students through loss and grief. It was just another school day when we learned that the man we usually saw supporting his son at pickup every day after school had been shot and killed the night before, the father of a kindergarten student and other younger siblings. Our school community was shaken. The teacher and administration found ways to surround the family and support the student. Not long afterward, a class was studying the Bill of Rights, comparing it to the Universal Declaration of Human Rights as a way to engage multiple complex texts and primary source documents. Through authentic student interest, the right to bear arms and the impact of gun violence was pursued by students for deeper study. Engaging discussions led to a powerful presentation of the high percentage of students in the class impacted by violence. Fast forward a few more years to our current charter term, and our young friend who lost his father is now in middle elementary and speaking publicly at a school event about why Inspire is meaningful to him. Below is an excerpt from his speech:

I'm going to be talking about Wear Orange day. This is something we do at our school where we talk about people's parents or someone else in their family that was murdered by a gun or something violent. On this day we wear orange shirts and we go in a room and we talk about it and how we feel. We also make videos on how to stop gun violence. And we don't want people to kill other people not just with guns, but with anything! Parents and children have gotten killed from our school and we just want it to stop.

This student and his brother who lost their father that year early in the life of our school are still thriving. They are engaged in school, contributing to lively discussions about access to resources, completing work, and joining extracurricular activities. They are growing. They have a sense of purpose and belonging and a connection to the curriculum because of Inspire's approach to educate the whole child and tie curriculum to modern events students are encountering.

Finally, we want to share a recent example of a final product. During the statewide closure of schools due to the pandemic that shook our nation in the spring of 2020, teachers throughout our school, city, and nation were charged with the task of immediately adapting everything they knew to the remote environment. Nationwide, students everywhere were falling through the cracks due to limited access to resources and teachers. As a school well accustomed to tragedy and trauma, Inspire Academy mobilized, and one group of students created a website to help other students cope with the isolation of quarantine. In their *Conquer Quarantine* site ([Student Performance Attachment #1](#)), students who would have been tagged as likely to disengage were working on a multiple draft writing project about ways to stay physically and mentally healthy during a season when kids were at risk. They had a sense of purpose and created high quality work, in spite of the physical distance.

These are merely examples that are representative of the hurdles Inspire Academy students clear daily to achieve success. Many of our students still have a long road ahead of them academically, socially, and emotionally. However, Inspire Academy is standing in the resource gap to help ensure our students climb as quickly as possible to lead fulfilling lives as active citizens who have the self-efficacy to achieve their full potential and contribute to a better world.

Continuous Improvement Practices

1. Does the school engage in a systematic, inclusive and comprehensive process to review, revise and communicate the school's mission and design? Please describe this process, and when it last occurred, or is planned.

Inspire Academy engages a systematic, inclusive, and comprehensive process to review, revise and communicate the school's mission and design annually with several checkpoints throughout each year. In addition to the administrative team, Inspire Academy has an Executive Advisory Team (EAT), an Instructional Leadership Support Team (ILST), and a Board of Directors all influencing the direction of the organization. Annually in June, the Executive Director, in partnership with EL Education, leads the EAT and the ILST through a three day strategic planning retreat. During this time, participants review the school's mission and long-term goals and engage deeply in conversations about the design of the school and implementation priorities. Based on these conversations, the teams create specific quarterly goals to build momentum toward completion of the long-term goals. By the end of each retreat, an annual strategic work plan is completed that the Executive Director then presents to the Board of Directors in July or August of each year. The outcomes of the strategic planning retreat are referenced regularly in monthly meetings with each leadership group.

With the exception of pandemic interruptions in 2020, the Board of Directors holds an annual strategic planning retreat. During this meeting the broader scope of strategic planning is engaged to include mission and implementation, board training, policies and procedures, facilities and financial priorities, and academic programming and outcomes. This planning retreat is facilitated by the Board Chair with the support of the Executive Director and Financial Manager. Outcomes of the Board strategic planning retreat vary by year, based on the needs of the school. Outcomes include charter renewal applications and all associated documents, comprehensive plans to guide decisions in various domains over the course of multiple years, and improvement of systems for effective governance via board training.

To date, each time the school mission has been reviewed, all involved teams agree that the mission statement continues to prove to be a timeless representation of our purpose for existing as an organization. However, the design of the school has shifted over time to ensure continuous improvement and reflect current research on best practices in education.

2. Describe the school's assessment system and how it is used to improve instructional decision-making, support student learning and implement professional development.

Inspire Academy uses a comprehensive assessment battery to collect multiple points of data on the achievement of each student ([Student Performance Attachment #2](#)). Based on data trends, long term goals are pursued through annual implementation priorities and benchmarks, which are supported by quarterly targets for teacher practices and student outcomes. Once these items are identified, a calendar of professional development is organized to provide support to teachers for improving practices and to ensure impact on student learning. In addition to this school wide approach, individual support is provided to teachers via an EL Education curriculum coach and our recently added Inspire Academy data coach. The curriculum coach focuses on improving curriculum implementation to ensure student outcomes, and the data coach focuses on helping teachers navigate translating standardized assessment scores to strategic instructional moves.

3. Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.

Inspire Academy uses student portfolios, student-led conferences, passage presentations, and exhibition nights to gather a comprehensive set of evidence that includes both qualitative and quantitative data to evaluate the effectiveness of the academic program.

Student Portfolios

When reviewing student portfolios, Inspire Academy is primarily looking for the attributes of High Quality Student Work, as defined by EL Education ([Student Performance Attachment #3](#)).

Our next step in improving the portfolio assessment process is creating a more uniform template with guidelines for content to ensure the smooth transition of portfolio management from year to year and to increase consistency of rigor in student portfolios. In order to facilitate this process, a guidance document ([Student Performance Attachment #4](#)) has been created for teachers to follow as they work to center portfolio assessments in documenting student growth and achievement.

Student-Led Conferences and Passage Presentations

Student-led conferences are another means of student-engaged assessment that requires each student to reflect deeply on their learning and ensure they can communicate their progress and goals effectively with invested parties (namely, parents and teachers). Through this practice, students collect evidence of their achievement and compile the foundation for their passage presentations. Passage presentations are a more formal version of the student-led conference, during which students who are approaching a transition in their schooling (elementary to middle, middle to high) share evidence of their growth, achievement, and areas for improvement, to a panel of reviewers that includes a representative from the next level team, Board representatives, and the Executive Director. On an annual basis, this provides board members and the Executive Director direct access to student achievement in real time, in an authentic setting, for a representative cohort of students. The Board of Directors routinely reflects on knowledge gained through these Passage Presentations at board meetings.

Exhibition Night

Exhibition Night is an end of semester celebration of learning during which students present their new knowledge to guests. While guests and parents are listening to presentations, staff and board members can mingle and listen, view authentic student work, and develop an awareness of school-wide patterns of strength and opportunities for growth and future development.

This coordinated approach to gathering qualitative and quantitative data is then triangulated with the school data trends gathered from the assessment battery to ensure that students are being provided with targeted instruction and support to take their authentic work to the next level.

4. Describe how the school leadership implements a continuous improvement process that provides clear direction for improving student learning.

In 2020, Inspire Academy shifted from an annual goal-setting approach to a quarterly approach, as a means of accelerating the improvement process and increasing a sense of urgency in reaching teacher practice goals that improve student learning. This shift in approach has also proved effective with the rapid pace of change experienced throughout the COVID-19 pandemic. Throughout each school year, observations are made with focus on curriculum implementation and teacher practices. Using evidence gathered from these observations, the Curriculum Coach and Executive Director identify key areas for ongoing coaching and feedback for improvement. At the end of each school year, observation data is compiled and reviewed for incorporation into the annual strategic planning retreat.

During the annual strategic planning retreat, the Executive Advisory Team, Instructional Leadership Support Team, and Executive Director review the school's mission and long-term goals and engage in deep conversations about the design of the school, areas of strength and opportunities for growth, and implementation priorities for achieving our goals. Based on these conversations, the teams create specific quarterly goals to build momentum toward completion of the long-term goals. By the end of each retreat, an annual strategic work plan is completed that includes a professional development calendar to ensure teachers receive adequate training and support to accomplish school wide goals, as well as individualized goals.

Prior to the start of each school year, teachers participate in summer institute, a strategic week of training, guided by the annual strategic work plan, to prepare teachers to accomplish the first quarter school wide goal. During summer institute or during the first few weeks of school, the school leader also goes over annual performance evaluations with teachers, and collaboratively, the teacher and school leader create individualized first quarter goals to improve a key opportunity for growth identified through the evaluation process. Teachers then use a quarterly tracker to document key action steps toward both the school wide goal and their individualized goals. This tracker is both a tool for self-accountability and for celebration of small accomplishments along the way toward larger milestones. Teachers are expected to identify peers who will hold them accountable and to meet with those peers regularly to monitor progress toward their goals. At the next quarterly cycle, the teachers check in with the school leader to review progress and identify whether they are ready to shift focus to a new area of growth and development or whether they need to extend the goal within the same domain to solidify and further enhance the targeted teacher practice.

5. Describe how leadership and staff supervision and evaluation processes have resulted in improved professional practice and student success.

Based on reading *Visible Learning* (Hattie, 2009), *The 12 Week Year* (Moran & Lennington, 2013), and *Improving Teacher Development and Evaluation* (Marzano et al., 2020), as well as adapting basic progress monitoring practices to the needs of adult learners, the Executive Director has developed a system for staff supervision and evaluation processes that is improving effectiveness. During the 2019-2020 school year, the Executive Director introduced the team to Hattie's (2009) synthesis of over 800 meta-analyses, referencing key levers to impact visible student outcomes. One of the recurring themes highlighted was multi-directional feedback: feedback from teachers to students, feedback from students to teachers, feedback from teachers to leadership, feedback from leadership to teachers, etc. Inspire Academy set a school wide goal in Fall of 2020 for all staff members to consistently use schoolwide language to give students prompt, specific feedback.

Historically, one area Inspire Academy had identifiable weaknesses was in prompt, specific written feedback. Our team was great at constant, oral feedback, but our team was not good at prompt grading and prompt written feedback that students could refer back to when making revisions and corrections. In conjunction with this school wide goal, the Executive Director built in mechanisms for progress monitoring, such as checking grade books regularly for real-time grades available to students and asking teachers how they were doing on other elements of written feedback. Within one quarter, Inspire Academy's grading practices overturned a multi-year deficit, and parents and students could now see grades in real time instead of having to wait for teachers to play catch up near the end of each quarter.

Then, moving into the second quarter, the school wide goal shifted to a student outcome goal on formative assessments, while the Executive Director's individualized goal focused on providing strategic, evidence-based feedback to staff members, as a model for continuing the momentum begun on feedback in the first quarter. Similarly, teachers who still had not mastered the school wide goal of providing students prompt, specific feedback, kept this as their individualized goal while adding the school wide second quarter student outcome goal. This cycle continues throughout each quarter of each school year.

Needs of Learners

1. Describe the systems in place to monitor the progress of individual students and facilitate communication between interventionists, classroom teachers and parents regarding the needs of individual students.

Inspire Academy staff primarily use Google Sheets for collaborative progress monitoring in order to facilitate effective communication between interventionists, classroom teachers, instructional support, and administration. This approach allows all staff working with students to enter names, dates, tiers, scores, notes, and other data in a way that other staff can see the progress or lack of progress and plan for best next steps. Parents receive communication via the Parent PlusPortal that is part of our student information system. The Parent PlusPortal works seamlessly with parents' personal emails, alerting parents of updates via the inbox they use most routinely. Included in the Parent PlusPortal is an eportfolio, into which the school uploads key documents such as progress reports, notification letters, and test reports.

Every Monday, the school leader protects time for kicking off the week with four key priorities: staff communication, family communication, SEL MTSS collaboration, and teacher progress monitoring. This routine ensures that communication is consistent, and that student support is comprehensive and effective. After highlighting topics that impact both operational and instructional success in staff and family updates, the school leader meets with the Director of Culture and the School Therapist/Coordinator of Wraparound Services to monitor tiered supports for students for whom behaviors are interfering with learning, updating the shared MTSS tracker in Google Sheets. SEL tiered supports are prioritized because decreasing disruptive behaviors (*not* removing students) has a significant impact on increasing student achievement (Hattie, 2009). Finally, the school leader wraps up this weekly routine by checking in on the progress of teachers via centralized school data systems to ensure that teachers are completing the necessary steps to ensure the needs of individual students are being met.

2. Explain how the school supports diverse learners.

Inspire Academy supports diverse learners through a full inclusion model. One of our foundational principles at Inspire Academy is EL Education's design principle of Diversity & Inclusion, more specifically from its original source of Hahn's educational principle to "free the sons of the wealthy and powerful from the enervating sense of privilege" (Cousins, 2000). Hahn asserts that a school cannot build a culture of self-discipline and joy-filled rigor unless a significant portion of the student body brings life experiences of hardship and struggle into the educational process (Cousins, 2009). As such, Inspire Academy supports diverse learners through an asset based approach to education. Of every student we ask the question, what do they bring to the crew? Then, we build on that strength and train teachers in methods of increasing student agency.

For students who are academically behind, teachers ensure a higher percentage of small group instruction, per the school-wide MTSS guiding document. Teachers build various roles into expeditions to ensure that every student has a task that engages them and allows them to contribute something meaningful to the process. All students are introduced to curriculum and reading materials that include people of various races and ethnic origins. Inspire Academy also values students learning *from*, not just *about*, historically marginalized or excluded people groups. Thus, we are proactive about ensuring any over representation of Whiteness in teaching staff is supplemented by representation of a diversity of voices in authorship. Students with disabilities are provided extra support through special education staff pushing into the classroom, rather than pulling students out, in alignment with best practices.

3. Which subgroup(s) show a trend toward increasing performance, and which toward decreasing performance? Please support with data.

As a result of the state test change followed by a pandemic, there is little to no reliable trend data on increasing or decreasing performance. A quick glance at ILEARN scores will show that White and Multiracial student performance at Inspire Academy increased between 2019 and 2021 and that Black and Hispanic student performance at Inspire Academy decreased between these same years. Both students with disabilities and students without disabilities declined from 2019 to 2021 on ILEARN as well ([Student Performance Attachment #5](#)).

4. Describe persistent or closing achievement gaps between demographic groups, and strategies being used to address those needs. Please support with data.

Resource gaps that manifest as achievement gaps between students of various demographic groups persist on standardized testing at Inspire Academy, but there are not clear patterns of data to cite due to recent State testing changes followed by pandemic interruptions. Only ILEARN has been cited for the following reasons:

- In a school the size of Inspire Academy, subgroups on IREAD are too small to be statistically reliable.
- Due to NWEA solely serving as a formative assessment, Inspire Academy engaged a mix of remote and onsite environments to ensure teachers could gather as much data on individual student achievement as possible, while disregarding scores flagged as unreliable due to limited testing security and integrity measures in a remote environment. These conditions rendered the 2019-2020 NWEA results unreliable for identifying school-wide growth and achievement patterns.

The data that is available shows that a higher percentage of Hispanic and White students at Inspire Academy are “at or above” proficiency on ILEARN than Black and Multiracial students and Inspire Academy ([Student Performance Attachment #5](#)). These gaps are fairly closely aligned with standardized testing results throughout American history, likely as a result of residual systemic racism, based on the original construct of standardized testing being built during the World War era by eugenicist Carl Brigham who was creating a system to prove White intellectual superiority (Brigham, 1923). As this pattern continues, schools serving well-resourced families that have not been historically marginalized or excluded are labeled as “good” schools, and schools serving historically marginalized and excluded groups are labeled as “bad” schools, perpetuating self-segregation and the disproportionate distribution of resources. In order to address these challenges, Inspire Academy is doing the following:

- Employing strategies to reframe the conversation and de-center standardized testing and Whiteness as the primary measures of success. This has proven a challenge to Inspire Academy’s leadership and Board of Directors, as we work to design systems of assessment that honor the diversity of strengths and weaknesses that our young students bring to the world stage.
- Working to create a student portfolio system that can hold its weight in the field of qualitative research to honor and measure student intelligence that is screened out of standardized testing.
- Pursuing supplemental resources to ensure our students have access to high levels of individualized attention, quality programming and facilities, and experiences that students in higher resourced areas enjoy.
- Increasing focus on early literacy, with improved systematic phonics curriculum, training, and coaching/feedback cycles.
- Adding an after school tutoring program to extend the school day for students who need extra support learning to navigate and excel in the academic environment.

Student performance attachments can be found in appendices.

IV. Stakeholder Diagnostic

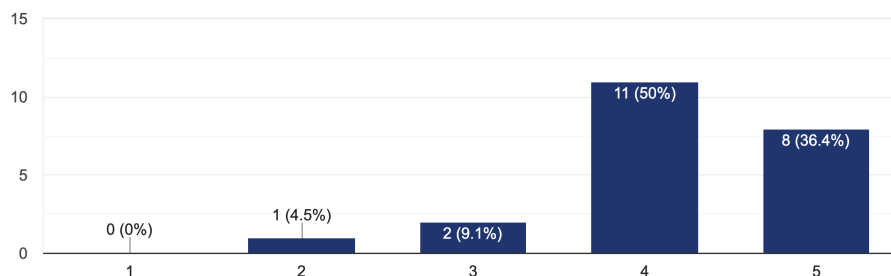
Recommended surveys to complete this diagnostic: Climate and Culture Surveys for Students and Parents, with option of customized questions

Inspire Academy sends an annual [Parent Satisfaction Survey](#) to parents and an annual Culture and Climate Survey to students and staff. Since the Culture and Climate Survey is part of a broader initiative with the Delaware County Coalition for School Counseling, the questions on each survey vary. As such, we have provided answers according to each survey category. In spring of 2021, we had 22 parents/guardians respond to the Parent Satisfaction Survey, 82 students respond to the student survey, and 16 staff respond to the staff survey.

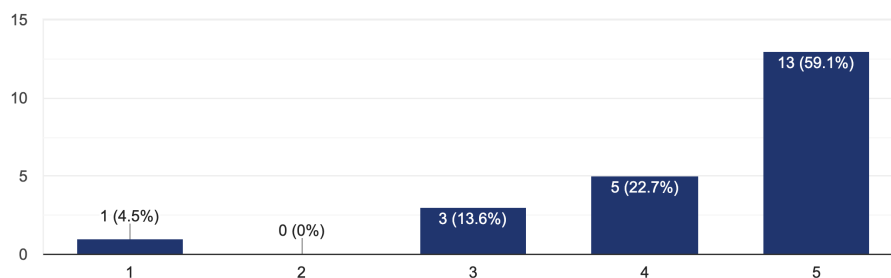
1. Which area(s) indicate the overall highest and lowest levels of satisfaction?

In our annual spring parent satisfaction survey, we provide families with two scale score questions and four short answer questions. Both scale score questions demonstrated high levels of satisfaction, with 86.4% of respondents indicating that they feel academic rigor is at the highest two satisfaction ratings and with 81.8% of respondents indicating that they feel communication is at the highest two satisfaction ratings, as demonstrated below.

Do you feel like your child is being challenged academically?
22 responses



How are we doing on communication? Do you feel like you're in the loop?
22 responses



In the student survey, some key positive takeaways between the 2020 survey and the 2021 survey include a 7% drop in students feeling suicidal (16% - 9%), a 14% decrease in students reporting having a problem dealing with a classmate in the same time period (51% - 40%), and a 14% decline in students being hurt by what people say to them (45% - 31%). In the midst of a pandemic, this speaks volumes to the support our students are receiving in areas of self-esteem and conflict resolution skills. In the student survey, students are also asked if they understand why they need a good education. There was a slight decrease in the number of students who expressed understanding of this concept (88% - 82%), but overall, this is still a high percentage and may be attributable to student transience.

Both staff and students surveys include the Classroom Climate Scale (CCS) (Miller-Johnson et al., 2004; Vessels, 1998). Inspire students showed significant growth on all three subscales of student-student relationships, student-teacher relationships, and awareness/reporting between year 1 and year 3 of the grant.

Additionally, Inspire students rated the three subscales significantly higher than their peers across the county ([Stakeholder Diagnostic Attachment #1](#)).

Staff were also asked questions related to their comfort levels in addressing student issues and the frequency with which they use trauma-informed practices. Between years 1 and 3, staff expressed increasing comfort levels in all areas, with the greatest gains in addressing students being bullied, students bullying other students, and depression/suicidal thoughts ([Stakeholder Diagnostic Attachment #1](#)).

2. Which of the above reported findings are consistent with findings from other sources (*e.g.* surveys, observations, anecdotal, third party reviews), please explain.

These survey results include in-house surveys and portions of third party reviews through the Indiana Youth Institute and the Delaware County Coalition for Comprehensive School Counseling. These results are consistent with observations and anecdotal evidence. Inspire Academy regularly receives feedback from evaluators and third party observers that we are ahead of the curve compared to other local schools and districts on a comprehensive approach to school culture, climate, and social-emotional learning. We attribute this strength to our habits-based approach to character education and EL Education's focus on three dimensions of student achievement: mastery of knowledge and skills, high quality work, and character.

3. What are the implications and/or challenges related to any negative stakeholder perceptions?

Inspire Academy routinely receives informal feedback, with the occasional reference to this in formal survey results, that Inspire Academy is viewed as a school for “bad kids,” language with which we are very uncomfortable. Societal self-segregation is one of the largest challenges Inspire Academy faces. Inspire Academy believes that *all* children benefit from being together, and we believe that *all* children can learn and want to learn. Walking families through our non-exclusionary practices, and helping families who reap the benefits of societal privilege appreciate the ways in which exposure to the struggle of others can strengthen their own children is a challenge.

We have received feedback from multiple representatives of various consulting groups and entities responsible for school accountability that shifting our student population would go a long way in “improving” our school. This worldview and professional philosophy are fundamentally opposed to our founding principles as a school. We target students who are falling through the cracks of the larger, traditional public education system. Inspire Academy students are largely students experiencing poverty who benefit from an immediate feeling of purpose in their learning through work that solves real-world problems or addresses societal issues that presently impact students.

Inspire Academy also works to communicate clearly with families what we are and what we are not. For example, we may explain that we are not a “reform school” or we may speak candidly with parents who are angry about high expectations at another school that we will be holding their children to high expectations at Inspire Academy. In the past eight months, Inspire Academy has implemented individual parent information sessions for each enrolling family with our Executive Director or Director of Culture. This is an opportunity for the school to go over our educational model, our expectations, and what families can expect from our team of educators. This process helps ensure that families are choosing Inspire Academy for our unique educational model, our diverse environment, and our multi-dimensional approach to student achievement, rather than simply because they are dissatisfied elsewhere.

4. How will survey findings inform school improvement plans? What actionable steps will be taken based on survey results?

Inspire Academy gleans the most information for actionable steps in our short answer questions to parents/guardians, listed below:

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

Actionable steps already taken as a result of survey results or that the school is preparing to take include:

- Initiating individual parent information sessions. See IV.4. of this application for more details.
- Emphasizing parent perspective and voice more in the strategic planning process and in marketing materials.
- Providing both paper and electronic versions of key information pieces such as progress reports.
- Improving communication protocols in extra-curricular activities and events.
- Increasing diversification of duties in the admin team to ensure prompt, dependable, and informed responses to a wide array of requests.

Stakeholder Diagnostic attachments can be found in appendices.

V. Organizational and Financial Diagnostic

Organizational

The OCS will review and verify the organizational documents submitted through CSAPPHIRE during the renewal process (see above for the specific list of required CSAPPHIRE submissions and updates). It is important for each school to upload the school's most recent version of each of the required documents in order for the OCS to make appropriate decisions related to Organizational Performance.

Along with the required CSAPPHIRE submissions, provide any organizational related evidence, supplemental data, or contextual information. Submissions may include evidence of current compliance in areas for which the school was found previously to be non-compliant or other updates relevant to previous school findings.

1. Provide a reflection of the school's governance and organizational performance over the past charter term. Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, board member roles, member recruitment, committee structure, amendments to by-laws, and expected or amended changes to board policies, including but not limited to policies to deal with board conflicts of interest and grievances by stakeholders.

Board composition over the past charter term has included service by thirteen different individuals, at least five of whom served on the Board for over six consecutive years, and one of whom served on the Board since the inception of the school, reflecting a high level of dedication and investment in Inspire Academy by these individuals. Currently, the Board is composed of six members, with a seventh community member in the beginning stages of the process of pursuing Board membership. Four of the current Board members are connected to higher education. One has served as Professor of Elementary Education and Associate Dean of the Teachers College at Ball State University, while another serves as Director of Multicultural Programs at BSU with expertise in conflict resolution. A third serves as a faculty member in the Department of Communication Studies with expertise in organizational communication. A fourth member serves as faculty teaching Spanish at Taylor University. One of our board members is a businessman in the technology field, and another serves an important role in the local city government as Director of the Muncie Human Rights Commission. In short, the Board is composed of highly qualified and dedicated individuals who bring expertise and experience to their job. The Board is very aware of its need to expand board membership, both in terms of number, and in terms of member background. We are currently in contact with potential new Board members.

The role of Board members includes reviewing and approving the work being done in the areas of school finance, student achievement, and public relations, as well as dealing with all other school activities and functions which require oversight and approval.

Board member recruitment has largely been achieved by individual board members and school leadership identifying highly qualified and dedicated people to consider service to the Inspire mission as a Board member and then inviting committed individuals from this pool to join the Board through a majority vote. The matter of Board recruitment was one focus of our annual Board retreat, and a continuing focus in the coming year.

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

The Board has responded to needed updates and changes to the by-laws of the organization. Currently no changes, amendments, or policy changes are anticipated.

2. Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP)¹. ☐ YES ☒ NO
3. Describe the current condition of the school's facility, and its capacity to serve students. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan. If the facility is leased, how does the board oversee the terms of the lease agreement?

In recent years, Inspire Academy has increased its focus on improving facilities. In fall of 2018, Inspire Academy began a partnership with the Indiana Department of Natural Resources and US Fish and Wildlife to develop a portion of our land as a nature preserve. In spring of 2019, prairie grass seed, wild flower seed, and tree saplings were planted in previously unkempt areas of the property that were overgrown with invasive species. During the fall of 2020, Inspire installed a poured rubber surface playground, complete with a wheelchair swing, the only one of its kind on the south side of Muncie, to ensure accessibility for wheelchairs and early childhood riding toys. Currently, there is still some outdated play equipment and damaged fencing that is scheduled for removal this fall as the next steps in improving the grounds. We are also planning to address some lingering parking lot drainage issues within the next six to eight months.

The school facilities are in need of new roofing, and a five-phased project is under way. Inspire Academy has secured financing for Phases 1 & 2 through [IFF](#). The first phase of the roofing project targeted the gymnasium in order to protect the hardwood floors from damage and was completed in summer of 2020. Roofing supplies for Phase 2 arrived onsite in late September 2021, and this most expensive phase, targeting the north wing and main entrance area of the school, will be completed later this fall. After Phases 1 & 2 have been completed, Inspire Academy will determine a timeline for moving forward with Phases 3 - 5.

Inspire Academy heating and cooling systems are also fairly outdated, which causes delayed repairs when parts of the system wear out, due to limited availability of discontinued parts. As a result, Inspire Academy is currently in the process of replacing and upgrading the existing boilers. This project was moved to emergency

¹ "Educational Service Provider" or "ESP" means a service provider that manages or operates a charter school or provides administrative, managerial or instructional staff to the charter school.

status due to the reality that the age of the existing boiler and lack of dependable backup systems could easily interfere with the school's capacity to maintain uninterrupted operations, should something go wrong in the current system. As such, an expedited procurement process was initiated, and work is already underway to install new boilers that are better suited for the size of our building. The final step of the process requires shutting down all water in the building, so this project will be completed while students are on fall break during 2021. After boiler replacement, the next phase will include replacing Gymnasium HVAC, Cafeteria HVAC, and central systems (building loop piping and equipment in the boiler room, and all exhaust fans throughout the facility) to ensure that all large gathering spaces are well ventilated and climate controlled. All of the HVAC work outlined above is funded through ESSER II federal American Recovery Plan funds. After these projects have been completed, Inspire Academy will assess our financial capacity and create a timeline for systematically checking off each step of the master plan created by a contracted engineer.

Overall, the school facility is in good shape and has more than adequate capacity to serve students, with room to grow. Similarly to the roof and HVAC system, Inspire Academy will need to systematically update the building one step at a time, as it is an older building. Inspire Academy owns the building and grounds, and there are currently no active lease agreements connected to the property.

4. If any organizational deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

Inspire Academy has inputted the requested information for the term of the current charter, plus prior renewal letter deficiencies or findings. Information on deficiencies or findings from prior charter terms is available upon request.

In the 2019-2020 Financial Audit, there was an ADM Testing finding, resulting from a new audit process. This finding was remedied by updating the enrollment process to accurately reflect what is expected and to aid in tracking the enrollment process and documentation of all students.

Past organizational deficits identified by Ball State University Office of Charter Schools in the prior renewal letter included ensuring regular review of income and balance sheet information, compliance with Ball State University's policy regarding Organizer Governance, ensuring timely notice of Board meetings, publishing the annual performance report on the Inspire Academy website, providing an annual calendar of Board meetings, ensuring that all reports on the *Master Calendar of Reporting Requirements* are completed, and improving the school's attendance rate.

Financial reports, including income and balance sheets, are presented by the Financial Officer at monthly Board meetings and reviewed by Board members. The only financial report that requires a formal motion of approval is the voucher register. Care will be taken to ensure that minutes include reference to the review of other financial documents.

The Board has modified its bylaws to comply with Ball State University's policy regarding Organizer Governance, as documented in the November 21, 2017 minutes.

The Board has worked to ensure compliance with Indiana's Open Door Law, including devoting a portion of a Board meeting to study and discussion of the Open Door Law. The Board believes that we are currently operating in accordance with the provisions of the Open Door Law in the operation of its meetings.

The Board has directed that timely notice of Board meetings be posted on the Inspire Academy website, as well as the publication of its annual performance report. The Board operates on a regular calendar of Board meetings, alternating primary emphasis on the three domains of (1) financial performance and compliance, (2) academic performance, and (3) enrollment, culture, and parent satisfaction, with the addition of special meetings

as needed. With the appointment of a Compliance Coordinator, the school and the Board now are able to meet reporting requirements in a timely and efficient manner.

In the past renewal cycle, the Ball State University Office of Charter Schools addressed the financial deficit of the Board needing to submit a Financial Performance Framework Dashboard. The Board submitted the document by the cited deadline to correct this deficit. Additionally, at the conclusion of each fiscal year's independent audit, the Financial Manager completes the Financial Framework Dashboard and presents it to the Board of Directors. This document is then reviewed with the Board and submitted to the Ball State Office of Charters via CSAPPHIRE for review and maintenance.

5. If applicable: If the school 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.

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

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

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

6. Required: How will the school comply with the McKinney-Vento Act, which requires all public schools to transport homeless students, even if general transportation is not provided?

Per Inspire Academy's transportation policy, Inspire Academy provides bussing to all students within specific geographic boundaries. These policy boundaries are in no way meant to circumvent Indiana state regulations or requirements of public schools in the meeting of student needs or honoring of their rights as outlined in the McKinney-Vento Law. Therefore, Inspire Academy provides for students self-identifying as "homeless" according to the definition provided by the McKinney-Vento Law, by way of public transit and gas gift cards when required.

Financial

1. In what ways does the board assure that financial resources provide adequate support for the school's overall program and to improve student achievement? Please reflect on the allocation, challenges, trends and any shifts in resources directed toward Student Academic Achievement, Student Instructional Support, Overhead and Operational, and Nonoperational (See Form 9).

As a general philosophy, Inspire Academy allocates as much money as possible to student academic achievement and student instructional support. This is evidenced by Inspire Academy holding off on major building projects until no longer avoidable in order to prioritize student achievement and instruction, as well as

Inspire Academy's approach of identifying supplemental funds to address major building and grounds projects, such as local foundations, financial partners, or federal aid programs.

A brief review of the Form 9 recent history and trends will further demonstrate Inspire Academy's commitment to academic and instructional support compared to operational and nonoperational costs. In 2020, the 0101(academic support) and 0200/0300 (debt/operations) funds alone demonstrated that 62.8% of expenditures targeted academic achievement and instructional support with only 37.2% of expenditures required for operational and nonoperational costs. In 2021, the 0101 and 0200/0300 funds alone demonstrated an increasing trend of 75.1% of expenditures targeting academic achievement and instructional support with only 24.9% of expenditures required for operational and nonoperational costs.

2. If any financial deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

Inspire Academy has inputted the requested information for the term of the current charter, plus prior renewal letter deficiencies or findings. Information on deficiencies or findings from prior charter terms is available upon request.

In the 2019-2020 Financial Audit, there was a finding of a late payment fee, minor travel claims reimbursements without adequate documentation, and missing receipts on credit card testing. The late fee was remedied by paying bills as soon as they are received based on daily cash balance. The travel claims finding was remedied by changing to only reimburse travel claim expenses after all documentation is received. The credit card testing was remedied by improved maintenance of a credit card log and communicating to staff that reimbursements are the preferred method of payment.

In the past renewal letter, the Ball State University Office of Charter Schools addressed the financial deficit of the Board needing to submit a Financial Performance Framework Dashboard. The Board submitted the document by the cited deadline to correct this deficit. Additionally, at the conclusion of each fiscal year's independent audit, the Financial Manager completes the Financial Framework Dashboard and presents it to the Board of Directors. This document is then reviewed with the Board and submitted to the Ball State Office of Charters via CSAPPHIRE for review and maintenance.

VI. Financial Dashboard

Ball State University
Financial Performance Framework Dashboard

Meets
Does Not Meet
Falls Far Below

1. NEAR TERM INDICATORS			
1.a.	Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	2.4
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	2.1
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	91
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	95%
1.e.	Default		
2. SUSTAINABILITY INDICATORS			
		Net Income divided by Total Revenue	2.1%

2.a. Total Margin

		Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	3.1%
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	0.56
2.c.	Cash Flow	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)	Multi-Year Cumulative and Most Recent Year are Positive
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	19.7

Financial Performance Framework – Data Points	
Current Assets	563901
Current Liabilities	231817
Cash	485704
Unrestricted Cash	485704
Total Expenses	1974431
Depreciation	29992
Enrollment Projection in Charter School Board-Approved Budget	182
Actual Enrollment (Fall and Spring average)	173
Default	No
Net Income	43092
Total Revenue	2017523
Total 3 Year Net Income	183578
Total 3 Year Revenues	5999063
Total Liabilities	519371
Total Assets	928653
Year 1 Total Cash	150890
Year 2 Total Cash	280133
Year 3 Total Cash	345784
Interest	316
Annual Principal, Interest, and Lease Payments	3729

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Executive Summary Attachment #1

Clear Expectations Document

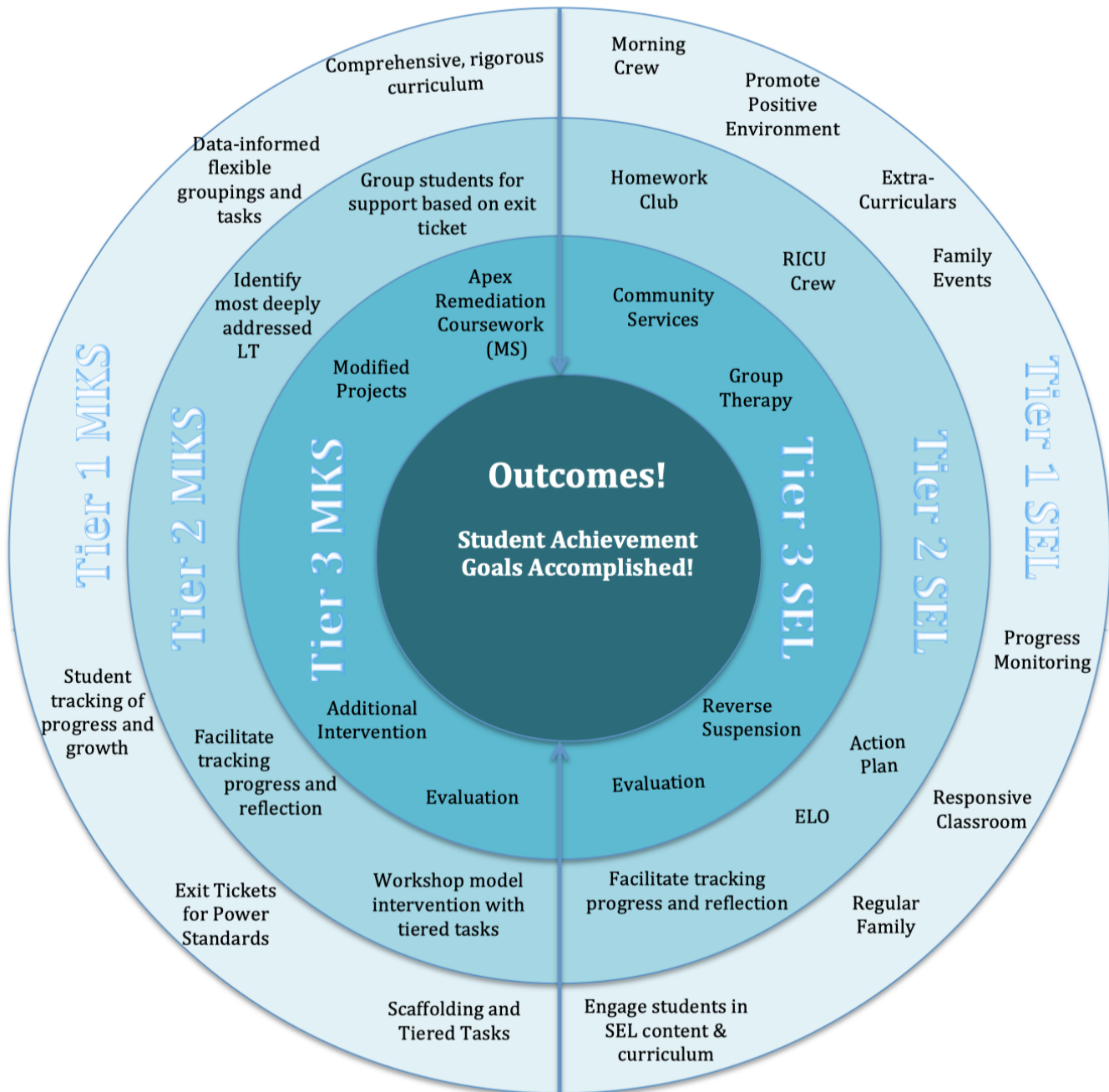
Primary Instruction Methods (PIM), Assessment Practices (AP), and Essential Features of the Model (EFM)

Always Seen and Heard in Every Classroom (Daily)	Sometimes Seen and Heard in Every Classroom (Weekly/Monthly)
<p style="text-align: center;">(PIM, AP)</p> <p>Teachers use the following structure for every lesson:</p> <ul style="list-style-type: none"> • Today, we will: (insert task) • So... (insert school-wide power targets) • We will all know we have it when: (insert clear explanation of what mastery looks like) <p style="text-align: center;">(AP, EFM)</p> <p>Teachers clearly define what success looks like with:</p> <ul style="list-style-type: none"> • Project organization • Clear explanation • Exemplars & guided practice • Rubric & aligned student assessment <p style="text-align: center;">(AP)</p> <p>Teachers provide written and oral feedback that:</p> <ul style="list-style-type: none"> • Contains information specific to the learning goal and task • Provides information about correct responses more often than incorrect responses • Builds on changes from previous attempts • Is detailed enough to guide next steps <p style="text-align: center;">(PIM, EFM)</p> <p>Using school-wide, inquiry-based curriculum; the following features are prioritized:</p> <ul style="list-style-type: none"> • Challenge student thinking through questioning • Multi-step group protocols • Students measuring their own achievement using our Inspire scale or rubrics • Drafting and revision of authentic products <p style="text-align: center;">(PIM)</p> <p>Targeted Literacy Instruction</p> <ul style="list-style-type: none"> • PK: Letter/Sound Correlation • K-2: Systematic Phonics Instruction • 3-8: Repeated Reading & Close Reading • All Grades: Expedition-Based Joy Reading <p style="text-align: center;">(EFM)</p> <p>Teachers greet students by name with undivided attention, a smile, and an encouraging word.</p> <p style="text-align: center;">(PIM)</p> <p>All staff consistently use CPI techniques for de-escalation and limit-setting.</p> <p style="text-align: center;">(PIM)</p> <p>All staff consistently use the chime to bring a group to attention and consistently model chime response.</p> <p style="text-align: center;">(EFM)</p>	<p style="text-align: center;">(PIM)</p> <p>To improve their practices, teachers seek feedback from students on:</p> <ul style="list-style-type: none"> • What students know and understand • Where students make errors • When students have misconceptions • When instructional strategies and/or material is not engaging <p style="text-align: center;">(EFM)</p> <p>High quality field studies that prepare students for creating complex products:</p> <ul style="list-style-type: none"> • Primary: collection of information can be oral • Upper elementary: must use prepared notecatchers & clipboards • Middle school: must use fieldwork journals <p style="text-align: center;">(AP)</p> <p>Teachers and support staff use student achievement data graphs to guide students on “Where to next?”</p> <p style="text-align: center;">(PIM)</p> <p>Opportunities for high achieving students to work with academic peers, regardless of age, on tasks that match their abilities.</p> <p style="text-align: center;">(PIM)</p> <p>Comprehensive small group or individual interventions for students with learning disabilities that include direct instruction and strategy instruction.</p> <p style="text-align: center;">(PIM, EFM)</p> <p>Opportunities for students to lead text-based discussion with use of summary, questioning, clarifying, and predicting, during which time the teacher engages in the dialogue.</p> <p style="text-align: center;">(AP)</p> <p>Formal and informal assessment of learning</p> <p style="text-align: center;">(AP)</p> <p>Evidenced-based weekly habit reflection, using a rubric or checklist.</p> <p style="text-align: center;">(AP, EFM)</p> <p>Reflection on attributes of high quality work, as defined by EL Education.</p> <p style="text-align: center;">(PIM, EFM)</p> <p>Celebration of growth and achievement</p> <p style="text-align: center;">(PIM, AP, EFM)</p> <p>Opportunities for students to resubmit work to improve mastery of concepts, content grades, and habit grades</p>

<p>Crew meetings that develop productive relationships, support achievement in all three dimensions, and follow the school-wide weekly crew schedule.</p>	<p>(EFM) Expert visits</p> <p>(AP, EFM) Creation of a professional quality product for an external, authentic audience</p> <p>(EFM) Integrated art projects connected to learning expeditions</p> <p>(EFM) Service learning</p> <p>(PIM) Vocabulary call and response or raised hand to call students to attention</p>
<p>Never - Behaviors That Are Unacceptable from Any Adult in the Building</p>	
<p>✘ Yelling ✘ Name-Calling ✘ Gossip ✘ Unkempt Spaces ✘ Punitive Punishment ✘ Addressing any Student in a Way that You Wouldn't Want Your Employer Addressing You</p>	

Executive Summary Attachment #2

Multi-Tiered Systems of Support (MTSS) Guiding Document



Inspire Academy Assessment Battery (2021-2022)			
Assessment	Type	Frequency	Purpose
NWEA MAP	Progress Monitoring, and Formative (K-8)	Fall, Winter, & Spring	Measure growth and proficiency in literacy and mathematics over time, inform Tier 1 instruction, identify students needing Tier 2 supports, and identify students needing additional (diagnostic) assessments
NWEA Checklists	Stage 2 Dyslexia Screener, Progress Monitoring	Annually, More as Needed	Identify students showing risk factors of dyslexia, monitor progress in literacy and math development
Microphase Benchmark Assessments (EL Skills Block)	Diagnostic (K-2), Universal Screener	Fall, Winter, & Spring	Align small group literacy instruction
Microphase Cycle Assessments (EL Skills Block)	Progress Monitoring (K-2)	Ongoing	Monitor progress in decoding/encoding (literacy), identify flexible student groupings
Achieve3000	Progress Monitoring (3-8)	Ongoing (Bi-Monthly)	Monitor progress in comprehension, identify students needing Tier 2 & 3 supports
SmartyAnts	Progress Monitoring (PK-2)	Ongoing (Bi-Monthly)	Monitor progress in comprehension, identify students needing Tier 2 & 3 supports
Curriculum Unit Assessments	Progress Monitoring (PK-8)	Ongoing (Weekly)	Analyze and track areas of growth and skill/knowledge gaps in curricular content
Student Portfolios	Formative and Summative (PK-8)	Fall, Winter, Spring	Document and track growth in MKS, C&E, and HQ Work
WIDA	Probing Screener, Formative (K-8)	Move-In & Spring	Assess English language proficiency and inform programming
IREAD	Summative (3)	Early Spring, Summer Retake	Measure proficiency in literacy, overall program evaluation
ILEARN	Summative (3-8)	Spring	Measure growth and proficiency in literacy and mathematics over time, overall program evaluation

Academic Instruction and Supports

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

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

Tier 1 – Differentiated, standards-based instruction for all students

The following outlines the Tier I process for grade-level teachers:

- Deeply understand the scope and sequence of the Inspire Academy power standards
- Analyze NWEA MAP trends to determine priority power standards
- Identify common assessments related to the priority standard (typically in the form of a short, four-question exit ticket per target); allow for multiple opportunities to master standards
- Create tiered tasks targeted on priority power standards using the common language of [Basic Practice] [Application] [Extension]; students engage in all aspects of the Workshop Model
- Assign appropriate tiered tasks to students based on common assessment data or have students self-select a tiered task based on readiness
- Facilitate student tracking and reflection of growth in standards

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

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

- Kindergarten
 - Literacy Support
 - 3rd Week of School – End of Semester 1: Students who are in Early or Middle Pre-Alphabetic Microphase, as measured by the BOY EL Skills Block BA results.
 - Mid-January - End of Semester 2: Students who are in Pre-Alphabetic Microphase, as measured by the MOY EL Skills Block BA results
 - Mathematics Support
 - 3rd Week of School – End of Semester 1: Students who score less than 75% on the Number Corner Baseline Assessment
 - Mid-January – End of Semester 2: Students who perform in the 40th percentile or lower, as measured by winter NWEA.
- First Grade
 - Literacy Support
 - 3rd Week of School – End of Semester 1: Students who are in Pre-Alphabetic Microphase, as measured by the BOY EL Skills Block BA results.
 - Mid-January - End of Semester 2: Students who are in Pre or Partial Alphabetic Microphase, as measured by the MOY EL Skills Block BA results

- o Mathematics Support
 - 3rd Week of School – End of Semester 1: Students who score less than 75% on the Number Corner Baseline Assessment
 - Mid-January – End of Semester 2: Students who perform in the 40th percentile or lower, as measured by winter NWEA.
- Second Grade
 - o Literacy Support
 - 3rd Week of School – End of Semester 1: Students who are in Pre or Partial Alphabetic Microphase, as measured by the BOY EL Skills Block BA results.
 - Mid-January - End of Semester 2: Students who are in Pre, Partial, or Full Alphabetic Microphase, as measured by the MOY EL Skills Block BA results
 - o Mathematics Support
 - 3rd Week of School – End of Semester 1: Students who score less than 75% on the Number Corner Baseline Assessment
 - Mid-January – End of Semester 2: Students who perform in the 40th percentile or lower, as measured by winter NWEA.
- Third Grade - Eighth Grade
 - o Literacy Support
 - 3rd Week of School – End of Semester 1: Students who perform in the 40th percentile or lower, as measured by fall NWEA.
 - Mid-January - End of Semester 2: Students who perform in the 40th percentile or lower, as measured by winter NWEA.
 - o Mathematics Support
 - 3rd Week of School – End of Semester 1: Students who perform in the 40th percentile or lower, as measured by fall NWEA.
 - Mid-January – End of April: Students who perform in the 40th percentile or lower, as measured by winter NWEA.

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

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

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

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

- Kindergarten
 - o Literacy Support
 - Fall Break - End of Semester 1: Students who do not demonstrate adequate growth during first quarter as measured by the EL Skills Block Microphase Cycle Assessments.

- Mid-January – End of Semester 2: Students who perform in the 20th percentile or lower, as measured by winter NWEA.
 - o Mathematics Support
 - Fall Break - End of Semester 1: Students who do not demonstrate adequate growth during first quarter as measured by Bridges in Mathematics Unit Assessments
 - Mid-January – End of Semester 2: Students who perform in the 20th percentile or lower, as measured by winter NWEA.
- First Grade
 - o Literacy Support
 - Fall Break - End of Semester 1: Students who do not demonstrate adequate growth during first quarter, as measured by the EL Skills Block Microphase Cycle Assessments.
 - Mid-January – Semester 2: Students who perform in the 20th percentile or lower, as measured by winter NWEA.
 - o Mathematics Support
 - Fall Break - End of Semester 1: Students who do not demonstrate adequate growth during first quarter as measured by Bridges in Mathematics Unit Assessments
 - Mid-January – End of Semester 2: Students who perform in the 20th percentile or lower, as measured by winter NWEA.
- Second Grade
 - o Literacy Support
 - Fall Break - End of Semester 1: Students who do not demonstrate adequate growth during first quarter, as measured by the EL Skills Block Microphase Cycle Assessments.
 - Mid-January – Semester 2: Students who perform in the 20th percentile or lower, as measured by winter NWEA.
 - o Mathematics Support
 - Fall Break - End of Semester 1: Students who do not demonstrate adequate growth during first quarter as measured by Bridges in Mathematics Unit Assessments
 - Mid-January – End of Semester 2: Students who perform in the 20th percentile or lower, as measured by winter NWEA.
- Third – Eighth Grade
 - o Literacy Support
 - Fall Break - End of Semester 1: Students who do not demonstrate adequate growth during first quarter as measured by EL Education Module Unit Assessments.
 - Mid-January - Semester 2: Students who perform in the 20th percentile or lower, as measured by winter NWEA.
 - o Mathematics Support
 - Fall Break - End of Semester 1: Students who do not demonstrate adequate growth during first quarter as measured by Bridges in Mathematics Unit Assessments
 - Mid-January – End of Semester 2: Students who perform in the 20th percentile or lower, as measured by winter NWEA.

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

- When planning a week in advance, determine the power standards most deeply addressed in Tier 1 instruction
- Teacher identifies a four-question exit ticket given to students on Wednesday and one for Friday
- Teacher reviews the exit tickets (either individually or with students); the data is used to strategically create groups and tasks during Friday planning period (see subsequent charts for the detailed intervention instructional sequence)

- Throughout the intervention, tiered tasks are crafted using the common language of [Basic Practice] [Application] [Extension] as well as all aspects of the Workshop Model
- Facilitate student tracking and reflection of growth in standards
- Meet with each grade level teacher weekly to review materials for the next week and review progress monitoring

Intervention Framework						
	Monday	Tuesday	Wednesday	Thursday	Friday	
PLANNING RESOURCES Tiers 2 & 3 Tasks from curriculum or created by teacher Achieve3000 Smarty Ants EL Skills Block Intervention Bridges in Mathematics Workplaces	(5) Unpack LT	(2) Unpack LT	(15) Challenge Task	Non-Mastery	Non-Mastery	PLANNING Use data from Tier 1 to develop new task based on power standards Regroup Students
	(5) I Do [Example 1] (5) Debrief the Process (5) I Do [Example 2] (5) Debrief the Process (5) We Do [Example 3]	(10) We Do (15) You Do (3) Debrief	(10) Debrief Task & Reflection (5) Exit Ticket	(2) Unpack LT (10) We Do (15) You Do (3) Debrief	(10) Exit Ticket (5) Debrief Exit Tickets (10) Written Reflection G2 and up, oral reflection in K/1 What is the LT and Skill? What were the strategies used to solve the task? What Habits of Scholarship were used to help guide you with solving the problem? (5) Share	
				Mastery Smarty Ants Targeted Skill (K-2) Achieve3000 Targeted Assignments Bridges in Math Games	Mastery Smarty Ants Targeted Skill (K-2) Achieve3000 Targeted Assignments Bridges in Math Games	

Social Emotional Instruction and Supports

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

- Morning Crew that develops productive relationships that support achievement in all three dimensions
 - Mondays: Habits of Scholarship
 - Tuesdays: Data & Goal-Setting
 - Wednesdays: Portfolios
 - Thursdays: Botvin & Life Skills
 - Fridays: Reflection
- Positive environment is promoted through individualized morning greetings, inclusion of all ability levels, flexible seating, formal greeting of guests, teachers modeling mutual respect, and community circle.
- Teachers engage students in developing social and emotional skills through the Workshop Model, using Botvin Life Skills curriculum, Mindfulness exercises, trauma-informed care, the peer feedback process, and written reflections.
- Students track progress and reflect on their learning.
- Staff are intentional about teaching pre-planned lessons on healthy Habits of Scholarship (Joy, Empathy, Perseverance, Integrity, Curiosity, Quality). Teachers use “I can” learning targets to teach and assess students mastery of their Habits of Scholarship. Kickboard is used for progress monitoring and immediate feedback in the development of Habits of Scholarship.
- Teachers consider themselves partners with families, regularly engaging them in communication via newsletters, emails, texts, and calls.
- Students are encouraged to participate in Extra-Curricular Teams and Clubs throughout the school year: Basketball, Volleyball, Track, Theatre, etc.
- Families are encouraged to participate in various events throughout the year.

Tier 1 – Differentiated, standards-based instruction for all students

The following outlines the Tier I process for grade-level teachers:

- Deeply understand the scope and sequence of the Inspire Academy Habits of Scholarship learning targets
- Analyze Kickboard data to determine priority learning targets
- Create tiered tasks targeted on priority power standards using the common language of [Basic Practice] [Application] [Extension]
- Assign appropriate tiered tasks to students based on common assessment data or have students self-select a tiered task based on readiness.
 - Leading Mindfulness – shows aware of emotions and self-regulation – first for self, then for a small group, then for a whole room
 - Buddy system with Inspiring Scholars
 - Virtual mentoring and role-playing
- Facilitate student tracking and reflection of growth in Habits of Scholarship (HoS)
- Responsive Classroom and Crew models implemented consistently

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

- Students identified based on classroom observations by School Therapist and Director of Culture during first three weeks of school.

The following outlines the Tier II process for grade-level teachers:

- When planning a week in advance, teacher determines the HoS learning target most deeply addressed in Tier 1 instruction.
- Teacher reviews Kickboard data to identify student groups who need extra practice with the deeply addressed learning target. The data is used to strategically create groups and tasks during Friday planning period
- Throughout the intervention, tiered tasks are crafted using the common language of Basic Practice] [Application] [Extension] as well as all aspects of the Workshop Model
- Facilitate student tracking and reflection of growth in Habits of Scholarship
- Aftercare provided provided for work not completed in class due to social/emotional needs interfering with productivity. Book clubs on social/emotional topics.
- Create 4-6 week action plan for targeted behaviors that includes use of SEL support checkins, Mindfulness exercises, use of sensory tools, and ELO.
 - Teacher and Director of Culture or Coordinator of Wraparound Services collaboratively send weekly progress reports to parents Fridays after school.
 - Facilitate kick-off and wrap-up circle with key team members (Director of Culture, teachers, impacted crew members)

Tier III – Targeted, one-on-one meetings and therapy for the following students:

- Students identified based on incidents of self-harm or suicidal ideation
- Students identified based on number of physically aggressive office referrals
- Students identified based on more than 2 failed action plans (only if action plans were implemented consistently and with fidelity)

Tier III Additional Resources:

- eLearning instruction to facilitate academic success while intensive social-emotional supports are provided
- Refer for Community Support Services during school
- Enroll in afterschool group therapy
- Refer for Mental Health Treatment and/or specialized services outside of school
- Restorative circle with parent/guardian present
- Reverse suspension
- Saturday School
- Evaluation for disabilities and potential development of IEP and/or 504 with behavior plan and/or modified school day

Executive Summary Attachment #3
Inspire Academy 2021-2022 Strategic Annual Work Plan

Family Experience Vision: Shaping individual students to become advocates for their own learning and contributors to a better world.

Executive Advisory Team Vision: Centering the mission through shared leadership that impacts decisions, upholds a healthy, multicultural environment, and enforces standards that strengthen staff, students, and families.

Instructional Leadership Support Team Vision: Driving academic gains through rigorous, student-centered instruction.

Multi-Year Impact Goals

We will increase test scores until we are above average.

We will fill our school to capacity and beyond.

We will ensure that every student has a user-friendly portfolio that is filled with complex, authentic work.

SY2122 Implementation Priorities

Mastery of Knowledge & Skills

Each teacher becomes an expert in 3-4 student-engagement protocols to use daily/weekly in their classroom to build student agency.

Teachers dig deeply into all curriculum pieces and choose priority, engaging activities *from the curriculum* that conquer power targets.

Character

Strengthen schoolwide language and structures, with special focus on Habits of Scholarship, and consistently incorporate them into *all* curricula (EL, Botvin, Bridges, fieldwork, etc) and events.

Partner with parents in ways that meet them where they are and honor their current needs and desires.

Each staff crew member becomes an expert in routinely facilitating 2-3 conversation cues to build student agency.

High Quality Work

Every teacher creates a comprehensive backward plan including all ingredients for an inspiring expedition, every quarter.

Collaboratively centralize digitized portfolios in student presentations (SLCs, EN, HQW Museum, etc) and provide teacher professional time dedicated to digitized portfolios.

Student Outcome Benchmarks

<u>Mastery of Knowledge & Skills</u>	<u>Character</u>	<u>High Quality Work</u>
<p>Fall: Insert baseline using Number Corner pretest, Skills Block Microphase Data, and NWEA</p> <p>Winter: NWEA: 50% of students meet projected growth Skills Block: 50% of students move up a color range on data tracker Open Up Resources Math: 80% of students achieve 80% or higher on semester exam EL Module and Bridges Exams: 80% of students achieve an average of 80% or higher on all first semester exams</p> <p>Spring: NWEA: 55% of students meet projected growth Skills Block: 90% of students in green or blue on data tracker Number Corner: 80% of students achieve 80% or higher on post-test Open Up Resources Math: 80% of students achieve 80% or higher semester exam EL Module and Bridges Exams: 80% of students achieve an average of 80% or higher on all second semester exams</p>	<p>Fall: Insert baseline using Panorama SEL Screener and Botvin pretest.</p> <p>Winter: HoS LT grades are reliable and connected to curricula in Rediker. Identify visible growth indicators using Botvin post-test.</p> <p>Spring: Identify visible growth indicators using Panorama SEL Screener, if appropriate once familiarized. 80% of students increased by one category in 80% of HoS LTs.</p>	<p>Fall: Insert baseline data using student portfolios at September LASW.</p> <p>Winter: Percent of students with portfolios that align with schoolwide structures and demonstrate attributes of HQW increases by 20%. Complexity: grade level power standards referenced and met Craftsmanship: multiple rounds of revision evident Authenticity: work shared with audience beyond classroom and families</p> <p>Spring: Percent of students with portfolios that align with schoolwide structures and demonstrate attributes of HQW increases by 10%. Complexity: all purple grade level power standards referenced and met. Craftsmanship: more than three rounds of feedback and responsive revisions evident for each artifact. Authenticity: work addresses a topic that is meaningful for students and was shared with audience beyond the classroom.</p>

Quarterly Strategy:

In order to meet the rapidly changing needs of educators and students, Inspire Academy reviews and sets goals on a quarterly basis rather than annual basis. Third and fourth quarter goals will be established in early winter.

Whole School	
First 9 Week Goal	Second 9 Week Goal
Core Content Teachers: Become experts in 3-4 student-engagement protocols to use daily/weekly in their classroom to build student agency. All Other Staff: Become experts in routinely facilitating 2-3 conversation cues to build student agency.	All Staff: Partner with parents in ways that meet them where they are and honor their current needs and desires.
Instructional Leadership Support Team	
First 9 Week LT	Second 9 Week LT
Learning Target 1: We can conduct deep dives into curricula and assist staff and leadership with unpacking all key elements.	Learning Target 2: We can assess the instructional needs of teachers and identify opportunities for collaboration to positively impact academic gains.
To-Dos <ul style="list-style-type: none">● Meet once monthly with ED and once monthly independently● Solidify “We will know we have it when...” as outputs for each quarter● Propose agendas 2 business days in advance of meetings for input opportunities before meetings● Create task list for each ISLT member to complete between meetings and commit to completing task lists	

Inspire Academy Work Plan Calendar to Support Our Goals

In order to meet the rapidly changing needs of educators and students, Inspire Academy plans and schedules professional development on a quarterly basis rather than annual basis. February - June calendar will be established and shared in early winter.

<p>August</p> <p>Summer Institute (Aug 2-9)</p> <ul style="list-style-type: none"> ● Enchilada Expedition for Educators ● Work Days for Backward Plan and Deep Curriculum Dives <p>Expedition Kickoffs (Aug 12-16)</p> <p>Early Dismissal (Aug 24, 1:30 - 5:30)</p> <ul style="list-style-type: none"> ● Key enchilada ingredients of backward plan ● Practice and share protocols - experts are in the room ● Test security training 	<p>September</p> <p>NWEA (Sep 8 & 9), Makeups (Sep 10 - 14)</p> <p>Teacher Work & PD Day (Sep 17)</p> <ul style="list-style-type: none"> ● Portfolios & SLCs ● Ts lead 3-4 protocols ● LASW & Data ● Authentic audience, fieldwork, & expert planning <p>Early Dismissal (Sep 28, 1:30 - 5:30)</p> <ul style="list-style-type: none"> ● Guidance for grading habits ● Self- accountability & goal-tracking ● Expedition 2 Backward Plan 	<p>October</p> <p>Afternoon PD (Oct 19, 3:30 - 5:30)</p> <ul style="list-style-type: none"> ● Effectively partnering with parents ● Curriculum implementation and assessments <p>SLCs (Oct 26 & 27, 1:30 - 6:30)</p> <ul style="list-style-type: none"> ● Review Employee Handbook Binder & Family Handbook - follow all guidance. ● Schedule most families these two days; outliers may attend within 2 weeks of dates.
<p>November</p> <p>Afternoon PD (Nov 9, 3:30 - 5:30)</p> <ul style="list-style-type: none"> ● Authentic audience, fieldwork, & expert planning <p>Early Dismissal (Nov 23, 1:30 - 5:30)</p> <ul style="list-style-type: none"> ● Curriculum implementation and assessments ● MTSS review and reflection ● Self- accountability & goal-tracking 	<p>December</p> <p>Afternoon PD (Dec 7, 3:30 - 5:30)</p> <ul style="list-style-type: none"> ● Museum Quality Review ● EN - plan to inspire! <p>Exhibition Night Practice & Preparation (Dec 2 - 15)</p> <p>Exhibition Night (Dec 16, 6:30 - 8:00)</p>	<p>January</p> <p>Teacher Work & PD Day (Jan 3)</p> <ul style="list-style-type: none"> ● LASW & Data ● 3rd Expedition Backward Plan ● Authentic audience, fieldwork, & expert planning ● Self- accountability & goal-tracking <p>NWEA (Jan 19 & 20), Makeups (Jan 21 - 25)</p> <p>Early Dismissal (Jan 25, 1:30 - 5:30)</p> <ul style="list-style-type: none"> ● Test training reviews ● Ts lead 3-4 protocols using TAMs and Released Items

Executive Summary Attachment #4
Internal Communications and Student Discipline Procedures

Discipline Procedures

1. Prevention
 - a. The Director of Culture is happy to engage in pre-scheduled Action Planning Conferences. During these conferences, it will be determined whether preventative, quiet time or check-ins with the Director of Culture are more appropriate than teacher-based coaching and de-escalation in the classroom. If this determination is made, all usage of the Director of Culture's Office must follow the prescribed, scheduled plan. If this plan is not honored or followed, the Executive Director may deem it necessary to discontinue the plan in the interest of equitable classroom access and pandemic mitigation.
2. Intervention
 - a. Pushing a student to an anxiety level that results in disruptive or unsafe behaviors should be avoided to the fullest extent possible. It is crucial to catch students during the ***anxiety phase*** of the CPI Crisis Development Model to ***support*** students before they become defensive and/or exhibit risk behaviors.
 - b. If a student begins losing rationality and entering the ***defensive phase*** of the CPI Crisis Development Model, and you are unsuccessful in setting limits with clear ***directives***, then you may sense that ***risk behaviors*** are unavoidable. At this point, please call the main office line at 765-216-7980 and ask for help.
3. Postvention
 - a. In any case that escalates to ***risk behaviors***, as defined by the Crisis Prevention Institute, the supervising adult must participate in a postvention meeting with the Executive Director and/or Director of Culture between the incident and the start of the next school day, even if this means an evening or early morning Zoom session.
 - b. In any case that escalates to verbal release or intimidation during the ***defensive phase*** on the Crisis Development Model, the supervising adult may request a postvention with the Executive Director and/or Director of Culture, and the Executive Director and/or Director of Culture will make every effort to hold the postvention within 24-36 hours.
4. Students with IEPs
 - a. As a full inclusion school, every effort should be made for behavior intervention plans to be managed within the general education classroom.
 - b. If any behavior intervention plans require a separate physical space, adjoining spaces should be fully utilized and completely separate rooms saved for those cases that do not have an adjoining room.
 - c. Screaming or elopement should be avoided to the fullest extent possible, as this is often an indication that the child's needs are not being adequately met.
5. Physical Violence
 - a. Perpetrators of physical violence that results in injury should be escorted straight to the administrative offices by the nearest adult(s).
 - b. Victims of physical violence that results in injury should be escorted straight to the nurse's office by the nearest adult. If the nurse is not in, victims should be taken to the Director of Culture only after ensuring all adjoining doors to the administrative offices are locked to protect the victim from the perpetrator.

Student Performance Attachment #1

[Conquer Quarantine: An Authentic Student Product](#)

Click above to view student work created during quarantined, remote learning.

Student Performance Attachment #2

Inspire Academy Assessment Battery

Inspire Academy Assessment Battery (2021-2022)			
Assessment	Type	Frequency	Purpose
NWEA MAP	Progress Monitoring, and Formative (K-8)	Fall, Winter, & Spring	Measure growth and proficiency in literacy and mathematics over time, inform Tier 1 instruction, identify students needing Tier 2 supports, and identify students needing additional (diagnostic) assessments
NWEA Checklists	Stage 2 Dyslexia Screener, Progress Monitoring	Annually, More as Needed	Identify students showing risk factors of dyslexia, monitor progress in literacy and math development
Microphase Benchmark Assessments (EL Skills Block)	Diagnostic (K-2), Universal Screener	Fall, Winter, & Spring	Align small group literacy instruction
Microphase Cycle Assessments (EL Skills Block)	Progress Monitoring (K-2)	Ongoing	Monitor progress in decoding/encoding (literacy), identify flexible student groupings
Achieve3000	Progress Monitoring (3-8)	Ongoing (Bi-Monthly)	Monitor progress in comprehension, identify students needing Tier 2 & 3 supports
SmartyAnts	Progress Monitoring (PK-2)	Ongoing (Bi-Monthly)	Monitor progress in comprehension, identify students needing Tier 2 & 3 supports
Curriculum Unit Assessments	Progress Monitoring (PK-8)	Ongoing (Weekly)	Analyze and track areas of growth and skill/knowledge gaps in curricular content
Student Portfolios	Formative and Summative (PK-8)	Fall, Winter, Spring	Document and track growth in MKS, C&E, and HQ Work
WIDA	Probing Screener, Formative (K-8)	Move-In & Spring	Assess English language proficiency and inform programming
IREAD	Summative (3)	Early Spring, Summer Retake	Measure proficiency in literacy, overall program evaluation
ILEARN	Summative (3-8)	Spring	Measure growth and proficiency in literacy and mathematics over time, overall program evaluation

Student Performance Attachment #3

EL Education Attributes of High Quality Student Work

Complexity

- Complex work is rigorous: it aligns with or exceeds the expectations defined by grade-level standards and includes **higher-order thinking** by challenging students to apply, analyze, evaluate, and create during daily instruction and throughout longer projects.
- Complex work often **connects to the big concepts** that undergird disciplines or unite disciplines.
- Complex work prioritizes **transfer of understanding** to new contexts.
- Complex work prioritizes consideration of **multiple perspectives**.
- Complex work may incorporate students' **application of higher order literacy skills** through the use of complex text and evidence-based writing and speaking.

Craftsmanship

- Well-crafted work is done with care and precision. Craftsmanship requires attention to **accuracy, detail, and beauty**.
- In every discipline and domain, well-crafted work should be **beautiful work in conception and execution**. In short tasks or early drafts of work, craftsmanship may be present primarily in thoughtful ideas, but not in polished presentation; for long-term projects, craftsmanship requires perseverance to refine work in conception, conventions, and presentation, typically through multiple drafts or rehearsals with critique from others.

Authenticity

- Authentic work **demonstrates the original thinking of students**—authentic personal voice and ideas—rather than simply showing that students can follow directions or fill in the blanks.
- Authentic work often **uses real work formats and standards from the professional world**, rather than artificial school formats (e.g., students create a book review for a local newspaper instead of a book report for the teacher).
- Authentic work **often connects academic standards with real-world issues, controversies, and local people and places**.
- Authenticity gives purpose to work; the **work matters to students and ideally to a larger community** as well. When possible, it is created for and shared with an audience beyond the classroom.

Student Performance Attachment #4

Student Portfolio Guidance for Teachers

Grades PK - 1

- With the help of their teachers, our youngest students will complete a folder of work with evidence of growth for each dimension of student achievement. If teachers would like to format this folder of work into a digital slideshow for parents, they are welcomed to. Whether digital or paper format, our youngest students should be able to lead a conversation about the content of their portfolio with the adults invested in their lives.
 - Character & Engagement – data for each Habit of Scholarship
 - Mastery of Knowledge & Skills – EL Education literacy benchmark scores and most recent Bridges in Mathematics unit assessment
 - High Quality Work – expedition-based final product

Grades 2 - 4

- With the help of their teachers, students in these classes will create student portfolios using Google Sites. The portfolio will feature evidence of growth for each dimension of student achievement in various subject matters. Below is guidance for ensuring student portfolios are formatted similarly schoolwide for ease of year to year transition:
 - Homepage: Follow Google student portfolio template title page, including categories of “achievements,” “strengths,” and “goals.”
 - Rename the “Classes” page to “Achievement” and link this page to the title “Achievements” on the homepage. On the “Achievement” page, assist students with adding a sample of high quality work for science, social studies, mathematics, English language arts, physical education, and art. Power standards should be referenced. Ideally, these will all share the same topic as the expedition, but in expeditions where integration of all disciplines is challenging, supplementary achievements in a specific discipline may be highlighted. If the student has earned any awards, these should be included as well.
 - Duplicate the “Activities” page, rename the duplicate “Strengths,” and link this page to the title “Strengths” on the homepage. On the “Strengths” page, include reflections on specific schoolwide Habit Learning Targets the student has mastered, with pictures or other evidence of mastery in this habit, citing how the habit is leading to academic achievement. Linking these citations back to achievements on the “Achievements” page is ideal. Additionally, this page could include references to extra-curricular strengths and interests.
 - Rename the original “Activities” page to “Goals” and link this page to the title “Goals” on the homepage. On the “Goals” page, have students name each premade block with a different goal category, add a picture that represents that goal, and type a specific, timebound, and measurable goal for each category.

Grades 5 - 8

- Students will learn to independently keep their online portfolios updated regularly as they prepare for their transition to high school. Students should be allowed more autonomy as they progress but still be required to maintain rigorous content amidst the structure created in grades two through four.

Student Performance Attachment #5
Disaggregated Pandemic-Impacted ILEARN Data

Ethnicity, Proficiency Rating	ILEARN 2019	ILEARN 2021	TREND
Black, At or Above	11.4%	0%	Negative
Black, Approaching	20%	5%	Negative
Black, Below	68.6%	95%	Negative
Hispanic, At or Above	27.3%	20%	Negative
Hispanic, Approaching	18.2%	0%	Negative
Hispanic, Below	54.5%	81.4%	Negative
Multiracial, At or Above	8.7%	0%	Negative
Multiracial, Approaching	17.4%	18.5%	Negative because “At or Above” dropped and “Below” rose
Multiracial, Below	69.6%	81.4%	Negative
White, At or Above	18.8%	20.5%	Positive
White, Approaching	21.6%	14.3%	Neutral because both “At or Above” and “Below” rose
White, Below	49.6%	65.1%	Negative
Special Ed, At or Above	10.5%	3.6%	Negative
Special Ed, Approaching	7.4%	7.3%	Neutral
Special Ed, Below	82.1%	89.1%	Negative

Stakeholder Diagnostic Attachment #1

