

A group of students, mostly young women, are gathered outdoors on a grassy area. They are all wearing face masks. One student in the foreground is holding a smartphone, and the others are looking at it. The student holding the phone is wearing a blue mask with 'INSPIRE ACADEMY' written on it. Another student is wearing a yellow mask with white polka dots. The background is slightly blurred, showing more people and greenery.

INSPIRE ACADEMY 2020-2021

Annual Report

TABLE OF CONTENTS



03

2020-2021 YEAR SNAPSHOT

An overview of the school year.

HOW YOU CAN HELP

Inspire's SY2021 Donor
Honor Roll

04



05

MASTERY OF KNOWLEDGE & SKILL

Academic progress.

CHARACTER & ENGAGEMENT

Information on student
engagement and our 2020-21
Inspiring Scholars.

06



07

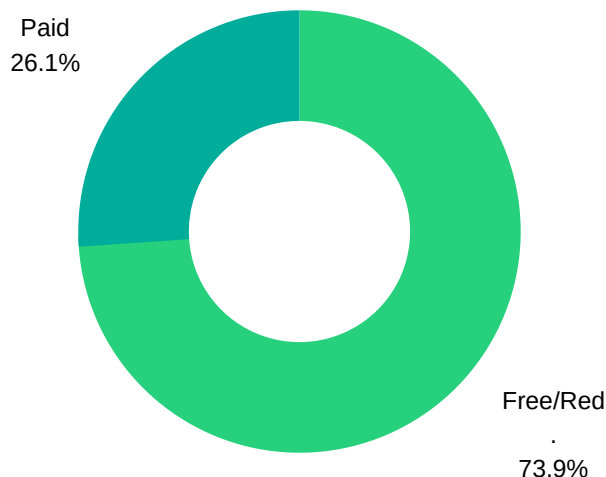
HIGH QUALITY WORK

A selection of the high-
quality products created by
students during the year.

INSPIRE ACADEMY

A SCHOOL OF INQUIRY

Inspire Academy believes that all children *can, will, and want* to learn, and we prepare our students to become knowing inquirers and leaders of their own learning. Inspire is open to all Indiana residents and enthusiastically serves a diverse student body, many of whom are from under-privileged backgrounds. Here is a snapshot of our student body demographics from 2020-2021.



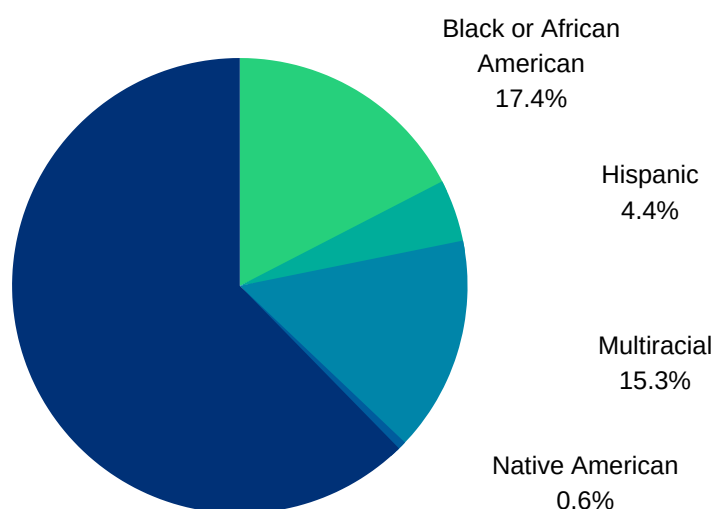
STUDENT-STAFF DYNAMICS

157 STUDENT ENROLLMENT

18 STUDENTS PER CLASS (AVG. CLASS SIZE)

10 STUDENTS TO TEACHER RATIO (INCLUD. SPECIALS AND SPED)

White
62.3%



MILESTONES:

Excellent health and safety record throughout COVID-19 pandemic.

Growth in areas of school culture and effective communication.

Initiated multiple projects to improve our grounds and facilities.

DIVERSITY & INCLUSION

23.6% STUDENTS QUALIFIED FOR SPECIAL EDUCATION

MOBILITY

35% STUDENT MOBILITY

18.8% TEACHER MOBILITY FROM 2019-20 TO 2020-2021

2020-2021

OUR FINANCIAL STORY

During the 2020-2021 school year, Inspire Academy- A School of Inquiry, saw financial gains amidst the continuing challenges of the COVID-19 pandemic and an aging building. With the increase in expenses, Inspire Academy has been able to secure financing for and begin work to update and repair our outdated roof over the gymnasium and the main elementary wing of the school.

Aside from the external financing for our roof project, we have also secured additional grant funds to cover the costs of in-house janitorial staff and cleaning supplies to ensure that we are maintaining a safe and clean environment for our staff and students. Funding has also helped to further our mission and vision of serving our students with quality education. We have been able to provide technology on a one-to-one basis to support student learning both in the classroom and at home. Supporting our students and their families grows our school and our positive impact on our community.

EXPENDITURES

\$1,747,552.84

EXPENDITURES IN
2020-2021

\$11,130.91

EXPENDITURES PER
STUDENT

\$35,969.37

AVERAGE TEACHER
SALARY

DONOR HONOR ROLL

FRIENDS

(CONTRIBUTIONS \$1-\$100)

Brandy Grayson
Kenneth Burris
Angela Pacheco
Emilie Carpenter
David Wentland
Casey's General Store
Constance Fullhart
Phillip Barnes
Cheryl Kneubuhler
Edward Wolpert
Emily Franks
Gary Tabor
Larry Williamson
Marjorie Sonstroem
Renee Tyler
Stephen Cooper

ADVOCATES

(CONTRIBUTIONS \$101-\$500)

Cheryl Stein
David Draper
Elaine Miller
John Lee
Jennifer Collins

MENTORS

(CONTRIBUTIONS \$501-\$1,500)

Jane McDowell
Donald Engel
Robert Kersey
Tom Schroeder

PARTNERS

(CONTRIBUTIONS \$1,501-\$5,000)

Branam Family Charitable Foundation

SPONSORS

(CONTRIBUTIONS \$5,001-\$10,000)

PATRONS

(CONTRIBUTIONS over \$10,000)

THANK YOU!

We appreciate all the support we received from our dedicated community members and our generous donors.

MASTERY OF KNOWLEDGE & SKILLS

STATE ASSESSMENTS - ILEARN 2021

ELA Proficiency %

14.7%

Mathematics Proficiency %

13.6%

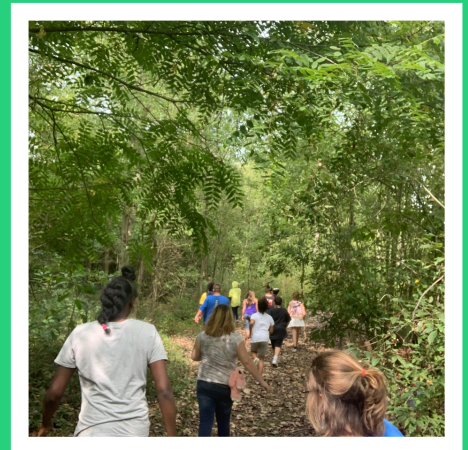
These test scores reflect learning gaps widened by the challenging circumstances surrounding the COVID-19 pandemic. Throughout the 2020-2021 school year, Inspire students demonstrated profound social-emotional learning, which is not reflected in standardized test scores.

From our 2020 Culture and Climate Survey to the 2021 survey, we saw a 14% decrease in students reporting having a problem dealing with a classmate (51% - 40%), and a 14% decline in students being hurt by what people say to them (45% - 31%).

ACADEMIC PROFICIENCY

100% of Inspire students complete ELA and Math at their grade level each year. Students also complete courses in science, social studies, physical education, and fine arts.

100% of Inspire teachers are certified employees who teach the subject area for which the teacher is certified and holds a license.



TECHNOLOGY IN THE CLASSROOM

At Inspire Academy, we believe it is important for students to learn media literacy, typing, and master the use of modern technology to enhance learning and productivity. Students are provided with a device that is used only by them for the school year. Each quarter, students create authentic products, often using technological skills, that demonstrate their learning. We utilize standards-based, adaptive learning programs such as Achieve3000 and SmartyAnts. During the 2020-21 school year we successfully transitioned between onsite education and school-wide eLearning, maintaining minimal COVID-19 transmission rates. Through the use of our Rediker SIS, Zoom lessons, and Google Classroom, the Inspire Crew kept moving forward amidst changing circumstances.

The 2020-21 school year challenged the entire school community, but classroom technology allowed the Crew to remain safe and resilient.



CHARACTER & ENGAGEMENT



Inspiring Scholars Ceremony

At Inspire Academy, we hold that success, in both school and life, is contingent on developing the Habits of Scholarship: Empathy, Perseverance, Integrity, Curiosity, and Quality. At the end of the year, we recognize students who have proven themselves to be models of these Habits in a "shirting" ceremony. In May 2021, we celebrated 18 Inspiring Scholars.

Attendance Data

Attendance Rate

82.1%

Inspire Academy holds students to a high standard for attendance. In a community hit hard by the COVID-19 pandemic, Inspire Academy saw absenteeism and truancy rates increase as families struggled with impact of the pandemic and its subsequent effects.

Chronic absenteeism (students absent for 10% of the year or more):74

Chronic tardiness (students with more than 10 unexcused absences):100

School Safety

In the 2020-21 school year Inspire had 0 instances of students arrested on school property, 0 incidents in which a student brought in an object that could be used as a weapon; 1 instance of battery; and 6 instances of bullying as defined under IC 20-34-6. The number of expulsions was 0 and the number of suspensions was 7 for the year.



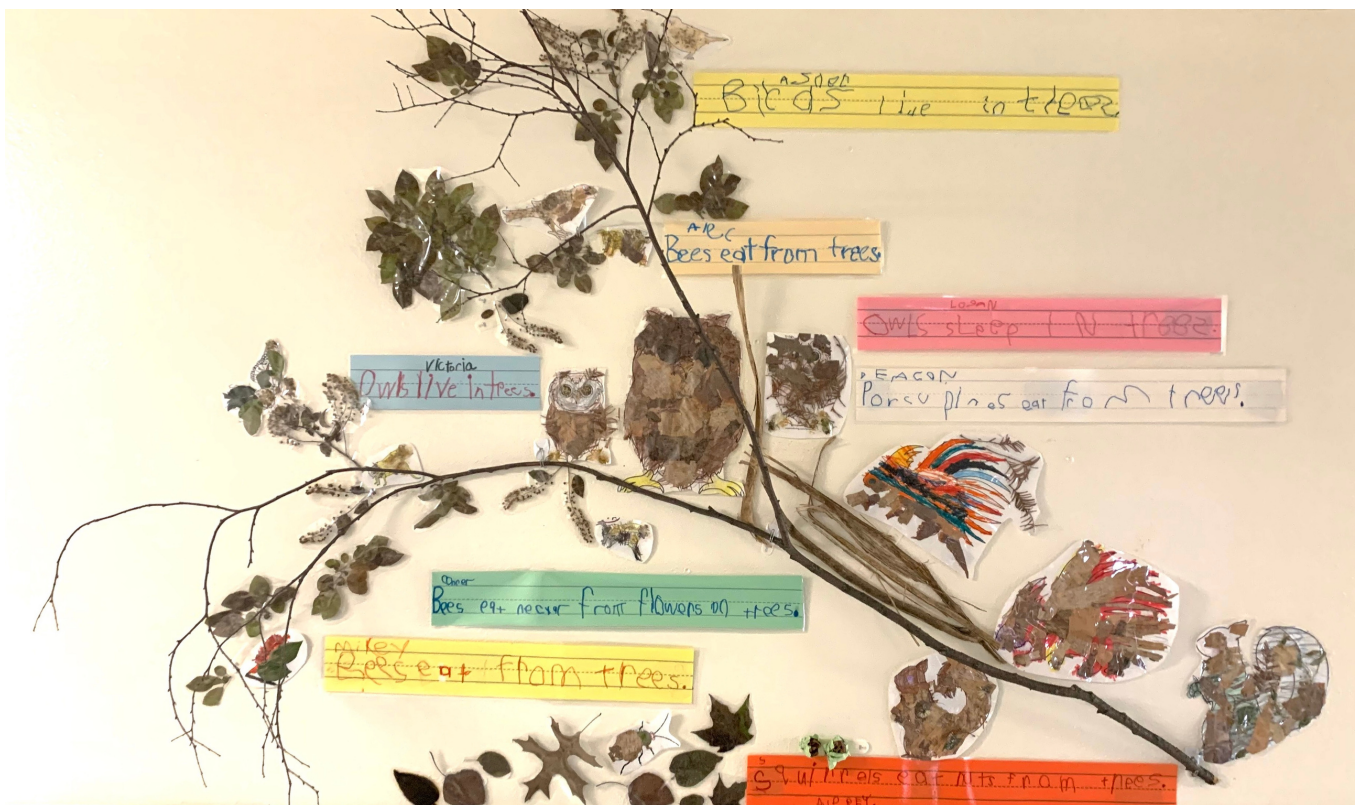
HIGH QUALITY WORK

At Inspire Academy, student work is evaluated according to three important attributes: Complexity, Authenticity, and Craftsmanship. We want to showcase what our students can do by sharing the following High-Quality projects.

This is not an exhaustive list of the High-Quality Work created during the 2020-2021 school year, but is a list of several excellent projects.

KINDERGARTEN CREW

For their "Trees Are Alive" expedition, the kindergarten crew created a display of a tree's ecosystem. The crew explored the wetlands behind the school, collecting fallen bark and leaves to the decorate animals within the ecosystem. The students, practicing their fine motor skills and sentence structures, described how each animal interacts with the trees.



HIGH QUALITY WORK

1ST GRADE CREW

As a final product of their expedition "What's up in the Sky: A Study of the Sun, Moon, and Stars" Inspire first graders practiced writing and connecting sentences to create informative paragraphs about constellations.

If you look up at the night sky and see seven stars shaped like a ladle, you will see the Little Dipper. The Little Dipper is a constellation. A constellation is a group of stars that make a picture. Another name for the Little Dipper is Ursa Minor. One of the seven stars is in the North Star. It is the brightest star in the Little Dipper. It can help people find their way to the North. If you want to find the Little Dipper the best time to see it is in June around 9 o'clock at night.

Mila Cranmer

Elizabeth Cady Stanton

Hello my name is Elizabeth Cady, but you probably know me as Elizabeth Cady Stanton. My birthday is November 12, 1815. I was born in Johnstown, New York. My dad was a rich landowner, and he was also a lawyer, a congressman, and a judge. I had ten siblings, however, many of them died when they were kids. Only four did not die when they were kids. When I grew up I lived in Johnstown, New York. My husband was Henry B. Stanton, and we had seven kids. I did have a job. I worked for the National Woman's Suffrage Association (NWSA). My job supported women's suffrage and women's rights. I was fighting for women's rights because I wanted to go to this college and they didn't let me in because I was a girl, and I was really mad! I supported the rights of slaves, black women, and white women. In 1848 I organized a big event called the Seneca Falls Convention which was the first women's rights convention in the United States. Through the time I was doing this all I found some friends that helped me. Their names were Susan B. Anthony and Lucretia Mott. Me and my friends worked together. We got harassed and even some people tried to shoot other people that were working with us! We got denied a lot of times, but that didn't stop us. We kept going and more and more people started to help us. We got arrested and even hurt by the police. Some people almost died. I worked my whole life to get women's rights even though it took me years. Unfortunately, I didn't get to see the 19th amendment passed because I died on October 26, 1902.

Deven Luna

3/4 CREW

For their expedition, "Responding to Inequality: Ratifying the 19th Amendment" each student in the 3/4 crew chose a historical figure to research, seeking multiple sources and perspectives. They then wrote and performed biographical monologues from the perspective of their chosen figure. For some students, this format presented an opportunity to explore how their subject might have felt and reacted to certain events in their lives.

HIGH QUALITY WORK

GRADE 4/5 CREW

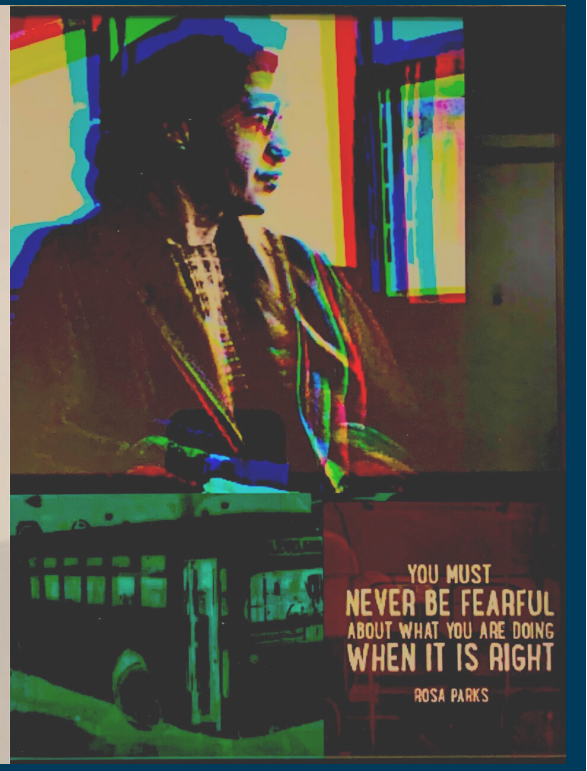
As part of their expedition about human rights and leaders of social change, the 4/5 crew composed essays and used photo editing software to create posters about an agent of social change.

Rosa Parks was an agent of social change. She was known for not giving up her bus seat for a White passenger. She was born in Tuskegee Alabama on February 4, 1913. On Tuesday, December 1, 1955 Rosa Parks left work before five o'clock. She walked to the bus stop to get on the bus. She paid her money and found a seat and sat. A few minutes later a White passenger got on the bus, and the driver said that she had to go to the back of the bus; the Black section. She did not move. She said that she paid her fare to sit in this seat and she said it is my right. The bus driver said if she didn't move he would call the cops. But she did not move, she sat in her seat, and he called the cops. They took her to jail. The people that helped her stand up for what she believed in and be brave, were her grandfather and Virginia Durr.

One of the things that encouraged her not to give up, was her grandfather. Her mom and dad separated when she was a little over two years old, so she moved to Pine Level, just outside of Montgomery Alabama. She lived with her grandparents, mother, and brother on their farm. The book Who Was Rosa Parks on page 10 states, "When Klan members marched by Rosa's house, her grandfather stood at the door. He held a shotgun in his hand. Some nights, he slept in a rocking chair, the shotgun in his lap. Rosa often stayed curled up beside him." A website states, "On top of Rosa Parks' schoolwork, her grandfather Sylvester taught her all about the works of Jamaican-born activist Marcus Garvey." Rosa's grandfather taught her about people who started the Black Nationalist Movement. She felt free to do this because of watching her grandfather.

When Rosa was an adult, she met a White woman named Virginia Durr in a prayer group. They became friends and Virginia, and her husband Clifford Durr, a lawyer who believed in equality for black people, sent Rosa to a training workshop in Tennessee. The book, Who Was Rosa Parks by Yona Zeldis McDonough states, "It taught people to fight for workers' rights and equal rights for Blacks." This was the start to Rosa Parks starting to fight for social change. "She went home feeling uplifted and stronger. She wanted to keep on working for equality." This made her feel brave enough to not give up her seat on the bus, on that February day.

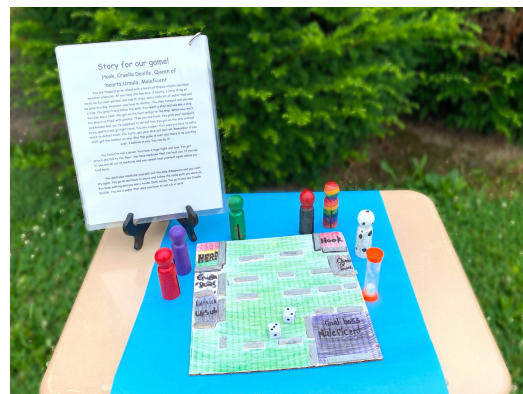
Rosa Parks is very fearless and brave; she never gave up even when times were hard. She fought for what was right even though she got arrested for not giving up her seat for a White person. She might not have been able to change society without the help of her grandfather, Sylvester Edwards, and her friend, Virginia Duff. Rosa's choices lead to city buses being desegregated, and began the Civil Rights Movement that has changed society as a whole.



Abigail Mann

MIDDLE SCHOOL CREW

A group of middle school students created their own board game as an authentic product following their study of probability. Their game, Island of Evil, features gameplay that incorporates probability, story-telling, and fairytale villains.



Want to support Inspire?

Donate through Paypal on our website: www.inspiremuncie.org

Or, mail donations to
2801 E. 16th Street
Muncie, IN 47302

