Exhibit B: Renewal Application Overview

The applicant group's **designated representative** will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

Charter School Name:	Higher Institute of Arts and Technology
Charter School Address:	5861 Harrison St, Merrillville, IN 46410
Designated Representative and Contact Information (Phone & Email):	Sharla Johnson, 219-487-7738, sjohnson@the-hiat.org
Mission Statement:	Higher Institute of Arts and Technology (HIAT) develops 21st century scholars into innovative college and career-ready world leaders and problem solvers.
School Leader/Principal:	Tensia Johnson

Current Board of Directors	
Sharla Johnson	
Stephanie Davis	
Charles Reese	
George Tucker	
April Brown	
Bridgett Harris	

Identify ESP or partner organization (if applicable): Entrepreneurial Ventures in Education

Grade Levels and Student Enrollment
Complete Tab 1 of either the Enrollment Plan for K-12 Schools or the Enrollment Plan for Adult High Schools, as applicable. Please ensure that you are completing the correct Enrollment Plan.

Enrollment Plan for Schools Authorized by the Indiana Charter School Board

1. Please complete all appropriate grey cells. The first six (6) lines are required.
2. The Enrollment Plan Approval Date on line 13 is the date the initital Enrollment Plan was approved as part of a Charter Application.
3. Enrollment Plan Amendments list the amendments, effective year, and approval date of those amendments to the school's Enrollment Plan that are approved pursuant to ICSB's Enrollment Plan Amendment Policy.

Name of Charter School: Higher Institute of Arts & Technology
Designated Representative: Eva Spilker
Contact Phone: 410-598-3087
Contact Email: espilker@phalenacademies.org
Grade Span (Format: "X-X"): K-8
Maximum Enrollment: 336
Year 1 (Format: "YYYY"): 2026

Initial Approval Date:

Yearly Enrollment By Grade Level

Grade Level	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Maximum Enrollment
K	33	34	30	31	32	
1	29	35	36	32	33	
2	36	31	37	38	34	
3	27	38	33	39	40	
4	32	29	40	35	41	
5	24	34	31	42	37	
6	28	26	36	33	44	
7	30	30	28	38	34	
8	36	32	32	30	39	
9						
10						
11						
12						
Yearly Enrollment:	275	289	303	318	334	336

Approved Amendments (Completed by ICSB)

Approval Date:

Amended Enrollment				Amendment Notes

Proposed Amendment to Enrollment Plan

1. Please submit as part of your original Enrollment Plan worksheet. Existing information will be autofilled.
2. Approved amendments will be reflected on your official Enrollment Plan on Sheet 1.

Name of Charter School:	Higher Institute of Arts & Technology
Current Grade Span:	K-8
Proposed Grade Span:	Select from drop-down list →
Proposed Maximum Enrollment:	
Year 1 of Change (Format: "YYYY"):	Select from drop-down list →

Current Yearly Enrollment By Grade Level

Grade Level	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Maximum Enrollment
K	33	34	30	31	32	
1	29	35	36	32	33	
2	36	31	37	38	34	
3	27	38	33	39	40	
4	32	29	40	35	41	
5	24	34	31	42	37	
6	28	26	36	33	44	
7	30	30	28	38	34	
8	36	32	32	30	39	
9						
10						
11						
12						
Yearly Enrollment:	275	289	303	318	334	336

Proposed Yearly Enrollment By Grade Level

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Maximum Enrollment
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Yearly Enrollment:						

Higher Institute of Art and Technology (HIAT) Charter Renewal Application Narrative

<u>Section I: Performance Review</u>

In <u>Section I,</u> the school should address each performance category or subcategory in the summary in which the school received a rating of "Approaches Standard," "Improvement Necessary," or "Does Not Meet Standard," focusing primarily, but not exclusively, on the school's most recently completed school years. Examples of information a school should provide to address a deficiency in a particular category include, but are not limited to:

- A root cause analysis, explaining the underlying cause(s) of lagging performance.
- Action the school has taken or intends to take to address the deficiency (including any relevant data or evidence that performance on the indicator has improved since the most recent report).
- Any supplemental data or contextual information to augment the school's record for any category or subcategory.
- A timeline as to when the school expects to "Meet Standard" on the indicator.

In addressing each subcategory, the school should refer specifically to the subcategory and criteria set forth in the Accountability System. Ensure that any data provided to support your analysis or interpretation is valid, reliable, and relevant.

Higher Institute of Art and Technology (HIAT) is honored to partner with the Indiana Charter School Board (ICSB) in service of our scholars. Our partnership with ICSB has allowed students throughout Merrillville and the surrounding area to receive a high-quality public education in a safe and nurturing setting. HIAT is located within a historically underserved and economically challenged neighborhood in Merrillville. Schoolwide, 95% of our scholars are students of color and 78% receive free/reduced meals, reflecting rates significantly higher than those in surrounding districts. In addition to the challenges that our scholars already face, our team continues to work hard in recovering from the learning loss experienced during the pandemic.

While our achievements reflect promising steps, the complex challenges our scholars face amplify the importance of HIAT as a quality educational and cultural anchor in the region. US Census 2023 data paints a troubling reality: a 13.7% poverty rate in Merrillville, higher than the statewide average for Indiana, and a 6.8% unemployment rate that outpaces both county and state levels by several percentage points. With only 25.2% of adults holding a bachelor's degree or higher, access to quality public schools is vital in breaking cycles of educational inequality that can lead to generational poverty and limited opportunities later in life.

These indicators are further reinforced by the Center for Disease Control's Social Vulnerability Index (SVI), where Lake County, which includes Merrillville, scores a high 0.92 on a scale from 0 to 1. This rating reflects a heightened vulnerability to prolonged impacts from crises, like natural disasters or health emergencies, underscoring the area's limited resilience and access to recovery resources. During the COVID-19 pandemic, these vulnerabilities meant longer recovery periods and more severe financial strain on the community. The high SVI further highlights the critical need for HIAT to foster educational attainment, community support, and pathways toward stability for local scholars and families. Our scholars are exposed to trauma and stress that ultimately affect their ability to perform academically and thrive in even the most supportive learning environments.

At HIAT, we are proud to serve our scholars and families, and our staff work hard each day to provide a high quality and well-rounded educational home that enables our scholars to realize their tremendous potential. Below please find our ICSB Performance Dashboard analysis of HIAT across Academic Achievement, Financial Health, and Organizational Compliance metrics.

A. Academic Achievement

HIAT has made significant strides towards improving scholar achievement. Data from the 2023-2024 school year shows that many of our scholars have grown academically, while living in underserved communities, and like many schools across the country, navigating the repercussions of COVID related learning loss. According to the ICSB Performance Dashboard, our 4th-8th grade students "Meets" and "Exceeds Standard" for Academic Performance Metric "1.4.a. Grade level proficiency on the state assessment in English Language Arts compared with the previous school year." All grade levels "Meets Standards" for Performance Metric "1.4.b. Grade level proficiency on the state assessment in Math compared with the previous school year", with our 4th grade showing "Exceeds Standards."

In addition to the overall progress in these areas, our school demonstrated strong growth among Black scholars and scholars who qualify for free and/or reduced-price lunch. For Performance Metric "1.6.c The change in proficiency on the state assessment in English Language Arts for each subgroup compared with the previous school year," Black scholars "Exceeds Standards." Similarly, for Performance Metric "1.6.d The change in proficiency on the state assessment in Math for each subgroup compared with the previous school year," HIAT "Meets Standard" for Black scholars and those who qualify for free and/or reduced-price lunch. These data points reflect the impact of our evidence-based educational model, which leverages personalized, small-group learning and a robust school culture that recognizes student progress to cultivate a growth mindset in our scholars.

While our school has experienced strong growth at most grade levels and subgroups for ELA and Math, we are working to improve overall school performance, as we continue to overcome barriers and significant learning loss. For Performance metric "1.4.a Grade level proficiency on the state assessment in English Language Arts compared with the previous school year", our 3rd grade "Does Not Meet Standard." The school overall "Does not Meet Standard" for Performance metric "1.4.c Grade level proficiency on the state assessment in English Language Arts compared with traditional school corporation." Similarly, for Performance metric "1.4.d. Grade level proficiency on the state assessment in Math compared with traditional school corporation," the school overall "Does Not Meet Standard."

Recognizing the need to continue to grow in ELA and Math, HIAT aims to bolster ILEARN proficiency rates by deepening the integration of small-group learning and individualized student interventions within our daily schedule. Our approach will also take into account the larger environment in which we work as many of our scholars face challenges outside the classroom that impact their learning, including economic instability and trauma. With this knowledge, HIAT has already started to implement several academic strategies aimed at increasing stability and support including before and after school reading programs and individual student progress monitoring. HIAT has partnered with Phalen Leadership Academies (PLA) since 2018 and utilized PLA's evidence based model to implement many of the effective strategies that lead to improved academic and social and emotional outcomes for our students.

Internally, we utilize Beginning of the Year (BOY), Mid-Year (MOY), End of Year (EOY), and NWEA and ILEARN testing as another indicator of proficiency and growth. During the 2023-2024 school year, data from the ICSB Performance Dashboard illustrates that ILEARN scholar proficiency in ELA increased from 5.9% in Fall 2023 to 15.75% in Spring 2024. HIAT's 9.9% increase in ELA proficiency was by far the highest increase of surrounding charter schools and public districts. In Math, proficiency also increased, from 3.7% in the Fall to 8.2% in the Spring. This growth was the highest among neighboring charter schools and districts, with the next highest district increasing by only 1.24%.

This continuous improvement is a core value we work to achieve every day and a key driver of achieving this improvement is implementation fidelity. Looking to the future, HIAT will further strengthen the implementation of the evidence-based PLA model, driving our scholars to improve academic achievement. The following chart outlines key performance metrics, root causes, and strategies for improvement. HIAT plans to implement the following strategies in SY25/26, with anticipated improvements over the next two to three school years.

Key Performance Metrics	Key Root Causes	Strategies for Improvement
Scholar Attendance According to the most recent ICSB dashboard data, scholars maintained a 90.97% attendance rate in the 2023-24 school year which "Does Not Meet Standard."	● While our parents and caregivers love the learning environment we are providing at the school, we can do more to increase awareness about all the ways we can support our scholars and accommodate potential challenges so they can attend school on a regular and consistent basis. ● ICSB Performance Dashboard data shows that HIAT's average enrollment grew from 199 students in 2023 to 224 students in 2024. While this growth is encouraging, the influx of students, who may be less familiar with available school resources, including our attendance policies which focus on keeping students in the building whenever possible and safe, can contribute to challenges with regular attendance. ● A lack of active involvement in school activities can lead	● Focus on monthly family and community engagement events and use them to identify and address barriers to attendance while fostering a sense of belonging for our students and families. ● School leadership and staff will maintain communication with parents regarding student absence and continue developing attendance plans for students experiencing chronic absenteeism. ● Continue to incentivize students through positive acknowledgment, feedback, and reward for good attendance. These student incentives include monthly "Attend-dances" and quarterly field trips. ● Continue to encourage and incentivize teacher attendance and retention to provide educational stability and a positive climate and culture.

	our students to feel disengaged, reducing their motivation to attend regularly.	
ELA & Math Proficiency According to the ICSB dashboard, 15.75% of HIAT scholars tested proficient in English Language Arts and 8.22% tested proficient in Math on the 2024 ILEARN assessment.	• Low early literacy upon entry into HIAT remains a root cause of reduced ELA proficiency at HIAT. It is not uncommon for our Kindergarten students to join us without having attended pre-K or pre-school. • As included above, enrollment growth is a positive reflection of our school's value to the community, and also represents students enrolling through the course of the school year and in later grade levels. The implication for our state assessments is that some students have only had access to our academic model, staff, and culture for a short period of time before testing occurs and our school staff have not had adequate time needed to bring newly enrolled students up to state standards. • Closing gaps from pandemic-related learning loss, combined with ongoing economic and community challenges, greatly affect our scholars. • Gaps in Tier II instruction and professional staff development have challenged targeted support for our scholars. • Limited use of data, including insufficient progress monitoring in past years, has prevented teachers from identifying student learning gaps.	• Collaborate with local preschool providers to support early literacy development and ensure smooth transitions for incoming students. • Provide annual Content Training to all teachers to support effective implementation of Reading Foundations. • Implement stronger universal Tier II Instruction with targeted, evidence-based instruction. Retain Academic Interventionists to provide real-time instructional supports. • Increase personalized instructional supports through the Reading Advantage Programs to address learning loss and support the learning needs of all student populations. • Bolster structured data analysis and weekly progress monitoring to track student growth and tailor instruction.

B. Financial Health

Financial sustainability is one of our highest priority goals at HIAT since financial health ensures the long-term sustainability of the school. We are proud to have consistently met the "Annual Enrollment Changes" standards since 2022. This is important because enrollment is a key driver for a school's financial health.

Additionally, HIAT has consistently met standards across "Other Financial Accountability" indicators, according to the ICSB Performance Dashboard. These metrics encompass the effective development and monitoring of budgets, the implementation of sound financial policies and procedures, the preparation of timely, accurate financial reports and compliance with state audit requirements. HIAT has received the highest rating of an unmodified opinion in all audits since 2020. This is important to provide confirmation that all funds entrusted to HIAT are managed in accordance with State and Federal guidelines. Consistent performance in the financial accountability areas indicates that HIAT maintains robust financial systems and accountability mechanisms, which supports the long-term fiscal stability of the school.

We continue to work to improve HIAT's ability to meet the "Current Ratio", "Days Cash on Hand", and "Primary Reserve Ratio" standards. This is in part a reflection of our intentional investments to elevate academic results at the school, the facility and the learning environment for scholars. We continue to focus on enrollment growth to increase HIAT's revenue while closely managing expenses. Increasing revenue and decreasing expenses will improve HIAT's cash position and all related metrics. We are also identifying opportunities to create financial efficiencies in positions and resources to further strengthen HIAT's financial metrics and to ensure that expenses are essential and strategically aligned with high-impact programs. By implementing these measures, we anticipate seeing further growth in long-term metrics including "Change in Net Assets Margin", "Aggregated Three-Year Margin", "Debt-to-Asset Ratio", "Cash Flow", "Multi-Year Cash Flow", and "Debt Service Coverage Ratio."

Please find additional information below.

Key Performance Metrics	Root Causes	Strategies for Improvement
Near Term Financial Accountability Metrics	● The current ratio, primary reserve ratio and days cash on hand are below target as the school has focused on providing the academic resources needed to strengthen academic proficiency. The investments increased expenses, which decreased the ratios primarily as a result of decreased cash and net income.	● The current ratio and days cash on hand will increase through a continued focus on enrollment growth, scholar retention and expense management. We are committed to ensuring that expenses stay within the revenue generated by actual enrollment. By closely evaluating every proposed expense we will ensure that funds are directed to key school priorities.

		• We will continue to closely manage all purchases to ensure that the purchases are for academic and essential needs first and discretionary based on financial performance against budget. The PLA support network plays a vital role in supporting HIAT's success, providing resources for academic programming, staff training and professional development, staff recruitment, scholar enrollment efforts, special needs support, compliance, compliance, and human resources management. This centralized support structure allows us to attract and retain skilled educators and staff, foster a culture of continuous learning, and ensure streamlined operations that align with our academic and organizational goals.
Multi-Year Financial Accountability Metrics	• HIAT's long term accountability metrics decreased in FY23 and FY24 as HIAT added supplemental staff including small group Interventionists to support academic performance. These investments decreased the multi-year financial accountability metrics but were aimed at increasing the longer-term return of scholar academic growth. • In addition, HIAT purchased the facility and completed repairs to ensure a safe and healthy learning environment for staff. We expect to see the long-term accountability metrics improve with the	• Steady enrollment and scholar retention along with closely managed expenses that are aligned with the revenue generated by actual enrollment will allow HIAT to increase the aggregated 3-year margin, the debt to asset ratio and annual as well as multi-year cash flow. We will focus on small improvements in financial operations that flow through to each of the financial accountability metrics. We closed FY25 with a positive and will continue to improve the financial position for each of the five years forecasted. • Ensuring continuity of programming remains a

		FY25 financials.	priority even as we manage expenses. Strategic reinvestment will allow us to support key programs, staffing, and academic resources that directly impact student success. By focusing on high-impact investments and allocating funds toward essential services, we ensure that our school community's needs are met in a financially sustainable way.

C. Organizational and Operational Accountability

Organizational Compliance is a cornerstone of HIAT's success. We are pleased to observe that we have achieved a "Meet Standard" rating for all metrics on the "2024 Organizational and Operational Accountability" Dashboard. This rating clearly shows that HIAT's strategies are successfully driving progress in this key area. With strong support from our PLA network and implementation fidelity of our organization processes at the campus level, HIAT remains committed to sustaining and enhancing these practices in the years ahead.

Since the start of the charter term, we have sustained organizational compliance in admissions, enrollment, and retention, consistently meeting the standards for Performance Metric 3.1 each year. This ongoing success demonstrates the effectiveness of our data-driven processes for student recruitment and retention and reflects the strength of our organizational systems. Through consistently modeling, practicing, and encouraging positive behaviors, we reduced in-school suspension rates from 20.38% in 2022 to just 1.63% in 2023.

The strong systems we have in place to support school culture, scholar attendance, and enrollment have created a solid foundation for continued progress in both academic success and financial health, positioning us to sustain excellence in organizational compliance moving forward.

Section II: School Success and Improvement

In Section II, the school should describe how it will sustain success and/or continue to improve over the next charter term. Responses should demonstrate that the school is planning carefully and strategically for the future and has the capacity to achieve long-term success. The school should also detail the school's plans for the next charter term. Specifically:

1. **Describe the school's plans and strategies for sustaining and continuing to build academic, organizational, and operational success over the next charter term. Explain how the school will build and achieve long-term sustainability and success in:**
   a. **The governing board;**
   b. **The leadership team;**
   c. **The teaching staff; and**
   d. **Academic achievement.**

   In describing these strategies for sustaining success, please specify implementation

timelines or timeframes as well as the responsible individuals or parties.

Building on the progress we have experienced in the current charter term, HIAT has developed strong plans and strategies for continued improvement and sustaining long-term school success. Our strategic planning process is driven by collaboration among our board, leadership, and teaching staff, all committed to advancing HIAT's academic success and sustainability in the next charter term.

A. Governing Board

HIAT is governed by an independent school board whose members possess extensive experience in the areas of education, finance, business development, facilities management, and organizational leadership. Please find their bios below:

Sharla C. Johnson, M.Ed., President: Sharla brings over 30 years of management experience and a strong background in education to her role as HIAT board President. A leader in the education and workforce development sectors, she has proven success in the development of comprehensive educational training tools. She has served as Second Grade Teacher and K-2 Academy Lead at Imagine Avondale Elementary School, where she creates rigorous, goal-driven learning environments, and as Adjunct Faculty and Talent Coach at IVY Tech Community College, preparing students for success and advising on program effectiveness. Her leadership experience includes directing educational programs, designing curriculum, and training highly skilled teams at Johnson and Johnson Ministries and WorkOne Region 1, as well as managing centers and supervising staff to achieve organizational goals. In her many years of service at HIAT, she has contributed support in the areas of public relations, community development, and project management. Holding a Master's in Education from American Intercontinental University, she has served in the role of board President since 2017.

Stephanie Davis, Vice President: Drawing on a Master's in Public Affairs and a Graduate Certification in Nonprofit Management, Stephanie has dedicated her career to providing equitable support to underserved communities. As a Center Manager at Jobworks, she helped diverse individuals to identify and overcome barriers to employment. Then, as a Case Manager at Indiana Professional Management Group, Stephanie led person-centered planning processes for persons with disabilities. As a Program Director at Dungarvin, she supervised staff members working to provide persons with disabilities with the services that they need to succeed in today's society. Currently, Stephanie brings extensive experience in financial management and operations, overseeing budgets, audits, and daily transactions at ASAP For You Transportation, LLC. With her strong background in workforce development and human services, Stephanie is a strong board advocate for HIAT scholars of diverse backgrounds.

Charles Reese, Treasurer: A dependable team leader with a strong work ethic, Charles brings twenty years' experience as a banking professional, with twenty years serving in a management capacity. Serving as an Assistant Vice President and Branch Manager for First Midwest Bank, Bank Financial FSB, and JP Morgan Chase, he has established himself as a top performer with a track record of meeting or exceeding sales goals and customer service standards. As the Treasurer for HIAT's board, Charles draws on a strong background in business administration and financial management to support the implementation of strong policies at our school.

George Tucker, Secretary: Holding a Bachelor's in Computer Science from Southern University and multiple professional certifications in Microsoft systems, George possesses a strong

understanding of the value of educational technology. After beginning his career as a Computer Technician and Teacher for the Gary Community School Corporation, he has spent the last 17 years of his career building his technological acumen, serving as Network Administrator, Project Management, and System Administrator for several businesses in the Greater Chicago Area. Now, as the IT Manager at the Boys and Girls Clubs of Northwest Indiana, he is responsible for the management of policies and procedures for all IT operations. His expertise leveraging technological services in support of scholars makes him a valued leader on HIAT's board.

April Brown, Director: April Brown brings extensive administrative and leadership experience in healthcare and nonprofit settings, currently serving as Information Technology Administrative Coordinator at Methodist Hospitals, where she plans and implements network security measures, trains staff, and coordinates critical operations. She has also held roles as Physician Integration Assistant, Administrative Coordinator for the Hospitalist Group, and Volunteer Coordinator, overseeing staff training, volunteer recruitment, data management, and organizational reporting. With a Master's in Public/Non-Profit Administration and Policy and a Bachelor's in Business Management, she combines operational expertise with a strong commitment to community service, demonstrated through her leadership with the American Heart Association Heart Walk and Methodist Hospitals Foundation. Her broad experience in managing complex systems, coordinating teams, and fostering community engagement equips her to provide strategic insight and informed decision-making as a member of a school board.

Bridgett Harris, Director: With over two decades of experience in education, Bridgett Harris has served in diverse roles including Math Coach, General Education Teacher, Special Education Teacher, and Business Education Teacher across several Indiana school districts. She has a proven track record of designing individualized, standards-aligned lesson plans that integrate academics and life skills, supporting both general and special education students. Bridgett holds a Bachelor of Arts in Organizational Management, a Bachelor of Science in Elementary Education, and a Master of Education, and maintains a Highly Qualified Indiana Professional Educator's License in Elementary and Business Education. She has also pursued advanced licensure in Exceptional Needs with Mild Interventions, reflecting her commitment to inclusive, student-centered learning. Her extensive classroom and leadership experience equips her to provide informed, strategic guidance as a member of a school board.

HIAT is pleased to have a strong board with members who possess expertise and skillsets in core functional areas that are instrumental to the educational and operational success of the school. If a board vacancy arises during the next charter term, we will follow the process outlined below to appoint a new member, ensuring continuity of board leadership.

1. Hold an introductory meeting to determine candidate interest and alignment with mission.
2. Candidate submits curriculum vitae/resume and letter of interest.
3. Hold interview to determine the potential member's capacity to fulfill essential responsibilities, including: a) attending regularly scheduled board meetings; b) reviewing and approving operating budgets; c) supporting educational programing for our scholars (i.e., serving as guest speakers, hosting career day visits, or supporting a college campus visit for our scholars); and d) engaging in efforts to raise the visibility of HIAT in the community.
4. Based on initial meetings and interest, invite prospective board members to visit our school.

5. Hold an additional meeting to share feedback on the candidate and reach a mutual decision regarding the candidate's interest level and commitment to serve.
6. Conduct formal selection process – in regular board meetings, the selection and hiring of a new board member is raised as a discussion item and voted upon.

As we look toward HIAT's future and the continued success of our board, school leadership will implement strategies to strengthen operational capacity by integrating performance management systems and processes to be shared with the board. HIAT currently utilizes key data collection systems including the Coaching Cycle, data dashboards, NWEA and ILEARN assessment reports, and staff evaluations. During board meetings, school leaders will create opportunities for the board to review performance dashboards and collaborate with school and academic staff to develop meaningful solutions for addressing performance gaps. As a school and organization, we are working to improve the implementation effectiveness of these key systems and processes, while embedding these data-driven practices more consistently into our regular touchpoints. Additionally, the board has access to both announced and unannounced site visits, as well as performance reviews conducted at the school level. Together, these measures ensure that the board is fully equipped to provide informed oversight, support continuous improvement, and drive student success across the school.

The board may also explore implementing the following training strategies in order to effectively evaluate and support school performance:

1. Engage external experts to facilitate workshops: Key topics of workshops may include organizational strategy, strategic planning, and effective leadership, presenting stakeholder feedback, developing a decision-making matrix, and more.
2. Leverage board expertise for peer-to-peer training: A board member with a strong academic background may walk others through understanding and drawing meaningful interpretations from NWEA and ILEARN assessments. Similarly, a board member with nonprofit financial management may train others on systems to continually refine resource allocation.
3. Use internal experts to provide training at board meetings: Through our partnership with PLA, board members may receive training on how to view scholar data using the student data warehouse or an overview of applicable state, federal and local laws by which our school abides.

Through these strategies, HIAT will ensure that each board member has a foundational understanding of key school components such as academics, finance, and professional development. The overall goal is for our educators and board members to work as a team in achieving academic growth for scholars. HIAT plans to implement these strategies in SY25/26, with anticipated improvements over the next two to three school years.

B. Leadership Team
Principal Johnson is a visionary leader who motivates her team and staff to advance student achievement while fostering holistic care for every scholar at HIAT. Our leaders bring decades of experience to improving educational outcomes for children and they remain deeply committed to our scholars. Collectively, they offer a proven track record of improving educational outcomes. Below please find bios for our key school leaders:

Tensia Johnson, Principal: Tensia Johnson has been in education for 21 years and holds a Master's of Education in Educational Leadership as well as a Master's in Business Administration from

Concordia University from Chicago, Illinois; and obtained her Bachelors of Elementary Education from Aurora University from Aurora, Illinois with an endorsement in middle school. For 12 years, she proudly served as a classroom teacher, and transitioned into leadership over the last 8 years to work as a Corrective and Responsive Education Facilitator (C.A.R.E.), District-wide social emotional trainer for educators, Principal Designee, and a K-8 Summer School Principal and Principal. As principal of HIAT, Tensia brings extensive experience and expertise to support and empower the scholars she serves.

Erin Simspon, Regional Director: Erin Simpson provides vital support to staff and principals in her role as Regional Director. Ms. Simpson holds a Bachelor of Arts in Elementary Education from Purdue University and a Master's degree in Educational Leadership from the University of Indianapolis. With over a decade of experience in education, Erin has spent the last four years as an Instructional Specialist for Phalen Leadership Academies, overseeing the implementation of academic programming and providing coaching to both teachers and leaders to ensure academic success for scholars. Prior to this role, she served as a Principal for five years in Indianapolis and as an Assistant Principal for two years. Her extensive charter school experience has also included the exciting opportunity to support the launch of two new schools.

Christine Hernandez, Literacy/Instructional Coach: Christine Hernandez is a seasoned educational leader and literacy coach dedicated to improving student outcomes and teacher effectiveness. She has led school-wide literacy initiatives, provided targeted coaching, and developed interventions for struggling readers. With experience as an English Learner teacher, case manager, and state-level outreach coordinator, Christine brings expertise in instructional leadership, data-driven planning, and equity-focused support. She holds a Master's in Elementary Education, Principal Licensure, and has been recognized with the Lifetime Achievement Award from the Indiana Congress of Parents and Teachers.

Martine Bullock, Reading Interventionist/Summer Advantage Coordinator: Martine Bullock provides strategic instructional and operational leadership while also supporting student growth as a Reading Interventionist and Summer Advantage Coordinator. A graduate of Liberty University with a Bachelor of Science in Interdisciplinary Studies, Martine brings expertise in lesson planning, differentiated instruction, literacy development, and child-centered learning. She fosters a collaborative, data-driven environment that empowers both students and educators to achieve excellence.

As previously referenced, HIAT will be focusing on implementing targeted strategies to address the root causes of scholar attendance and ELA and Math proficiency gaps in the next charter term. HIAT will strengthen student success and engagement through a comprehensive set of strategies focused on attendance, family involvement, and academic achievement. The school will host monthly family and community engagement events to build belonging and address barriers to attendance, while maintaining consistent communication with parents and developing individualized attendance plans for students with chronic absences. Positive incentives will continue to encourage strong student attendance, alongside initiatives to recognize and retain teachers, ensuring educational stability and a positive school culture.

Academically, HIAT will deepen learning supports by leveraging preschool partnerships to promote early literacy and smooth transitions for new students. All teachers will receive annual Content Training

to enhance Reading Foundations instruction, while stronger Tier II interventions and dedicated Reading Interventionists will provide targeted, evidence-based support. The school will also expand personalized instruction through Reading Advantage programs and strengthen data analysis and weekly progress monitoring to track growth and tailor instruction to each student's needs. These strategies will be implemented by school leadership beginning in SY25/26, with plans to sustain growth and enhance scholar achievement over the next two to three years.

In addition to a strong school-based leadership team, HIAT benefits from the robust back office and functional support provided by Entrepreneurial Ventures in Education (EVE), doing business as Phalen Leadership Academies (PLA). PLA leaders have devoted their careers to improving the lives of children in underserved communities, bringing together a team with decades of classroom experience, proven instructional leadership, project management expertise, and extensive knowledge in compliance, finance, and operations. As we mentioned earlier, HIAT is leveraging the PLA model to strengthen personalized learning and support for our scholars.

C. Teaching Staff

HIAT's team of fourteen teachers, three interventionists, and a K-3 literacy coach, bring a wealth of experience and expertise in supporting scholars from historically underserved communities. To maintain and further enhance academic success, HIAT teachers will implement strategies targeting challenges such as student engagement and interactions. These strategies include prioritizing classroom discourse and dialogue to promote meaningful student engagement, particularly for scholars who may disengage due to social media or other distractions. Teachers will continue embedding social-emotional learning into daily routines, creating a positive classroom environment that promotes engagement, collaboration, and sustained academic growth. Along with the academic interventions outlined earlier in this application, these strategies will be implemented in SY25/26, with anticipated improvements in scholar outcomes over the next two to three school years.

These strategies will be carried out by our dedicated teaching staff, each of whom embody qualities that enable us to support our scholars and improve academic achievement. HIAT teachers are uniquely equipped with the skills and mission alignment necessary to serve our students effectively. Please review the following qualities we seek in both our current and prospective teachers:

Belief	Believe that all scholars/children can learn, and should be given the opportunity to reach their highest potential.
Personal Responsibility	Possess relentless self-efficacy; holding themselves and other team members accountable for the achievement of our scholars/children.
Results-Driven	Educators have a track record of achieving goals and results.
Communication & Interpersonal	Has the ability to establish impactful relationships across diverse and various groups.
Teacher Proficiency	High instructional aptitude.

Classroom Management	Ability to set a positive tone, culture and expectations.
Collaboration	Understands the value of teamwork.

HIAT is privileged to have a dedicated teaching staff that cares deeply for its scholars each and every day. To support and retain our teaching staff while ensuring effective implementation of academic strategies, we will provide a comprehensive professional development framework that incorporates data-driven feedback and targeted training opportunities. HIAT's consistent use of intentional, personalized feedback through systems such as the Coaching Cycle has further contributed to achieving strong educator effectiveness.

HIAT has established sustainable systems and processes to ensure our school maintains a strong teaching staff each year. However, if new teachers are needed, we have a rigorous, multi-stage process for identifying and screening talent to ensure that students have access to high-quality teachers from the start of the school year. Through our partnership with PLA, we have administrative support in the search process which allows our school leaders to be involved in decision making rather than spending valuable time seeking out candidates. During the first phase of the interview process, candidates complete an online application. If the candidate meets minimum position qualifications, they will participate in a phone interview with recruitment. Screening questions focus on the following:

- Learning about the candidate's teaching experience.
- Assessing the extent to which a candidate shares similar experiences with our scholars.
- Examining how the candidate is able to articulate his/her student achievement data.
- Ensuring the candidate possesses proper credentials and content expertise.
- Understanding previous employment experiences and reasons for leaving their previous job.

If recruitment determines that the candidate's values and experiences are in line with our school's culture, the candidate will be passed on to the school-based leadership teams for a final in-person interview. The final interview is designed to assess an applicant's alignment with our academic priorities for success. In addition, teaching candidates are required to complete a lesson demonstration, ideally to a live class. Ultimately, our school leadership team will determine whether the applicant fits the needs of our campus.

Together, these strategies and professional development opportunities ensure that all HIAT teachers, fully aligned with the school's mission, are equipped to deliver high-quality instruction and support meaningful student growth.

D. Academic Achievement

While we acknowledge there is still room for improvement, HIAT has achieved significant academic growth, as highlighted throughout this application. The strategies utilized during the 2024–2025 school year, through implementation of the evidence-based PLA model, contributed directly to this success, as reflected in our internal data. Please see the following data points:

- At the end of school year 2024/2025, 68% of K–2 scholars were proficient on the Math Foundational Skills assessment, up 26% from the beginning of the year and 12% above the growth goal.
- 74% of scholars passed IREAD 3, a 26% increase from the previous school year.
- 8th grade scholars reduced the number of at-risk performers by 20% on NWEA.

In SY25/26, academic growth will be driven by strategies focused on enhancing both academic achievement and scholars' social-emotional well-being. These strategies begin with a focus on ELA and Math proficiency. HIAT has prioritized enhanced ELA instruction through Reading Advantage, mCLASS small-group interventions, and IXL, an ILEARN checkpoint program, all designed to provide targeted literacy support and accelerate scholar progress. To address areas with lower-than-expected growth, the school launched an after-school ELA-focused club, shifting it from a morning program based on parent and caregiver feedback to provide extended learning opportunities at a more convenient time. To boost math outcomes, school leadership implemented Eureka Math²®, with Catalyst Math and IXL serving as the targeted intervention for small-group instruction.

HIAT recognizes that academic success is closely tied to student engagement. With this understanding, the school is committed to fostering a strong sense of belonging and promoting student engagement through a variety of enrichment programs. Based on scholar survey results, the school will continue investing in active sports teams, including emerging areas of interest such as e-sports that encourage participation from students who may prefer e-sports to traditional sports, and will expand after-school clubs and enrichment activities in response to parent feedback. These initiatives provide all students with meaningful opportunities to connect, grow, and thrive both inside and outside the classroom.

As outlined previously, HIAT's sustainable academic improvement is implemented through data-driven instruction, targeted interventions, ongoing professional development, and a school-wide culture of high expectations and measurable growth. There are six pillars of the educational model including:

a) Effective Leadership
b) Strong Culture and Climate
c) Collaborative Staff
d) Effective Instruction
e) Curriculum, Assessments and Interventions
f) Strong Support Systems

As we move forward, HIAT will to focus on improving quality implementation of these key priorities:

(a) Effective Leadership
Through our partnership with PLA, we have developed several data-driven systems designed to support the success of our school leaders including the Coaching Cycle for HIAT school leaders, and the Leadership Institute, a week-long intensive leadership training institute. Weekly tactical meetings with peers, monthly webinars, and tailored professional development will also support the success of our school leaders.

(b) Climate and Culture

We create a school culture that fosters our students' sense of belonging and emphasizes academic rigor and comprehensive social-emotional development. We will continue to support the social emotional development of scholars by cultivating a growth mindset through tools like Progress Feedback Cycles, Progress-Based Internal Incentives, and Explicit Reflection. Our strategies for climate and culture management are structured around family engagement, real-time behavioral management, and structured recognition of student progress.

(c) Collaborative Staff
Staff collaboration is essential for fostering professional growth. HIAT builds a collaborative culture through our Peer Mentoring Program, Coaching Cycle, and Differentiated Professional Development. High-impact PLCs, Instructional Learning Rounds, and our Staff Appreciation framework further support teamwork and shared learning.

(d) Effective Instruction
The most important component of effective instruction is hiring strong teachers with the skills to close gaps in learning of HIAT scholars. We know school structure matters, and in conjunction with our school leadership, will employ a targeted staffing model. Another key to effective instruction includes the implementation of evidence-based curriculum with fidelity. Our professional development program will ensure that we are both implementing an evidence-based curriculum, and that we have sufficient training to implement that curriculum with fidelity.

(e) Curriculum, Assessments and Interventions
For scholars to succeed, our educators require the instructional materials needed to teach, assess, and inform instruction. Using weekly assessments, our school will be able to gauge scholar progress in vocabulary, grammar, cold reads and math, and then use this data to inform instructional decisions. This data will help educators address both scholar needs and grouping for Tier 2 instruction, and the specific targeted interventions that will help scholars both catch up and move ahead.

(f) Support Systems
HIAT believes it "takes a village to raise a child." We understand the importance of schools and communities working together to provide essential resources and support systems, leading to scholar and family success. To this end, HIAT will leverage community partnerships, wrap-around services, summer learning opportunities and workforce development programs to foster long-term success.

Through these partnerships, HIAT fosters a supportive ecosystem that enables students and their families to overcome challenges, excel academically, and grow into confident, community-minded leaders. Together, this effort ensures every scholar has the resources needed to succeed in school and beyond.

2. **Identify weaknesses, challenges, and areas for improvement, and detail the school's plans for addressing each of these needs. Responses here should demonstrate that the school has reflected honestly and critically on those areas in need of improvement and ways to improve in those areas. In describing these plans and strategies for ongoing improvement, specify implementation timelines or timeframes as well as responsible individuals or parties.**

While we have made strong strides in supporting the achievement of our scholars and the effectiveness of our educators, we have identified three key areas of improvement in partnership with ICSB. These include academic performance, financial health, and maintaining enrollment. Overall, we believe that year-round, consistent implementation of our data-driven systems and processes will be a key vehicle for sustainable progress.

A. Academic Performance

In addition to the strategies outlined in this application, HIAT will implement the following evidence-based strategies to equip scholars with the tools and interventions necessary for meaningful academic progress.

Daily implementation of Tier II instruction:

To meet the needs of our scholars, HIAT is committed to using academic performance data to drive decision-making and adjust the design and execution of classroom instruction. To help us accurately assess scholar progress and needs, we utilize a data warehouse, supported by the PLA network of services, to track scholar performance. This performance dashboard provides real-time scholar achievement and behavior data, empowering our teachers to assess areas of need and design intentional, differentiated groupings to provide evidence-based Tier II interventions. Prior to the pandemic, Tier II interventions were reserved for scholars needing moderate remediation. Recognizing the impact of learning loss on our scholars overall, we now offer this added layer of personalized support to all scholars to both remediate and accelerate learning where needed. In SY25/26, we will continue to focus on day-to-day use of data-driven insights from the data dashboard, so we can collectively work towards raising scholar performance.

To address the need for improvement in ELA, as noted previously, we have implemented the Reading Advantage program, which leverages differentiated instructional strategies in response to academic needs. Reading Advantage is a standardized Tier II program in direct response to pandemic-related gaps in literacy proficiency. Our comprehensive approach includes frequent data-driven assessments to identify and measure current scholar literacy needs, as well as small-group instruction and personalized learning support strategies as evidence-based interventions to support scholar mastery of key literacy skills.

We utilize a rotational model which enables extensive small-group instruction and provides multiple learning modalities to target each student's zone of development, combining research-based instruction with mastery-paced work on adaptive learning software. Our program incorporates adaptive learning software and technology to support data-driven personalized learning for our scholars. Through blended learning rotations, scholars work through both educator-guided interventions and self-paced adaptive learning modules all working in concert to target academic gaps based on real-time performance data. To best understand and meet scholar needs, Reading Advantage is organized around three tiers:

- Tier I is designed for all scholars and occurs during whole-group instruction. We use Wit and Wisdom as our core K–8 ELA curriculum, grounded in high-quality academic research. Texts included in the program are high quality and engaging, as well as appropriately rigorous and organized to support knowledge building. The materials include questions, tasks, lessons, and practice that support students' development of reading, writing, speaking and listening, and beginning to think critically.

Implementation and usability support for teachers to assure students meet grade-level goals.

- Tier II is for all scholars and occurs during our small group learning time. This tier focuses on foundational reading skills support. For grades K-2, we utilize our network support which recommends small-group instruction based on foundational reading skills. Instruction will be based on skills in phonemic awareness, phonics, fluency, vocabulary, and finally comprehension. Materials for this instruction include reading materials as well as decodable books. For grades 3 and up, we utilize the guiding reading approach, where a teacher works with a small group of scholars who are reading at a similar level or share common deficit skills. Materials for these grades could include leveled text or other materials for those that need additional support with phonics practice.

- Tier III is only for scholars who are 2 or more grade levels behind. Tier 3 supports occur during small group instruction where interventionists, SPED, and EL push-in for additional support. This tier serves as the foundational intervention system. For grades K-2, we implement a strong phonics-based program for additional practice. For grades 3 and up, we utilize the continuation of a strong phonics-based program for those scholars that still need support. For those ready for fluency, we work from decodable readers to leveled readers.

The structure of the Reading Advantage program includes a reading interventionist providing in-person support throughout the day, working with two groups of scholars in every class for thirty minutes per group. Ultimately, the goal of this program is to improve reading proficiency each year.

Customized training opportunities: At HIAT, we are committed to providing our teachers and school staff with the professional tools they need to excel. Our core systems are designed to replicate best practices and distribute knowledge in a way that is effective in real-time. For example, one of our core systems, Coaching Cycle, will embed real-time feedback through biweekly classroom observations to support continuous knowledge-sharing and improvement. Similarly, one of our key processes, our weekly Professional Learning Communities, will provide opportunities for educators to share their knowledge and best practices in real-time. This strategic process of refinement through continued knowledge-sharing allows us to build the strength of classroom instruction at our school. Below, please find detailed descriptions of the evidence-based professional development opportunities that we plan to implement with greater fidelity going forward:

The Coaching Cycle: Our primary platform for staff development and retention consists of weekly observational walkthroughs, personalized coaching, and progressive goal setting aligned to scaffolded instructional domains. The cycle's six mandatory domains or focused areas of observations are based on Charlotte Danielson's framework. Each domain includes eight indicators for success, creating a very quick and efficient walk-through form for each domain. The six domains are as follows:

- Culture and Behavior Management

- Scholar Engagement
- Level 1 Instructional Execution
- Level 2 Instructional Execution
- Reading Advantage
- Math Advantage

The first step of the Coaching Cycle is to conduct intentional 10–12-minute walk-throughs, looking for evidence of best practices. Instructional coaches will then offer side by side guidance, give positive feedback, and ask leading questions that guide teachers to identify their areas for growth. During this conversation, the teacher and coach will collaboratively create a bite-sized goal for change that will be focused on in subsequent observations. Through this process, teachers have the opportunity to systematically improve their abilities, receiving individualized coaching on specific, actionable strategies that strengthen classroom instruction.

To further support our teachers, the Coaching Cycle's online platform allows school leaders to identify strengths and opportunities for improvement, both holistically for the school and individually for the teachers. Teachers receive observation feedback through email following the walk-through. The sophisticated analytics provided by our online platform provides leaders with feedback to ensure we are coaching up our teachers and providing our scholars with the high-quality instruction they all deserve. A toolbox of strategies and resources for each coaching area is also available within the Coaching Cycle online platform. This toolbox allows the coach to click directly on the link and share relevant resources with the teacher. The coach will then review the resource with the teacher to increase the likelihood of implementation. The toolbox provides short video clips, activities, articles, book recommendations, and Learning Institute modules to assist with teacher growth.

Moving forward, we will focus on strengthening the implementation of the Coaching Cycle by providing every instructional coach with office hours, as well as monthly training provided by our network Academics Team. Additionally, our school will share weekly reports with the PLA Academic Team to receive feedback and support on the effectiveness of strategies represented in the Coaching Cycle data. The PLA team will then use these reports to offer differentiated on-site training and implementation support. These learning opportunities will help HIAT's school leaders to efficiently and effectively support the instructional development of their educators, and therefore, the academic success of their scholars. Through the consistent execution of our evidence-based system, our teachers will also be able to build strong collaborative partnerships with their coaches, which in turn will increase their job satisfaction and support retention.

Professional Learning Communities: Professional Learning Communities (PLCs) are weekly strategy meetings that allow our educators to collaboratively develop interventions and learn new approaches to implementing best practices that empower scholar achievement. These meetings support the continuous improvement of our educators by offering them a chance to: (a) collaboratively analyze student data and identify areas in need of improvement; (b) compare and share instructional strategies and resources; (c) collaborate and design appropriate interventions, including the incorporation of content literacy across subjects within a grade; (d) develop and refine curriculum mapping; and (e) organize model lessons on specific strategies and standards so that teachers can learn from their peers to improve their own practice.

PLCs include focused workshops, planning time, and data deep-dives. The meetings also help to build a positive professional culture on our campus, as they serve as an opportunity for teachers to seek support from each other as they grow in their profession. To strengthen the impact of our PLC's, PLA's Academic Team will provide ongoing support facilitating PLCs and building the culture of learning that is essential to ensuring the success of these communities.

Teacher Institute: To ensure teachers feel well-prepared for their first day, we offer targeted summer training sessions, led by our PLA partners, designed for new teachers alongside additional training for all teachers. New teachers engage in sessions covering key areas such as how to effectively employ the evidence-based instruction and curriculum standards, effective instructional practices, classroom management, parent engagement, and scholar engagement strategies. They also receive training on curriculum development, small group instruction, and data-driven goal setting.

This framework for pre-school-year professional development helps to create a seamless transition into our ongoing professional development systems and processes for the school year.

Leadership Institute: Our network partner, PLA, offers targeted professional development (PD) for school leaders through the Leadership Institute. Based on the research-backed leadership levers outlined in Leverage Leadership 2.0 by Paul Bambrick-Santoyo, the training covers critical skills such as data-driven instruction, instructional planning, feedback strategies, fostering positive student and staff cultures, and managing leadership teams. Leaders also receive training on time management and planning tools to enhance their effectiveness.

The Leadership Institute expands on these concepts through sessions on topics like the PLA Academic Model and Learning Institute process, coaching for academic priorities, SMART goal development, and teacher evaluation methods. Each day of the institute will begin and end with interactive work sessions focused on understanding, applying and receiving feedback on the seven key effective leadership levers outlined above. Through this thoughtful design, the institute will support our school leaders in gaining mastery of the seven research-based key leadership levers prior to the start of the school year.

Data-driven instruction and school management: We recognize that for a data-driven approach to school management to be implemented effectively, it must be anchored in a strong accountability framework that starts with school leadership. Our leadership team will continue to consistently use surveys and student performance data to monitor our progress towards these goals and make intentional adjustments to our management strategies. An Instructional Coach will oversee data analysis to further implement teaching best practices into their coaching cycles. In addition to introducing more accountability, we will implement the following strong quality assurance mechanisms on the school level that ensure that we can meet our goals:

- **Scholar achievement controls:** These include a strategic mix of diagnostic, interim, formative, and summative assessments to monitor progress and inform interventions to close gaps in academic progress and learning
- **Staff development controls:** These include weekly Professional Learning Communities (PLCs), bi-weekly observations of the Coaching Cycle, annual teacher training institutes, and self-paced modules of the Learning Institute, which collectively allow the school leaders to assess staff success with the implementation of the PLA Academic Model.

- **Leadership effectiveness controls:** These include weekly calls with our PLA networks Academic Team, bi-weekly instructional reviews to provide data analysis and reporting to measure growth, beginning of year, middle of year, and leadership coaching reviews; PLA network's Leadership Professional Learning Communities; and the Leadership Institute.
- **Climate and culture controls:** These include weekly site visits and beginning of year, middle of year, and end of year climate and culture audits to determine each school's success with implementing our framework of Positive Behavioral Interventions and Supports (PBIS); structured recognition of scholar progress in daily small-group instruction and bi-weekly check-ins; and a scientifically validated parent engagement framework.

With these quality-driven systems in place, we plan to make strong improvements to support scholar achievement and educator effectiveness at HIAT in the years to come.

B. Financial Health

HIAT has managed financials with consistency and discipline while also ensuring that the school has the resources needed to support scholars, staff and families. Within the charter term, HIAT has also consistently maintained strong financial practices aligned with State, Federal, Grant and Audit requirements. Through partnership with ICSB, we will continue to build the financial health and sustainability of our school. In collaboration with PLA, we have identified the following areas to maintain and strengthen the school's financial health:

a. **Expense Management:** A key driver of our school's financial health is ensuring that expenses stay within the revenue generated by actual enrollment. Once count day enrollment is finalized, we will review staff rosters and each expense line item to ensure that the expenses are supported by the revenue generated by actual enrollment. Additional strategies that we will maintain include:
    - Forecast: We will maintain a forecast that is updated monthly after the month-end close. All variances to budget are reviewed with both positive and negative variances identified and resolved.
    - Position control: Staff are the largest expense item at HIAT, so we will review rosters against budget and forecast monthly to identify and resolve variances and ensure that all staff are utilized effectively. Finance, Recruiting and Human Resources work closely to ensure that each hire aligns with budget and school needs.
    - Enrollment & Retention: We will review each scholar addition and transition to ensure that scholar enrollment and retention are aligned with budget and forecasted expenses.

b. **Internal controls:** To ensure strong financial practices, we will continue to implement a multi-layered internal financial control framework that includes both school level and PLA Network approvals. HIAT's internal control system is designed to ensure strong segregation of responsibilities, track and safeguard all assets; ensure all financial practices are in accordance with generally accepted accounting principles (GAAP); assign all grant expenses according to the requirements of the approved grant budgets; and maintain appropriate records, financial management systems and individual time distribution records to disburse funds and track

program expenditures according to federal, state and grant requirements. We will work to maintain the following processes:

- Authorization and approval controls for expenditures: The School Leader reviews and approves invoices before submitting them to the PLA finance team for an additional layer of review and general ledger coding. Any proposed purchase exceeding $5,000 is presented to the board for approval prior to purchase. Expenses that are identified as grant expenditures are tied to the budget and then recorded against the grant in the accounting system and grant tracker. All disbursements are included in the Board packet with the financials for Board review.
- Accounts Payable: Our school ensures that Accounts Payable listings are reviewed and approved by two distinct individuals to maintain clear segregation of responsibilities and ensure accuracy against the approved invoices. We file a copy of each check along with the invoice, voucher, and any supporting documentation at our school.
- Payroll and benefits controls for expenditures: Our School Leader is responsible for overseeing the full payroll process, including preparing, reviewing, and approving all payroll records to ensure accuracy and compliance. Once verified, the School Leader submits payroll through our HR system, HCC. Payroll expenses that are part of the grant will be specially marked for tracking and reporting purposes. Approved payroll is submitted to our payroll provider for processing and entered into the accounting system.
- Expense controls: Our school ensures that all expenses are approved prior to the expense being incurred. Staff members must first submit an expenditure request, providing information such as a plan for how the expenditure will be used, a vendor quote, a justification for improving the school or scholar experience. If the expenditure is identified as a grant expense, the expense is tied to the grant budget to ensure suitability against the item description.
- Statement Reconciliations: HIAT's School Manager, with support from the School Leader, reviews statements received to ensure that goods were received and services were provided. Statements are then provided to finance to reconcile to the AP aging report. All variances are resolved to ensure that financials accurately reflect expenses.

By maintaining strong financial systems and processes at HIAT, while reducing expenses and increasing revenue, we will enhance both the school's short- and long-term financial performance and overall fiscal health.

C. Maintaining Enrollment
One of the primary drivers of our school's financial health is scholar enrollment. Based on our internal tracking, HIAT is on track to reaching our enrollment goal for the 25-26 school year. We recognize that the communities our scholars reside in place significant strains on scholars and their families. Therefore, we understand the need to continue to maintain strong enrollment. As we develop plans for HIAT to sustain enrollment levels, we are centering our efforts around three key internal initiatives:

- Enhancing our communication with current and prospective families by employing data-driven, personalized messaging that emphasizes the school's academic

programming, extracurricular options, and student achievements. This includes both traditional and social media outreach, as well as targeted text, email, and phone campaigns to ensure families are fully aware of HIAT's offerings.

- Strengthening our outreach through partnerships with community organizations, youth programs, and local leaders to build trust and connect more deeply with prospective families.
- Expansion of bilingual support to ensure language is never a barrier, including translating paperwork, forms, and the school website so families can access the resources they need.

Through these targeted efforts, HIAT is well-positioned to maintain robust enrollment levels, offering a comprehensive and supportive educational experience that continues to attract families and foster long-term community investment. With a strategic approach to enrollment and a concerted effort to increase parent communication and engagement, we expect to convert engaging touchpoints and prospective applications to enrolled scholars.

In addition to the initiatives outlined above, HIAT, in partnership with PLA, will implement the following strategies to support scholar enrollment and retention:

Reinforcing Training & Development: HIAT benefits from the PLA network's experienced Enrollment Department, which supports data-driven community engagement, recruitment goals, and family conversion from inquiry to enrollment. We will provide ongoing training for enrollment coordination, building expertise in targeted strategies, communication, and stakeholder engagement, while refining data analytics to prioritize outreach and dynamically optimize enrollment and retention efforts.

Strengthening Community Outreach: HIAT will amplify our efforts by building stronger partnerships with local community organizations, youth programs, and other educational partners in order to tap into more networks and build trust within key communities. By leveraging local events, we will ensure HIAT has a presence in spaces where families are seeking educational alternatives. These events will provide valuable opportunities to enroll new students while also strengthening relationships and retention with current families. We will also continue to work with local media outlets to highlight the achievements, successes, and positive initiatives of our PLA network and students.

Enhanced Communication Strategy: Our team is continuing to develop more personalized and data-driven communication strategies, utilizing insights from previous enrollment periods to tailor our messages to potential families. This includes:
- Sharing success stories of current students to build trust and rapport.
- Engaging alumni to advocate for HIAT in their networks.
- Continue to develop our targeted nurturing campaigns to engage with families throughout the enrollment process.
- Robo Calls, Text Messages, Email Campaigns
- Generate list CRM to generate family contacts who didn't move forward with registration
- Continue to utilize email marketing, social media, and personalized communications to provide valuable information, address concerns, and build relationships with prospective families.

Targeted and measured Digital Marketing: We will expand our digital footprint by incorporating more localized and personalized digital marketing efforts, such as:

- Geo-targeted ads focused on areas with declining enrollment.
- A/B testing different messaging and offers to see what resonates most with prospective families.
- Optimizing our social media presence by partnering with community figures who align with our mission and continue to highlight our success stories, academic achievements, and unique offerings to showcase the value of enrollment.

Additional Admissions and Enrollment/Marketing Initiatives: We want to further enhance the school's online presence through a user-friendly website and our social media platforms. We also will continue to collaborate with organizations that can serve as feeders to increase referrals and reach a broader audience of prospective families. It is important to increase our online visibility by increasing our virtual information sessions that provide prospective families with opportunities to learn more about our campus and engage with school staff.

Overall, HIAT's approach to enrollment, in collaboration with PLA network support, places quality assurance and capacity-building at the forefront. These systems will also help us to support continued academic growth and satisfaction overall, which we expect will have a continued positive impact on scholar enrollment and retention at HIAT.

3. **Present any additional evidence, beyond the data contained in the final performance report for the charter school, supporting the school's case for renewal.**

Beyond the data shared in the final performance report, HIAT continues to demonstrate strong performance in areas of school culture and academic growth, reinforcing our case for renewal. We are proud to have retained 86.7% of our effective teachers in the 2024-2025 school year. This success stems from a positive work environment and the stability of consistent leadership. Our principal is well-respected and trusted, providing a foundation of continuity that fosters staff commitment. We also support our educators with retention stipends, rewarding their ongoing dedication to delivering high-quality education.

Given the challenges our scholars face, these results show that HIAT provides more than just academics - we offer a safe, nurturing environment where students can thrive. With ICSB as a key partner, we are confident in our ability to continue serving as a stable and high-quality educational home for our scholars and their families.

4. **Please provide, as Attachment 1, a detailed five-year pro-forma budget for the school, including the current school year, by completing ICSB's [Budget Projections Workbook.](#)**

Please see attached.

5. **Please provide, as Attachment 2, a detailed budget narrative providing a high-level summary of the budget and how the budget aligns with the five-year business plan. The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for per-pupil revenue projections, staffing**

levels, facilities expenses, and technology costs.

Please see attached.

6. **Please provide, as Attachment 3, a single complete <u>Statement of Assurances form</u>, attached hereto as <u>Exhibit C</u>, signed by an authorized representative of the applicant group.**

Please see attached.

<u>**Section III: Proposed Changes**</u>
In this section, please specify any changes the school would like to see in any of the material terms in the Charter Agreement. Please note that any request for a material change, such as switching service providers, school location, grade configuration, etc., may result in a request for supplemental information from ICSB staff.

Currently, we do not anticipate requesting material changes to provisions of the relevant charter agreement. However, if unforeseen circumstances arise, HIAT reserves the right to modify and/or seek material revisions (pursuant to ICSB's process and procedures) to ensure compliance with all other provisions of the charter agreement.

<u>**Submission of Entire Application**</u>

Please provide, as **Attachment 4**, one (1) PDF file that contains all application components, including the Renewal Proposal Overview, the Renewal Application, including any Exhibits and all required Attachments. The order of attached Exhibits should follow the Renewal Application Checklist in <u>Exhibit A</u>. This PDF file will be posted on ICSB's website as required under Indiana law and in accordance with ICSB policy. Therefore, please be certain that this attachment contains no confidential personal information. In addition, please adhere with the guidelines provided under the Notice of Disclosure section on page 7 of this document for any other information considered confidential.

Please see attached.

Instructions for Renewal Budget Projections Workbook

☐ = Information should be entered into light gray shaded cells.

Name of Charter School:	Higher Institute of Arts & Technology
Location:	Merrillville Community School
First Year of New Charter (Renewal Year):	2026 - 27 SY

[1. Instructions](#)	• All organizers submitting a Charter Renewal Application to the Indiana Charter School Board must complete worksheets 1 through 4 of the Renewal Budget Projections Workbook. No information is required to be entered into WHITE cells, they will autofill as information is entered into GREY cells. • Column and Row references in these instructions are to the Excel spreadsheet Column or Row.
[2. Enrollment Projection](#)	• Please complete the enrollment table for the school's current year, and provide enrollment projections for the next five (5) years beginning with the Renewal Year.
[3. Staffing Plan](#)	• Please provide a list of administrative, instructional, and other staff along with estimates of proposed salaries and benefits. Please include both full and part-time employees and contractors. Projected salary and benefits should align with current and 5-Year budgets. • The estimated "average salary" for each position should include all taxable amounts (including taxable fringe benefits, stipends, bonuses, awards, and allowances). • "Other Insurance" includes health care, long-term care, life, disability. • "Other Benefits" are non-taxable benefits (e.g., educational assistance, dependent care assistance, transportation benefits, non-taxable fringe benefits, etc.).
[4. 5-Year Budget](#)	• Please provide budget projections for the Current Year and the next 5 years. Note that the information provided in Tab 3 must align with the personnel expenses provided in Tab 4 or Tab 4 will throw an ERROR.
Notes:	• Applicants proposing to operate a network of schools should add a worksheet or attach a separate file reflecting the consolidated network's 5-Year pro-forma budget, reflecting all components - including the regional back office/central office - of the Indiana network. • This template is not intended to be exhaustive. If it is unclear to which line a particular item of revenue or expense belongs, add it to the closest approximation or to one of the "other" categories and make a note in the budget narrative.

Ver. 08.15.2025

School Enrollment Projections

(must align with Renewal Application Enrollment Plan)

School Name: Higher Institute of Arts & Technology
Location: Merrillville Community School
Renewal Year: 2026 - 27 SY

Is the school an Adult High School (please see instructions): Select from drop-down list →

Enrollment	Current Year 2025 - 26 SY	Year 1 2026 - 27 SY	Year 2 2027 - 28 SY	Year 3 2028 - 29 SY	Year 4 2029 - 30 SY	Year 5 2030 - 31 SY
Kindergarten	27	33	34	30	31	32
Grade 1	34	29	35	36	32	33
Grade 2	25	36	31	37	38	34
Grade 3	30	27	38	33	39	40
Grade 4	22	32	29	40	35	41
Grade 5	26	24	34	31	42	37
Grade 6	28	28	26	36	33	44
Grade 7	34	30	30	28	38	34
Grade 8	36	36	32	32	30	39
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Total K-12 Enrollment:	262	275	289	303	318	334
Adult Learners (1)						
Total Adult Enrollment:						
Estimated % of Students:						
Special Education	15%	15%	15%	15%	15%	15%
English Learners	20%	20%	20%	20%	20%	20%
Free/Reduced Priced Lunch	85%	85%	85%	85%	85%	85%
Virtual Students (2)						
K-12 Distribution (3)	$2,104,960.01	$2,209,404.59	$2,321,883.37	$2,434,362.15	$2,554,875.12	$2,683,422.30
Adult Distribution (4)	$ -	$ -	$ -	$ -	$ -	$ -

Notes & Instructions

Please complete the enrollment table for the school's current year, and provide enrollment projections for the next five (5) years beginning with the Renewal Year.

1) An "adult high school" is a charter school that has a majority of enrolled students that: (1) belong to a graduation cohort that has already graduated; or (2) are over the age of eighteen (18) years of age; at the time the student was first enrolled at the school. ICSB is prohibited from authorizing an adult high school unless the general assembly has made a specific appropriation for the high school pursuant to Indiana Code 20-24-7-13.5. If your proposal is for an adult high school, complete Row 32 only.

2) A "virtual student" is defined as a student for whom at least fifty percent (50%) of the instructional services received from the school is virtual instruction. Virtual instruction means instruction that is provided in an interactive learning environment created through technology in which students are separated from their teacher by time or space, or both. Students receiving more than 50% of their instruction virtually generate eighty-five percent (85%) of the foundation formula amount rather than 100%. The analysis is applicable on a per student basis.

3) The "basic" tuition support grant for K-12 schools is equal to the following formula:

(Foundation Amount X ADM) + ((Complexity Multiplier X Complexity Index) X ADM)

The Distribution calculations are an estimate based on projected enrollment multiplied by basic tuition support in the amounts as set forth in the most recently passed (2025) budget- Foundation = $6,967 for the 2025-26 SY and $7,071 for the 2026-27 SY (and beyond) and Complexity Multiplier = $4,001 for the 2025-26 SY and $4,015 for the 2026-27 SY (and beyond). The school's actual distribution will be based on the school's ADM count of eligible pupils enrolled in the school on two count dates (in October and February) multiplied by the basic tuition support calculation. The calculation uses the Complexity Index for the school corporation in which the proposed charter school will be located- the school's actual Complexity Index amount will likely differ. The Special Education Grant amount is calculated on Tab 4 and uses the grant amount for moderate disabilities ($2,913 for the 2025-26 SY). The grant amount for severe disabilities is $11,592 for the 2025-26 SY).

4) The Adult Learner Grant amount for adult high schools is $6,750. The Adult Distribution is calculated by multiplying Total Enrollment by the Adult Grant.

5-Year Projected Staffing Plan

School Name: **Higher Institute of Arts & Technology**
Renewal Year: **2026 - 27 SY**

The information provided herein does not, and is not intended to, constitute legal advice. Schools should consult an attorney and/or accountant for any questions about employment and employment tax matters before completing this worksheet.

- Complete all relevant Grey Shaded areas -> Name of Position, Number of Positions, Average Salary, Health Insurance, Retirement Contribution, and Other Benefits.
- Projected salary and benefits should align with Year 0 and 5-Year budgets.
- Please see footnotes below for additional information before completing the worksheet.

INSTRUCTIONAL STAFF

Position	Current Year Number	Current Year Avg Salary (1)	Current Year Total Expense	Year 1 Number	Year 1 Avg Salary	Year 1 Total Expense	Year 2 Number	Year 2 Avg Salary	Year 2 Total Expense	Year 3 Number	Year 3 Avg Salary	Year 3 Total Expense	Year 4 Number	Year 4 Avg Salary	Year 4 Total Expense	Year 5 Number	Year 5 Avg Salary	Year 5 Total Expense
Teachers-regular	14.0	55,185.53	772,597.42	14.0	56,841.10	795,775.34	15.0	58,546.33	878,194.93	15.0	60,302.72	904,540.78	16.0	62,111.80	993,788.80	16.0	63,975.15	1,023,602.47
Teachers-SPED	2.0	61,238.50	122,477.00	2.0	63,075.66	126,151.31	2.0	64,967.92	129,935.85	2.0	66,916.96	133,833.92	2.0	68,924.47	137,848.94	2.0	70,992.21	141,984.41
Teaching Assts	3.0	35,389.36	106,168.08	3.0	36,451.04	109,353.12	3.0	37,544.57	112,633.72	3.0	38,670.91	116,012.73	3.0	39,831.04	119,493.11	3.0	41,025.97	123,077.90
Interventionists	2.0	54,247.00	108,494.00	2.0	55,874.41	111,748.82	1.2	57,550.64	70,787.29	1.2	59,277.16	72,910.91	0.4	61,055.48	21,369.42	0.4	62,887.14	22,010.50
Total Instructional Staff:	**21.0**		**1,109,736.50**	**21.0**		**1,143,028.60**	**21.2**		**1,191,551.79**	**21.2**		**1,227,298.34**	**21.4**		**1,272,500.27**	**21.4**		**1,310,675.28**

ADMIN & SUPPORT

Position	Current Year Number	Current Year Avg Salary	Current Year Total Expense	Year 1 Number	Year 1 Avg Salary	Year 1 Total Expense	Year 2 Number	Year 2 Avg Salary	Year 2 Total Expense	Year 3 Number	Year 3 Avg Salary	Year 3 Total Expense	Year 4 Number	Year 4 Avg Salary	Year 4 Total Expense	Year 5 Number	Year 5 Avg Salary	Year 5 Total Expense
Principal	1.0	122,055.00	122,055.00	1.0	125,716.65	125,716.65	1.0	129,488.15	129,488.15	1.0	133,372.79	133,372.79	1.0	137,373.98	137,373.98	1.0	141,495.20	141,495.20
Asst. Principal	1.0	92,700.00	92,700.00	1.0	95,481.00	95,481.00	1.0	98,345.43	98,345.43	1.0	101,295.79	101,295.79	1.0	104,334.67	104,334.67	1.0	107,464.71	107,464.71
Office Asst	1.0	50,354.64	50,354.64	1.0	51,865.28	51,865.28	1.0	53,421.24	53,421.24	1.0	55,023.87	55,023.87	1.0	56,674.59	56,674.59	1.0	58,374.83	58,374.83
SEC/Ops	0.5	67,900.90	33,950.45	0.5	69,937.93	34,968.96	0.5	72,036.06	36,018.03	0.5	74,197.15	37,098.57	0.5	76,423.06	38,211.53	0.5	78,715.75	39,357.88
Custodian	2.0	31,978.11	63,956.21	2.0	32,937.45	65,874.90	2.0	33,925.57	67,851.14	2.0	34,943.34	69,886.68	2.0	35,991.64	71,983.28	2.0	37,071.39	74,142.78
Total Admin & Support Staff:	**5.5**		**363,016.30**	**5.5**		**373,906.79**	**5.5**		**385,123.99**	**5.5**		**396,677.71**	**5.5**		**408,578.04**	**5.5**		**420,835.39**

BENEFITS

	Current Year Rate/Per Employee Expense	Current Year Total Expense	Year 1 Rate/Per Employee Expense	Year 1 Total Expense	Year 2 Rate/Per Employee Expense	Year 2 Total Expense	Year 3 Rate/Per Employee Expense	Year 3 Total Expense	Year 4 Rate/Per Employee Expense	Year 4 Total Expense	Year 5 Rate/Per Employee Expense	Year 5 Total Expense
Health Insurance (2)	6,180.29	163,777.62	6,365.70	168,690.95	6,556.67	175,259.71	6,753.37	180,517.50	6,955.97	186,767.74	7,164.65	192,370.78
Retirement Contributions (3)	-	-	-	-	-	-	-	-	-	-	-	-
Social Security	6.2%	91,310.67	6.2%	94,049.99	6.2%	97,753.90	6.2%	100,686.52	6.2%	104,226.86	6.2%	107,353.66
Medicare	1.45%	21,354.92	1.45%	21,995.56	1.45%	22,861.80	1.45%	23,547.65	1.45%	24,375.64	1.45%	25,106.90
Unemployment	2.5%	36,818.82	2.5%	37,923.38	2.5%	39,416.89	2.5%	40,599.40	2.5%	42,026.96	2.5%	43,287.77
Other Compensation (4)		-		-		-		-		-		-

SUMMARY

	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Staff	26.5	26.5	26.7	26.7	26.9	26.9
Total Salaries:	1,472,752.80	1,516,935.38	1,576,675.78	1,623,976.05	1,681,078.32	1,731,510.67
Total Benefits:	313,262.03	322,659.89	335,292.30	345,351.07	357,397.19	368,119.11
Total Salaries + Benefits:	1,786,014.83	1,839,595.27	1,911,968.08	1,969,327.12	2,038,475.51	2,099,629.77
Student/teacher ratio	12:1	13:1	14:1	14:1	15:1	16:1
Student/staff ratio	48:1	50:1	53:1	55:1	58:1	61:1

Footnotes:

A note about classifying workers:
Generally, an individual who performs services for you is your "employee" if you have the right to control what work will be done and how it will be done. An individual who performs services for you is an "independent contractor" if the you have the right to control or direct only the result of the work, but not what will be done and how it will be done. This is an important distinction because an employee's wages are subject to employment tax withholding while an independent contractor's earnings are subject to self-employment tax. However, there are many factors used by the IRS to determine whether an individual is an employee or independent contractor. See, https://www.irs.gov/businesses/small-businesses-self-employed/independent-contractor-self-employed-or-employee. Please note that the IRS has issued a number of rulings and advisory opinions holding, based on the specific facts, that an individual rendering services as a substitute teacher should be considered to be an employee and not an independent contractor. Misclassification of an employee as an independent contractor may result in additional payroll taxes due, as well as possible interest and penalties. **Please consult your attorney before classifying an employee.** Payments made to "independent contractors" should be listed as "Other Compensation" on Row 99, and explained in the budget narrative. Do not include payments made to independent contractors on Rows 15-47.

(1) Amounts paid to "employees" regardless of whether they are full-time, part-time, or limited-time should be listed in the **Average Salary** column (Rows 15-47) for each year. All pay provided to an employee for services performed should be included, including salaries, vacation allowances, bonuses, stipends, commissions, and taxable fringe benefits. For more information, see https://www.irs.gov/publications/p15.

(2) **Health Insurance** includes Group Life Insurance, Group Health Insurance, Group Accident Insurance, Other Authorized Group Insurance, and Workers Compensation Insurance.

(3) **Retirement Contributions** includes Severance/Early Retirement Pay, Public Employees Retirement Fund, Teachers Retirement Fund, Public Employees Retirement Fund (Optional Contribution), Teacher Retirement Fund (Optional Contribution).

(4) **Other Compensation** - Includes any other benefits not otherwise classified above, including payments made to independent contractors. This cell should reflect the sum total of all Other Compensation for the year.

School Name: **Higher Institute of Arts & Technology**
Renewal Year **2026 - 27 SY**

Special Instructions for Schools Contracting with a Management Company:

Please include a note in the assumptions column and budget narrative if any of of the listed amounts include additional service, consulting, facility, or licensing fees paid to a management company or affiliate of a management company that are not included in Line 168 (CMO/EMO fee). For example, you should note any additional fees for instructional or support supplies and resources; license fees for materials, software, or educational programming; or fees related to the management, sale, or lease of real estate. Please also state whether your facility is leased or purchased from a management company or affiliate of a management company.

If a line item is completed that includes the words "(please describe)" a specific description of the item must be provided in the appropriate box in Column N.
Failure to provide a description as requested will result in rejection of the submission.

REVENUES	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5	Additional Information
State Revenue - See Footnotes							Other State Grants (Row 28)
Basic Tuition Support / Adult Learners Grant - From Tab 2	$ 2,104,960.01	$ 2,209,404.59	$ 2,321,883.37	$ 2,434,362.15	$ 2,554,875.12	$ 2,683,422.30	
Special Education Grant - From Tab 2	$ 114,913.20	$ 120,615.00	$ 126,755.40	$ 132,895.80	$ 139,474.80	$ 146,492.40	
Honors Diploma/Academic Performance Grant	$ -	$ -	$ -	$ -	$ -	$ -	
Career and Technical Education	$ -	$ -	$ -	$ -	$ -	$ -	
Non-English Speaking Program	$ -	$ -	$ -	$ -	$ -	$ -	
Charter and Innovation Network School Grant ($1,400 per student)	$ 366,800.00	$ 385,000.00	$ 404,600.00	$ 424,200.00	$ 445,200.00	$ 467,600.00	Includes two items: (1) For current yr, adjustment of $413/scholar, as our FY25 Form 54 funding of 8,886.56 was higher than worksheet calculation (row 17). (2) Security & Safety Grant of $52,816 awarded for FY26.
Formative (Interim) Assessment Grant		$ -	$ -	$ -	$ -	$ -	
State Matching Funds for School Lunch Program		$ -	$ -	$ -	$ -	$ -	
Curricular Material Reimbursement Program ($150 per student)	44,189	$ 41,250.00	$ 43,350.00	$ 45,450.00	$ 47,700.00	$ 50,100.00	
Remediation Testing Grant		$ -	$ -	$ -	$ -	$ -	
Teacher Appreciation Grant	$ 39,300.00	$ 41,250.00	$ 43,350.00	$ 45,450.00	$ 47,700.00	$ 50,100.00	
Other State Grants (please describe) (1)	$ 161,022.00	$ 113,784.41	$ 119,577.07	$ 125,369.73	$ 131,576.16	$ 138,196.34	
Total State Revenue:	$ 2,831,183.74	$ 2,911,304.00	$ 3,059,515.84	$ 3,207,727.68	$ 3,366,526.08	$ 3,535,911.04	
Federal Revenue - See Footnotes							Other Federal Revenue (Row 40)
Public Charter School Program Grant	$ -	$ -	$ -	$ -	$ -	$ -	
Charter Facilities Assistance Program Grant (2011)	$ -	$ -	$ -	$ -	$ -	$ -	
IDEA- Part B Grant (Special Education)	52,588	$ 55,217.40	$ 57,978.27	$ 60,877.18	$ 63,921.04	$ 67,117.09	
Title I	319,980	$ 335,979.00	$ 352,777.95	$ 370,416.85	$ 388,937.69	$ 408,384.57	
Title II	40,558	$ 42,585.90	$ 44,715.20	$ 46,950.95	$ 49,298.50	$ 51,763.43	
Federal Lunch Program	185,003	$ 194,252.95	$ 203,965.59	$ 214,163.87	$ 224,872.07	$ 236,115.67	
Federal Breakfast Reimbursement	91,121	$ 95,676.82	$ 100,460.67	$ 105,483.70	$ 110,757.88	$ 116,295.78	
Other Federal Revenue (please describe)	$ -	$ -	$ -	$ -	$ -	$ -	
Total Federal Revenue:	$ 689,249.59	$ 723,712.07	$ 759,897.68	$ 797,892.56	$ 837,787.19	$ 879,676.55	
Other Revenue							Other Revenue (Row 54)
Contributions and Donations from Private Sources	$ -	$ -	$ -	$ -	$ -	$ -	
Student Fees	$ -	$ -	$ -	$ -	$ -	$ -	
Other Fees	$ 8,600.00	$ 8,858.00	$ 9,123.74	$ 9,397.45	$ 9,679.38	$ 9,969.76	
Interest Income	$ -	$ -	$ -	$ -	$ -	$ -	
Charter School Capital Grants Fund	$ -	$ -	$ -	$ -	$ -	$ -	
Common School Fund	$ -	$ -	$ -	$ -	$ -	$ -	
Property Tax Sharing (2)	$ 161,119.00	$ 165,952.57	$ 170,931.15	$ 176,059.08	$ 181,340.85	$ 186,781.08	
Operating/Safety Referendum Sharing (2)	$ -	$ -	$ -	$ -	$ -	$ -	
Indiana Bond Bank	$ -	$ -	$ -	$ -	$ -	$ -	
Other Revenue (please describe)	$ -	$ -	$ -	$ -	$ -	$ -	
Total Other Revenue:	$ 169,719.00	$ 174,810.57	$ 180,054.89	$ 185,456.53	$ 191,020.23	$ 196,750.84	
TOTAL REVENUE:	$ 3,690,152.34	$ 3,809,826.64	$ 3,999,468.40	$ 4,191,076.77	$ 4,395,333.50	$ 4,612,338.42	
EXPENSES							
Administrative Staff - See Footnote (3)							
Executive Administration: Office of Superintendent	$ -	$ -	$ -	$ -	$ -	$ -	
School Administration: Office of the Principal	$ 214,755.00	$ 221,197.65	$ 227,833.58	$ 234,668.59	$ 241,708.64	$ 248,959.90	
Other School Administration	$ 84,305.09	$ 86,834.24	$ 89,439.27	$ 92,122.45	$ 94,886.12	$ 97,732.71	
Business Manager/Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -	
Total Administrative Staff:	$ 299,060.09	$ 308,031.89	$ 317,272.85	$ 326,791.03	$ 336,594.77	$ 346,692.61	
Instructional Staff							
Teachers - Regular	$ 881,091.42	$ 907,524.16	$ 948,982.22	$ 977,451.69	$ 1,015,158.22	$ 1,045,612.97	
Teachers - Special Education	$ 122,477.00	$ 126,151.31	$ 129,935.85	$ 133,833.92	$ 137,848.94	$ 141,984.41	

	Col1	Col2	Col3	Col4	Col5	Col6	
Substitutes, Assistants, Paraprofessionals, Aides	$ 106,168.08	$ 109,353.12	$ 112,633.72	$ 116,012.73	$ 119,493.11	$ 123,077.90	
Summer School Staff	$ -	$ -	$ -	$ -	$ -	$ -	
Total Instructional Staff:	$ 1,109,736.50	$ 1,143,028.60	$ 1,191,551.79	$ 1,227,298.34	$ 1,272,500.27	$ 1,310,675.28	

Non-Instructional/Support Staff - See Footnotes — Other Support Staff (Row 82)

	Col1	Col2	Col3	Col4	Col5	Col6
Social Workers, Guidence Counselors, Therapists	$ -	$ -	$ -	$ -	$ -	$ -
Instructional Support Staff (4)	$ -	$ -	$ -	$ -	$ -	$ -
Other Support Staff (please describe) (5)	$ -	$ -	$ -	$ -	$ -	$ -
Nurse	$ -	$ -	$ -	$ -	$ -	$ -
Librarian	$ -	$ -	$ -	$ -	$ -	$ -
Information Technology	$ -	$ -	$ -	$ -	$ -	$ -
Maintenance of Buildings, Grounds, Equipment (including Custodial Staff)	$ 63,956.21	$ 65,874.90	$ 67,851.14	$ 69,886.68	$ 71,983.28	$ 74,142.78
Security Personnel	$ -	$ -	$ -	$ -	$ -	$ -
Athletic Coaches	$ -	$ -	$ -	$ -	$ -	$ -
Total Non-Instructional/Support Staff:	$ 63,956.21	$ 65,874.90	$ 67,851.14	$ 69,886.68	$ 71,983.28	$ 74,142.78
Subtotal Wages and Salaries:	$ 1,472,752.80	$ 1,516,935.38	$ 1,576,675.78	$ 1,623,976.05	$ 1,681,078.32	$ 1,731,510.67

Payroll Taxes and Benefits - From Tab 3 — Other Compensation (Row 98)

	Col1	Col2	Col3	Col4	Col5	Col6
Social Security/Medicare/Unemployment	$ 149,484.41	$ 153,968.94	$ 160,032.59	$ 164,833.57	$ 170,629.45	$ 175,748.33
Health Insurance	$ 163,777.62	$ 168,690.95	$ 175,259.71	$ 180,517.50	$ 186,767.74	$ 192,370.78
Retirement Contributions	$ -	$ -	$ -	$ -	$ -	$ -
Other Compensation (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Payroll Taxes and Benefits:	$ 313,262.03	$ 322,659.89	$ 335,292.30	$ 345,351.07	$ 357,397.19	$ 368,119.11
Total Personnel Expenses:	$ 1,786,014.83	$ 1,839,595.27	$ 1,911,968.08	$ 1,969,327.12	$ 2,038,475.51	$ 2,099,629.77

Instructional Supplies and Resources - See Footnotes — Other Instructional Supplies and Resources (Row 108)

	Col1	Col2	Col3	Col4	Col5	Col6	
Curricular Materials	$ 15,575.65	$ 16,821.70	$ 18,167.44	$ 19,620.83	$ 21,190.50	$ 22,885.74	
Library/Media Services (Other than Staff)	$ -	$ -	$ -	$ -	$ -	$ -	
Technology Supporting Instruction (computers, tablets, etc.)	$ 75,397.94	$ 81,429.77	$ 87,944.16	$ 94,979.69	$ 102,578.06	$ 120,784.31	
Student Assessment	$ -	$ -	$ -	$ -	$ -	$ -	
Instructional Software	$ 27,935.95	$ 30,170.83	$ 32,584.50	$ 35,191.25	$ 38,006.56	$ 41,047.08	**uniforms & misc supplies**
Professional Development	$ 14,540.59	$ 15,703.84	$ 16,960.14	$ 18,316.95	$ 19,782.31	$ 21,364.89	
Enrichment Programs (athletics or extra-curricular activities)	$ 16,788.79	$ 18,131.89	$ 19,582.44	$ 21,149.04	$ 22,840.96	$ 24,668.24	
Other Instructional Supplies (please describe)	$ 59,101.26	$ 63,829.37	$ 68,935.72	$ 74,450.57	$ 80,406.62	$ 86,839.15	
Total Instructional Supplies and Resources:	$ 209,340.18	$ 226,087.39	$ 244,174.39	$ 263,708.34	$ 284,805.00	$ 317,589.40	

Administrative Resources — Other Administrative Expenses (Row 118)

	Col1	Col2	Col3	Col4	Col5	Col6	
Administrative Technology - Computers & Software (not SiS)	$ 114,275.99	$ 123,418.07	$ 133,291.51	$ 143,954.84	$ 155,471.22	$ 167,908.92	
Other Administrative Expenses (please describe)	$ 15,665.12	$ 16,135.07	$ 16,619.12	$ 17,117.70	$ 17,631.23	$ 18,160.16	**misc admin supplies**
Total Administrative Resources:	$ 129,941.11	$ 139,553.14	$ 149,910.64	$ 161,072.53	$ 173,102.45	$ 186,069.08	

Governing Board Expenses — Other Governing Board Expenses (Row 124)

	Col1	Col2	Col3	Col4	Col5	Col6
Legal Services	$ 4,043.78	$ 4,165.09	$ 4,290.05	$ 4,418.75	$ 4,551.31	$ 4,687.85
Other Governing Board Expenses (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Governing Board Expenses:	$ 4,043.78	$ 4,165.09	$ 4,290.05	$ 4,418.75	$ 4,551.31	$ 4,687.85

Purchased or Other Services (do not include staff expenses) — Other Services (Row 142)

	Col1	Col2	Col3	Col4	Col5	Col6
Audit Services	$ -	$ -	$ -	$ -	$ -	$ -
Payroll Services	$ 1,705.68	$ 1,756.85	$ 1,809.56	$ 1,863.84	$ 1,919.76	$ 1,977.35
Financial Accounting	$ 30,450.00	$ 31,363.50	$ 32,304.41	$ 33,273.54	$ 34,271.74	$ 35,299.90
Printing, Publishing, Duplicating Services	$ -	$ -	$ -	$ -	$ -	$ -
Telecommunication & IT Services	$ 29,414.15	$ 30,296.57	$ 31,205.47	$ 32,141.63	$ 33,105.88	$ 34,099.06
Insurance (non-facility)	$ 44,650.50	$ 45,990.02	$ 47,369.72	$ 48,790.81	$ 50,254.53	$ 51,762.17
Travel	$ 8,220.53	$ 8,467.15	$ 8,721.16	$ 8,982.80	$ 9,252.28	$ 9,529.85
Mail Services	$ 184.89	$ 190.43	$ 196.14	$ 202.03	$ 208.09	$ 214.33
Special Education Administration	$ 21,955.48	$ 23,711.92	$ 25,608.87	$ 27,657.58	$ 29,870.19	$ 32,259.80
Student Information Services or Systems	$ -	$ -	$ -	$ -	$ -	$ -
Food Services	$ 314,508.33	$ 339,669.00	$ 366,842.52	$ 396,189.92	$ 427,885.11	$ 462,115.92
Transportation Services	$ 250,000.00	$ 270,000.00	$ 291,600.00	$ 314,928.00	$ 340,122.24	$ 367,332.02
Marketing Expenses	$ 6,690.88	$ 6,891.61	$ 7,098.35	$ 7,311.31	$ 7,530.64	$ 7,756.56
Other Services (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Professional Purchased or Other Services:	$ 707,780.43	$ 758,337.04	$ 812,756.19	$ 871,341.45	$ 934,420.47	$ 1,002,346.96

Facilities Expenses (do not include staff expenses, e.g. custodian) — Lease, Mortgage, & Other Facilities (Rows 147, 161)

	Col1	Col2	Col3	Col4	Col5	Col6
Facility Lease/Mortgage Payments (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Capital Improvements	$ -	$ -	$ -	$ -	$ -	$ -

	Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	
Other Principal Payments	$ -	$ -	$ -	$ -	$ -	$ -	
Operating Leases	$ -	$ -	$ -	$ -	$ -	$ -	
Interest Expense (as accrued)	13,891	$ 14,307.73	$ 14,736.96	$ 15,179.07	$ 15,634.44	$ 16,103.48	
Depreciation Expense	$ 26,279.40	$ 27,067.78	$ 27,879.82	$ 28,716.21	$ 29,577.70	$ 30,465.03	
Insurance (Facility)	$ -	$ -	$ -	$ -	$ -	$ -	
Purchase of Furniture, Fixtures, & Equipment	$ 26,594.60	$ 27,392.44	$ 28,214.21	$ 37,060.64	$ 38,172.46	$ 39,317.63	
Electric & Gas	$ 77,546.05	$ 79,872.43	$ 82,268.60	$ 84,736.66	$ 87,278.76	$ 89,897.12	**property tax**
Water & Sewage	$ 11,056.06	$ 11,387.74	$ 11,729.38	$ 12,081.26	$ 12,443.69	$ 12,817.01	
Repair and Maintenance Services (include supply costs)	$ 119,960.38	$ 123,559.19	$ 127,265.97	$ 131,083.95	$ 135,016.47	$ 139,066.96	
Custodial Services (include supply costs)	$ 35,936.88	$ 37,014.98	$ 38,125.43	$ 39,269.20	$ 40,447.27	$ 41,660.69	
Waste Disposal	$ 17,328.27	$ 17,848.11	$ 18,383.56	$ 18,935.06	$ 19,503.12	$ 20,088.21	
Security Services	$ 57,560.59	$ 15,000.00	$ 15,000.00	$ 15,450.00	$ 15,913.50	$ 16,390.91	
Other Facility Expenses (please describe)	$ 7,846.68	$ 8,082.08	$ 8,324.54	$ 8,574.28	$ 8,831.51	$ 9,096.45	
Total Facilities Expenses:	$ 393,999.91	$ 361,532.50	$ 371,928.47	$ 391,086.33	$ 402,818.92	$ 414,903.48	
Other Expenses - See Footnotes							Other Expenses (Row 170)
Indiana Charter School Board Administrative Fee (6)	$ -	$ 15,787.20	$ 16,570.53	$ 17,414.13	$ 18,257.72	$ 19,161.56	
Management Fee (7)	$ 442,090.96	$ 457,179.20	$ 479,936.21	$ 502,929.21	$ 527,440.02	$ 553,480.61	
Bank Fees	$ 1,672.72	$ 1,722.90	$ 1,774.59	$ 1,827.83	$ 1,882.66	$ 1,939.14	ICSB fee in current year's budget
Escrow	$ -	$ -	$ -	$ -	$ -	$ -	
Other Expenses (please describe)	12,806	$ -	$ -	$ -	$ -	$ -	
Total Other Expenses:	$ 456,569.95	$ 474,689.30	$ 498,281.33	$ 522,171.16	$ 547,580.40	$ 574,581.32	
TOTAL EXPENSES:	$ 3,687,690.19	$ 3,803,959.73	$ 3,993,309.15	$ 4,183,125.68	$ 4,385,754.05	$ 4,599,807.87	
CHANGE IN NET ASSETS:	$ 2,462.15	$ 5,866.91	$ 6,159.25	$ 7,951.09	$ 9,579.45	$ 12,530.56	

Footnotes:

(1) Including, but not limited to: alternative education program grants (IC 20-30-8); educational technology plan grants (IC 20-20-13); school safety plan grants (IC 5-2-10.1-6); secured school fund grants (IC 10-21-1-2); dual language pilot program grants (IC 20-20-41-2); teacher and student achievement fund grants (IC 20-20-43-3); student and parent support services grants (IC 20-34-9); etc.

(2) Marion, Lake, St. Joseph, and Vanderburgh counties only.

(3) Office of Superintendent includes the Head of School, School Leader, Executive Director, Chief Executive Officer, as well as associate or assistant executive positions; Office of the Principal includes Vice- and Assistant Principals; Other School Administration includes Chief Academic Officers; Directors, Deans, and Coordinators of: Curriculum, Instruction, Faculty, Students, Assessment, Student Affairs, Student Achievement, and similar positions.

(4) Includes Staffing for Instruction and Curriculum Development, Instructional Staff Training, etc.

(5) Secretary; Receptionist; Attendance Clerk; Office Manager, Cafeteria Worker, and other full or part-time employees not specifically described.

(6) Three quarters of one percent (0.75%) of the basic tuition support or adult learner grant amount received by the school.

(7) Include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the fee is calculated in the budget narrative. All amounts separate from a specific "management fee" paid to a management company or an affiliate of the management company must be included elsewhere in the worksheet (e.g., lease payments, instructional supplies, software, technology, etc.) and described in the "Other Expenses" Column and/or in the Budget Narrative.

HIAT Charter Renewal Budget Narrative

Please find below a high-level summary of the budget, including key assumptions and revenue estimates:

- Our budget is based on a conservative view of enrollment, revenue, and expenses to ensure that the school is sustainable on State and Federal funds for each of the five years projected.
- Enrollment growth reflects a very conservative view of 5% increase per year from the FY26 budget of 262.
- State basic funding is projected at $8,886/scholar, which is the current Form 54 funding level. We are conservatively projecting no increase in this rate over the 5 years.
- Staffing is based on current average salaries and benefits, plus an allowance for 3% annual increases.
- Staff ratios are based on approximately 25 scholars per class.
- We allow for replacement and repair costs in technology.
- All expenses are aligned to funding generated by annual enrollment.
- In keeping with our strategy to ensure that the core operating budget is financially sustainable, potential competitive grants and philanthropy are not included. When secured, growth funding will support supplemental resources for the school.
- Key assumptions are below:

HIAT 5 Year Budget - Key Assumptions:	FY26	FY27	FY28	FY29	FY30	FY31
Enrollment	262	275	289	303	318	334
Annual Enrollment Growth		5%	5%	5%	5%	5%
Average Basic State Funding Per Scholar	8,886	8,886	8,886	8,886	8,886	8,886
Charter School Facility Grant Per Scholar	1,400	1,400	1,400	1,400	1,400	1,400
Average Other State Funding Per Scholar	520	300	300	300	300	300
Federal Funding Per Scholar (excl Nutrition)	1,577	1,577	1,576	1,578	1,579	1,579
Avg Nutrition per Scholar	1,054	1,054	1,053	1,055	1,055	1,055
Comp. Gr & Philanthropy per Scholar	-	-	-	-	-	-
Other Revenue Per Scholar	648	636	623	612	601	589
Total Funding Per Scholar	14,085	13,854	13,839	13,832	13,822	13,809
Total Full Time Staff (FTE)	26.5	26.5	26.7	26.7	26.9	26.9
Annual Salary Increase	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%
Total Expenses per Scholar	14,075	13,833	13,818	13,806	13,792	13,772
Net Surplus	2,463	5,867	6,159	7,951	9,579	12,531

Building on the core assumptions we have shared above, our business plan incorporates several key strategies to promote our school's financial health:

- We maintain a full-year monthly cash flow projection to identify any variances against budget and allow time to adjust.
- We evaluate all budgeted expenses as they arise during the school year to ensure that they are still necessary and represent the best use of funds at that point in time
- The enrollment set in the Pro-Forma employs conservative projections.
- Staffing levels are based on actual enrollment only.
- We align all state and federal grants to educational priorities, working cross-functionally with Academics, Finance, and School Leadership to ensure funds are allocated to maximize educational outcomes.
- As our school-level budget demonstrates, we use non-competitive public funding and conservative state and federal funding estimates as the only source of revenue. This approach yields a financial model that is low-risk and well-positioned to help the school reach sustainable financial health.

In addition to the information we have shared above, please refer to our Application Narrative for additional strategies that will further contribute to our school's long-term financial health including monthly variance analyses and year round Student Enrollment and Retention plans. Thank you for your partnership in helping our school provide sustainable impact to the scholars and families we serve.

Exhibit C: Statement of Assurances

The charter school agrees to comply with the following provisions: (*Read and check)*

1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.

2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.

3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by ICSB and IDOE. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.

4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act,* and section 427 of the *General Education Provision Act*.

5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.

6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.

7. Recipients will comply with all provisions of the *Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 ("ESSA")*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act ("FERPA") and assessments.

8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.

9. Recipients will at all times maintain all necessary and appropriate insurance coverage.

10. Recipients will indemnify and hold harmless ICSB, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

11. Recipients understand that ICSB may revoke the charter if ICSB deems that the recipient is not fulfilling the academic goals, fiscal management, or legal and operational responsibilities outlined in the charter.

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

Sharla Johnson
Name

Signature — 9/30/2025
Signature   Date