Charlestown High School
(0821)

PL 221 PLAN
2016-2017 SCHOOL YEAR
# Submitted: Fall, 2016

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Executive Summary  
(Overview)

School and Community Description

Charlestown is a suburban community of approximately 11,457 people located in Clark County, Indiana. The city of Charlestown, with a population of approximately 8,500, is 11 miles northeast of Jeffersonville, the county seat, bordered by State Highways 3, 62, 160, and 403. The community is made up of workers in a variety of professional, blue-collar, and agricultural occupations. A large part of the student population is drawn from families within the city limits. Approximately 56% of these families are of low or moderate income. Louisville, Kentucky, is 15 miles to the southwest. This area of southern Indiana is included in the metropolitan business community referred to locally as "Kentuckiana."

Charlestown High School is a small-town high school located in the city of Charlestown, Indiana, and serves approximately 710 students in grades 9-12 for 2016-2017. The student enrollment comes from rural, small-town, and suburban communities within the area, with families from wide-ranging socioeconomic backgrounds as evidenced by the 47.5% of students who receive free or reduced lunch. The faculty of 41 teachers is dedicated and experienced. The school operates on a 7-Period schedule with students taking seven academic courses and a Period 8 for Credit Recovery as needed. The school offers a variety of curriculum choices including honors classes, vocational classes, AP classes, technical classes, ESL classes, and collaborative classes for those students with special needs. Student activities include academic competition teams, co-curricular clubs and organizations, and twenty-eight athletic teams.
Charlestown High School is part of the Greater Clark County Schools Corporation. The school corporation has an enrollment of approximately 10,500 students served by twelve elementary schools, four middle schools, three high schools, and several alternative education programs housed in various locations.

Over the past three years, Charlestown High School has accomplished notable achievements and made improvements in several areas. In 2012, Charlestown received a school grade of “B”. The following three years the Charlestown Staff worked diligently to earn an “A” according to the IDOE score report card. Charlestown has also seen great improvements in their ECA scores (for first time testers) over the last three years. From 2012-2015, first time testers passing the English/Language Arts ECA improved from 73% to 80%. Over the same three year period, Algebra I ECA scores of first time testers increased from 60% to 91%. The graduation rate has improved from 94.2% in 2012 to 95% in 2015.

Student Demographics

The Charlestown High School student body is represented by several ethnicities of varying populations with the majority being White (83%). Black (1.8%), Hispanic (10%), and Multi-racial (5%). Students receiving Free and/or Reduced lunches comprise 44% of the student population. One-hundred seven students (14.7%) receive Special Education services while 8 students (1.1%) are English Language Learners.
Parent Participation

Charlestown High School offers a variety of ways for parents to be involved. At the beginning of every school year, Charlestown hosts a “Back to School” night which consists of Freshman Orientation and Open House. These opportunities allow students to learn more about our school and allows them to meet teachers. Parent/teacher conferences are held in November for parents to talk to teachers about their child’s progress. Parents also have access to students’ grades during the year through PowerSchool and the school has a website to inform parents about school events. Our counselors and College and Career Ready director host parent nights to discuss topics like: graduation requirements, FAFSA, college preparation etc..

Attendance/Graduation

The Attendance Rate for Charlestown High School for 2015-16 was 93.7% as compared to the state average of 95.8%. The Attendance Rate for Charlestown High School for 2014-15 was 93.4%. The Graduation Rate for 2015-16 was 95.0% as compared to the state average of 88.9%. The Graduation Rate for 2014-15 was 95.6% as compared to the state average of 89.8%. Cohort graduation rate for 2015 was 88.8% compared to 86% to the 2014 cohort group.

Safe and Orderly Environment

Charlestown High School has implemented a Positive Behavior Intervention & Support to support students in the areas of attendance, and behavior. Oftentimes, students don’t behave the way we would like because they haven’t been taught expectations. By actively teaching, demonstrating, modeling and rewarding behaviors we want, we take the emphasis off negative
behaviors. PBIS is a framework for designing and implementing proactive and preventative interventions. Charlestown High School has rooted behavioral expectations into the Pirate PRIDE:

P – Persistence – persevere through challenges and problem solve

R – Respectfulness – access and serve others positive attitude

I – Initiative – self starter, critical thinker

D- Dependability - academic readiness, reliable, responsible

E – Efficiency – organized, punctual, self management

Through a series of lessons and videos, these expectations are actively taught to the students who, in turn, are rewarded for demonstrating these behaviors. An extensive reward system and framework for disciplinary procedures has been implemented to support this program.

Referrals and Suspensions

A total of 485 referrals were written for the 2015-2016 school year. By grade level, the numbers and percentages of referrals for disruption were as follows: 9th grade accounted for 96 of 485 referrals, or 19.8%. 10th grade accounted for 167 referrals, or 34.4%. 11th grade accounted for 93 referrals, or 19.1%. 12th grade accounted for 129 referrals, or 26.6%. This is a significant decrease from the 1168 referrals written for 2014-15 school year. These statistics were collected from PowerSchool.
Charlestown High School has a technology plan in place to show goals and objectives for the technology program. Charlestown is a part of the Greater Clark County School district 1:1 computer initiative that puts a computer in the hands of all high school students. Currently, all ninth through twelfth grade students have a Dell Chromebook. Students learn about digital citizenship and responsible care of the devices. Teachers receive training on embedding technology in the classroom at the annual Clark County Connected Conference-C4Ignite. Teachers also receive technology ideas from peers during Period Zero professional development sessions. Teachers use technology to enhance learning in their classrooms on a daily basis. Teachers use Google Classroom to communicate with students about expectations and assignments. Teachers have Smart Board technology in each classroom and access to document cameras to assist them in modeling instruction. The media center also has a Maker’s Space which includes a 3D printer.
Curriculum and Instruction

GCCS curriculum is aligned with the Indiana College and Career Readiness Standards. Curriculum information is located in the main office as well as on the Greater Clark County Website. All certified staff have been trained and are using pacing guides developed by the district which are aligned to the state curriculum guidance. Secondary classroom teachers in grades 9-12 have: Language Arts, Math, Science, Social Studies pacing guides and common assessments.

Curriculum development occurs in the following areas:

- English
- Mathematics
- Science
- Social Studies
- Music
- Art
- Physical Education/Health
- Technology Education
- Business Education
- Foreign Language

The intervention that will address critical areas will include:

- Language Arts Lab
- Math Lab
- USA Test Prep
- Read 180
**Titles and Descriptions of Assessment Instruments**

**ELA Reading/Writing:**

**Applied Performance Based Assessments** – These ELA assessments focus on Indiana State and Common Core Standards providing students with exposure to open-ended response questions. Teachers score the applied assessments with Rubrics designed from State Assessments. The teacher created assessments are administered every two-three weeks then scored and analyzed by the teacher.

**Writing:** A district writing prompt is administered to 9-12 students at the end of each quarter and scored with the Indiana Writing and Conventions Rubrics. Each quarter a different writing genre is addressed.

**STAR:** Grades 9-10 teachers administer and analyze STAR Reading results three times a year.

**Math:**

**STAR:** Teachers administer and analyze STAR results three times a year to all students enrolled in Algebra, Math Lab and other students as needed.

**Across the Curriculum:**

**Common Quarterly Assessments** – Grades 9-12 teachers create assessments aligned to standards and are administered each quarter to assess content standards taught.

**ACT** – Students in grade 11 participate in College Board exams. Data from ACT is analyzed and used to align curriculum to Quality Core Standards.

**WorkKeys** – All grade 12 students are assessed in Reading for Information, Locating Information and Applied Math using ACT WorkKeys. Students earn National Certificates based on scores in the three areas.

**Key Train** – All students in grade 9 complete a KeyTrain assessment. Curriculum is designed for each student based on the results from Reading, Math and Locating Information. Curricular modules will be completed by student during their high school career.
Mission, Vision, and Beliefs

Mission Statement
"Building a Bridge to Tomorrow"

The Charlestown High School community is dedicated to providing quality opportunities for all students to learn and develop while striving to reach their own levels of individual excellence as they prepare for their future in an ever-changing society. A safe and orderly environment, utilizing the continuous support of the entire school community, will best provide these opportunities.

Charlestown High School students can best meet their achievement needs and goals when all members of the school community are committed to establishing a consistent framework of communication, varied teaching strategies, appropriate curriculum, teamwork, collaboration, up-to-date technology, and recognition of the importance of ethical behavior and self-motivation in the development of individual life skills.

Charlestown High School strives to create a culturally sensitive environment where all students can succeed. The Belief, Mission and Vision statements that our staff spent a great deal of time developing several years ago and recently revised, reflect that philosophy.

Cultural Competency Component

Charlestown High School is still trying to become more Culturally Aware. We are currently having discussions with PBIS (Equity Project for Indiana) and incorporating a School Wide Positive Behavior Support Model. Our corporation’s Cultural Responsive Team (CRT) will train our staff on the information listed below:

1) What is Culturally Responsive Teaching? (This will be our main focus.)

2) How does being culturally responsive relate to PLC’s?
3) We will review the school and district ISTEP data for different cultural groups.

4) How can our school and teachers use the culture of our students to help shape instructional strategies and practices?

Activities will be conducted as a whole group, partner share, and then share out to the whole group. This training will be conducted each semester.

Belief Statements

The Greater Clark County School System believes in:

- Acknowledging the ability of all children to learn and challenging them to achieve at their highest level.
- Cooperating with the home and community to encourage positive character development.
- Learning as a lifelong process.
- Making education the foundation that will develop productive members of society.
- Preparing students to function responsibly in a culturally diverse world.
- Promoting partnerships for education that are open and inclusive.
- Providing a safe and orderly environment that fosters quality teaching and learning.
**Motto**
"Student Achievement and Pirate Pride"

**Vision Statements**

- Each C.H.S. student will meet course credit requirements, Indiana Graduation Qualifying Exam requirements, and graduation requirements.

- Graduates of C.H.S. will leave prepared to enter post-secondary studies, job training, or the job market.

- Graduates of C.H.S. will be able to conduct themselves in a responsible and dependable manner; exhibit self-control and self-discipline for the purpose of becoming independent and productive members of society; and demonstrate an appropriate level of self-esteem, self-respect, and respect for others.

- Graduates of C.H.S. will have the ability to work with others, become responsible family members, and interact with people who have individual differences.

- Graduates of C.H.S. will be able to communicate with others in a variety of ways in diverse and varied situations.

- Graduates of C.H.S. will be able to use critical thinking and problem solving skills to solve challenging life concerns or situations for the purpose of becoming independent and productive members of society.

- Graduates of C.H.S. will be able to apply knowledge they have gained and experiences they have had to situations in their daily lives.

- Graduates of C.H.S. will have experienced basic technology that can be applied in their world of work or in their daily lives.

- Graduates of C.H.S. will demonstrate responsible actions that will enhance the lives of those around them and those within their community.
# Leadership Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Mark Laughner</td>
<td>Principal</td>
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<tr>
<td>John Rowland</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Lori Stinson</td>
<td>Counselor</td>
</tr>
<tr>
<td>Khris Harris</td>
<td>Counselor</td>
</tr>
<tr>
<td>Jeannie Null</td>
<td>College and Career</td>
</tr>
<tr>
<td>Tammy Nuxoll</td>
<td>Academic Improvement</td>
</tr>
<tr>
<td>Brenda VonAlmen</td>
<td>Media Director</td>
</tr>
<tr>
<td>Dawn Jenkins</td>
<td>ELA Teacher</td>
</tr>
<tr>
<td>Adam Tolliver</td>
<td>Social Studies Teacher</td>
</tr>
<tr>
<td>Jeanette Peters</td>
<td>Math Teacher</td>
</tr>
<tr>
<td>Cheryl Reagan</td>
<td>Science Teacher</td>
</tr>
<tr>
<td>Mike Webb</td>
<td>Business Teacher</td>
</tr>
<tr>
<td>LeaAnne Dolbeare</td>
<td>Teacher of Record/SpEd</td>
</tr>
<tr>
<td>Erin Cassady</td>
<td>Family and Consumer Science Teacher</td>
</tr>
<tr>
<td>Sara Johnson</td>
<td>ELA Teacher/Freshman Academy</td>
</tr>
</tbody>
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Three-year Goals
2016-19

Goal 1: English/Language Arts
Goal: By Spring 2019 ≥ 73% of students in grade 10 will meet State Standards in ELA as measured by ISTEP+/ISTAR.

Benchmark (Goals based on Sub-group and/or growth)
By Spring 2017, 67% of students in grade 10 will meet State Standards in ELA as measured by ISTEP

By Spring 2017, 59% of students on Free and Reduced lunch in grade 10 will meet State Standards in ELA as measured by ISTEP

By Spring 2017, 75% of Hispanic students in grade 10 will meet State Standards in ELA as measured by ISTEP

By Spring 2017, 80% of ELL students in grade 10 will meet State Standards in ELA as measured by ISTEP

By Spring 2017, 19% of SPEd students in grade 10 will meet State Standards in ELA as measured by ISTEP

Goal 2: Mathematics
Goal: By Spring 2019 ≥ 37% of the students in grades 10 will meet State Standards in Mathematics.

Benchmark (Goals based on Sub-group and/or growth)
By Spring 2017, 31% of students in grade 10 will meet State Standards in Math as measured by ISTEP

By Spring 2017, 22% of students on Free and Reduced lunch in grade 10 will meet State Standards in ELA as measured by ISTEP

By Spring 2017, 31% of Hispanic students in grade 10 will meet State Standards in Math as measured by ISTEP

By Spring 2017, 26% of ELL students in grade 10 will meet State Standards in Math as measured by ISTEP

By Spring 2017, 8% of SPEd students in grade 10 will meet State Standards in Math as measured by ISTEP

Goal 3: College and Career Graduation
Goal: By Spring 2019 ≥ 97% of the students in grade 12 will meet all graduations requirements for the state of Indiana.

Benchmark (Goals based on Sub-group and/or growth)
By Spring 2017, 95% of students in grade 12 will meet all graduation requirements for the state of Indiana.

By Spring 2017, 48% of students in grade 12 will earn a Honor’s Diploma by meeting the requirements for the state of Indiana.
Data Summary and Action Plan

Data Wise Action Plan

School: Charlestown High School

Grade Level/Subject Area: 9-12 English Language Arts and Content Area Teachers

Area of Focus: Literacy

Data (Literacy): ISTEP+, Star, CQA’s

2016 ISTEP+ Performance (% of Students who Passed ELA ISTEP+): 114/177=64.4%

2017 ISTEP+ Performance Goal (% of Students who Passed ELA ISTEP+): 67%

2016 ECA Spring Perf. (% of students who Passed ELA): 80% (78% reading comp/ 82% writing)

2016 STAR (% of Students at Grade Level on Reading): 59%

2017 STAR Goal (% of Students at Grade Level Reading): 65%

2016 ELA CQA Mastery: 73.8%

2017 ELA CQA Mastery Goal: 75%

What is the Learner-Centered Problem?
Lack of persistence with reading: 1) Students don’t know how to actively read and annotate 2) Students lack the ability to pull examples/evidence/supporting details from text 3) Students don’t know how to unpack the details of a question being asked 4) Students often make general statements without evidence to back it up?

What is the Problem of Practice?
Students need to be explicitly taught how to read deeper (in all content areas) to help them persist and understand a variety of complex texts.

What Instructional Strategy will be implemented to reach goal?

Teachers will implement specific close reading strategies across all content areas.
<table>
<thead>
<tr>
<th>Task</th>
<th>When (will you complete task?)</th>
<th>Who (will be responsible?)</th>
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</thead>
<tbody>
<tr>
<td>1) Annotation bookmarks (school-wide)</td>
<td>Staff will receive initial PD on close reading strategies on August 17, 2016. Follow-up sessions will be utilized as needed.</td>
<td>Tammy Nuxoll, Academic Improvement Coordinator will provide PD sessions and design posters/bookmarks.</td>
</tr>
<tr>
<td>2) RACE response strategy (school-wide)</td>
<td>RACE strategy posters will be in all classrooms by August 24th. Bookmarks will be given to all students by August 31st.</td>
<td>Brenda VonAlmen, Media Director, will create posters and bookmarks for distribution.</td>
</tr>
<tr>
<td>3) Cornell Notes annotation template with close reading strategy (school-wide)</td>
<td>September 14th. Teachers will bring samples of RACE strategy utilized by students. September 21st. Teachers will receive follow up training on RACE and Annotations (Close Reading) at District PD day.</td>
<td>Mr. Laughner and Mr. Rowland will be responsible for monitoring strategy use during walk-throughs and evaluations.</td>
</tr>
<tr>
<td>4) SOAPStone Strategy (ELA and SS)</td>
<td></td>
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<tr>
<td>5) Use Star Reading and CQA assessments to monitor growth and adjust instructional strategies.</td>
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Data Summary and Action Plan

Data Wise Action Plan

School: Charlestown High School

Grade Level/Subject Area: 9-12/ Mathematics and Science

Area of Focus: Numeracy

Data (Numeracy): ISTEP+, STAR, CQA’s

2016 ISTEP+ Performance (% of Students who Passed Math ISTEP+): 49/177 = 27.7%
2017 ISTEP+ Performance Goal (% of Students who Passed Math ISTEP+): 31%
2016 Spring ECA Performance (% of Students that Passed Math ECA): 92.1%
2016 STAR (% of Students at Grade Level in Math): 83%
2017 STAR Goal (% of Students at Grade Level in Math): 85%
2016 Math CQA Mastery: 54.8%
2017 Math CQA Mastery Goal: 58%

What is the Learner-Centered Problem?
1) Word Problems/Problem Solving/Applied Problems
   a. Answering the question that is asked/is my answer reasonable? (Using estimation)

What is the Problem of Practice?
1) Student often struggle with deciding what a word problem is asking them to do. They sometimes struggle with representing the expression or equation correctly.
   a. Students will often answer a question without the determining if the answer makes sense…for ex: -8+5= -8*-8*-7=

What Instructional Strategy will be implemented to reach goal?
1) Incorporate word problems/problem solving into DMR or classroom lesson at least 3 times per quarter. Use modeling and “I do, we do, you do” strategies. Include applied
questions as part of the assessments. All teachers will use the GUESSED strategy listed below.

a. Using scaffolding practices for effective numeracy teachers


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<tr>
<th>Task</th>
<th>When (will you complete task?)</th>
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<tr>
<td>Math and science teachers will use the acronym GUESSED to help students solve word problems: G-Given U-Unknown E-Equation S-Substitute S-Solve (strategies) E-Evaluate D-Does it make sense</td>
<td>Strategy will be utilized throughout the year-at least three times each quarter.</td>
<td>All math and science teachers will use the GUESSED strategy. Mr Laughner and Mr. Rowland will monitor that the strategy is implemented in all math and science classrooms.</td>
</tr>
</tbody>
</table>
Data Summary and Action Plan

Data Wise Action Plan

School: Charlestown High School

Grade Level/Subject Area: PRIDE - Graduation

Area of Focus: PRIDE/Graduation

Data (PRIDE): referrals documented in PowerSchool

2016 PRIDE Results (Behavior Referrals): 491 referrals (% without referrals: Q1=86.4%, Q2=79.0%, Q3=74.0%, Q4=71%)

2017 PRIDE Goal (Behavior Referrals): 450 or less total referrals 10% reduction in office referrals

What is the Learner-Centered Problem? Lack of student priority of daily attendance and on time arrival to class.

What is the Problem of Practice? Students need to be taught the priority of daily attendance and on-time arrival to classes.

What Instructional Strategy will be implemented to reach goal?

1) All teachers will create/implement specific bell-ringer activities each day for each class.
2) Teachers will utilize the PRIDE format each day to build awareness of the importance of attendance and punctuality.

<table>
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<th>Task</th>
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<tr>
<td>1) Each teacher will construct and implement bell ringer activities to begin each class.</td>
<td>Each task will be ongoing throughout the school year. PBIS attendance rewards will be given at the 9 weeks, semester, and year end.</td>
<td>All teachers will implement bell ringer activities for each class period. All teachers will utilize PRIDE activities to encourage participation in a school activity.</td>
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<td>2) Each teacher will promote school-wide groups and activities.</td>
<td></td>
<td>All teachers will consistently utilize attendance/tardy referrals and expectations.</td>
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<td>3) Each teacher will remind and encourage students of the Work Ethic Certificate and the expectations associated with it.</td>
<td></td>
<td>Mr. Laughner and Mr. Rowland will be responsible for monitoring.</td>
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<tr>
<td>4) Attendance awards will be determined and awarded at</td>
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</table>

Mr. Laughner and Mr. Rowland will be responsible for monitoring.
the end of each 9 weeks and semester.

5) Hall freezes will be utilized at least 2X per week.

6) Consistent utilization of the PBIS expectations and referral process will be utilized by each teacher.
No statutes and/or rules will be waived by Charlestown High School.
Fall, 2016 Year

Appendix
## School Planning Review Team

<table>
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<tr>
<th>NAME</th>
<th>POSITION</th>
<th>SIGNATURE</th>
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</table>
**Used Only When Exclusive Representative Signs Each School Individually.**

<table>
<thead>
<tr>
<th>DOE Building Number</th>
<th>0821</th>
</tr>
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<tbody>
<tr>
<td>Building Name</td>
<td>Charlestown High School</td>
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</tbody>
</table>

As principal, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

<table>
<thead>
<tr>
<th>Principal Name (Print)</th>
<th>Mark Laughner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal's Signature</td>
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</tbody>
</table>

**Date Signed**

9-14-16

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development program for this school listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

<table>
<thead>
<tr>
<th>Exclusive Representative Name (Print)</th>
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<tr>
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<tr>
<td>Exclusive Representative Signature</td>
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</table>

**Date Signed**

This signed form should be kept on file at the school's office.

Principals will electronically assure that this form is signed and on file at the school during the Legal Standard 1 School Improvement Plan Submission process.

**It is NOT necessary to return this form to the Indiana Department of Education.**

---

* Office of School Accreditation • 115 W Washington Street, South Tower Suite 600 • Indianapolis, IN 46204 • 317-232-9060 •