





Woodford County Public Schools Leadership Retreat 2019
Continuous Improvement Organizer
Safe Harbor Academy

WCPS Foundation	Structures for Success in Place	By September 1..	By Fall Break..	By Thanksgiving..
	<ul style="list-style-type: none"> Develop an Understanding of Why and Evaluate Where SHA is currently. Determine Next Steps moving forward. 	<ul style="list-style-type: none"> Share Overview of 3 Books Excellence Through Equity Chapter(s) assigned (Why) Building Equity Book (self-assessment) Keeping it Real and Relevant (classroom implementation) 	<ul style="list-style-type: none"> Discussion of Why Feedback on Equity 	<ul style="list-style-type: none"> Determine Collaboratively Do we have an established understanding of Why? Move forward to self-assessment or live in Why longer.
	<ul style="list-style-type: none"> Collaborative Culture has established meetings weekly, with norms and goals. Topics are prearranged that impact students. Essential learnings identified. Liaison Program Common Assessments Ensuring Tier 2 and 3 learning reteach. Enrichment 	<ul style="list-style-type: none"> Essential skills/standards identified prior to school year start Liaison communication of essential skills refinement 	<ul style="list-style-type: none"> What evidence do we have data reviewed from formative/ common assessment? What adjustments to instruction were made for reteaching? (Plan, Do, Study, Act) 	<ul style="list-style-type: none"> Teachers drive data conferences Mid Year.
	<ul style="list-style-type: none"> Collaborative Learning Structure 1 Per Direct, Team Building 1 Per CBL OTR Individual/Group Positive/Negative Ratio Writers Workshop and 6 Traits in Place Claim, Evidence, Reasoning 	<ul style="list-style-type: none"> Tight Implementation of WheelHouse Structures Implemented Per Class Period (What does that look like in CBL) Looking at Getting all Days 1-4 Trained Determine Priorities between Win/Win, At Risk, Structures before the Start of School All teachers aware of the writing workshop protocol and 6 Traits 	<ul style="list-style-type: none"> Increased OTR/Positive Negative Ratio Days 1-4 Training All Certified PIES Eval 1 Workshop per 9 Weeks utilized and writing Samples turned in every 9 weeks. 	<ul style="list-style-type: none"> Kagan Coaching Feedback 1 per Teacher Teachers had introduction to all 6 traits and posters posted. End of year teachers have been trained on writing workshop and traits.
	<ul style="list-style-type: none"> MTSS, SPS, Tier 2 and 3 Teams, Problem Solving, SPS Engagement and Expectations 	<ul style="list-style-type: none"> MTSS/ABRI Team will meet on August Tier 2/Tier 3 Team/SPS meet on students. Implement Collaborative Learning Structures at meetings monthly. 	<ul style="list-style-type: none"> Revise impacts of Interventions Collaborative learning structures implemented at meeting monthly. 	<ul style="list-style-type: none"> Revise impacts of interventions and adjust Structures of collaborative learning at meeting monthly.



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9-23-19 Reflection....We have read "Keeping it Real and Relevant as a staff and reviewed current data. Additionally, we have surveyed staff and students for feedback and reviewed the data. After fall break we will discuss all and identify strengths, weaknesses, and create an action plan. We have implemented 10 walkthroughs per week and minis. We have set the expectation of teachers driving data conferences. Per Eleot feedback we are creating a procedure for first and last 5 minutes. We are implementing a hard expectations of 5-7 kickboards per period. Collaborative learning structures implemented 1 per direct (need to implement 1 team building per CBL). The MTSS process is up and running. We have ISF data in the front office for therapists up and operational. We are reviewing and tracking students' data currently.

Based on the data we have the opportunity to increase buy-in into reading and math content (growth and proficiency). After speaking with Martha we will additionally focus on transition and graduation rate as well. We will stay the course which is reflected above and on our focus board.



Safe Harbor Academy 2019-2020 Consolidated School Improvement Plan (CSIP)

Goal 1

SHA will meet or exceed minimal expectations to pass the KCSS Safety Assessment

Strategy 1.1

SRO collaboration at Safe Harbor Academy will continue throughout the year.

Strategy 1.2

Revisit safety and SCM training annually.

Strategy 1.3

We review discipline breakdown monthly during ABRI meetings.

Strategy 1.4

We will discuss the management of student conduct in faculty meetings. (TELL Survey)

Goal 2

We will improve Safe Harbor Academy's climate by promoting a culture of TRUST through Discovery/Employability.

Strategy 4.1

We will share daily announcements at breakfast.

Strategy 4.2

We will utilize the Safe Harbor Website and @SHarborNews to communicate and inform all stakeholders.

Strategy 4.3

We will involve the community input for our employability skills.

Strategy 4.4

Daily phone calls will be made to all absent students by attendance clerk.

Strategy 4.5

We will discuss student progress of student success on employability skills weekly.

Strategy 4.6

All staff and students will promote a culture of TRUST through actions and communication daily.

Strategy 4.7

We will utilize our Community Action Partners (CAPs committee) to improve our volunteer participation.

Strategy 4.8

We will implement an advisory group during our lab or TRUST setting monthly to allow every student an adult mentor.

Strategy 4.9

Students/teachers will work towards novice reduction/elimination across every content area through our focus on collaborative learning.

Strategy 4.10

All staff and students will promote a culture of TRUST by modeling wellness and nutrition through our Wellness Plan.

Strategy 4.11

Students will work ensure their writing demonstrates proficiency at a 9th grade writing level or higher.

Strategy 4.12

Students/teachers will work to integrate collaborative learning in order to reinforce structures, life, and social skills of employability.

Goal 3

75% of students will meet or exceed expected growth in Reading.

Strategy 2.1

Reading intervention will be provided per ABRI process for all students who exhibit reading deficiencies (Read 180).

Strategy 2.2

Read 180 will be utilized for identified students.

Strategy 2.3

Teachers will use data and use information to help drive classroom instruction.

Strategy 2.4

Students/teachers will update SMART goals on their ILPA.

Goal 4

75% of students will meet or exceed expected growth in Math.

Strategy 3.1

Math intervention will be provided per ABRI process for all students who exhibit math deficiencies (IXL).

Strategy 3.2

Teachers will use data and information to help drive classroom instruction.

Strategy 3.3

Students/teachers will update SMART goals on their ILPA.

Woodford County Public Schools



2019-2020 TITLE I SCHOOLWIDE PLAN

SCHOOLWIDE SUMMARY INFORMATION

DISTRICT INFORMATION	SCHOOL INFORMATION
District: WOODFORD	School: Safe Harbor Academy
Chief School Administrator: JIMMY BREHM	Address: 134 Macey Avenue
Chief School Administrator's E-mail: jimmy.brehm@woodford.kyschools.us	Grade Levels: 6-12
Title I Contact: Misty Higgins	Principal: Logan Culbertson
Title I Contact E-mail: misty.higgins@woodford.kyschools.us	Principal's E-mail: logan.culbertson@woodford.kyschools.us
Title I Contact Phone Number: 859 879 4600	Principal's Phone Number: 859 879 4694

Principal's Certification

The following certification must be made by the principal of the school. **Note:** Signatures must be kept on file at the school.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school needs assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Logan Culbertson

5-31-19

SCHOOLWIDE SUMMARY INFORMATION

Principal's Name

Principal's Signature

Date

Critical Overview Elements

- The School had 4 (number) of stakeholder engagement meetings.
- State/local funds will comprise of \$28,060.00 of the school's budget in 2019-2020. (\$276 parent involvement)
- Title I funded programs/interventions/strategies/activities in 2019-2020 include the following:

Category	Improvement Goal Alignment	Description	Approximate Cost
Certified Salary (<i>list all positions and associated FTE</i>)	x	None	0
Classified Salary (<i>list all positions and associated FTE</i>)	X	None	0
Certified Extra Duty	1, 2	10 Counselor Extended Days. Mrs. Ashcraft supports academic, behavioral, and ISF (integrates strategic framework) for all students success. 1 Limited Contract for Teacher to Attend PLC PD \$150 1 Limited Contract for Teacher to Attend Kagan Coaching July 22 nd -23 rd . \$300	\$3063 \$150 \$300
Classified Extra Duty	1, 2	1 Classified Limited Contract (At Risk Conference 24 hours x \$12)	288
Certified Subs	1, 2	Substitutes to Allow for Certified to Attend Professional Development Related to MTSS, PBIS, Collaborative Learning, and Curriculum and Instruction (Powers limited contract Kagan Coaching \$300)	\$500
Classified Subs	1, 2	Substitutes to Allow for Classified to Attend Professional Development Related to MTSS, PBIS, and Curriculum and Instruction	\$100
0321 Workshop Consultant	X	None	0
0322 Education Consultant	1, 2	Life Adventure Center Collaboration (1 trip per month throughout the school year for 8 trips and 1 collaboration in Discovery per month). This collaboration reinforces our Discovery Tier 1 Behavioral Instruction and Resiliency training. This ties into CBITS group work.	\$12960
0335 Other Professional		None	0

SCHOOLWIDE SUMMARY INFORMATION

Consultant	X		
0338 Registration Fees	1, 2	KASA Dues, Collaborative Learning Days 1-4 to support engagement.	\$1149
0432 Tech-Related Repairs & Maintenance	x	None	0
0580 Travel	1, 2	Travel for Professional Development	\$500
0610 General Supplies	1, 2	Student Supplies for Class	\$1000
0641 Library Books	1, 2	Library Books	\$500
0643 Supplementary Books & Study Guides	x	None	0
0644 Textbooks	1, 2	Classroom Set of English Books	\$500
0650 Supplies – Technology Related	1, 2	Headphones	\$250
0651 Supplies – Tech Devices	1, 2	3 65” View Sonics for Classroom Chromebooks	\$4500
0698 Lawn & Landscaping Supplies	1, 2	Project Based Learning (Aquaponics, Student Garden, Food Prep, and Discovery Supplies)	\$500
0810 Dues & Fees	x	None	0
0894 Instruction Field Trips	1, 2	Instructional Field Trips	\$1200
Other	1, 2	IXL (Math) (\$300) Parent Involvement (Postage and Parent Teacher Conference Nights;\$280.60)	\$600

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Safe Harbor Title 1 Committee	10-24-18 10-23-19	4-24-19	3-13-19	
Student Feedback Survey Form 3-7-19			3-13-19	
Mailed Title 1 Parent Feedback Form and called for Feedback 3-18-19		4-24-19	3-25-19	
Parent Teacher Conference Nights (3-13- 19 and 10-24-19)			3-13-19	
Staff Feedback			3-13-19	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/School wide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date(s)	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
10-24-8	Safe Harbor Academy	Needs Assessment	x		X	
3-13-19	Safe Harbor Academy	Program Evaluation	x		X	
4-24-19	Safe Harbor Academy	Plan Development	x		X	

*Add rows as necessary.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards . . ."

Improvement Goal # 1 Engagement (If we increase opportunities to respond to the group and individual through collaborative learning structures we will increase academic engagement.

School-wide Improvement Goal: 75% of the students at Safe Harbor Academy will meet or exceed expected growth as measured by Scholastic Reading/Math Inventory during the 2019-2020 school year.

Data <i>What multiple sources of DATA lead you to this need?</i>	Root Cause Analysis <i>What trends emerge from the data and what are possible inferences?</i>	Possible Hypothesis <i>What would success look like in terms of student performance?</i>	Monitoring <i>What data will I monitor to ensure goal is met and who is responsible? Monitored by Culbertson and MTSS Team</i>
<p>Reading Inventory Data: Average Lexile for SHA student is 977 with min of 510, high of 1330</p> <p>Math Inventory Data:</p> <p>Course Completion for Computer Based Learning Environments</p> <p>Classroom Observations and Teacher Feedback</p> <p>Title 1 Student Survey</p> <p>Eleot Data: Fall and Spring</p> <p>CBITS Groups</p> <p>Employability Data</p> <p>Resiliency Benchmark</p>	<p>Reading Comprehension and Vocabulary are a priority focus for students at Safe Harbor Academy. Our average Lexile level as a school is 977. Many of our student's average grades reading equivalency is on the 8th grade level (Read 180). We believe increased engagement will increase depth of understanding and higher course completion and growth as measured by reading inventory. 16 of 22 (73%) students have been served and were consistently with us to take our Reading Inventories assessment for a pre/posttest (Fall/Spring/Fall/Winter) in Reading made growth to increase their reading grade level. 87% of all students maintained or improved on their Reading Inventory over the course of the 18-19 school year.</p> <p>Math Inventory average grade equivalency is a 7th grade level. We believe increased engagement will increase depth of understanding and higher course completions and growth as measured by math inventory. 14 of 22 (63%) students that have attended Safe Harbor long enough to take a pre and posttest (fall to winter) in Math Inventory have shown growth or maintained in their math skills to improve</p>	<p>If we can increase our student engagement (by providing more OTRs {opportunities to respond} to the group/individual, increase the positive to negative ratio for feedback, and through collaborative learning structures) in all direct environments then students will increase reading comprehension, Lexile (reading inventory), math inventory, depth of understanding.</p>	<p>Scholastic Reading Inventory Ensure daily access to direct instruction & software (Read 180) for applicable students.</p> <p>CBL courses completed log.</p> <p>Classroom Observations and Teacher Feedback.</p> <p>MTSS Data: OTRs (opportunities to respond) to group and individual, Positive/Negative Ratio Feedback, Collaborative Learning.</p> <p>Staff will work to obtain training for Days 1-4 of Collaborative Learning Kagan Structures and At Risk Collaborative Learning Training and Implementation</p>

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

	<p>their grade equivalency proficiency.</p> <p>53 CBL courses (initial instruction completed).</p> <p>Classroom observation have shown an increase in collaborative learning structures being observed in classes. OTRs per respond cycle up and down to the individual and group. Positive negative ration hovers around 5:1.</p> <p>Title 1 Student survey showed accessed to CBL courses, project based learning, and feedback.</p> <p>Eleot Fall to Spring data increased to 2.71 in equitable learning, increased to 2.70 in High Expectations, increased to 2.71 in supportive learning, decreased from 1.75 in active learning, decreased to 2.12 in progress monitoring, decreased to 2.71 in well managed learning, decreased to 1.28 in digital learning.</p> <p>CBITS groups have shown students opening up about past ACEs (Adverse childhood experiences). Students are willing to process, understand others through empathy, and utilize strategies to identify when triggered.</p> <p>Employability Data average for the entire school was in the 90s for the entire program. We realize that we need to increase and adjust monitoring for implementation for expectation.</p> <p>Resiliency for 58% of students increased from pretest to post-test after collaboration with Life Adventure Center this year.</p>		<p>Reading/Math Inventory Growth (Fall, Winter, Spring)</p>
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SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Improvement Goal # 2 Expectations

School-wide Improvement Goal: 85% of students at Safe Harbor Academy will demonstrate expectations by transitioning through the Discovery program and maintaining employability standards during the 2019-2020 school year.

Academic: 85% of the students at Safe Harbor Academy will pass direct taught courses during the 2019-2020 school year.

Behavioral: 85% of students at Safe Harbor Academy will maintain 85% and above employability data during the 2019-2020 school year.

Attendance: 85% of students at Safe Harbor Academy will maintain 85% attendance during the 2019-2020 school year.

Data <i>What multiple sources of DATA lead you to this need?</i>	Root Cause Analysis <i>What trends emerge from the data and what are possible inferences?</i>	Possible Hypothesis <i>What would success look like in terms of student performance?</i>	Monitoring <i>What data will I monitor to ensure goal is met and who is responsible? Culbertson and MTSS Team</i>
<p>Employability Data: Annual</p> <p>MTSS Data (Monthly August 2018 through March 2019)</p> <p>Eleot Data: Fall 18/Spring 19</p> <p>Classroom Observations and Teacher Feedback</p> <p>Attendance Data: Annual and Monthly</p> <p>Discovery Data: Student pass/fail rate.</p> <p>PLC feedback.</p>	<p>Per employability data many students meet expectations daily, weekly, and monthly on average at 90% or above. Outliers exist.</p> <p>MTSS data and Eleot data show an increase in expectation both Academic and behavioral, but room for continued growth.</p> <p>"Clarity for Learning" work on our academic expectations is a process to continue improve: clarify learning intentions, success criteria, and why (relevance).</p> <p>Behaviorally we continued to refine our Discovery curriculum to ensure our implementation is structured.</p> <p>Attendance data shows consistent attendance for many, but cycles of dips in attendance by students going through new ACEs.</p>	<p>If we increase clarity of our academic expectations in learning intentions, success criteria, and relevance then our students will have an increased depth of understanding of their learning progression (PIT) and ownership in their learning (decreased failure rate in direct taught courses).</p> <p>If we increase clarity of our PBIS TRUST model and Tier 1 Behavioral Instruction through Discovery/TRUST then our students will increase their (employability data above 85%) behavioral choices to invest in their personal life vision.</p> <p>If we reinforce attendance with rewards/consequences (same as showing up for work), then students will increase ownership of attendance (85% of students will maintain 85% attendance or higher).</p>	<p>Academic Expectations: Classroom Observations and Walk Through</p> <p>MTSS Data</p> <p>PLC Process in Discovery Reflection and Revision</p> <p>Employability Data</p> <p>Behavior Expectations: MTSS Data: ODRs</p> <p>Employability</p> <p>PLC Process in Discovery Reflection and Revision</p> <p>Attendance Expectations: Kickboard and Attendance Data</p>

SCHOOLWIDE COMPONENT: Professional Development

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies . . .

2019-2020 Professional Development to Address Student Achievement and School Improvement Goals

Name of Strategy/Activity	Improvement Goal Alignment	Description	Indicators of Success (Implementation and Monitoring Plan)
MTSS (Tier 1 Best Practices Academic and Behavioral Supports) Training and Support for MTSS (PLCs, opportunities to respond, feedback, and teacher clarification of expectations).	1, 2	<p>MTSS Team is working on "Clarity for Learning" to increase depth of understanding of learning intentions, success criteria, and relevance for students and teachers. This work is supported in PLCs, Best Practice Academy, and through other professional development opportunities.</p> <p>2 Days MTSS Training is focusing on structures and strategies for improving our academic and behavioral systems and supports. Part of those reward systems utilizes the Kickboard platform to use a token economy to reinforce our student's meeting expectations and going above and beyond.</p>	<p>75% of students will meet or exceed expected growth as measured by Scholastic Reading and Math Inventory (Fall, Winter, Spring) (Monitor: formative/summative grades and failure trends monthly)</p> <p>85% of students meeting employability expectations benchmark of 85% (Monitor: annual, monthly)</p>
Professional Learning Communities...Training and Support for Kagan	1, 2	All Safe Harbor Academy Certified Staff are working to be trained in Days 1-4 Collaborative Learning Structures of KAGAN. Additionally, all Certified SHA staff attending Win-Win Discipline and At Risk Classroom Collaborative Learning Structures to improve clarity of expectations and engagement opportunities for students.	<p>75% of students will meet or exceed expected growth as measured by Scholastic Reading and Math Inventory. By May 2020, SHA squad will demonstrate an awareness (coherence and clarity) through the collaboration in the Liaison Program (with individual content area PLCs to identify failures, devise solutions, and implement systems; checklists).</p> <p>Kagan Cooperative Learning Structures will be monitored in walk through data weekly and teachers will demonstrate implementation through planning.</p>
Liaison Program	1, 2	Liaison Program with WCHS Core Content area PLCs.	Teacher will submit a copy of PLCs minutes for meetings attended.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

ESEA §1114 (b) (1) (F) Strategies to increase parental involvement in accordance . . . such as family literacy services

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2019-2020 Parent and Family Engagement Strategies to Address Student Achievement and Improvement Goals

Name of Strategy	Improvement Goal Alignment	Description	Indicators of Success (Evaluation Outcomes)
Community Action Partners	1, 2	Committee works to bring in members of the community to collaborate to provide ideas, feedback, and a bigger village for our young adults. We review behavioral data, academic data, and next steps.	10 Volunteers or more per Semester
Nights at Safe Harbor	1, 2	Parent Teacher Conferences are setup to provide individual student feedback and collaboration to discuss behavioral and academic strengths and concerns. Title 1, Community Action Partners, and Wellness Committees are scheduled for the same night to try and provide transparency and feedback opportunities for all stakeholders. Food is provided for all family members.	8 Parents Attend
Safe Harbor Academy Website	1, 2	The Safe Harbor Website and The Safe Harbor Twitter handle are utilized to keep the community informed of updates, events occurring at SHA, and communication channels.	Website and Twitter updated monthly and information is accessible to stakeholders.
Back to School Bash	1, 2	This celebration is the start of every school year. We meet and greet new students, staff, and families. Staff cooks and serves a meal while students have an opportunity to fill out beginning of school year information, pick up schedules, tour the school, and learn about changes to the program.	Student/Family Attendance Percentage

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

ESEA §1114(b) (1) (E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	4	
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)		
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*		

* The district must assign these paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract and retain highly-qualified teachers to high-need schools	Individuals Responsible
New Teacher Orientation Program (Woodford Way) is a district lead process whereby new teachers attend a full day orientation in addition to a monthly professional development (1.5 hours per meeting). Focuses include expectations, best practices, and instructional strategies.	District
Woodford Kentucky Teacher Internship Program is a program created to replace the state KTIP program for 1 st year teachers that are new to the classroom in Woodford County. The idea is to ensure proficiency and consistency of quality instruction in the classroom for students while providing supports for our staff.	District
Teacher of the Year Program is a district lead initiative that allows for each individual school or program to celebrate Teachers who go above and beyond. This person is recognized with public recognition and an award on opening day. This initiative is also done for a classified staff in all support functions in order to celebrate the WOSA (Woodford Outstanding Service Award) recipient that goes above and beyond.	Culbertson and All Staff
Lighthouse Awards and Chester the Hippo are internal Safe Harbor Academy faculty celebrations and positive reinforcements for staff that go above and beyond to serve students and staff monthly. Chester the Hippo celebrates Discovery focuses weekly. We also do other staff celebrations for other focuses throughout the year. All staff are involved in identifying recipients.	Culbertson and All Staff
Safe Harbor Off Campus PLCs provides time for appreciating each other in a social setting outside of work functions.	Culbertson and All Staff
Special Operations Teaching Squad Development Program	Culbertson for setting up peer to peer mentors.