

School District of Indian River County

AFRICAN AMERICAN  
ACHIEVEMENT PLAN  
2019-2020

Alternative Center for  
Education

Updated: 3/16/2020

6500 57th St. Vero Beach, FL 32967  
772-564-3000

## Goal 1: Improve Academic Achievement of African American Students

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<b>Focus Area: Closing the Achievement Gap</b>			
1.4 Monitor elementary school principals to ensure that African American students who are not kindergarten ready per the Florida Kindergarten Readiness Screener (FLKRS), or who show a substantial deficiency in reading in grades K-2 per i-Ready, receive intensive reading intervention as defined by the district's reading plan.	Intensive intervention course rosters	August 1 – July 1	Richard Myhre, Assistant Superintendent of Curriculum & Instruction. Kelly Baysura, Executive Director of Elementary Education; Principals
Alternative Center for Education (ACE): Will look for improved outcomes for African American students when they enter ACE.			
1.5 Ensure that School Improvement Plans for all schools specifically address how school resources are being allocated to address achievement gaps for African American students.	Approved School Improvement Plans	October 31	Scott Bass, Deputy Superintendent; Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; Chris Taylor, Director of Assessment & Accountability; Principals
<p><b>Implementation Steps:</b></p> <p>ACE: Will increase yearly spending for African American Achievement in order to increase funding for after school academic tutoring and transportation. ACE will look for outside sponsors to provide funding for field trips, and transportation to colleges for African American students.</p> <p>Feedback: Continuing Tykes &amp; Teens and providing staff with training on Implicit Bias, and Cultural Sensitivity will assist staff to continue to meet needs of African American students. Our focus is for all students to see themselves represented in every subject as a successful learner in all classes. Surveys will allow us to get direct feedback from students along with their current grades. SIMS Strategies, such as a vocabulary linking routine, is a routine area of ongoing training given to teachers to close achievement gaps. All students at ACE are at risk academically and or social emotionally.</p>			

<p>1.6 Ensure that the District provides African American students the opportunity to participate in extended learning opportunities for remediation and enrichment. These opportunities will be communicated to parents and guardians.</p>			
<p><b>Implementation Steps:</b>  ACE: Will develop additional after school tutoring opportunities for African American students with communications delivered to parents of such opportunities. For enrichment, we will coordinate a field trip to a state college for students. Students will be taught how to apply for financial aid during our career-development elective.  Feedback: IReady, Unify and Achieve 3000 will allow us to determine what individual tutoring is needed along with steps taken to develop ELA for all students. Attendance and student participation both before and after school will monitor our desired outcome by the end of March.</p> <p>A college visit will allow real life application to a concept that students might not fully understand. A college visit would enhance a students’ vision for further education and picture themselves in a college learning environment.  We will utilize our College Readiness Class to increase learning opportunities for African American students.</p>	<p>Extended Learning Opportunity Rosters</p>	<p>August 1 – June 30</p>	<p>Scott Bass, Deputy Superintendent; Dr. Deborah Long, Coordinator of Equity and Instructional Support; Principals</p>

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.11 Develop a process to identify the current needs and supports for equitable participation in extracurricular activities (e.g., cheerleading, lacrosse, soccer and orchestra).	Documentation of extracurricular activities at each school by race	October 31, December 31, March 31, May 31	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education; Dr. Deborah Long, Coordinator of Equity and Instructional Support; Principals
<b>Implementation Steps: Not Applicable for ACE</b>			
1.15 Each secondary principal will create an African American Student Council to gather feedback on the impact of support.	Membership rosters	October 31, December 31, March 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<b>Implementation Steps:</b> ACE: Principal will create an African American Student Council with representatives to meet monthly to gather feedback on the impact of supports for African American students. Students will be nominated by Principal and Staff based on meeting school wide expectations, point sheets and grades. Monthly communication will take place through Connect Ed and newsletters.			

Focus Area: <b>Graduation Rate</b>			
<b>Action Step</b>	<b>Evidence of Completion</b>	<b>Implementation Timeline</b>	<b>Responsible Staff/ Department</b>
<p>1.16 High school instructional staff and administrators will identify the specific standards from Unit Assessments in English, Mathematics, Biology, and U.S. History by race to support schools in identifying course concepts / standards that need to be re-taught to improve mastery for African American students and reduce the likelihood of course failures.</p>	Documentation of data chats	February 1 – May 1	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p><b>Implementation Steps:</b> ACE: will use unit assessment data to identify and remediate course standards to address the individual needs of our African American students.</p> <p>Feedback: Collaborate Planning with all teachers in all subject areas will be used review data and create an individualized plan for each student. Cross curriculum planning will provide every subject area an opportunity to meet students’ academic needs.</p>			
<p>1.17 School leadership teams will use the Florida Early Warning Indicators as displayed in Unify to develop and support interventions for African American students who are not on track to graduate. Data will include attendance below 90%, one or more suspensions, course failure in ELA or Math, and Level 1 on a statewide assessment.</p>	Documentation of data chats/MTSS documentation	August 1 – July 1	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p><b>Implementation Steps:</b> ACE: using our Unify Florida Early Warning Indicators (EWI), our Data Team will conduct data chats and coordinate MTSS meetings to design and implement interventions aimed at supporting our African American students who are not on track to graduate.</p>			

Feedback: Communication with the students' home school guidance department along with weekly meetings with students. School designee will make sure that the student is fully aware of graduation requirements and current grades and scores.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.18 Monitor African American students who are not on track to graduate (Data include early warning indicators (K-12), credits earned, core course failures, FSA 10th Grade ELA results and FSA ALG 1 EOC results) and provide an opportunity to participate in after school and summer extended learning opportunities (ELO). Employ recruitment and targeted resource strategies, including partnering with the community, to increase attendance for African American students in all extended learning programs.</p>	<p>Rosters of summer extended learning opportunities</p>	<p>First of every month while students are in school</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p><b>Implementation Steps:</b> ACE will develop after school and summer extended school year opportunities for African American students. African American Students will be encouraged to participate. Incentives will be provided for participation</p>			
<p>1.19 Ensure African American students who have not met course requirements for graduation are participating in "in- school" credit recovery classes to recover failed core courses and raise grade point averages to meet graduation requirements.</p>	<p>Credit recovery course rosters</p>	<p>First of every month while students are in school</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p><b>Implementation Steps:</b> Feedback: Edgenuity provides a comprehensive review of missed standards for students giving them the best chance of raising GPA along preparing for EOCs and FSA testing.</p>			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.20 Monitor identified students for course failures, concordant scores for ELA and Algebra 1, GPA, and advanced coursework.</p> <p><b>Implementation Steps:</b>            ACE Teachers and Administrator will closely monitor African American students who have not met course requirements for graduation and enroll them in “Edgenuity” classes to increase GPA, test scores, and to recover credits.            Feedback: Attendance will be addressed by making home visits, phone calls, PBIS and meeting with students how we can support them individually. Utilize all assessment data and screen students on an ongoing basis for placement in Advanced and Honors Classes.            Monthly meetings will be held beginning in March.</p>	Documentation of meeting with students and teachers	First of every month while students are in school	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p>1.21 Collaborate with high school principals and graduation coaches to monitor and create an action plan to increase the achievement of identified students for course failures, concordant scores for ELA and Algebra 1, GPA, and advanced coursework.</p> <p><b>Implementation Steps:</b>            ACE Administrator will monitor failure rates and poor performance of the African American students while attending ACE.</p>	Documentation of action steps	October 31, December 31, March 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p>1.23 Develop a training for school counselors to facilitate conversations with at-risk students to review options for graduation, meet graduation requirements and develop individual plans for students. Principals will meet with school counselors to review and monitor implementation of the plan.</p>	Number of meetings with students  Number of students using	December 31, May 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of



<p><b>Implementation Steps:</b></p> <p><b>Not Applicable for ACE</b></p> <p>Feedback: Designated Staff at ACE will work with appropriate high school counselors to continue working toward graduation goals and transitioning back to home school. Principal and leadership team will closely monitor students on a weekly basis to ensure graduation requirements are addressed while at ACE.</p>	<p>other graduation options</p> <p>Principal meeting agendas with counselors</p>		<p>Secondary Education; Dr. Kathrine Pierandozzi, Executive Director of ESE &amp; Student Services; Principals</p>
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.24 Implement motivational assemblies for identified at-risk students, including Commit 2 Graduation, Hear My Story, etc.</p>	<p>Scheduled dates</p>		
<p><b>Implementation Steps:</b></p> <p>ACE will continue its implementation of “Winners Walk Tall” and other motivational speakers to encourage our students.</p> <p>Feedback: College Readiness class at ACE offers field trips and weekly life skills through UPS, a collaborative partnership in the community. Motivational speakers and mentors are provided on a weekly basis.</p>	<p>Number of students participating</p>	<p>December 31, May 31</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p>1.25 Principals will schedule, plan and coordinate parent meetings with African American students who require intensive support to graduate.</p>			
<p><b>Implementation Steps:</b></p> <p>ACE Parents will receive notification to attend our monthly Odyssey meetings with their student. Information leading to graduation will be outlined. Tools and strategies and resources will be provided for extended support.</p> <p>Feedback: Monthly data is collected and Principal will address each at risk student with a parent/student meeting.</p>	<p>Number of meetings with students by grade level</p>	<p>October 31, December 31, March 31, June 1</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>

<p>1.26 Implement a plan that requires every school counselor to meet quarterly with at-risk African American students to discuss graduation needs. The principal will meet with students to determine the impact of graduation support.</p>			
<p><b>Implementation Steps:</b></p> <p><b>Not Applicable for ACE</b></p> <p>Feedback: Due to not having an on-site guidance counselor a school designee will continue to facilitate graduation by having quarterly communication with home school counselors..</p>	<p>Number of student meetings</p>	<p>October 31, December 31, March 31, June 1</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum &amp; Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.26 Develop a learner profile and learning plans for students not on track to graduate.</p> <p><b>Implementation Steps:</b> Working in collaboration, the staff, mentors, and administrator will use the academic and behavior data from the daily point sheets to develop individual plans for students.</p> <p>Feedback: Teachers are individually responsible for creating and implementing a learner profile in their subject area. Collaboration provides an opportunity to share and monitor learning plans.</p>	Number of students plans	October 31, December 31, March 31, June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p>1.27 Develop a learner profile and learning plans for students not on track to graduate.</p> <p><b>Implementation Steps:</b> Working in collaboration, the staff, mentors, and administrator will use the academic and behavior data from the daily point sheets to develop individual plans for students.</p>			
<p>1.28 Develop a plan to monitor graduation rates at each high school.</p> <p><b>Implementation Steps:</b> The ACE Team will continue to use data (course tracking, test data, and absentee rates) to provide support for students in danger of not meeting timely graduation requirements.</p> <p>Feedback: Graduation meetings can take place before and after school to keep students on track and monitor readiness for graduation.</p>	Monitoring plans	June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
Focus Area: <b>Advanced Coursework</b>			
1.32 Create procedures to ensure equitable access for African American students to on-site, college readiness testing in every high school (PSAT, ACT, SAT, PERT).	Documentation of procedures	June 1	Scott Bass, Deputy Superintendent; Chris Taylor, Director of Assessment & Accountability; Principals
<p><b>Implementation Steps:</b> ACE will continue to provide referrals for testing for PSAT, ACT/SAT, PERT during the school day with supports in place for students. We will provide transportation to test sites, financial assistance for testing fees, assistance with testing registrations, and in school test prep. before the tests.</p> <p>Feedback: Follow home school testing schedules for all college readiness testing dates. Utilize Edgenuity for college readiness testing preparation before, during and after school.</p>			
1.35 Schedule events to provide African American parents, guardians and students with information on advanced coursework, dual enrollment, graduation pathways, scholarship information and strategies for academic success (i.e. workshops, website, parent conferences, SAT and ACT information).	Event schedule Documentation of materials provided	February 1 – June 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p><b>Implementation Steps:</b> ACE will seek outside community mentors to provide services and support for African American families. (GYAC, UPCENTER)</p>	Attendance roster		
1.35 Create procedures to ensure an equitable representation of African American learners in recognition ceremonies (e.g. including AP, IB and Industry Certification students).	Documentation of procedures	June 1	Scott Bass, Deputy Superintendent; Principals
<p><b>Implementation Steps:</b> <b>Not Applicable for ACE</b></p>			

Feedback: African American Students will be recognized for academic achievements and growth in an after ceremony this March. GPA, honors classes, and personal growth will be celebrated with students, families and staff.			
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Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.39 Develop a summer program to support and prepare African American secondary students for advanced courses.	Number of students enrolled in summer program	July 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p><b>Implementation Steps:</b> <b>Not Applicable for ACE</b></p> <p>Feedback: Utilizing classroom assessments other than just traditional FSA score and exposing students to the subject area in a summer study program.</p>			
1.41 Implement the PeerForward program to increase college enrollment.	List of students in PeerForward Program	August 1	Scott Bass, Deputy Superintendent; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Principals
<p><b>Implementation Steps:</b></p> <p>In collaboration with students home schools, ACE will encourage students to participate in the PeerForward program upon return to their home school.</p>			
1.42 Implement district led data chats with principals that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment.	Agenda for data chats  Number of students regressing by school and grade level	October 31, December 31, March 31	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education; Principals
<p><b>Implementation Steps:</b></p> <p>ACE:</p> <ul style="list-style-type: none"> <li>• Ensure PBIS attendance interventions are practiced with fidelity to increase overall attendance and positive behaviors</li> <li>• ACE staff will review FSA, Unify, Achieve 3000 and iReady data for all African American students</li> <li>• Provide students with additional Kids at Hope mentoring program for the 2020-2021 school year.</li> <li>• Continue monthly On-A-Roll and Honor Roll achievement celebrations</li> </ul>			

<ul style="list-style-type: none"> <li>Collaborate and discuss the individual needs of each student during MTSS meetings</li> </ul>			
<p>1.44 Implement school level data chats between school leadership and teachers that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment.</p>			
<p><b>Implementation Steps:</b></p> <ul style="list-style-type: none"> <li>PBIS team will problem-solve Tier 1 attendance regression of our African American students beginning the first of every month while students are in school.</li> <li>Weekly data will be provided to staff concerning overall attendance, point sheets and transitions beginning the first of every month.</li> <li>Administrator and PBIS team will work with staff to discuss, develop, and implement behavior tracking strategies on a weekly basis.</li> </ul>	<p>Meeting Agenda</p>	<p>October 31, December 31, March 31</p>	<p>Scott Bass, Deputy Superintendent; Principals</p>

## Goal 2: Reduce Disparities in Discipline & Alternative Disciplinary Placements

Focus Area: <b>Equitable &amp; Culturally Responsive Tiered Supports</b>			
<b>Action Step</b>	<b>Evidence of Completion</b>	<b>Implementation Timeline</b>	<b>Responsible Staff/ Department</b>
<p>2.5 Implement a plan to ensure all Out-of-School Suspensions are approved by principal supervisors.</p> <p><b>Implementation Steps:</b> ACE:</p> <ul style="list-style-type: none"> <li>• As of April 1, 2020, all suspensions will be approved by Deputy Superintendent, Mr. Bass.</li> <li>• Principal will contact Supervisor for any infraction/ behavior that warrants an OSS</li> <li>• Administration will review the Student Code of Conduct Book with staff to determine the consequences for level one and level two classroom infractions</li> <li>• Administration will provide progressive discipline pertaining to any Out-of-School suspensions</li> </ul>	Documentation of Focus approval process and emergency procedures	April 1, 2020	Scott Bass, Deputy Superintendent; Principals
<p>2.6 Complete and implement interventions outlined in school behavior plans to eliminate Out-of-School Suspensions.</p> <p><b>Implementation Steps:</b> ACE:</p> <p>Teachers and Staff will utilize interventions with students to promote positive behavior. Incentives and praise for good behavior will be used daily to encourage these behaviors. Our PBIS program will be utilized by all staff members to increase positive behavior growth.</p>	<p>Documentation of PD that includes discipline vs. Punishment session and SEL Discipline Prevention session;</p> <p>Documentation of discipline school-based workgroups to develop individual plans</p>	Feb 1 - April 1	<p>Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education; Dr. Kathrine Pierandozzi, Executive Director of ESE &amp; Student Services; Principals</p>



<ul style="list-style-type: none"> <li>Professional developments targeting social-emotional learning (Sanford Inspire), and discipline in lieu of punishment interventions will be provided</li> <li>Administrator and Behavior Specialist will provide additional support and interventions for teachers and staff</li> <li>Point sheet data will be used to provide PBIS incentives and rewards</li> <li></li> </ul>			
<p>2.9 Research and implement a student to student peer mentorship program for African American students.</p>	<p>Research results</p>	<p>July 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Dr. Deborah Long, Coordinator of Equity and Instructional Support; Principals</p>
<p><b>Implementation Steps:</b> ACE: will work with VBHS to create opportunities for high school students to mentor middle school students at ACE through book buddies. High school students will be asked to read to middle school students. Data will be collected to see if reading skills, behavior, and attendance improve.</p>			
<p>2.10 District will work with schools to conduct a review of In-School Suspension programs and support school’s development of actions to improve outcomes.</p>	<p>Reduction of repeat students in the program</p>	<p>April 1, 2020</p>	<p>Scott Bass, Deputy Superintendent; Dr. Kathrine Pierandozzi, Executive Director of ESE &amp; Student Services; Dr. Sharon Packard, Coordinator of Mental Health Services; Matina Pappalardo, Coordinator of Exceptional Student Education; Principals</p>
<p><b>Implementation Steps:</b> ACE:</p> <ul style="list-style-type: none"> <li>Tier 1 supports will be required prior to other disciplinary actions</li> <li>ACE does not utilize In-school suspensions</li> <li>Our school will provide students a temporary removal from the classroom</li> <li>PBIS interventions and incentives will be used to increase positive behavior</li> </ul>			

## Goal 4: Increase Employment of African American Teachers

Focus Area: Recruitment, Hiring and Retention of African American Teachers			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
4.5 Identify African American high school students in the District who could make great teachers, offer the students mentors while in school, invite them to join Florida Future Educators of America, and if they graduate college with appropriate credentials, attempt to contact these students for recruitment purposes.	Student lists  Mentor lists  Documentation of contacts made	April 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<b>Implementation Steps: -</b> ACE will work in collaboration with students' home schools to offer students opportunities to join Florida Future educators. Students who express an interest will be referred to their home school counselors to provide appropriate and meaningful opportunities.	Number of African American student Florida Future Educator Memberships		
4.6 Research opportunity to add a Teacher Academy at both high schools.	Number of African American students included in the program	June 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<b>Implementation Steps: - Not applicable for ACE</b>			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
4.8 Hiring administrators will interview, whenever possible, a diverse pool of applicants.	Submission of racial breakdown of all applicants for instructional positions. Must include information regarding the race and specific teacher or instructional staff position for which candidates were interviewed, extended offers, and/or hired.	August 1 – July 1	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager; Principals
<b>Implementation Steps:</b> ACE: <ul style="list-style-type: none"> <li>• When hiring, ACE will whenever possible, interview a diverse pool of applicants</li> <li>• Administration will participate in recruitment trips and attend SDIRC job fairs</li> <li>• Administration will contact Human Resources about needs</li> </ul>			
4.14 Enroll African American teachers in years one through three of teaching career in Indian River in the new teacher mentoring program, included inviting all new teachers to the new teacher orientation.	List of mentees	August 1 – June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<b>Implementation Steps:</b> -Administrator will support and connect new teachers with mentors, opportunities, and be a constant support through the new teacher orientation and first five years of teaching.			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>4.15 Assign a mentor to each African American teacher at his/her school who will individualize a plan tailored for each African American teacher's individual needs.</p> <p><b>Implementation Steps:</b> ACE:</p> <ul style="list-style-type: none"> <li>• Our district personnel will provide a mentor for each new teacher</li> <li>• Experienced teachers will provide 1-1 support for new teachers</li> <li>• New teachers will be required to complete the CANVAS course modules with support from PD advisor and assigned a mentor</li> <li>• Administration will provide new teachers and mentors with adequate support and appropriate resources</li> </ul>	Mentor/mentee list	August 1 – June 1	Scott Bass, Deputy Superintendent; Kelly Baysura, Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p>4.16 Develop a plan to increase the number of African American mentors by publicizing the needed criteria and asking principals to recommend teachers.</p> <p><b>Implementation Steps:</b> ACE:</p> <ul style="list-style-type: none"> <li>• Ensure African American teachers are aware of coaching opportunities</li> <li>• Administration provides and encourages opportunities for leadership growth to become mentors</li> </ul>			