



## African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County  
#SDIRCStrongerTogether

Date: 9/21/2020

School/Department: Citrus Elementary

Action Step (number and description): 2.9 Student Peer Mentorship  
Monitor the implementation of a student to student peer mentorship program for African American students.

Evidence of Progress Monitoring (Please include narrative/description of the action taken. Where applicable, please include all measurable data.)

Implementation Steps: Our peer mentorship programs relate to all students but has not begun because of the pandemic. Below are the steps we plan to take after COVID.

1. For the 2020-2021 school year, students in Grades k/3, 2/5, and 1/ 4 will pair up to be mentors, and work on a community outreach project once COVID subsides.
2. Last year, forty-one of our teachers signed up to be a mentor for a specific student, ones we know may have adverse childhood experiences, and need an extra someone to be a caring adult they can go to. Of the 41 mentees, 32% were AA students, 54% were white, 9% were Hispanic, and 5% were "Other." We will continue this this year. Our school counselor, Rachel Swallow, has just sent out an invite to teachers to get this program underway this year. A meeting schedule will be developed, along with an action plan and activities, to create opportunities for the mentors and mentees to meet at least twice a month throughout the year.
3. VBHS students will also mentor certain grade 1 students, who are struggling, beginning semester 2 because of COVID. Of the 15 students mentored last year, 40% are African American, 33 % white, 25% are other or Hispanic. This will resume once COVID subsides.
4. VBHS Baseball Coach/ ESE Teacher will begin to work with students with disabilities and behavioral concerns and mentors these students with one-on-one talks. He communicates weekly with teachers and students work on goals. Of the 12 students, he mentored, 50% are African American, 17 % are white, 25% are other, and 8% are Hispanic. This will resume as well once COVID subsides.
5. Intergrade projects will occur, after COVID subsides, as we have reading buddies that different classrooms pair up together (ex. K and 5th) and will also complete a service project together Semester 2.

Results of Action Taken:

As a result of previous years success with mentoring we will continue to implement this model with added precautions for COVID

1. Create a schedule for the Mentor/Mentees following Social Distancing Guidelines- Leadership Team
2. A teacher-to-peer mentoring program will be continued with the help of our school counselor on our campus with plans being finalized all summer.
3. Grades 2-5 teachers will work together to determine what students would benefit

from a mentor on campus

4. We will form a 5th grade leadership team of students to be trained by school counselor and mentor K-1 students.

**Reflection:**

At this time, these programs are just beginning so there would be no current reflection.