Date: 10/9/2020

School/Department: Treasure Coast Elementary

Action Step # and Description:
(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

2.9 Student to Student Peer Mentorship: Monitor the implementation of a student to student peer mentorship program for African American students.

Explanation of Evidence:

Evidence of progress monitoring includes the number of students participating in the mentorship program, and a survey of students quarterly, while using the information collected to make program adjustments as needed. The student to student peer mentorship program for school year 2020-21 has not yet been implemented, and there was not a similar program implemented prior to this year at our school. Therefore, there is no evidence to share at this time. We are currently in the process of conversing with teachers about possible candidates for mentorship and recruiting mentors for the program by speaking with students. Once we determine the number of available mentors, we can create matches with those younger students in need.

Results of Action Taken:

Administration met along with the multicultural coordinator at Treasure Coast Elementary to discuss implementation of a student to student mentorship program. It was decided that fourth and fifth grade African American students would be matched with first and second grade African American students to provide mentorship to those who needed it the most. The team felt a gap of two years apart was most appropriate for mentorship purposes. The multicultural coordinator will meet with grade chair teachers to make appropriate matches. She will also look carefully over the master schedule to determine the best plan for book/lunch buddy times for the mentors and mentees.

Reflection:

One reflection the team had was the minimal number of students who would be eligible for mentoring due to our low current numbers of brick and mortar African American student percentages. We are hoping to get the program up and running even before transitional students return and add to it as more students come back to the brick and mortar setting. We were also concerned about students being interested in joining this program as mentors, and we discussed the best methods to recruit these students into the program.