

# Superintendent's Student Advisory Council

2023-2024



# Superintendent's Student Advisory Council

## *Our Mission*

In support of the KCSD goal to have 100% of students Transition Ready, in 2022-2023, the Superintendent's Student Advisory Council started the Transition Ready Mentorship Program.

- A team of student mentors from each of the High Schools (40 total) met one-on-one with 8th grade students at each Middle School 3 times during the school year to discuss High School Transition Readiness.
- Principals selected groups of 8th grade students to be mentored at each Middle School (approximately 320 total).

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## *Our Mission*

In 2023-2024, the Council expanded the mentorship program:

- High School students mentored the Middle School students 5 times during the school year.
  - Met with the same student each time
  - Discussed Middle School Transition Readiness and transitioning to High School
- A team of Middle School 8th graders went to each of the elementary schools 3 times to meet with groups of 5th graders to discuss
  - Elementary School readiness
  - Middle School readiness and transitioning to Middle School
- Approximately 40 high school students mentored 318 middle schoolers.
- Approximately 62 middle school students mentored 428 elementary students.



# *Dixie Heights High School*

*Selena Peru*

- Mentoring took place at Turkey Foot Middle School
- Each mentor had 5-6 students, with roughly 18 mentors, that's approximately 100 students
  - We met for 15 minute increments one on one
  - We kept the same mentees each meeting and the same time slots
- Each meeting had a specific focus area with adjoining slides
  - Used the slides for around 5-10 minutes, but really wanted to focus on getting to the know the kids and addressing any concerns they had.
- Mentors made an impact on their students
  - Many instances of mentees finding the mentors in public and saying hi
  - A lot of them improved socially and academically due to this program.



- **Mentorships at Twenhofel, Turkeyfoot, Woodland & Summit View**
- **Recruited students to Ignite**
- **Focus area on Transition from middle → high school**
- **Focused on Ignite Specifics**
  - Behavioral Expectations, Algebra I, Unexcused Absences



# *Scott High School*

*Jonah Hunt*

## **Mentorship at Woodland**

- As we meet throughout the year our we began to create a relationship with our mentees that allowed us to have a deeper connection to help them become ready for high school.
- We helped break down the barriers of what transition readiness really means, explaining the topics of GPA, Internships, AP and Dual Credit Classes, and the importance of extracurricular activities and attendance.
- Most importantly we created the relationships that will last a lifetime with change from middle school to high schools.

# *Simon Kenton High School*

*Hannah Kirk*



- Throughout this program we highlighted Transition Readiness while focusing on areas of GPA, attendance, extracurricular activities, etc. We also described the differences between college and career readiness.
- Within the mentoring program, we valued gaining a connection with our students. Building this connection helped the students open up to us and really made them benefit from the sessions.
- Overall we were able to see real growth within our students and give them comfort as they step into high school.



## *Middle Schools*

*Lyla Horine, Easton Shaw, and Amelia Fausz*



A team of 8th grade students went to each of the elementary schools 3 times to mentor 5th graders. (428 students total)

Meeting 1: We got to know the kids and introduced them to what it means to be Transition Ready.

Meeting 2: We talked about the requirements that they needed to meet to be Transition Ready and discussed details about required GPA, attendance, passing classes, Map, and KSA scores. We started to talk about what each part of being Transition Ready really meant.

Meeting 3: We made goals, saw their growth, helped them to reach those goals, and gave them final thoughts to help them reach their goals.

We were able to help the 5th graders grow and guide them in the right direction and they were impacted by talking to students not that much older than them.

We were able to help the 5th graders start to enjoy coming to school because students looked forward to the mentoring program.





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## Areas of Strength

- Increased work ethic in students
- Connections and forming relationships between upperclassmen and younger students
- Students discussing Transition Readiness and future plans
- Explained all components of Transition Readiness
- Provides a familiar face the next school year
- Improved attendance and made students excited to come to school
- Recruited students to Ignite

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## Next Steps: 2024-2025

- Continuation of the program
- Schedule more frequent visits for the middle schoolers going to elementary schools (5 times)
- Try to match students with an interest in attending Ignite with an Ignite mentor and have a meeting before the application deadline
- Emphasize the importance of GPA and grades portion with middle and elementary school students
- Have mentor students present at schools Open houses, Orientations, and Camps
- Be intentional about the mentee list and providing mentees with their transition ready information before the meeting
- Promote Extracurricular activities by having a listing for each school of what is offered



## Pictures of our Experiences

