

CHARLES W. FLANAGAN HIGH SCHOOL PASL IN ACTION

One on One Mentoring Makes a difference to student performance

Assignment to Program	Participants	Number of Mentors	Number of Mentees
10/1/14	10/1/14	10/1/14	10/1/14
10/2/14	10/2/14	10/2/14	10/2/14
10/3/14	10/3/14	10/3/14	10/3/14
10/4/14	10/4/14	10/4/14	10/4/14
10/5/14	10/5/14	10/5/14	10/5/14
10/6/14	10/6/14	10/6/14	10/6/14
10/7/14	10/7/14	10/7/14	10/7/14
10/8/14	10/8/14	10/8/14	10/8/14
10/9/14	10/9/14	10/9/14	10/9/14
10/10/14	10/10/14	10/10/14	10/10/14
10/11/14	10/11/14	10/11/14	10/11/14
10/12/14	10/12/14	10/12/14	10/12/14
10/13/14	10/13/14	10/13/14	10/13/14
10/14/14	10/14/14	10/14/14	10/14/14
10/15/14	10/15/14	10/15/14	10/15/14
10/16/14	10/16/14	10/16/14	10/16/14
10/17/14	10/17/14	10/17/14	10/17/14
10/18/14	10/18/14	10/18/14	10/18/14
10/19/14	10/19/14	10/19/14	10/19/14
10/20/14	10/20/14	10/20/14	10/20/14
10/21/14	10/21/14	10/21/14	10/21/14
10/22/14	10/22/14	10/22/14	10/22/14
10/23/14	10/23/14	10/23/14	10/23/14
10/24/14	10/24/14	10/24/14	10/24/14
10/25/14	10/25/14	10/25/14	10/25/14
10/26/14	10/26/14	10/26/14	10/26/14
10/27/14	10/27/14	10/27/14	10/27/14
10/28/14	10/28/14	10/28/14	10/28/14
10/29/14	10/29/14	10/29/14	10/29/14
10/30/14	10/30/14	10/30/14	10/30/14
10/31/14	10/31/14	10/31/14	10/31/14



KEFFORD'S KIDS

Kefford's Kids is a peer-to-peer mentoring program designed for our student leaders to mentor our lowest quartile. The UTAP, SGA, and Peer Counseling students are assigned a 9th or 10th grade student struggling with their classes or having a difficult time making the transition to high school. They meet every other week for about 20 minutes during one of their elective classes to discuss topics such as, class schedules, grades, EOC prep, FCAT Camps, college acceptance, making the most out of your high school experience, and mid-term and final exams. They build friendships while holding each other accountable. Each student also has an adult mentor that they report to if their mentee is struggling. We started the program at the beginning of the 2011-2012 school year and the program has proved to be valuable, as our lowest quartile scores have increased since we began the program. The first year, our learning gains increased from 48% to 67% and we



The goal of sustained personalization is to create a culture of caring that permeates the whole school and impacts not only students but also adults. Sustained personalization is a philosophy

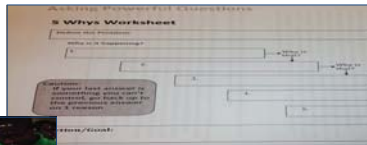
Hope stands for Health Opportunities through Physical Education – mandatory for all 9th graders to take

Credit bearing course and mandatory for graduation – a good portion of the content ties in with PASL wellness planning for students, goal orientation for physical abilities – individualized physical and personal well-being skills behavior management issues (both self-management – i.e. anger, understanding depression, etc. and interpersonal) family issues mental and emotion and suicide) Curriculum addresses many of the social and emotional issues that are central to PASL al health (including depression)



HOPE

Students engage in Lessons dealing with real life practices



IN THE CLASSROOM

Toolkit of strategies that are consistently and explicitly taught to teachers and applied across the curriculum:

- Data Binders
- BASIS
- Incorporating Marzano
- Pinnacle
- NESS
- iObservation



ROTC

ROTC identifies the strengths and weaknesses of each cadet and creates one on one mentoring.

PASL – Personalization for Academic and Socio-Emotional Learning
How?

- Whole school Involvement
- Educator Teams
- Explicit Teaching of PASL skills and behaviors
- Data Systems



9TH GRADERS

Slidoch Subtitle Text
This is a good place to briefly, but effectively, describe your product or service.