Overview of Take Flight Program

**Take Flight** is designed to connect every student at Tompkins to teachers, community members and other students while addressing pertinent topics and issues to improve their overall success. The main purpose for the program is to promote empathy and personal well-being for our students. The faculty member and community volunteer will work together to cultivate these positive interactions with students at Tompkins.

A Tompkins faculty member and community volunteer will guide small groups of 15 – 20 students in discussion. Training will be provided to volunteers and staff to help with the facilitation of these discussions within multi grade level groups. Through the group activities and discussions, we hope to develop students’ self-awareness, positive decision making, goal setting, self-control, self-confidence and responsibility. **Take Flight** is a semi-structured time with both the community member and staff member directing the group through the given topic for the day rather than free time or a study hall.

Incorporated in the lessons are the philosophies behind the five Falcon Fundamentals and the “40 Developmental Assets” (attached). Our goal is to create a relaxed, caring atmosphere in order to facilitate lines of communication between adults and students. Our ultimate goal is to build a community at Tompkins where mutual respect and understanding of others is celebrated. With the help of the community, we feel that we can create an environment where students can become successful in life.

**Faculty and Volunteer Responsibility**

The primary responsibility of the community volunteer and the faculty member is to work closely together to cultivate positive discussion within each group while providing a “home base” for students. Groups will remain the same throughout their entire high school career as well as the partnership between the staff member and community member. As students graduate, new students will be added. **In order to volunteer, we ask that you commit to a minimum of one year.** The key to the success of the program is your continued participation. We hope that you will stay for years to come.

The two adult mentors typically share the presentation of a theme or activity for each meeting. **Student interaction is expected and encouraged.** Staff and volunteers will coordinate on a snack for the meeting. The snacks for each session are listed on the schedule.

If you have a staff member that you would like to partner with, you can indicate your preference on the **Take Flight** application. If not, the community member will be assigned to a Tompkins staff member.

If you are interested in being a mentor for these students, there is a mandatory training date for Take Flight on August 19th at 8:00 a.m. or 6:00 p.m. The training will last 45 minutes to an hour.

If you have any questions, please contact Melinda Stone at 281-234-1012, melindastone@katyisd.org or Mona Clark at 281-234-1031, remonalclark@katyisd.org.

We look forward to a successful partnership with you!
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Snack</th>
<th>Time</th>
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<tbody>
<tr>
<td>August 25, 2014</td>
<td>Introductions/Overview of the Program</td>
<td>Cookies</td>
<td>8:30 a.m. – 9:30 a.m.</td>
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<tr>
<td>September 9, 2014</td>
<td>Freshmen Q and A</td>
<td>Chips &amp; Dip</td>
<td>10:00 a.m. – 10:30 a.m.</td>
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<tr>
<td>September 30, 2014</td>
<td>Clubs and Organizations</td>
<td>Cupcakes</td>
<td>10:00 a.m. – 10:30 a.m.</td>
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<tr>
<td>October 28, 2014</td>
<td>Social Media</td>
<td>Donuts</td>
<td>10:00 a.m. – 10:30 a.m.</td>
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<tr>
<td>November 18, 2014</td>
<td>Healthy Relationships</td>
<td>Brownies</td>
<td>10:00 a.m. – 10:30 a.m.</td>
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<tr>
<td>December 9, 2014</td>
<td>Holiday Party</td>
<td>Holiday foods</td>
<td>10:00 a.m. – 10:30 a.m.</td>
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<tr>
<td>January 6, 2015</td>
<td>Descriptions of Classes from upperclassmen</td>
<td>Cookies</td>
<td>10:00 a.m. – 10:30 a.m.</td>
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<tr>
<td>February 10, 2015</td>
<td>College Scholarship and application process</td>
<td>Chips &amp; Dip</td>
<td>10:00 a.m. – 10:30 a.m.</td>
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<td>March 17, 2015</td>
<td>Driving Issues</td>
<td>Cupcakes</td>
<td>10:00 a.m. – 10:30 a.m.</td>
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<tr>
<td>April 14, 2015</td>
<td>Healthy Relationships/Friends and Dating</td>
<td>Donuts</td>
<td>10:00 a.m. – 10:30 a.m.</td>
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<tr>
<td>May 19, 2015</td>
<td>School Improvement Discussion/End of Year Celebration</td>
<td>Any foods</td>
<td>10:00 a.m. – 10:30 a.m.</td>
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If you would like to make a lasting, positive impact in the lives of Tompkins students, please scan the QR code to complete your application and become a member of our Take Flight team!

Or visit [http://tinyurl.com/oryvnss](http://tinyurl.com/oryvnss) to apply.
TOMPKINS HIGH SCHOOL WILL CREATE AN ENVIRONMENT OF LEARNING THAT EMPOWERS ALL STUDENTS TO SOAR TO A HIGH LEVEL OF PERSONAL SUCCESS.

TOMPKINS HIGH SCHOOL GRADUATES WILL BE EQUIPPED TO CONTRIBUTE GLOBALLY THROUGH LEADERSHIP AND CRITICAL THINKING.

TOMPKINS HIGH SCHOOL WILL BE A PEOPLE-CENTERED ORGANIZATION THAT FOCUSES ON A CULTURE OF MUTUAL RESPECT IN WHICH ALL MEMBERS TAKE RESPONSIBILITY FOR LEARNING.

TOMPKINS HIGH SCHOOL TEACHERS WILL FACILITATE LEARNING IN A COLLABORATIVE, INNOVATIVE ENVIRONMENT IN WHICH GROWTH FOR ALL PARTIES IS ENCOURAGED.

THE TOMPKINS HIGH SCHOOL EDUCATIONAL COMMUNITY WILL VALUE AND PROMOTE HONESTY, INTEGRITY, PERSEVERANCE, RESPECT, AND RESPONSIBILITY.

CREATED BY THE TOMPKINS HIGH SCHOOL STAFF
AUGUST 2013
### 40 Developmental Assets

Search Institute® has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

<table>
<thead>
<tr>
<th>Category</th>
<th>Asset Name and Definition</th>
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| **Support**                   | 1. Family Support—Family life provides high levels of love and support.  
2. Positive Family Communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.  
3. Other Adult Relationships—Young person receives support from three or more nonparent adults.  
4. Caring Neighborhood—Young person experiences caring neighbors.  
5. Caring School Climate—School provides a caring, encouraging environment.  
6. Parent Involvement in Schooling—Parent(s) are actively involved in helping young person succeed in school. |
| **Empowerment**               | 7. Community Values Youth—Young person perceives that adults in the community value youth.  
8. Youth as Resources—Young people are given useful roles in the community.  
9. Service to Others—Young person serves in the community one hour or more per week.  
10. Safety—Young person feels safe at home, school, and in the neighborhood. |
| **Boundaries & Expectations** | 11. Family Boundaries—Family has clear rules and consequences and monitors the young person’s whereabouts.  
12. School Boundaries—School provides clear rules and consequences.  
14. Adult Role Models—Parent(s) and other adults model positive, responsible behavior.  
15. Positive Peer Influence—Young person’s best friends model responsible behavior.  
16. High Expectations—Both parent(s) and teachers encourage the young person to do well. |
| **Constructive Use of Time**  | 17. Creative Activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.  
18. Youth Programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.  
19. Religious Community—Young person spends one or more hours per week in activities in a religious institution.  
20. Time at Home—Young person is out with friends “with nothing special to do” two or fewer nights per week. |
| **Commitment to Learning**    | 21. Achievement Motivation—Young person is motivated to do well in school.  
22. School Engagement—Young person is actively engaged in learning.  
23. Homework—Young person reports doing at least one hour of homework every school day.  
24. Bonding to School—Young person cares about her or his school.  
25. Reading for Pleasure—Young person reads for pleasure three or more hours per week. |
| **Positive Values**           | 26. Caring—Young person places high value on helping other people.  
27. Equality and Social Justice—Young person places high value on promoting equality and reducing hunger and poverty.  
28. Integrity—Young person acts on convictions and stands up for her or his beliefs.  
29. Honesty—Young person “tells the truth even when it is not easy.”  
30. Responsibility—Young person accepts and takes personal responsibility.  
31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs. |
| **Social Competencies**       | 32. Planning and Decision Making—Young person knows how to plan ahead and make choices.  
33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills.  
34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.  
35. Resistance Skills—Young person can resist negative peer pressure and dangerous situations.  
36. Peaceful Conflict Resolution—Young person seeks to resolve conflict nonviolently. |
| **Positive Identity**         | 37. Personal Power—Young person feels he or she has control over “things that happen to me.”  
38. Self-Esteem—Young person reports having a high self-esteem.  
39. Sense of Purpose—Young person reports that “my life has a purpose.”  
40. Positive View of Personal Future—Young person is optimistic about her or his personal future. |