

LAUNCHING YOUR GFSF PROGRAM WITH A THEMATIC APPROACH

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COSUMNES OAKS HIGH SCHOOL (COHS)

- 3rd year of school-wide implementation
 - All 9th graders are required to take the GFSF course (9-week course, block schedule)
 - Follow-up modules are embedded into our school's advocacy program
- During the 2016-2017 school year, our school was awarded a Gold Ribbon from the State of California for our Get Focused, Stay Focused program



READY, SET, LAUNCH...

- Assemble a team of champions
- It was important to not make our GFSF program just another program, but rather how it fit with what we were already doing at COHS.
- Professional development
- Word of Mouth
- Engage staff in the course as much as possible.

TEAM OF CHAMPIONS

- Administrator
- Lead teacher / program coordinator for the site
- Elective teacher
- Follow-up module coordinator

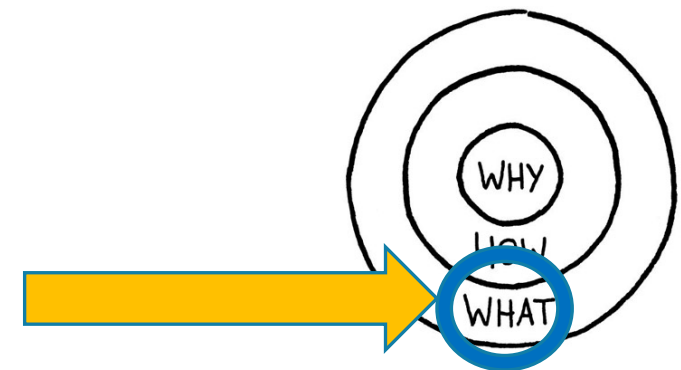
GFSF + PBIS = CREATING A CULTURE FOR STUDENT SUCCESS

➤ Positive behaviors Interventions & Supports (PBIS)

- PBIS is a way for schools to encourage good behavior.
- With PBIS, schools teach kids about behavior, just as they would teach about other subjects like reading or math.
- The focus of PBIS is prevention, not punishment.

I AM CO!

- At COHS, we are committed to preparing our students for post secondary success.
- There are several transferable skills and behaviors demonstrated in our “I AM CO” program that prepare students for any pathway, from military to career or along any other post secondary education plan.
- Our “I AM CO” program is designed to empower students to create a positive culture and campus climate that reflects honor, respect, engagement and responsibility.
- Each one of these pillars is crucial to success in all aspects of life after high school.



AT COHS...

We want our students to be:

- Responsible
- Respectful
- Engaged
- Honorable

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Responsible:



Respectful:



Engaged:



Honorable

- Demonstrate initiative and accountability, managing time, resources, and responsibilities effectively
- Articulate strengths, weaknesses, abilities, and limitations as these apply to achieving lifelong plans and goals
- Make informed decisions regarding personal wellness (physical, mental, and emotional), setting realistic goals and making adjustments as needed

- Respect differences by demonstrating social and cultural awareness
- Relate to and collaborate with diverse groups willingly and cooperatively to achieve a common purpose
- Demonstrate respect and consideration for diverse viewpoints and opinions

- Articulate thoughts and ideas in all forms of communications: written, verbal, non-verbal, and artistic
- Utilize critical thinking and develop solutions using innovative, inventive, and inclusive ideas and approaches
- Demonstrate technological literacy necessary for college and career success

- Act with honesty, authenticity, sincerity, and compassion, and take responsibility for actions
- Make commitments and keep them, giving full effort
- Participate actively in diverse school, community, and global organizations

RESPONSIBLE

- Course syllabus & expectations
- Budget unit
- Career research
- Resume
- Mock interview
- Final 10-year plan

RESPECTFUL

- Ask someone interview
- Budget unit
 - awareness that not everyone lives the same lifestyle & that is okay
 - poverty lesson

ENGAGED

- Diplomas on Day 1
- Bell work
- Vision goggles
- Budget Unit

HONORABLE

- Character & Integrity
- Marbles

MARBLES

- One way I cultivate positive relationships in my classroom is through an activity called Marbles.
- I have these 1/4 sheets available to my students, and they have an opportunity throughout the week to nominate other students for a marble. They simply complete the form & turn it in to me.
- On Friday, these students share with their peers why they've nominated them & they give them a marble. That marble is placed in our class vase – a visual reminder that we are all part of the class.

I, _____, would like to nominate
_____ for the _____
marble, which represents _____
because : _____

→ **Clear** – leadership
→ **Black** – responsible
→ **Yellow** – uplifting/positive attitude
→ **Red** – enthusiasm
→ **Blue** – dependability
→ **Aqua** – honorable

Green – engaged ←
Orange – respectful ←
Peach-y – collaborative/being a team-player
Multi-color – student whose words and actions
have been truly inspirational + marbleous!

PROFESSIONAL DEVELOPMENT

- Open your classroom up for visitors
- Staff meetings
- Professional development workshops for salary credit
- Regional GFSF trainings
- Get Focused, Stay Focused & Focus on Freshmen Conferences

WORD OF MOUTH & STAFF ENGAGEMENT

- If your students are excited about the course, your colleagues will hear about it & want to learn more.
- Get staff engaged in the curriculum:
 - Personal Profile
 - The Message Center
 - Career Research
 - Ask Someone Interview
 - Mock Interviews

PLANNING FOR YOUR SCHOOL'S LAUNCH

As you think about your Get Focused, Stay Focused program, here are a couple of things to consider:

1. Who will be on your team of champions?
2. What other programs on your campus fit well with Get Focused, Stay Focused?
3. What type(s) of professional development are necessary in order to fully implement your program & gain staff buy-in?
4. What about your Get Focused, Stay Focused course gets students excited?
5. How can you engage your staff in the course curriculum?