

Focus Learning Academy of Northern Columbus K-8 / 9-12 Education Plan



The Focus Learning Academy of Northern Columbus K-8/9-12 recognizes the unique needs of English Language Learners as an opportunity to educate both the students and their families, as well as spread cultural awareness throughout the school and community at large. As the school has grown, the needs of this at-risk population in the development of academic and language proficiency began attracting non-Somali English language learners as well as Somali students who were born in the United States, but lacked the communication necessary for parents to make informed educational decisions for their children.

The Focus Learning Academy of Northern Columbus K-8/9-12 has seized this opportunity to develop integrated academic and language proficiency programs, family support and education, basic skills, meaningful cultural diversity education for both staff and students, and has provided an opportunity for all students to develop a sense of belonging in a school which embraces differences and teaches cross-cultural understanding.

Through these opportunities, the parents of the students at Focus Learning Academy of Northern Columbus K-8/9-12 have the ability to trust an educational system that will embrace their children and assess the individual needs of each child. Parents will know with confidence, their children will not fall behind academically while learning English language skills, will not be ignored or isolated, and will be afforded the opportunity to develop a sense of community. Having a school community that is willing to teach, and is willing to learn, is essential to the cultural sensitivity necessary to create a diverse, positive educational experience.

The Focus Learning Academy of Northern Columbus K-8/9-12 provides English language learners the opportunity of academic success that cannot be realized in a traditional setting. Under the guidance of NCOESC, the Focus Learning Academy of Northern Columbus K-8/9-12 will be guided through state mandates and will remain educationally sound to accomplish this mission.

Mission Statement

The mission of the Focus Learning Academy of Northern Columbus K-8/9-12 is to provide at-risk students an opportunity for educational success. These students come to the school with diverse backgrounds and educational experiences requiring differentiation in language and academic learning. The Focus Learning Academy of Northern Columbus K-8/9-12 provides a school system where all learners can succeed at high levels and where learning is standards-based using the Sheltered Instruction Observational Protocol (SIOP) Model to include all English language skill levels, and is collaborative, rigorous, interactive and responsive to the needs of the diverse learners and our community.

Focus Learning Academy of Northern Columbus



VALUES — BEHAVIOR — OUTCOME

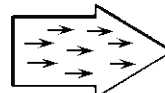
This is the FLANC way.		
It spells out the standards for how we behave toward each other, out students, and our community.		
Values	Behavior	Outcome
Stand Up & Own It <i>Make a difference every day.</i>	<ul style="list-style-type: none"> Act with purpose. Do the right thing, especially when it's hard. Own your work. Put your name on it. 	We can count on each other. Our students can count on us.
Power of the Team <i>Think we, not me</i>	<ul style="list-style-type: none"> Invest the time to care, listen, & communicate. Ask for help, give help. Make each other better. Respect differences. 	Great place to work. Great place to learn.
Passion for Growth <i>Pursue excellence</i>	<ul style="list-style-type: none"> Get focused, stay focused. Embrace productive discomfort. Be coachable. 	Equipped with skills. Ready for tomorrow.

The Power of Culture at Focus Learning Academy of Northern Columbus

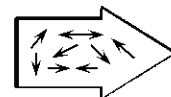
Our culture is the heart of our school system. It makes FLANC a special place to learn and work, and it gives us a unique advantage. Building and sustaining the FLANC culture requires intentional effort from everyone in the district. The VBO is *part* of that effort.

What is culture and why is it important?

Culture is not a document that hangs on the wall. Culture is what we believe, how we behave, & the experience our behavior produces for others. It is the foundation on which our education community is built. Written statements help clarify the culture, but documents don't build culture ... our actions do.



Our core values provide the standards for how we behave toward each other, our students & our community. Because our culture shapes behavior, it determines how effectively we execute our strategy. Culture eats strategy for lunch. Our success depends on the ability to collaborate and execute in a constantly changing environment. Culture aligns everyone in the district around a common set of values & behaviors that ultimately determine how we prepare our students for success.

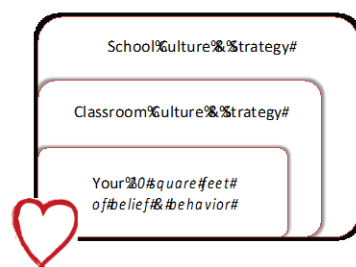


20 Square Feet™

20 Square Feet is simply a metaphor that expresses that each person in the district has a sphere of influence. It expresses the reality that the way we behave personally — the way each of us manages our 20 Square Feet — is what determines our culture.

Values → Behavior → Outcome (VBO)

The VBO is a blueprint for our culture. It makes clear the specific behaviors & results we want from each of our values. The behaviors outlined in the VBO are essential to how we engage students in the classroom, and how we operate our schools. Our goal is to create an educational environment where everyone consistently engages in behaviors that produce exceptional outcomes.



Educational Philosophy

Education at the Focus Learning Academy of Northern Columbus K-8/9-12 is centered on the student as a whole. The philosophic foundation of the K-8/9-12 is student-centered in nature, providing the skills necessary for all students to become independent, lifelong learners who value themselves and others, contribute to their community, and succeed in a changing global community. As facilitators of learning, we understand our responsibility is to pave the way for student learning to take place regardless of cultural background, prior academic experience, language barriers, ethnicity, race, and socio-economic status. Education is also a process that requires the support of parents and the community for students to use as resources for furthering their educational goals.

Student Characteristics

Students at FLANC are 99% Black, comprised of 53% Female and 47% Male. More than 54% of our students qualify for Free and Reduced lunch.

Curriculum

The Focus Learning Academy of Northern Columbus K-8/9-12 staff understands the importance of individual accommodations for each student.

Through leading educational organizations such as NWEA, iReady, Wonders Reading Curriculum, and Zearn Math Curriculum, Focus Learning Academy North K-8/9-12 has developed a comprehensive framework of academics aligned to the Ohio Department of Education Common Core Standards. In conjunction with our standards aligned curriculum, we also provide one-on-one tutoring, reading tutoring and tracking, and remedial class groups to work on foundational skills. High School students will meet all their credit/elective needs using Ed Options and Courseware curriculum through Edmentum.

Students are placed in core subject areas that are based on the state standards. These students are monitored for academic growth using the NWEA Map formative assessments. Students are tested 3(4) times a year to determine math, science and language skills. From this determination, students are placed in reading groups and math groups of similar levels to ensure foundational skills are being built upon in preparation for higher level learning.

To accommodate students with limited English proficiency, the Focus Learning Academy North K-8/9-12 has developed an ESL program that identifies those students in need of English language services, creates an individualized plan for language and academic goals, and periodically tests the progress of these students to ensure individual student growth in both academic and social language skills. Students who are new to the country are enrolled in a newcomer program, concentrating on basic literacy skills, culture and survival skills. After the program, students are continuously supported in mainstream classes using supplemental ESL pull out and through the SIOP Model, incorporating academic and language objectives for all students in the classroom and providing strategies and differentiation.

The School endeavors for all high school students to graduate on-time with a high school diploma. To support this, the intends to offer a college preparatory curriculum that fulfills all graduation course requirements. The school will also administrate end-of-course assessments and other nationwide standardized aptitude assessments as required by law.

Technology

Every class room in the building is equipped with Smart Board technology; also, all students are given access to 1-1 Technology multiple times each week. Each grade level has the capability to use our devices during their Math and Reading RTI period.

K-2 Grade: 24 Unit Chromebook Cart (x18)

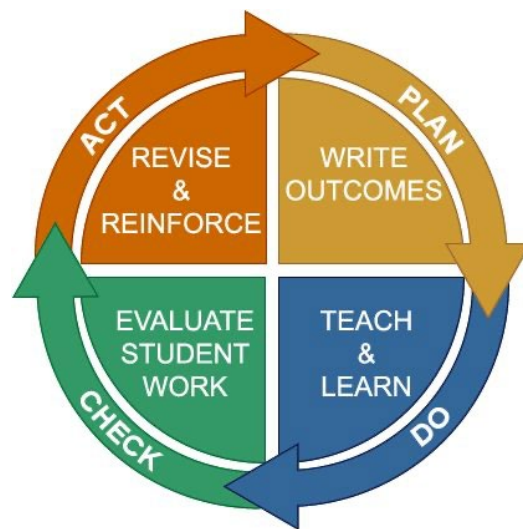
3-5 Grade: 24 Unit Chromebook Cart (x12)

6-8 Grade: 24 Unit Chromebook Cart (x12)

9-12 Grade: One to One Technology Plan

RTI- Short Cycle data is monitored weekly in Both Reading (Wonders) and Math (Zearn). Incorporating computer skills, language skills and appropriate use of school computers is an expectation of the parents and teachers alike. Computers will be used to teach research skills and research validity, typing and common software programs, such as how to use a word document. Computers will also be used for supplemental materials, video enrichment in the classroom, note taking skills and on-line study aids, such as Study Island and textbook resources. Students will be taught the proper way to use the Internet and will be closely monitored for acceptable use of the computers, as outlined in the Acceptable Use Policy created by the Focus Learning Academy North K-8/9-12 Board.

Monitoring Student Progress



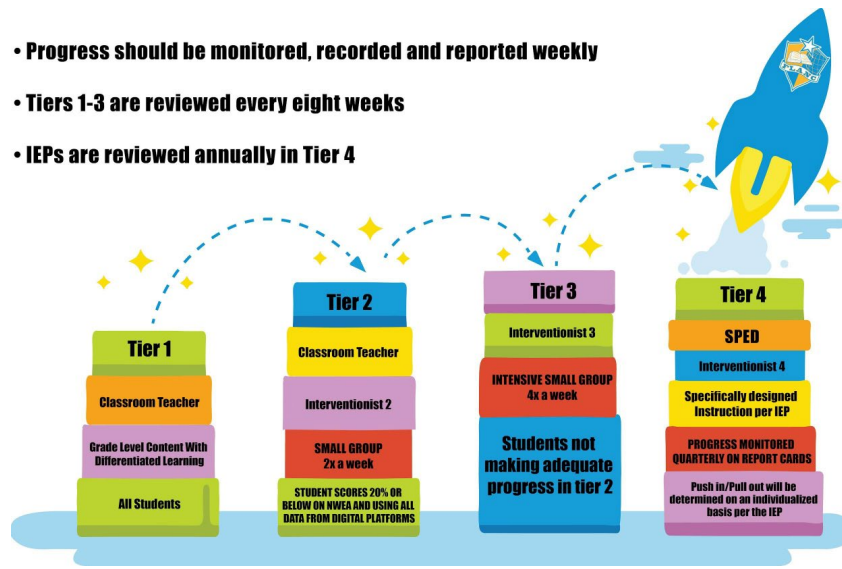
Instructional Design

1. Methods

Focus Learning Academy North K-8/9-12 has adopted a SIOP/ RTI Model as the cornerstone to building an effective learning environment for our at-risk, limited English proficiency students. The SIOP Model uses sheltered instruction in the classroom to make content comprehensible for English learners while at the same time developing English language skills. The SIOP Model is research based and research verified through the Center for Research on Education, Diversity & Excellence (CREDE) and funded by the Institute of Education Sciences, US Department of Education.

RTI Tiers at Focus Learning Academy

- Progress should be monitored, recorded and reported weekly
- Tiers 1-3 are reviewed every eight weeks
- IEPs are reviewed annually in Tier 4



The SIOP Model serves as an instructional framework utilizing cooperative learning, Specially Designed Academic Instruction in English (SDAIE) strategies, and differentiated instruction. The SIOP Model has been implemented in all fifty states and several countries as a way to make content comprehensible for second language learners. The SIOP Model has 8 components and 30 features combined to create a process for teaching that can be evaluated and verified within the classroom. Using this structure, teachers will be able to ensure English language learners are able to have the support necessary for learning the content while increasing academic language skills in reading, writing, listening and speaking.

Using the SIOP Model, teachers will be able to continually monitor student progress, build in learning strategies for the students to use, encourage a collaborative environment and ensure academic content standards are being taught in a differentiated fashion.

All classroom teachers will be required to use this model in their classrooms to ensure students don't fall behind in grade level content. Teachers starting in the school will slowly integrate the SIOP Model in one subject area to acclimate the teachers to the new protocol. Teachers will attend SIOP training throughout the year and be partnered with a SIOP teaching buddy to ensure collaboration and support throughout the learning process. By the second year of teaching, teachers will be expected to fully implement the SIOP Model in all subject areas, utilizing their SIOP teaching buddy.

2. Materials

Each K-8 student will have access to on line curriculum for Reading Wonders and Zearn Math. Reading Eggs/Math Seeds and Brain Pop, are used as supplemental reading remediation. Students will also have access to differentiated materials through Wonders and iReady to create comprehensive understanding of the Ohio Department of Education standards.

Teachers will be SIOP trained with SIOP instructional materials, supports, training notebooks, and textbooks to ensure teachers are adequately capable of incorporating the SIOP Model in the classroom.

9+ Students will use a hybrid system of Edmentum Courseware curriculum paired with a flexible model of EdOptions Academy.

Exit Goals

Students are required to satisfactorily complete subjects in each grade as required by the State of Ohio, meet attendance requirements and participate in state mandated testing.

Each student leaves the Focus Learning Academy of Northern Columbus K-8/9-12 as a clear and effective communicator, a self-directed lifelong learner, a creative and practical problem-solver, a responsible and involved citizen, and an integrated and informed thinker.

Faculty

The Focus Learning Academy of Northern Columbus K-8/9-12 complies with ORC 3314 and the Federal ESEA in the employment of Highly Qualified Teachers. In addition, Focus Learning Academy of Northern Columbus K-8/9-12 will also make every effort to attract and retain quality teachers, TESOLs, translators, teaching aides and support staff who understand the at-risk and English language learner population, Sheltered Immersion Operational (SIOP) Protocol and strive for the success of all students regardless of emotional upsets, physical ailments, cultural barriers or behavioral issues.

A Dean of Students and Director will oversee and assist the Local Professional Development Committee in helping each teacher develop an Individual Professional Development Plan on a yearly basis. Using the LPDC Resource Guide as a guideline for the design and implementation of the LPDC program, all forms, bylaws, procedures and meeting schedules will comply with ODE standards.

All eligible teachers will be involved in the resident educator program under the guidance of a RESA Mentor. Using state credentialed mentors, the participants will follow prescribed guidelines to complete the 4-year program. Using available resources through the Ohio Department of Education, the SST11, and all other appropriate means of supporting the professional development of teachers, staff will be encouraged to pursue professional development in academic areas.

Raising student achievement will also be accomplished through support of teachers pursuing non-academic professional development in relation to all areas encompassing the at-risk and English language learner population (Ex. effective communication, immigrant issues, serving a student's non-academic needs). To meet the state requirements, selected staff members of the Focus Learning Academy of Northern Columbus K-8/9-12 will be certified in CPR, Child Abuse Recognition and First Aid.

Weekly staff meetings, conducted by the principal, will be held with the agenda items specifically addressing student needs. Monthly staff meetings will be held in the same manner.

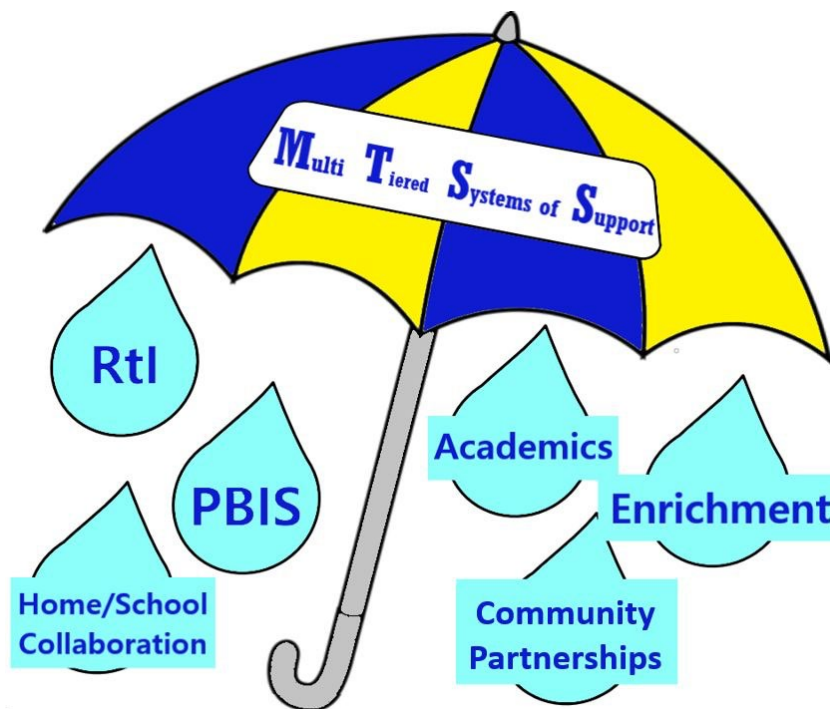
Special Needs Services and Supports

The Focus Learning Academy of Northern Columbus K-8/9-12 will act in accordance with the Individuals with Disabilities Act (IDEA), ORC 3323 and PL 105-17.

1. All students enrolled will be asked to provide information on special needs, including but not limited to; Individual Education Plan (IEP), Multi-factored Evaluation (MFE), and Evaluation Team Report (ETR).
2. The Focus Learning Academy of Northern Columbus K-8/9-12 will address students' special needs using the following;
 - a. Special Education Teacher on staff
 - b. Access to Licensed Psychologist for testing
 - c. Intervention Assistance Team
3. Appropriate interventions will be administered through the Intervention Assistance Team (IAT) prior to requesting parental consent for psychological testing for special needs screenings.
4. Students having a disability with an educational impact will have an Individualized Education Plan (IEP) developed and implemented with as few restrictions as possible.
5. Should a student's IEP require service which are unusual to the Focus Learning Academy of Northern Columbus K-8/9-12 process, the school will contract the appropriate organizations to meet the needs of the student. One-on-one or small group pull out intervention may be administered when necessary. In such a case, a manifestation determination will be held.
6. The Focus Learning Academy of Northern Columbus K-8/9-12 will accurately report special needs categories for identified students in the State of Ohio's CSADM system.
7. The Focus Learning Academy of Northern Columbus K-8/9-12 will maintain appropriate records in the school's special education office as required by state and federal law.

All too often, students who enroll with the Focus Learning Academy of Northern Columbus K-8/9-12 have fallen through the cracks of public education and the special services they require have been overlooked, as well as special services assigned as a learning disability when the student was really a struggling English language learner. With that in mind, we understand the importance of an accurate diagnosis of a learning disability and successful implementation of the IEP accommodations. Our PAP and individual attention allow us to closely monitor the success of the existing IEP and to make adjustments accordingly, if necessary.

Tier 1: Universal Supports & Prevention	Tier 2: Supplemental Intervention	Tier 3: Intensive Intervention
<p><i>School/Classroom-wide systems for all students & settings</i></p> <p>School-Wide Conduct/Discipline Policy</p> <p>Responsive Classroom Practices:</p> <ul style="list-style-type: none"> Classroom Organization Morning Meeting Rule creation (Matrix) Interactive Modeling Role-playing Positive teacher language Logical consequences Collaborative problem-solving <p>Nonverbal Signals</p> <p>ClassDojo</p> <p>Lion Shields</p> <p>Universal Screening: Student Risk Screening Scale - Internalizing & Externalizing (SRSS-IE)</p>	<p><i>Additional supports for students with social-emotional &/or behavioral needs</i></p> <p>Responsive Classroom Practices:</p> <ul style="list-style-type: none"> Additional modeling, role-playing, &/or collaborative problem-solving Buddy teacher break Individual written agreements Problem-solving with parents <p>Positive Efforts for Adjustment and Knowledge (P.E.A.K.)</p>	<p><i>Highly individualized supports for students with significant social-emotional &/or behavioral needs</i></p> <p>Functional Behavior Assessment (FBA) & Behavior Intervention Plan (BIP)</p> <p>1:1 or small-group instruction or counseling</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Tier 4: Special Education Services</p> <p><i>Specially designed instruction (SDI) provided through an Individualized Education Program (IEP) for students with educational disabilities according to the Individuals with Disabilities Education Act (IDEA)</i></p> </div>



Additionally, the Focus Learning Academy of Northern Columbus K-8/9-12 has established a solid relationship with the LAU Resource Center within the Ohio Department of Education and will continue in the development of ESL services for all appropriate students. Using the Sheltered Immersion Operations Protocol (SIOP) Model, all students will be provided language supports in their daily academic subjects to increase academic language skills. All students who do not indicate English as their native language will be assessed twice a year with a language diagnostic test in the form of the FLANC Language Assessment for placement and reporting purposes. Newly arrived students will also be enrolled in a new comer program to ensure the basic skills needed to participate in class are being met, as well as introducing the students to their new learning environment. Additionally, the school commits to providing all services and supports required by ODE for English language learners.