

**FOCUS LEARNING ACADEMY OF
NORTHERN COLUMBUS**

Annual Report 2018 - 2019

FLANC

OCTOBER 1, 2019

FOCUS LEARNING ACADEMY OF NORTHERN COLUMBUS

Annual Report
2018-2019

IRN #142943

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Focus Learning Academy of Northern Columbus

Our Vision:

To create a nurturing learning environment for our students that instills them with critical thinking skills and core values of honesty, respect, and compassion. In a rapidly changing world, students will grow to become successful and responsible citizens who contribute to their community, country and world.

Our Mission:

To educate and empower our students to become productive members of society by creating a safe, professional and supportive environment for students and their families.

Our Core Values:

Commitment to high expectations, accountability, and character development

- Providing safe environment rooted in good ethics and professionalism that builds positive character
- Building and implementing standard based curriculum and instructional programs that maximizes student learning and minimizes disruptions to educational programming
- Building robust platforms of engagement to involve parents, family members and broader community to support the social and emotional wellbeing of students



Introduction

Focus Learning Academy of Northern Columbus is unique in its adaptation to the needs of our students. The majority of our students come to us from homes where English is their second language. Many of the families have come to the United States from refugee camps and have very little educational background. We are able to encourage student growth both academically and socially by providing English as a second language (ESL) support, which is integrated into their daily classes.

An education at Focus Learning Academy will contribute to students' physical and emotional well-being, especially helping to develop a sense of personal worth and a capacity for influencing one's own destiny. The philosophical foundation of the Focus Learning Academy is one that is student-centered. As facilitators of learning, we understand our responsibility is to pave the way for student learning to take place regardless of ethnic, racial and socioeconomic status. Faculty at Focus Learning Academy strive to teach students that when they change the way they look at things, the things they look at change. We want them to embrace the concept of "Your Choice", by showing pride in everything they accomplish inside and outside of school.

The Focus Learning Academy of Northern Columbus continues to strive to lead each student to develop a sense of pride in themselves, their career goals and their community.

We are committed to the academic and social development of our students and strive to create lifelong learners who will become productive members of our community.

Our programs focus on personal growth and increased self-confidence, in addition to excellent academic performance. We believe that in order for any type of significant student learning to take place, significant relationships must be cultivated as well. The combined involvement of skilled teachers, parents and volunteers truly shows our young people how much we care about them. All of our staff members are dedicated to ensuring every student receives a high standard of education. It is with great care that we set out to nurture our students and assist them in putting forth their very best effort on a consistent basis.

The success of any school can be measured in many different ways. The State of Ohio utilizes standardized tests such as the AIR Assessments to gauge school performance. While these statistics are important, standardized testing can sometimes overlook the development of self-respect, respect for others and respect for life. We invite you to witness our programs and our student body firsthand in order to experience the education our school provides. Seeing an increase in students' personal pride and confidence proves that the Focus method is effective in reaching our student population. These young leaders of tomorrow will continue to progress and inspire us all with their efforts initiative to begin the planning process for implementing Sheltered Instructional Observation Protocol (SIOP) as the foundation teaching process for the school. SIOP is especially proven effective with ESL students; therefore, our staff has taken a strong interest and support of implementing this process for our Ohio Improvement Process. Plans for professional development, peer coaching, and resources have taken place since the Fall 2012 implementation. Within each goal, the Building Leadership Team has created several action steps to use as a measurement for showing progress.

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, our students, and our community.

Values	Behavior	Outcome
<p>Stand Up & Own It <i>Make a difference every day.</i></p>	<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. 	<p>We can count on each other. Our students can count on us.</p>
<p>Power of the Team <i>Think we, not me</i></p>	<ul style="list-style-type: none"> ▪ Invest the time to care, listen, & communicate. ▪ Ask for help, give help. Make each other better. ▪ Respect differences. 	<p>Great place to work. Great place to learn.</p>
<p>Passion for Growth <i>Pursue excellence</i></p>	<ul style="list-style-type: none"> ▪ Get focused, stay focused. ▪ Embrace productive discomfort. ▪ Be coachable. 	<p>Equipped with skills. Ready for tomorrow.</p>

Focus Learning Academy K-8 Process

At Focus Learning Academy of Northern Columbus (FLANC), families are required to complete a Home Language Survey to let the school administration know if English is their second language. If so, students are then assessed using the Reading A-Z Placement Test to show the language level of each student. Based on the results, the English as a Second Language (ESL) Coordinator can then determine if the student is at Basic, Intermediate, Advanced, or Proficient. ESL services are given for all ESL students.

We welcome you to visit FLANC to view, in person, our education system that provides today's youth with a first rate education delivered by qualified, compassionate, and caring educators.

School Choice

A significant number of our students' personal lives are shaped by exposure to refugee/immigrant experiences. Many of our refugee students have never experienced an organized educational system and lack the language skills in both their native and English languages. Our families chose FLANC because of the safety they find for their children and the strong commitment to the education and welfare of all students regardless of their background.

We strive to provide the best education possible, and we believe safety, security and communication are the cornerstones to achieving that goal. We take every step necessary to ensure that our students accomplish their educational goals and dreams.



Personnel

Ninety three percent (93%) of the staff at Focus Learning Academy of Northern Columbus (FLANC) possess the professional qualifications of at least a Bachelor's degree, with twenty nine percent (28.6%) of the staff also possessing a Master's degree. All (100%) of our core academic, secondary classes are taught by certified/licensed teachers.

FLANC participates in The RESA Program in which first year teachers have full access to a trained mentor within their school. Developed by Ohio Department of Education (ODE), this program is designed to ensure proper transition from a provisional to a professional teaching license. Advancement to a five-year professional license will require evidence of:

- Successful completion of a yearlong program and mentoring and support
- Growth of skills and knowledge (Ohio's Standards for the Teaching Profession) as measured through formative assessments
- Signatures of the teacher, mentor and superintendent on the professional license application form.

This program ensures FLANC teachers are provided with the skills and knowledge to be a successful member of our team, as well as enhance all school improvement efforts.

Professional Staff Development

Our school has an organized, ongoing and preplanned Professional Staff Development Plan to educate, inform and share educationally sound practices. Each teacher who holds a Professional License develops an Individual Professional Development Plan (IPDP) that includes professional development, training and coursework for continued licensure. Our Local Professional Development Committee (LPDC), which is part of our Professional Staff Development Plan, serves as the forum to implement state regulations for certified/ licensed staff requirements. Our LPDC schedules meetings a minimum of once a month. The staff attends as needed, or as directed.

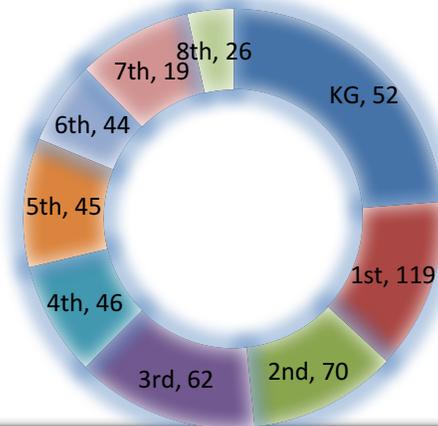
Within our Ohio Improvement Process plans, FLANC will strive to improve our professional development opportunities including the following:

- Schedule time each month for professional development
- Maintain professional development meetings in order to improve practices and examine curricular and formative assessment concerns and improvements
- Provide training for staff on how to use the chosen achievement assessment
- Focus on teaching strategies and learning constructs that are taken from "best practices" research
- Educate teachers to assess student understanding of concepts and skills, provide students with guided practice, and require students to construct meaning for them
- Train teaching staff on how to differentiate instruction in order to meet student needs and abilities

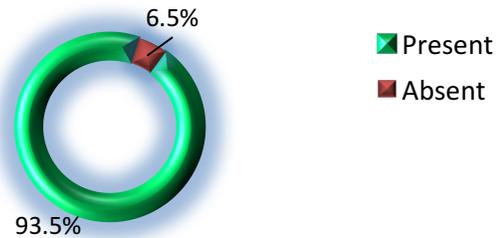
Staff is given opportunities to present, evaluate, and recommend professional development opportunities to ensure their needs are met as a professional. FLANC acknowledges the unique talent of our staff and seeks to enhance all learning experiences through professional development.

Student Demographic Data

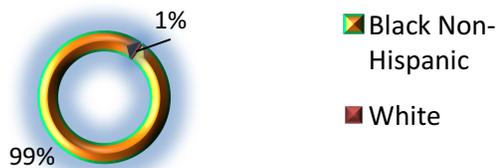
483 Total Students



Daily Attendance Average



Ethnicity



Economic & Academic Disadvantage



School-wide RTI Program

Our focus of the School-wide Response to Intervention (RTI) Program is designed to help improve the achievement level of our students. School-wide programs must meet ten (10) components to provide accelerated programming in reading/language arts and mathematics, as required by the No Child Left Behind Act of 2001. FLANC meets all 10 School wide components including:

- Comprehensive needs assessment
- School-wide reform strategies
- Scientifically based research
- Highly qualified professional staff
- Title I substitute teacher assignments
- High quality and ongoing professional development
- Strategies to attract highly qualified teachers
- Increased parent involvement
- Assessment
- Additional assistance for students who are failing
- Coordination of programs



English as a Second Language (ESL)

Our focus of the ESL Program is to help develop and improve the language level of limited English proficient (LEP) students. There are many steps that must be taken in determining LEP/ESL status. All students who do not put English as their first language on the Home Language Survey are assessed using the FLANC Language Placement Test and the grade NWEA MAP. The identified students will be assisted using additional teacher-student instructional intervention time with a Teacher of English to Speakers of Other Languages (TESOL) specialist and supportive, differentiated educational materials. Services are given for all ESL students through pull-out/push-in sessions each day that focuses strictly on Reading, Writing, Listening, and Speaking.

If any student scores proficient in all four of the skill areas, they are not LEP, nor are they eligible for ESL services. Instead, they enter mainstream content courses. For those scoring less than proficient in at least one skill area, they are placed as follows:

FLANC uses a school wide RTI model that targets each student's educational strengths and weaknesses. Our RAZ program targets foundational skills first so that we can build a strong base for our students.

Teachers monitor student progress (and create lesson plans accordingly) throughout the school year through informal and formal assessments including but not limited to: observation, conversations, reading comprehension tests, writing assessments, journals, portfolios and content-teacher feedback.

Frequent assessments are conducted by the TESOL and progress is shared with both teachers and parents. All students in the school are required to take Reading A-Z Assessments in order to provide running records of student reading progress, making our assessment system comprehensive in nature. Collectively, the assessments address all facets of reading including comprehension, fluency, alphabet, phonics, and phonological awareness. Students who are considered LEP are provided assessments that will commence at the level they are currently working and build their language and reading skills from that point. Overall student progress and scoring is tracked using our NWEA MAP assessments.



Academic Goals & Student Performance

2018-2019 State Test Proficiency Comparison

10/30/2019

Ohio School Report Cards

Ohio School Report Cards



Focus Learning Academy of Northern Columbus

Districts and schools report information for the Ohio School Report Cards on specific marks of performance, called measures, within broad categories called components. They receive grades for up to ten measures and six components.

Achievement

The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism.

Performance Index
67.5%
Indicators Met
6.7%



Component Grade

Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

Value-Added

**Overall Gifted
Lowest 20% in Achievement
Students with Disabilities**



Component Grade

A
NR
A
NR

Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable students in English language arts, math, graduation and English language proficiency.

Annual Measurable Objectives
83.3%



Component Grade

B

Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

Graduation Rates



Component Grade

D

F

Improving At-Risk K-3 Readers

This component looks at how successful the school is at improving at-risk K-3 readers.

Improving At-Risk K-3 Readers
60.0%



Component Grade

B

Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.



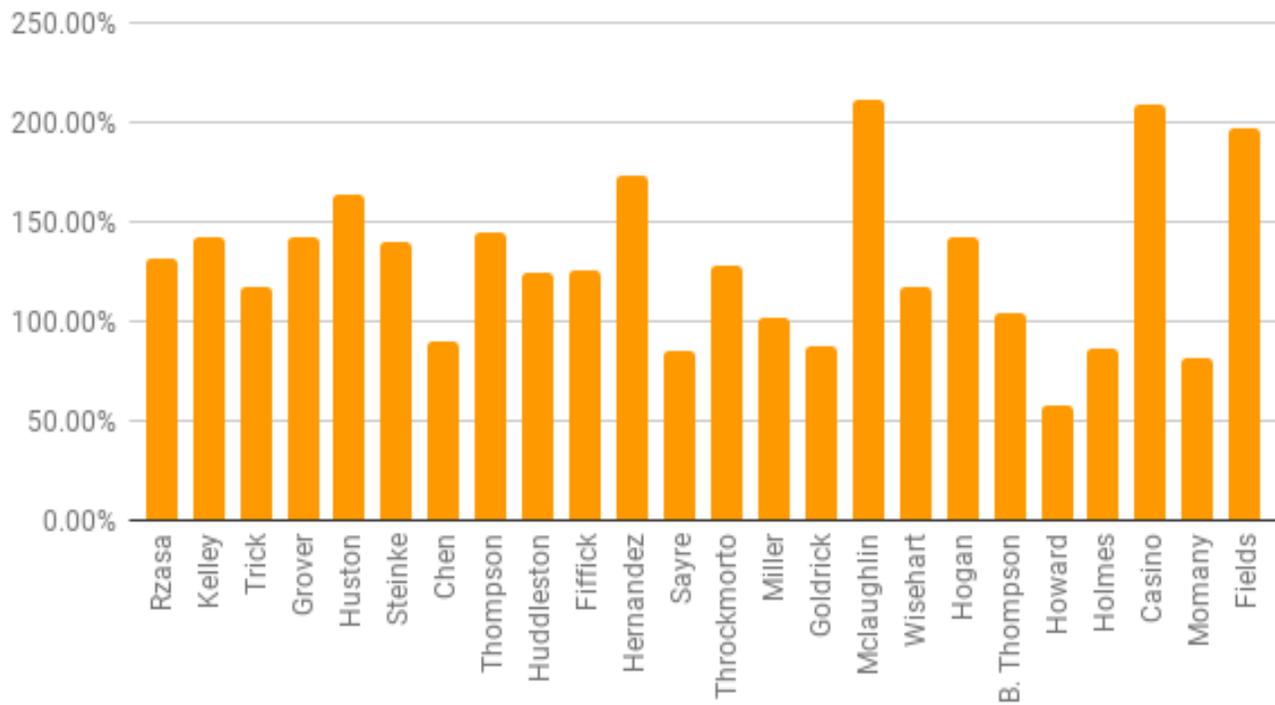
Component Grade

<https://reportcard.education.ohio.gov/school/print/142943>

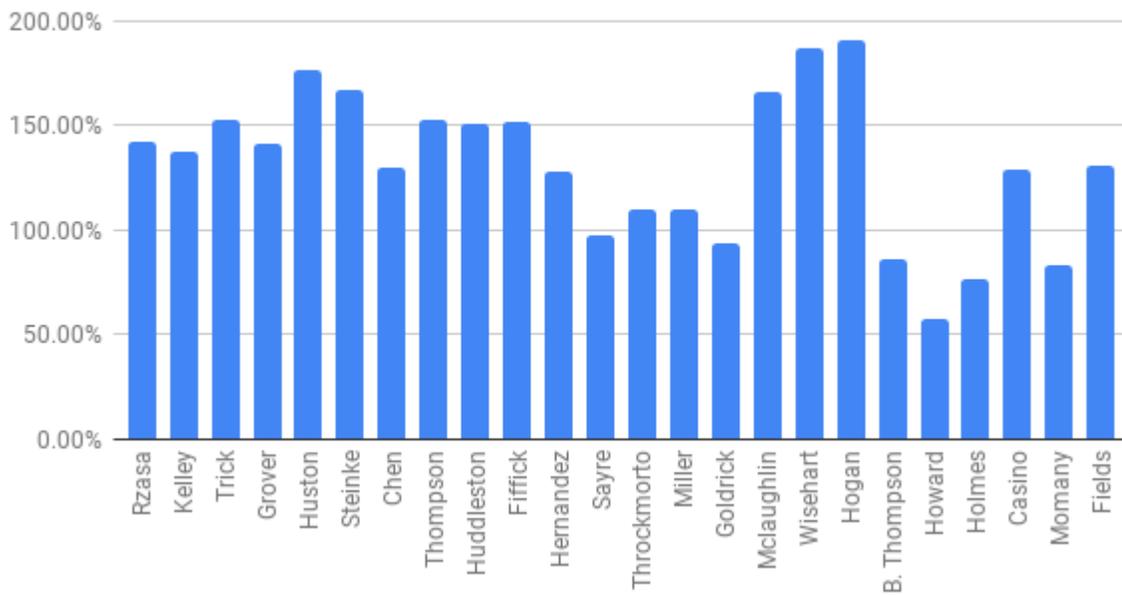
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2018-2019 NWEA Map Growth Reading & Math

Reading Whole Year Growth (%)



Math Whole Year Growth (%)



Our goal is to provide all FLANC students with the rich academic language that they need to be successful not only in education, but in everyday life as well. FLANC will accomplish this goal by:

- Providing appropriate academic instruction through state-of-the-art, research-based curricula that meet the educational needs of each student and allow students to begin at the correct academic level then advance accordingly
- Providing necessary social counseling to students who may face significant social barriers to attendance and educational advancement
- Providing appropriate academic and language instruction through the Sheltered Instruction Observation Protocol (SIOP) at the K-8 level

Literacy Initiative

Through tremendous amounts of research efforts, FLANC staff and administration discovered that our students are lacking the literacy skills necessary to be successful on the Ohio Achievement Assessment. The majority of our students are reading below a sixth grade reading level. Two years ago, we took the necessary steps to create a Literacy Department in our school. Managed by an experienced Literacy Specialist, this department helps to address the most serious reading shortcomings of the students. Our goal is for students to raise their reading level by at least one grade level each year. During the 2018-2019 school year, we continued to grow our program and the resources available to teachers and students.

Ohio Test of English Language Acquisition (OELPA)

The OELPA is designed to meet requirements of the No Child Left Behind Act of 2001 to annually measure LEP students' proficiency in English for academic and social purposes. State and Federal Law require an annual assessment of K-12 LEP students to measure their English language proficiency. The OELPA is the assessment used for testing English language proficiency for Ohio LEP students in grades K-8. The four areas assessed include reading, writing, listening, and speaking. Each spring, all LEP students in K-8 will be required to participate in the annual English proficiency test until their exit from the LEP program.

Student Services

The accomplishments students make and the life obstacles they overcome to achieve success are not, and often cannot be, measured in the local report card.

Special Programs and Activities for the 2018-2019 School Year:

Academic Achievement Programs:

- Study Island
- NWEA MAP Assessment (ODE accepted exam)
- Literacy Day
- Pi Day

Club and Special Interest Groups:

- Year Book
- STEAM

Parent and Family Activities:

- Outreach Dinner
- Parent Academy
- Family Literacy Night
- Family Fun Weekend Event

Community Activities:

- OSU- SHINE Program
- Mobile Dentist

K-8 Special Programs and Activities:

- Parent Nutrition
- Columbus Police Department Presentation
- Columbus Fire Department Fire Day; Karl Road Library Reading Program; Skate Park trips
- Historical Society Field Trips

Students at Focus Learning Academy enjoyed the opportunity to:

- Participate in a field trip to; The State House, Slate Run Farm, Pidgeon Roost Farm, COSI, etc.
- Visit colleges such as Ohio Dominican, Ashland University, and Ohio State University
- 8th Grade Washington DC Trip

Curriculum & Technology

Focus Learning Academy Of Northern Academy

For further AIR preparation assistance, FLANC began using Study Island in grades K-8. Study Island is a computer and standards based assessment and instruction test preparation program designed to assist students with specific needs regarding our state indicators. The program provides many lessons and motivation practices to reward students for their improvement and has become a valuable tool within our schools.

The addition of the NWEA MAP assessment has been a valuable tool to help with the differentiation of instruction throughout the school. It gives us the ability to help create an individual education plan for each student.

Assessments have been developed by individual teachers at all the K-8 levels. These assessments have been integrated throughout the curriculum and learning management system. Departmental teams continuously review assessments and reports are continuously reviewed for curriculum and instruction refinement.



By having a clear understanding of what areas the student needs to focus on, the instructors and aides can make necessary adjustments to lesson plans, ensuring the student fully grasps the information before moving on. FLANC will provide students with a method of instruction that is most conducive to their individual learning style. Whether traditional or non-traditional forms of instruction are used, the student's retention and comprehension of the information is our focus.

Our curriculum includes all of the traditional subject areas, emphasizing reading and math as the core areas of student learning. In addition to these courses, we encourage strong social skills and good behavior to round out the students' school experience

As a part of our Ohio Improvement Process initiative, in tandem with the Curriculum Department, FLANC will:

- Retain qualified educational consultants who will conduct an authentic baseline data review of our program to provide data for curriculum analysis
- Continue curriculum mapping processes to ensure each grade level indicator (GLI) is fully addressed in the curriculum

**Special thanks to North Central Ohio
Educational Service Center, the school's
sponsor, for their ongoing assistance.**



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