

DOE Concern: FFA student proficiency is below the State average.

FFA's action plan to close the proficiency gap:

Family Foundations Academy adopted new curriculums for both ELA and math in the elementary and middle schools. (Treasures, Go Math, Big Ideas, and Springboard College Prep) All of these curriculums are more rigorous than our previous curriculums. They all have alignment documents demonstrating their alignment to the Common Core. We are now in our second full school year with these curriculums.

We have also joined Common Ground for the Common Core 2.0 for the 2014-2015 school year. We are confident that the professional development that our guiding team receives and redelivers to our staff will assist teachers with closing this proficiency gap.

We were able to attain iPads for use in all of our classrooms. Teachers are using these iPads to increase student engagement and improve instruction. iPads are also being used in our RTI sessions to assist our struggling learners.

We are receiving training from Dr. Megan Cox (DOE Data Liaison) on improving our mathematics instruction to ensure that instruction in all classes match the rigor and shifts of the Common Core.

Doe Concern: FFA Students with Disabilities are performing below the State Average in both ELA and Math.

FFA's action plan to close the achievement gap for our students with special needs.

For the 2013-2014 school year, our special education students are performing above the state average in all grades in both reading and math. Administration made the decision to chunk the DCAS so that our special needs students only read and answered questions for one story per day. The math DCAS was chunked for our students as well.

In addition, we have added additional staff to our special education team. This allows students to receive more support with push in and pull out services.

Administration is also tracking each special needs student's grades and progress monitoring data to ensure that students are making adequate progress towards their IEP goals and mastery of the Common Core standards.

For the 2014-2015 school year we have professional development sessions planned for teachers prior to the beginning of the year. Professional development will include how to differentiate instruction for students based on their IEP goals, how to write assessments that are differentiated for their individual learning styles and goals, and a question and answer session for our teachers.

DOE Concern: Low Socioeconomic Status students are performing below the state average in math.

FFA's Action Plan to improve:

FFA's trend data demonstrates that our low income students have some gaps with kindergarten readiness skills. Therefore for the 2013-2014 school year our kindergarten teachers were assisted by

half day teacher aides so that our teachers can work with our struggling learners in small groups more effectively.

We are also purchasing more rigorous RTI curriculums for all grades in reading and in math that will assist teachers with closing the gap for our struggling learners. We will implement these new curriculums beginning in the 2014-2015 school year.

We also invested in an interventionist to assist students in reading and math. The interventionist worked with small groups of students to close the achievement gaps beginning in the 2013-2014 school year.

Our teachers also began implementing Xtramath.com a free math website to increase fluency in our students. Students also tracked their progress with mastering addition, subtraction, multiplication, and division fluency. Students were motivated to increase their fluency as students tracked their own data.

DOE Concern: Hispanic students are performing below the State average.

FFA Action Plan to improve:

During the 2013-2014 school year our ELL students received additional support from Back to Basic's tutoring services. Students received pull out services weekly to increase their reading skills and their ability to solve word problems.

Our ELL population has improved their DCAS scores from previous years in both reading and math. They are now competitive with state averages for each grade.

These ELL support services will continue for the 2014-2015 school year.

DOE Concern: FFA math proficiency when compared to Colonial School District

FFA's Action Plan to increase math proficiency.

Our mathematics DCAS trend data does demonstrate consistent improvement that we contribute to the new curriculums, the rigor of the Common Core, a consistent math team, and online programs that are made available for our students. 49.1%, 55%, 61.7%- last 3 year trend 2010-2013

We will begin working with Common Ground for Common Core 2.0 for the 2014-2015 school year to increase our student's math achievement. We provided teachers professional development on the six shifts of the Common Core by Dr. Cox as well as training from Mr. Dick. We will continue to provide differentiated and high quality math professional development for our teachers.

We are working on increasing data initiatives such as student data notebooks, data driven goals, classroom data charts, and grade level charts for tracking fluency in addition, subtraction, multiplication, and division. We will continue to implement these initiatives consistently for the 2014-2015 school year.

Our students have access to Thinkcentral.com , Brainchild.com, Xtramath.com, runmoby.com, for students to use at home and school to increase their math fluency. Over 75% of our students use these additional resources outside of school. We have added exceptional programs such as Business Courses at the middle school level provided through Perkins Grant funds and provided training for staff in STEM through NASA.

In 2011 we completely realigned our entire school wide curriculum to the Common Core Standards. We included college prep material in addition to the curriculum for, math, language arts, and writing. We introduced honor's classes into our middle school program and included special needs students in those classes. All students have the potential to succeed it is incumbent upon us as educators to realize and accept that the same strategy does not apply to all students. Response to Intervention and small group instruction at the elementary and middle school level has made considerable impacts. We analyzed what worked for our students and staff and what did not.

In 2012 we continued to use data to drive instruction. Data, collaborative planning, and Learning Focused best practices are discussed and reviewed during PLC's and team meetings. When small accomplishments are made we immediately review what made it work. Consistent collaboration among teachers and academic leadership can produce fruitful short and long term results.

Our current results:

Academic Performance Framework

2010 - 2011 Does Not Meet Standard

2011 - 2012 Does Not Meet Standard

2012 - 2013 Meets Standard

Organizational Performance Framework- Family Foundations Academy Response

DOE Concern: Non-compliance with the posting of Board meeting agendas and minutes on the school's website.

FFA Response

This concern has been addressed and rectified. All of the required information regarding the board of directors has been updated and placed on the school's website for the public to view.

DOE Concern: PCard transactions were not approved and reconciled in a timely fashion.

FFA Response

During the 2013-2014 school year FFA has corrected this issue with regard to the reconciliation and approval of PCard transactions. We have also reduced the number of outstanding transactions significantly. Finally, we have realigned our staff to ensure that this area receives the proper attention.

DOE Concern: School environment

FFA Response

During the 2013-2014 school year, FFA partnered with Affinity Healthcare to provide wellness services to all of our students at no cost to the families. We have been informed by DOE that this partnership has addressed the concern regarding nursing services/dispensing of pharmaceuticals and is no longer an issue.

DOE Concern: Parent complaints

FFA Response

We have greatly reduced the number of parent complaints that DOE has received. The school leadership has created the position of Satisfaction Officer to specifically address the issue of parent satisfaction and complaint resolution. We have also created a new complaint intake and logging process that enables us to respond to and log complaints in a more efficient and timely manner. These changes have enabled us to significantly reduce the number of complaints this year.

DOE Concern: School nutrition compliance

FFA Response

FFA responded to the ongoing school nutrition compliance issues by hiring an experienced School Nutrition Manager. This has allowed us to have someone in place to specifically manage every aspect of the nutrition program and address any issues in a more efficient and timely manner. The latest communication from the DOE Nutrition Office has been that we are now in compliance and the issues have been addressed.

In summary Family Foundations Academy takes every academic year as an opportunity to improve. In 2010 we analyzed our weaknesses and identified the need for more support and training of teachers and special education staff. Our data team and Learning Focused coaches along with the data coach analyzed individual teacher and school wide data to come up with specific outcomes and detailed strategies that would impact student achievement. We had to accept that change would not happen overnight. Our strategic academic plan yields short and long term goals. We have addressed every concern from the department of education with resilience and impacting results. We have documentation of significant improvements.

Respectfully Submitted,

Dr. Brewington, Chief Academic Officer, Co-Director

Mr. Moore, Chief Operating Officer, Co-Director

Mrs. Amy Novosel, Director of Curriculum and Instruction

Mrs. Kelly Evans, Director of Curriculum and Instruction