

# DELAWARE DEPARTMENT OF EDUCATION CHARTER SCHOOL ANNUAL REPORT

## CHARTER SCHOOL INFORMATION

Charter School Name: Family Foundations Academy Charter School

Mailing Address: 1101 Delaware Street  
City/State/Zip: New Castle, DE 19720


Email: [Tennell.brewington@ffa.k12.de.us](mailto:Tennell.brewington@ffa.k12.de.us)  
Telephone: 302-324-8901 ext 224

Email: [sean.moore@ffa.k12.de.us](mailto:sean.moore@ffa.k12.de.us)  
Telephone: 302-324-8901 ext 246

Fax: 302-324-8908  
Website: [www.familyfoundationsacademy.org](http://www.familyfoundationsacademy.org)

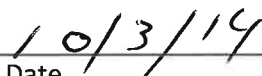
  
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Head of School

  
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Date

  
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Head of School

  
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Date

  
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Board President

  
\_\_\_\_\_  
Date

**SUBMISSION DEADLINE: December 1<sup>st</sup> (September 30<sup>th</sup> for renewing charter schools)**

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

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## ABSTRACT

### **Family Foundations Academy's History**

In September 2006, a group of parents, teachers, and community members opened Family Foundations Academy. Family Foundations Academy was approved to serve students in grades 1-4. FFA is a school that was built to actively engage families in their child's academic life consistently.

In 2008 a modification was granted to add fifth grade. In April of 2010 another modification was granted that allowed Family Foundations Academy to expand and serve students in grades K-8 with an approved enrollment of 800 students.

### **Mission**

Our mission is "To acknowledge the learning differences of each individual child and nurture the uniqueness of each family structure."

### **Vision**

To educate and serve all children with various academic learning differences while ultimately equipping them to function in a global, pluralistic, technologically advanced society.

### **Enrollment Demographics**

2012-2013 759 students

2013-2014 828 students

<b>Enrollment by Race/Ethnicity</b>	<b>2012-2013</b>	<b>2013-2014</b>
African American	72.5%	77.5%
American Indian	0.5%	0.5%
Asian	2.0%	1.3%
Hawaiian	0.5%	0.4%
Hispanic/Latino	19.8%	16.2%
White	4.6%	4.1%
Multi-racial	0.1%	0.1%

<b>Other Characteristics</b>		
English Language Learners	0.9%	1.9%
Low Income	71.0%	49.9%
Special Education	5.8%	5.9%
Gender – female	59%	54%
Gender - male	41%	46%

## **ACADEMIC PERFORMANCE:**

WHAT ARE THE SCHOOL'S ACADEMIC PERFORMANCE OUTCOMES THAT WILL DEMONSTRATE STUDENT GROWTH, PROFICIENCY, AND COLLEGE AND CAREER READINESS LEVELS AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Family Foundations Academy has met AYP for the past three school years. Our Academic Performance rating is listed below.

Academic Performance Review Rating:

2011-2012 Summary and Overall Rating: Does Not Meet

2012-2013 Summary and Overall Rating: Meets the Standards

2013-2014 Summary and Overall Rating: Meets the Standards

During the past three years Family Foundation's Academy has demonstrated consistent growth in 80% of the measures reported by the Delaware Academic Performance Framework Charter Report.

2011-2012 20% of measures met

2012-2013 67% of measures met

2013-2014 77% of measures met

The majority of our students are African American. Our African American students consistently score higher than other African Americans in our neighboring school district, Colonial. For the past three school years our students have been compared to the Colonial School District. In mathematics our African American students met the standard in math for the 2012-2013 and 2013-2014 school year. ( 70%)

Our Low Socio-Economic Status students exceeded the state average for the 2012-2013 school year in ELA. (64.4%)

We met the standard for the past three years for our subgroup summary in ELA. Our students outperformed the Colonial school district in ELA for the 2013-2014 school year. Our students with disabilities have exceeded the state standards for the 2013-2014 school year.

Our students had a lower instructional growth score during 2013-2014. Only 58.9% percent of our students met their instructional scale growth targets in math and 50.9% of our students met their ELA instructional scale growth targets for the 2013-2014 school year.

## **Strengths, Challenges, and Opportunities for Growth**

### **Strengths:**

Family Foundations Academy's greatest strength is demonstrating consistent growth during the school year and from year to year. This consistent improvement is evidenced by our Academic Performance Framework. Our percentage of proficiency and students meeting their growth targets consistently improve each year.

Family Foundations Academy now has a full time data coach director who works with teachers and teams on a daily basis to drive instruction and remediate student weaknesses.

We have successfully transitioned to the Common Core standards by switching to more rigorous curriculums in both the elementary and middle school. We continue to seek out professional development opportunities for teachers consistently each month. New teachers have challenges with the common core standards.

This year our students have the opportunity to participate in Business Professionals of America, Odyssey of the Mind, Math League, Math Olympiad, and Science Olympiad. These activities will assist students in building greater skills in math, science, and technology.

### **Challenges and Opportunities for Growth:**

Our students are consistently demonstrating growth in proficiency in ELA and math. However, Family Foundations Academy has not met the standard yet for proficiency. For the 2013-2014 school year we were 2.1% below the state average of proficiency in ELA and 1.2% below the state average of proficiency in mathematics.

Our goal for the 2014-2015 school year is to meet the standard for measure 2a. (Are students achieving proficiency on state examinations in math and reading?) We will achieve this goal by providing support for our teachers as they teach to the Common Core Standards.

We will continue to use Learning Focused Strategies to close the achievement gap for our students.

Our Low Socio-Economic students did not score well in mathematics. We will provide additional support for these students in mathematics for the 2014-2015 school year. We will provide small group instruction during the school day as well as after school.

Our goal for the 2014-2015 school year is to have these students meet the state average proficiency rate for math.

Our students with disabilities exceeded the state average of proficiency for ELA and math. We will continue to provide support to these students with small group instruction as well as offering after school support as needed. Our goal for the 2014-2015 school year is to exceed the state average for proficiency.

Our Hispanic population has met the standard for the 2013-2014. Our school is offering more support for our ELL students this year. They have the opportunity to work with ELL teachers in small groups consistently. We are also offering more ELL resources for our students through our Treasures curriculum. It is our goal that with these added supports in place our students will meet the standard for the 2014-2015 school year.

**FINANCIAL PERFORMANCE:**

WHAT ARE THE SCHOOL'S FINANCIAL PERFORMANCE EXPECTATIONS THAT WILL DEMONSTRATE VIABILITY AND SUSTAINABILITY AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Family Foundations Academy provided a draft audit report as requested. The financial framework has not been released to financial directors yet.

## **ORGANIZATIONAL PERFORMANCE:**

WHAT ARE THE SCHOOL'S PERFORMANCE EXPECTATIONS IN MEETING ITS ORGANIZATIONAL RESPONSIBILITIES INCLUDING, BUT NOT LIMITED TO, ADMINISTRATIVE OPERATIONS, REPORTING, AND LEGAL RESPONSIBILITIES AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Family Foundations Academy continues to provide a quality education and program to the community. FFA is entering its seventh year of operation and is improving and implementing changes to meet the needs of our students and families continuously.

Our overall ratings are:

2011-2012 Does Not Meet

2012-2013 Does Not Meet

2013-2014 Does Not Meet

### **Our strengths:**

The leadership at FFA has remained consistent since the school has opened. The original founders remain in place and actively work with the department and its board to foster continued growth and learning. The Co-Director model has proven successful for the school and this system allows staff and parents many opportunities to interact and provide feedback to leadership.

### **Challenges and Opportunities for growth:**

Consistence within the school culture remains a challenge. This involves and is not limited to parents following policy, working through growth changes, and continual effort toward providing a quality education for all students. We take teacher planning days to continually provide support to teachers and we use parent orientations and open houses to answer questions from the community and our parents. This direct information minimizes misconceptions and misinterpretation of expectations.

In individual points of the framework we are successful and have areas for improvement.

#### **1. Educational Program**

1a. 2011-2012 – Meets Standard  
2012-2013 – Meets Standard

1b. 2011-2012 – Does Not Meet  
2012-2013 – Meets Standard  
2012-2014 – Does Not Meet



2. Financial Management and Oversight

Is the school meeting financial reporting and compliance requirements?

2011-2012 – Meets Standard

2012-2013 – Does Not Meet Standard

2013-2014 - TBD

3. Governance and Reporting

3a. 2011-2012 – Does Not Meet

2012-2013 - Does Not Meet

2013-2014 – Does Not Meet

Corrective action – FFA will post meeting notices and meeting minutes on the website as required. The conflict of interest issue has been addressed and corrected.

3b. 2011-2012 – Does Not Meet

2012-2013 - Does Not Meet

2013-2014 - Meets

3c. 2011-2012 – Meets Standard

2012-2013 – Meets Standard

2013-2014 – Does Not Meet

Corrective action – The areas that were identified in this section have all been corrected.

4. Students and Employees

4a. 2011-2012 – Meets Standard

2012-2013 – Meets Standard

2013-2014 – Meets Standard

4b. 2011-2012 – Meets Standard

2012-2013 – Meets Standard

2013-2014 – Meets Standard

4c. 2011-2012 – n/a

2012-2013 - Does Not Meet

2013-2014 – Does Not Meet

Corrective action - FFA continues to work with teachers and require certification upon hire. We are utilizing teachers from such programs as ARTC to increase their opportunity to thrive as teachers and to provide certified and HQT individuals for our classrooms.

4d. 2011-2012 – Meets Standard  
2012-2013 – Meets Standard  
2013-2014 – Meets Standard

5. School Environment

5a. 2011-2012 – Meets Standard  
2012-2013 – Meets Standard  
2013-2014 – Meets Standard

5b. 2011-2012 – Does Not Meet  
2012-2013 - Does Not Meet  
2013-2014 – Meets Standard

6. Additional obligations

2011-2012 – Meets Standard  
2012-2013 – Meets Standard  
2013-2014 – Meets Standard

## **STATUS OF CONDITIONS PLACED UPON THE CHARTER:**

Include:

- A status update of any conditions imposed upon the school's charter,
- Your plan to meet any conditions that are currently "not met".

## STUDENT RETENTION GOALS AND TARGETS:

Include:

- The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories,
- The number of students who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category,
- A summary of why students chose to leave,
- The percentage of students who did not pass from one grade to the next,
- Your plan to improve student retention and average daily attendance if less than your stated targets.

The percentage of students who re-enrolled with us for the 2013-2014 school year was 80%. Our goal for re-enrollment is 90%. Parents were given the option to tell us why they chose not to re-enroll with us. The most common responses were bus concerns, too much rigor in the classroom, too much homework, and fear of matriculating to a middle school setting in the fifth grade.

The number of students who left before the 2012-2013 school year was 7.

Our plan to decrease attrition to no more than 10% includes switching bus companies which we did during for the 2014-2015 school year. This has proven to be a continuing challenge for us and many schools. We have two separate bus companies, Advanced Student for elementary school and First Student for middle school students. There has been issues with schedules, communication, and behaviors. We have an action plan in place with the bus companies to address these concerns on a daily basis.

We plan on giving families and student's additional support with understanding the curriculum and homework clubs through our after-care program. We provided a curriculum night for parents so they could learn about all of the curriculums and programs offered to all students. We continue to implement monthly family nights where staff members and families interact with academic themes, such as reading and math night.

Our promotion rates for all subjects met our school goal of 90%. Our promotion average across all grades is 94%. Our attendance rate for the 2013-2014 school year was at 97.4%. This is above our school goal of 95%.

## **INNOVATION:**

Include:

- A discussion of innovation occurring at the school in areas including, but not limited to, curriculum development, instructional strategies, school culture and climate, community and parent engagement, professional development, operations and management practices, and extra-curricular programming.

Family Foundations Academy Charter School is working to blaze the trail in innovation. Our common core aligned curriculum that has been implemented for two years now has virtual technology that benefits teachers and students.

Some of our innovations include and are not limited to:

1. Ipads for virtual classrooms in the middle school and honors classes. Teachers can enhance and supplement their curriculum and the common core standards with interactive lessons for students.
2. Established Elementary and Junior Honor Societies that go out into the community and volunteer.
3. FFA is participating in a Harvard Study. The Best Foot Forward Program that provides technology to the teacher for it to be incorporated in their daily lessons.
4. The middle school focuses on academic programs; Math League, Science Olympiad, STEM activities in the classrooms, Student Council, and Business Professionals of America.
5. We have hired a full time data coach that provides support to both schools.
6. We use the following programs to impact learning; Connect Ed, Leveled Literacy, Dreambox, Common Core Standards, Science Coalition, Social Studies Coalition, Raz Kids, Big Ideas Math, SpringBoard for ELA, Go Math, and Read 180 for RTI.