



*Elementary School (K – 4<sup>th</sup>)*  
*1101 Delaware Street*  
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[www.familyfoundationsacademy.org](http://www.familyfoundationsacademy.org)

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*Dr. Tennell Brewington*  
*Co-Director*

*Sean P. Moore*  
*Co-Director*

September 30, 2014

Department of Education  
Charter School Office  
401 Federal Street, Suite 2  
Dover, DE 19901-3639

Dear Charter School Office:

Please find attached with this cover letter our official charter renewal application for Family Foundations Academy Charter School. The document will be scanned in accordance with your guidelines.

Should you have any questions, please do not hesitate to contact us.

Sincerely,

Mr. Sean Moore, Co-Director

Dr. Tennell Brewington, Co-Director



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#### IV. CHARTER SCHOOL RENEWAL APPLICATION QUESTIONS

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Please provide clear, complete, and accurate information in response to each question.

##### I. Overview

##### 1.1 Provide the following information requested.

a) Fill in the following chart with the school's basic information:

<b>BASIC INFORMATION</b>	
Name of School	Family Foundations Academy Charter School
Year School Opened	2006
Grade Level(s) in 2012-2013 and additional grade levels approved to be served in the next charter cycle	Kindergarten to eighth grade
Current Enrollment	As of 9/22/14 828
Approved Enrollment	800
Current Waiting List by Grade	N/A
School Address(es)	Elementary School – 1101 Delaware Street, New Castle, DE 19720 Middle School – 1 Fallon Ave, Wilm, De 19804
District(s) / Region of Residence	Elementary school – Colonial School District Middle School – Red Clay District
Website Address	<a href="http://www.familyfoundationsacademy.org">www.familyfoundationsacademy.org</a>
Name of School Leader(s)	Dr. Tennell Brewington, Founder, Co-Director, Chief Academic Officer and Mr. Sean Moore, Co-Director and Chief Administrative Officer
School Leader Email and Phone Number	Dr. Tennell Brewington – <a href="mailto:Tennell.brewington@ffa.k12.de.us">Tennell.brewington@ffa.k12.de.us</a> Mr. Sean Moore – <a href="mailto:sean.moore@ffa.k12.de.us">sean.moore@ffa.k12.de.us</a>
Name of Board President	Mr. Byron Brooks
Board President Email and Phone Number	Mr. Byron Brooks – <a href="mailto:Byron.brooks@randstadusa.com">Byron.brooks@randstadusa.com</a> 215-694-4094

- b) Fill in the following chart with the school's demographics at the time of submission (all information must be verifiable through state reporting tools):

<b>CURRENT YEAR ENROLLMENT &amp; DEMOGRAPHIC INFORMATION</b>	
Total Enrollment	828
# of Students on Waiting List	0
<b>Gender</b>	
# Male	422
# Female	406
<b>Ethnicity/Race</b>	
# White	52
# Black	736
# Hispanic	17
# Asian	13
# Other	10 (American Indian)
# Multiracial	
<b>Special Populations</b>	
# Students with disabilities	54 special education
# English Language Learners	13
# Low-Income	761 (828 x 92%)

## **I. Academic Framework**

### **2.1 Is the academic program a success?**

- a) Discuss the school's academic achievement results over the last three or four years. How has the school performed with regard to student growth and proficiency measures over the last charter term? In the absence of expected achievement, identify proposed changes to instructional practices that your school will implement to improve the school's academic performance and student outcomes.

The academic program at FFA is a continuous process. As of July 17, 2014 we were recognized for continued improvement in our academic scores. We assess the success of our academic programs not only through DCAS. We use several measures that include, Performance Plus, RTI success, on-line learning support programs, and curriculum assessments. Our curriculum is aligned with the Common Core standards in mind. Consistent academic growth involves consistent modeling and revision. It involves interpreting data that can give information for students and teachers.

### **2.2 Is the school meeting its mission?**

- a) State the mission of the school as it appears in your charter application. How does your school measure and track mission accomplishment?

Our mission is stated as; "To acknowledge the learning differences of each individual child and nurture the uniqueness of each family structure."  
To understand this statement we must understand its meaning. Learning differences are those characteristics in all of us that demonstrate "how" we learn. They are found in the multiple intelligences; naturalistic, linguistic, visual/spatial, kinesthetic, logical, intrapersonal, interpersonal, and musical. To help these many characteristics be successful in a school setting teachers much differentiate and teach how the student learns. We are meeting this through differentiated instruction and multidisciplinary delivery of instruction.

## **II. Organizational Framework**

### **3.1 Is the school organizationally sound?**

- a) Discuss the school's organizational performance over the last three or four years. How has the school performed with regard to organizational measures over the last charter term? In the absence of expected achievement, identify proposed changes to organizational practices that your school will implement to improve the school's organizational outcomes.

During the past three years FFA has had challenges with regard to the organizational framework. The school continuously works to improve where areas of weakness are identified. In order to improve organizational performance, we created a leadership structure that we believe will greatly improve our efficiency. New policies and procedures have been implemented by the board that will ensure accountability and responsibility for every area of the organizational framework.

The board also reviews the monthly compliance reports issued by the DDOE at the monthly public board meetings to ensure that the school's leadership is held accountable.

### **3.2 Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?**

- a) Provide specific examples of how your educational program is in compliance with instructional days/minutes requirements, the use of state assessments, Delaware content standards requirements, and providing an education and accommodations for at-risk students.

Evidence of Curriculum Alignment – See Appendices

Evidence of Instructional hours – See Appendices

Evidence of Student Growth Data – See Appendices

FFA is implementing and modeling the essential terms of its charter education program by demonstrating curriculum alignment and demonstrating consistent growth in academic achievement. The Academic Team which consists of administrators and educators continually analyze and interpret data to provide the best teaching practices and strategies possible. Academic support is given in many forms such as classroom aides, small group instruction, and individual instruction (when needed). Our curriculum program complies with state requirements by demonstrating alignments. The federal requirements are ensured through full inclusion classrooms unless otherwise noted and providing a Free and Appropriate Public Education to all students. We have programs in place to identify and assist struggling students, such as RTI (Response to Intervention) and CST (Child Study Team). These programs allow us to be proactive in our approach to identifying individual and teacher needs. These needs assist in providing a better learning opportunity.

### **3.2 Is the school protecting the rights of students with disabilities and English language learners?**

- a) Describe the process by which students with special needs are identified and evidence that the school is effective in providing the right resources and services for students with disabilities.
- b) Describe the process by which students with English language learners are identified and evidence that the school is effective in providing the right resources and services for these students.

### **Special Education Identification Process:**

#### **Referral Process**

Parents or guardians who believe their child could qualify as having a protected handicap may submit a written referral for a special education evaluation to the school co-director or special education/504 coordinator.

The Special Education Team must convene within forty-five (45) school days or ninety (90) calendar days, whichever is less, of receiving written parental consent, the initial evaluation shall be conducted; and the child's eligibility for special education and related services must be determined at a meeting convened for that purpose. (Delaware Department of Education, 2011)

The evaluation may include individual assessments, observations, and an interview with the child. The evaluation also guides the IEP team in identifying the disability, developing an IEP and determining the nature and extent of the special education and related services that your child may need. Remember, the disability needs to have an educational impact.

#### **English Language Learners Identification Process:**

##### **Procedures for Identifying English language:**

##### **STEP 1-Initial Inquiry**

The school secretary is responsible for distributing and collecting home language surveys (survey can be parent's native language) during enrollment. Then forward the surveys to the Special Education Department.

The home language survey shall be based on the following four questions.

1. What is the language most frequently spoken at home?
2. Which language did your child learn when he/she first began to talk?
3. What language does your child most frequently speak at home?
4. What language do you most frequently speak to your child?

If the parent doesn't self-identify, the general education can submit a referral to the Special Education Department expressing his or her concerns regarding the student's language acquisition skills. The Special Education Department will contact the parents

and meet with them to address the teacher's concerns. During the meeting, the team will decide if the student should be assessed for ELL services.

**3.3 Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?**

- a) Fill in the following chart with the appropriate enrollment information over the last 4 years (3 years if this is the school's first renewal):



**School Enrollment Trends**

	2010-2011		2011-2012		2012-2013		2013-2014		Current Waitlist for the 2014-2015 school year
	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	
K	84	80	84	104	84	120	84	137	
Grade 1	84	52	84	96	84	97	84	123	
Grade 2	84	73	84	59	84	95	84	102	
Grade 3	84	105	84	84	84	67	84	94	
Grade 4	84	95	84	93	84	85	84	74	
Grade 5	100	104	100	85	100	72	100	76	
Grade 6	100	71	100	112	100	84	100	61	
Grade 7	100	42	100	72	100	87	100	83	
Grade 8			100	46	100	52	100	75	
Grade 9									
Grade 10									
Grade 11									
Grade 12									

<b>Total</b>	<b>622</b>	<b>751</b>	<b>759</b>	<b>825</b>
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- b) Provide information regarding the school's attrition rate over the last 4 years (3 years if this is the school's first renewal). Using data starting with the number of students enrolled September 30, what number and percentage of students transferred out of the school by the end of the school year?

2009 – 2010	622	left 5	0.008%
2010 – 2011	751	Left 5	0.006%
2011 – 2012	759	left 3	0.003%
2012 – 2013	825	left 4	0.004%
2013 – 2014	812	left 6	0.007%

- c) How does the school both monitor and plan to minimize attrition rates? (*Attrition rate is calculated by the number of students leaving the school during the school year over number of students enrolled in the school on September 30.*) Provide a summary of why students left your school.

Students who have left FFA have been for the following reasons: buses (bus performance is not up to par), moved out of state, and discipline consequences. We continue to provide parent satisfaction in the form of immediate responses to parent concerns. We provide many opportunities for parents to express their concerns in a public format.

### **3.4 Is the school complying with governance and reporting requirements?**

- a) Provide a current organizational chart, which includes the Board of Trustees  
See Appendices

### **3.5 Is the school complying with closure requirements?**

- a) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school, including a plan to set aside sufficient funds to cover the salaries owed to those employees who are paid over a 12-month period.

In the event of closure or dissolution of the school, FFA will have reserve funds set aside to ensure that all employees are paid according to their contractual agreements. All cash and cash equivalents will be distributed first to satisfy outstanding payroll obligations for employees of the school, then to the remaining creditors of the school. The Board annually reviews its fund balance and financial projections to ensure that the reserve balance will cover such a contingency.

## **4. Financial Framework**

### **4.1 Is the school financially viable?**

- a) Provide an analysis of the results of your Financial Performance Reports over the last three years (2010-11, 2011-12, 2012-13). Where applicable, provide explanations for areas where standards were not met, including your plans and strategies for improving the individual measures and overall ratings.

During the past three years, FFA has received one Does Not Meets rating. This rating was received during 2011-2012 and was the result of our current ratio. This was the result of our mortgage refinancing not being completed at the time of our financial audit, so the liability had to be considered a currently liability. This was corrected during 2012-2013 when we received an overall Meets rating. We anticipate our 2013-2014 results to receive an overall Meets rating as well.

The Financial Framework will be provided after audits are reviewed. They were not provided to business directors by 9/30/2015.

- b) Provide a summary of findings from independent audits and, where applicable, how the school developed and implemented a corrective action plan in response to audit findings. (If necessary, evidence may be attached as clearly labeled documents in the Appendix.)

FFA has had an independent audit every year since its founding. There have been no audit findings in the past four years.

- c) As an appendix, provide the following documents:

- Final Fiscal Year 2014 Revenue & Expenditure Budget Report in the prescribed DDOE format
- Approved preliminary Fiscal Year 2015 Budget
- Fiscal Year 2014 Audited Financial Statements (if final report is not available, draft version is acceptable)
- Projected revenue and budget worksheets and narrative through 2018-2019 in the prescribed DDOE projection format. (*Note:* Do not include any reliance on outside fundraising unless the school can document that funding has been secured. Any fundraising plans submitted should include information related to past fundraising efforts and demonstrate clear success in meeting established goals.)

## **5. Five-Year Planning**

### **5.1 Projected Enrollment**

- a) Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

<b>Projected Enrollment</b>
-----------------------------

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
K	110	110	110	110	110
Grade 1	100	100	100	100	100
Grade 2	100	100	100	100	100
Grade 3	100	100	100	100	100
Grade 4	100	100	100	100	100
Grade 5	80	80	80	80	80
Grade 6	80	80	80	80	80
Grade 7	80	80	80	80	80
Grade 8	80	80	80	80	80
Grade 9					
Grade 10					
Grade 11					
Grade 12					
<b>TOTAL</b>	<b>830</b>	<b>830</b>	<b>830</b>	<b>830</b>	<b>830</b>

**5.2 What are the school's plans for the next five years of the charter?**

- a) Describe what changes and improvements the school will undertake in the next five years based on the school's examination of student performance outcomes.

Our data demonstrates significant growth, but it is also short of our ultimate goal of 90% proficiency. Over the next five years we are going to work to achieve this goal. We have joined the Common Ground for the Common Core. Our plan was approved by the Department of Education. We are going to work to implement this plan with fidelity over the course of the next two years.

For the 2014-2015 school year we have implemented new RTI curriculums. We are using Leveled Literacy Interventions for grades K-3. We are using Read 180 for grades 4-8. We are using Dreambox for grades K-8. We will continue to implement these data based programs with fidelity to ensure that we close the achievement gap for our lowest achieving students.

We continue to partner with Amplify as they provide support to us as we continue to implement the CCSS with fidelity and with using data to drive instruction. We will utilize their Smarter Balanced Interim Assessments to drive instruction.

We hired a full time data coach that is working diligently to improve our PLC process. Many of our goals for PLC's are covered in our Common Core plan.

We will continue to differentiate and enrich instruction for our high achieving students, so that they can reach their full potential. We are working to achieve this goal by moving towards project based learning in our honor classes.

- b) Provide goals and performance outcomes, including assessment tools and measures to be used. Provide a rationale for the identified goals and assessment measures.

Goals. Our goals are to meet the proficiency and growth standards that meet or exceed the state. Our assessment tools were chosen for rigor, data evidence, and common core expectations. Our performance outcomes must be in alignment with our Performance Agreement. We continue to assess and reassess staff, programs, data, and assessments to help make the best decisions that will impact learning.

- c) Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

During the next five years, FFA anticipates applying for a major modification to change locations. Currently, we operate on two campuses that are approximately five miles apart. Our plan is to consolidate the two campuses either by acquiring an existing facility or doing new construction. The elementary school campus, which comprises kindergarten through fourth grade is owned by FFA. The middle school campus, which comprises fifth through eighth grade is under a lease agreement with St. Matthews Catholic Parrish. This lease agreement gives FFA renewal options for a period of six years. Since we are still in the process of actively searching for a new location, detailed financial and timeline information are not available. This information will be provided at the time of our major modification application.

- d) Provide information regarding how the Board of Trustees effectively evaluates the school administration.

The Co-Directors of FFA are evaluated by the Family Foundations Academy Board on an annual basis. One method of evaluation that has been effective has been the use of a 360 degree evaluation. This evaluation method includes feedback from the Board, direct reports, indirect reports, and peers through personal interviews and detailed surveys. The purpose of the evaluation is to discuss challenges, successes, and future goals for the organization.

- e) What policies and procedures are in place to evaluate the school leader on an annual basis?

The annual evaluation of the Co-Directors by the board are required by their employment agreements.

- f) Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.

FFA board members participate in DDOE required trainings including finance workshops. All new board members are given with a copy of the school's charter, bylaws, performance agreement, and framework reports. The Board has also participated in formal board governance training.

The board has retreats to evaluate policies, practices, and procedures to ensure that the school is meeting its goals and objectives. The board also meets regularly during scheduled open meetings to review and discuss reports on school operations, finances, and academic performance. The school now has a full time data coach as a staff member and he works with team leaders and teachers for the purpose of analyzing student data and developing interventions and action plans to improve student achievement. The data team presents student data to the board every quarter.

- g) Describe the school's process for succession planning including identification, development and retention of school leaders.

Prior to the start of the new fiscal year, the school restructured its leadership team. This restructuring put qualified people into critical areas of responsibility and will give them the experience needed to be considered for future leadership positions or to manage the school in the event of an emergency. Each new leader is required to have formal leadership training and are evaluated on an annual basis by the Co-Directors.