

# PROVIDENCE CREEK ACADEMY

ANNUAL REPORT

2016-2017



273 West Duck Creek Rd , P.O. Box 265

Clayton,DE 19938

Phone:(302) 653-6276

## I. OVERVIEW

### 1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	Providence Creek Academy
Year School Opened	2002
Enrollment 2016-2017 <sup>1</sup>	700
Approved Enrollment	669
School Address	273 West Duck Creek Rd , P.O. Box 265, Clayton,DE 19938
District(s) of Residence	Smyrna School District
Website Address	<a href="http://www.providencecreekacademy.org/">http://www.providencecreekacademy.org/</a>
Name of School Leader	Charles Taylor
School Leader Email and Phone Number	chuck.taylor@pca.k12.de.us (302) 653-6276
Name of Board President	Amy Santos
<b>Mission Statement:</b> The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing their K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences.	

## 1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2016-2017. (Note: The remaining sections of the table will be completed by the Charter School Office. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2016-2017 <sup>1</sup>
Total Enrollment	700
# of Students on Waiting List	
<b>Gender</b>	
% Male	50.00%
% Female	50.00%
<b>Ethnicity/Race</b>	
% African American	27.14%
% American Indian	0.86%
% Asian	2.43%
% Hispanic/Latino	5.29%
% White	60.86%
% Multiracial	3.43%
<b>Special Populations</b>	
%Special Education <sup>2</sup>	4.71%
% English Language Learners	0.57%
% Low-Income	21.86%

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Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

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### 1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

Date	Modification Requested	Outcome
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Schools are invited but not required to comment on any aspect of the demographic data above in table 1.3

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#### 1.4 School Enrollment:

Please review the following chart with the school's enrollment trends during the current term of the charter. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2016-2017	
	Approved Enrollment	30-Sep Enrollment Count
K	72	81
Grade 1	72	80
Grade 2	75	78
Grade 3	75	80
Grade 4	75	78
Grade 5	75	79
Grade 6	75	76
Grade 7	75	74
Grade 8	75	74
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total</b>	669	700

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Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

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### 1.5 Reenrollment:

Reenrollment Rate<sup>2</sup> is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school’s reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	Providence Creek Academy	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	**	
Grade 1	73	93.59
Grade 2	72	90.00%
Grade 3	65	82.28%
Grade 4	71	88.75%
Grade 5	70	87.50%
Grade 6	65	83.33%
Grade 7	67	84.81%
Grade 8	65	83.33%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total/Avg</b>	548	86.71%

\*\* School entry grade level. Reenrollment data not collected for this grade level.

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Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

Providence Creek Academy distributes “intent to re-enroll” forms in January of each school year. Office staff collects data in order to ascertain the number of students not returning and the reason. This data is shared with Administration for analysis. The largest percent of non-returning students is due to family relocation. Some families choose to withdraw at the grade 5/6 transition in order for their children to participate in athletics in their home district. There are others who leave because

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Providence Creek Academy is not the school for that child or their family.

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## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)
	2016-2017
Academic Achievement	4 Stars (93/150pts) Meets Standard
Growth	3 Stars (82/200pts) Approaching
On Track to Graduation	5 Stars (47/50pts) Exceeds
College and Career Preparation	3 Stars (51/100pts) Approaching

Note: Please utilize the hyperlinks in this sentence for more information about the or the [Delaware School Success Framework \(DSSF\)](#)

- a) Based on the table above discuss the school's:
- overall academic achievement results,
  - major challenges,
  - and accomplishments over the course of the school year.

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#### School Comments:

Providence Creek Academy has shown improvement in academic performance over the last several years. Recent implementation of the CCSS, and implementation of new curricular resources has assisted in raised scores for our students. During the 2016-2017 school year Eureka Math was implemented. Staff was provided with ongoing professional learning opportunities to ensure the implementation of this resource with fidelity.

A major challenge in academic performance is with a percentage of our SWD. While educators follow student IEPs and progress is being made on individual goals, this progress is not being transferred to the Smarter Balance Assessment. For this reason we continue to "Need Assistance" on our Annual Determination in Indicator 3C: Proficiency Rate – Math and ELA. We are working with the Exceptional Children's Team to improve student performance in this subgroup.

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We have continued to implement the Eureka Math curriculum. Our teachers, students and parents have made the adjustment to a different way of doing math. We have seen positive changes in our classrooms and on local assessments.

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## Performance Agreement

### Academic Performance Expectations

Providence Creek Academy overall academic rating is Meets. In the next renewal period, our expectation is to maintain the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

a) Discuss the school's academic performance based on its approved Performance Agreement (see above).

#### School Comments:

Providence Creek Academy's overall academic rating continues to be Meets. PCA performed Exceeds in On Track to Graduation; Academic Achievement PCA Meets; Growth and College and Career are Approaching. Over the last two years we have made significant changes in our curriculum resources for Reading, Math and Writing. During 2016-17 we implemented Eureka Math. This transition was difficult for our elementary grade levels. PCA provided professional development and PLCs for our staff to support this implementation. PCA identified a need for a change in ELA curriculum resources. During 2017-18 Scholastic Guided Reading and Writing by Design will be implemented, with Eureka Math continuing. It is anticipated to see changes in growth over the next two to five years in our student growth.

### 2.2 Academic Achievement/Proficiency Data

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	4 Stars (93/150pts) Meets Standard	
	School	State
ELA	67.13 %	56.63%
Math	55.22%	45.13%
Science	67.23%	47.45%
Social Studies	n/a	n/a

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

The table above lists the school's available DSSF Academic Achievement ratings.

Respond to the following questions.

- a) Based on the school's Academic Achievement ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

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**School Comments**

Providence Creek Academy's overall academic rating continues to be Meets. PCA performed Exceeds in On Track to Graduation; Academic Achievement PCA Meets; Growth and College and Career are Approaching. Over the last two years we have made significant changes in our curriculum resources for Reading, Math and Writing. During 2016-17 we implemented Eureka Math. This transition was difficult for our elementary grade levels. PCA provided professional development and PLCs for our staff to support this implementation.

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- b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

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**School Comments**

PCA identified a need for a change in ELA curriculum resources. During 2017-18 Scholastic Guided Reading and Writing by Design will be implemented, with Eureka Math continuing. It is anticipated to see changes in growth over the next two to five years in our student growth.

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- c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

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**School Comments**

PCA will use Scholastic Reading Inventory, DiBels, and Eureka End of Module assessments to measure progress throughout the school year. SBAC results will be used annually.

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### 2.3 Growth Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (82/200pts) Approaching	
	School	State
ELA	37.83 %	50.00 %
Math	44.33 %	50.00 %

The table above lists the school's available DSSF Growth ratings.

Respond to the following questions.

a) Based on the school's Growth ratings for all students over the course of the school year, discuss the school's current performance and provide at least three explanations/root causes for the results (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

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School Comments

PCA is Approaching in Growth. Changes made in our Response to Intervention program in the last two years have had impact on. We have evaluated our benchmark assessments used to identify students who need interventions. Results from the tools being used were not aligning with SBAC results. Process requirements were not implemented with fidelity, and educator data collection was weak.

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b) Looking ahead, what are your expected outcomes for Growth for all students and what steps will you take to achieve them?

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School Comments

PCA expects to increase student growth to be at or above the State level. RTI benchmark assessments have been changed with implementation beginning September 2017. New local record keeping forms have been developed with guidelines for educators provided during professional development. The Reading and Math Specialists are now adding Coaching to their responsibilities in order to continuously monitor the RTI process and student progress.

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c) Describe how you will measure progress to determine whether you are on track to meet your expected Growth outcomes for all students.

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School Comments

Scholastic Reading Inventory, DiBels, Eureka End of Module Assessments, and Moby Max will be used to benchmark student performance three times per year. SBAC assessment data will be used annually.

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## 2.4 On Track to Graduation Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

On Track to Graduation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	5 Stars (47/50pts) Exceeds	
	School	State

Attendance	94.92 %	94.75 %
On-Track in the 9th grade	**	89.45 %
4-year Cohort Graduation Rate <sup>3</sup>	**	84.66 %
5-year Cohort Graduation Rate	**	85.60 %
6-year Cohort Graduation Rate	**	*Not calculated at the state level

\*\*The school did not service students in the grade levels assessed by this metric.

The table above lists the school's available DSSF On Track to Graduation ratings.

Respond to the following questions.

a) Based on the school's On Track to Graduation ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

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School Comments

Providence Creek Academy has an attendance policy that mirrors the State of Delaware policy. Student attendance is paramount to student success. In cases where students are truant, we follow through with reporting and filing truancy with the Court System. PCA also has a policy to address students who are absent more than 18 days a year allowing for student retention if academic growth is not met.

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b) Looking ahead, what are your expected outcomes for On Track to Graduation and what steps will you take to achieve them?

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School Comments

PCA will continue with our current process.

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c) Describe how you will measure progress to determine whether you are on track to meet your expected On Track to Graduation outcomes.

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School Comments

Attendance reviews will be completed at each trimester.

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## 2.5 College & Career Preparation Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (51/100pts) Approaching	
	School	State
Growth to Proficiency ELA	68.17 %	59.19 %
Growth to Proficiency Math	33.52 %	35.41 %
College & Career Preparation	n/a	49.64 %

The table above lists the school's available DSSF College and Career Preparation ratings.

Respond to the following questions.

a) Based on your College and Career Preparation ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

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### School Comments

PCA is Approaching in Growth. Changes made in our Response to Intervention program in the last two years have had impact on. We have evaluated our benchmark assessments used to identify students who need interventions. Results from the tools being used were not aligning with SBAC results. Process requirements were not implemented with fidelity, and educator data collection was weak.

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b) Looking ahead, what are your expected outcomes for College and Career Preparation and what steps will you take to achieve them?

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### School Comments

PCA expects to increase student growth to be at or above the State level. RTI benchmark assessments have been changed with implementation beginning September 2017. New local record keeping forms have been developed with guidelines for educators provided during professional development. The Reading and Math Specialists are now adding Coaching to their responsibilities in order to continuously monitor the RTI process and student progress.

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c) Describe how you will measure progress to determine whether you are on track to meet your expected College and Career Preparation outcomes.

**School Comments**

Scholastic Reading Inventory, DiBels, Eureka End of Module Assessments, and Moby Max will be used to benchmark student performance three times per year. SBAC assessment data will be used annually.

**III. ORGANIZATIONAL PERFORMANCE**

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

**3.1 Mission Specific Goal(s)**

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Essential Question Indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable

Measure	Definition of Rating	Data Source	Data Collection Process	Notes
Eureka Math – curriculum implementation	<p>Meets Standard: 100% of our math classes (19 out of 19) will use Eureka Math as their foundational curriculum resource.</p> <p>Approaching Standard: 84% - 95% of our math classes (16 to 18 out of 19) will use Eureka Math as their foundational curriculum resource.</p> <p>Far Below Standard: Less than 84% of our math classes (15 or fewer out of 19) will use Eureka Math as their foundational curriculum resource.</p>	<p>Walkthroughs</p> <p>Lesson plans</p> <p>Student work</p> <p>DPASII observations</p> <p>PLC data discussions</p>	PDF Upload and entry into system by DOE.	1a1

a) Rate the school’s performance according to the criteria established by the school for its 2016-2017 mission specific goal(s).

**School Comments**

Providence Creek Academy Mission Specific Goal was to have Eureka Math implemented in all grades. During the 2016-2017 school year all grades were provided with the curriculum materials from Eureka Math. Professional Development throughout the year was provided for all grade levels. The Eureka

Math continues to be used in all grade levels for the 2017-2018 School Year.

b) Provide as **Appendix 1** the results (data source) of the school’s mission specific goal(s). Remember not to include any personally identifiable information (PII). Please see Appendix 1.

### 3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

## SUMMARY AND OVERALL RATING

### Providence Creek Academy

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2016-2017	M	M	AS	M	M	M	M	M	M	M	Meets Standard

a) Describe the school’s organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

#### School Comments:

As per the response listed under Section b) below the entire remainder of the Organizational Framework Meets Standard. As an Education Organization, everyone strives to meet or exceed all expectations.

b) Identify changes to organizational practices that the school has implemented to improve the school’s organizational outcomes.

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**School Comments:**

Providence Creek Academy Charter School continues to "Meet Standard". The Students with Disabilities rating of Approaching Standard is due to compliance monitoring by the Delaware Department of Education. The monitoring identified minor errors in Evaluation Summary Reports (ESR). There were no major findings in the review. Professional Development was provided to ensure correct reporting for all future ESRs.

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c) Address any measure where school did not meet standard or is approaching standard.

## **1. EDUCATION PROGRAM**

### **Measure 1c.**

**Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?**

#### **DOE Rating Information:**

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The school has been identified as out of compliance for a few errors in special education records including transition planning and is engaged in a Corrective Action Plan .

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#### **School Response To Rating:**

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Providence Creek Academy Charter School continues to "Meet Standard". The Students with Disabilities rating of Approaching Standard is due to compliance monitoring by the Delaware Department of Education. The monitoring identified minor errors in Evaluation Summary Reports (ESR). There were no major findings in the review. Professional Development was provided to ensure correct reporting for all future ESRs.

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### **Performance Agreement**

#### **Organizational Performance Expectations**

Discuss the school's organizational performance based on its approved Performance Agreement.

Providence Creek Academy overall organizational rating is Meets. In the next renewal period, our expectation is to maintain the overall rating of "Meets," as measured by the Organizational Performance Framework. Each
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year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

a) Discuss the school’s academic performance based on its approved Performance Agreement (see above).

**School Comments:**

Providence Creek Academy’s overall academic rating continues to be Meets. PCA performed Exceeds in On Track to Graduation; Academic Achievement PCA Meets; Growth and College and Career are Approaching. Over the last two years we have made significant changes in our curriculum resources for Reading, Math and Writing. During 2016-17 we implemented Eureka Math. This transition was difficult for our elementary grade levels. PCA provided professional development and PLCs for our staff to support this implementation. PCA identified a need for a change in ELA curriculum resources. During 2017-18 Scholastic Guided Reading and Writing by Design will be implemented, with Eureka Math continuing. It is anticipated to see changes in growth over the next two to five years in our student growth.

**3.3 Board Financial and Governance Members and Training**

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

**Board Financial and Governance Training**

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Elizabeth	Colombo-Kutch	October 2017	October 2018	Parent Member	11/30/2015	February 2018
Guy	Cooper	December 2016	December 2017	Teacher Member	11/30/2015	January 2015
Lisa	Moore	September 2014	September 2019	Treasurer	11/30/2015	January 2015
Melissa	Rhoads	September 2014	September 2019	Vice President	11/30/2015	January 2015
Amy	Santos	October 2015	October 2020	President	9/20/2011	January 2015
Gary	Stullir	October 2015	October 2020	Member	1/18/2011	January 2015

\*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

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School Comments:

All current Board Members have attended Board Governance Training held in January 2015. All Providence Creek Academy Charter School Members and Administration will undergo new Governance Training in January 2018.

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b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736 6.1](#) Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within three ((3) months of subsequent appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

**Citizen Budget Oversight Committee Membership & Trainings**

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Bill	Bentz	November 2014		Consultant	1/11/2011
Brenda	Cowell	January 2016		Parent	2/2/2017
Jennifer	Durham	January 2015		Business Manager	11/19/2014
Audrey	Erschen	February 2010		Educator	10/8/2017
Lisa	Moore	December 2014		Board Member	11/30/2015
Brandon	Paris	February 2015		Employee	10/12/2017
Chuck	Taylor	November 2014		Head of School	11/19/2010

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School Comments:

All members are trained as required.

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**3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?**

2016-2017		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
82.1	32	39

Review the table above with the school's teacher retention trends and answer the following questions.

- a) Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

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**School Comments:**

Each Spring all employees are required to complete a reemployment form stating their intention to return. There are always numerous reasons for change of staff, non-renewal of Employment Agreement, resignations, employment closer to home, moving out of state, State of Delaware staff funding mechanism for Charter Schools, and various other reasons. The work environment is monitored to ensure a safe, friendly and a team approach is used to retain the best employees by the Board of Directors and the Administrative Team.

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- b) Describe how the school's professional development plans support teachers and leadership.

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**School Comments:**

There are 9 Professional Development Days built into the calendar to support the growth of the staff. Professional Learning Communities (PLC's) are conducted during the school day as well as after school. Each PLC is moderated by either a fellow staff member or by a Specialist to ensure the topics are discuss as well as the information is understood and welcomed. This year our Math and Reading Specialist have had Professional Development during the summer and during the school year to assist in the implementation of new curriculum throughout all grade levels. The DPASS Coordinator, Teacher Mentors, Special Education and the Student Support Services also provide leadership and support.

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## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2016-2017	M	M	M	M	AS	AS	F	AS	M	Approaching Standard

a) Describe the school's Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

Please see the response in the individual sections.

b) Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

School Comments:

Providence Creek Academy has experience a reduction in State Funding due to an overall budget shortfall. Providence Creek Academy has reduced all budget categories. As of this writing the final budget for the school is not finalized due final budget considerations that are due in January 2018.

c) Address any measure where school did not meet standard or is approaching standard

**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

2016-2017
1 YR: -3.84%
3 YR: -0.17%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

**School Response To Rating:**

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Providence Creek Academy spent reserve monies to make improvements and purchase new busses. We will not have any major capital improvements in the near future. Our Total Margin will continue to improve as we move forward as indicated in the 2016-2017 Total Margin Indicator.

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**Measure 2b. Debt to Asset Ratio:**

*Total Liabilities divided by Total Assets*

2016-2017
0.96

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

**School Response To Rating:**

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The Debt to Asset Ratio is due to the finance arrangement with our Municipal Bonds and USDA. As we move forward the Debt to Asset Ratio will continue to improve.

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**Measure 2c. Cash Flow**

2016-2017
1 YR: \$-167887
3 YR: \$-489675

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

**School Response To Rating:**

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Reserve cash was used for purchasing of capital needs as well as major equipment purchase starting in 2014. The reserve cash will not be used for any asset or major equipment purchase in the near future. We should be able to increase our cash reserve unless the State Education Budget Reductions increase. This is unknown at this time.

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**Measure 2d. Debt Service Coverage Ratio:**

*(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)*

2016-2017
0.94

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

**School Response To Rating:**

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Due to increased spending on Building Improvements and the purchase of new busses for our transportation department, PCA used reserve cash to satisfy the purchase without using borrowed monies. These types of purchases will not occur in the near future due to the nature of the purchase and the life of the items bought.

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## Performance Agreement

### Financial Performance Expectations

Providence Creek Academy overall financial rating is Meets. In the next renewal period, our expectation is to maintain the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

- a) Discuss the school's financial performance based on its approved Performance Agreement.

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#### School Comments:

As per the Financial Performance Rating and Expectations, Providence Creek Academy Charter School monitors all of the income and expenses on a daily basis as well as a formal monthly basis. We are in a process to refinance our Bonds as well as refinance our loan agreement with the USDA. If approved we will be able to have a significant saving in our debt service. In addition our current spending has been reduced for non-essential items. Providence Creek Academy owns its own busses and replacement busses were paid with cash from reserve accounts.

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- b) Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

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#### School Comments:

There were no finding in the FY 2016-2017 Audit

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## V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

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### School Comments:

Providence Creek Academy Charter School believes in educating the Whole Child, therefore we offer opportunities in Academic's, Athletics and The Arts. During the course of the year we offer many electives for our Upper School Students, such as French, Percussion Ensemble, Coding, Student and Peer Mentoring, Math League, Drama, and Band to name a few. Our Athletic program offers programs for fitness as well as full sports starting in 5<sup>th</sup> grade for some programs. We partner with the Biggs Museum in Dover for Art. Service Learning is part of the curriculum for the entire school body. Each year the entire school population performs a community service. PCA has partnered with the Food Bank, Delaware State Parks, the City of Dover, the Town of Smyrna and the Town of Clayton, Habitat for Humanity, Nemours Children Hospital, Ronald McDonald House, Three Palms Petting Zoo, 321 Foundation among others to support the needs of others. Providence Creek Academy Ballet is offered to both attending students as well as the entire surrounding community. The Ballet Program has been recognized regionally and nationally.

Students' learning is varied depending on each student. Each class room applies real world skills. Our students use technology as a tool to become part of the world. Classes use the 44 acre campus as an extension of their own classroom. The campus offers environments that are conducive to real learning. While we follow the Common Core, we enhance opportunities beyond the classroom walls.

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**VII. ANNUAL REPORT CERTIFICATION STATEMENT**

<b>Name of School:</b>	Providence Creek Academy Charter School, Inc.
<b>Location:</b>	P.O. Box 265, Clayton, DE. 19938

I hereby certify that the information submitted in this annual of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.

Amy Santos 11/28/17  
 Signature: Chairperson of Board of Directors (or designated signatory authority) Date

<b>Print/Type Name:</b>	Amy Santos
<b>Title (if designated):</b>	President, Board of Directors
<b>Date of approval by board of directors:</b>	November 28, 2017

## References:

<sup>1</sup> Based on September 30<sup>th</sup> Unit Count

<sup>2</sup> Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by "-" in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

<sup>3</sup> Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.



# Providence Creek Academy

Charter School

August 4, 2017

Pat Butler Grant  
Charter School Office  
Delaware Department of Education  
401 Federal Street, Suite 2  
Dover, DE 19901

Dear Ms. Grant,

Please find here documentation that supports PCA's Mission Specific Goal for the 2016-2017 School Year. The supporting information pieces included as attachments are:

1. The Eureka Math Implementation Plan that was used as a guide throughout the entire year.
2. The Professional Development Plan presented to Staff prior to the start of incoming students August 22, 2016.
3. An email for 4<sup>th</sup> Grade Eureka Math that includes teacher's editions, student workbook, and additional materials to support implementation.
4. A Math Curriculum Meeting Draft email sent to PCA Faculty to enlist assistance on how best to support the evolution of the Eureka Math.
5. An email dated September 15, 2016 from the First Grade Team on implementation of the Eureka Math beginning October 7, 2016.
6. An email to inquire the cost of printing of work books in K-3.
7. An email with link referring to parent request for Eureka Math support questioned during the September 27, 2016 Board of Directors' Meeting.
8. An email dated October 6, 2016 from the 5<sup>th</sup> Grade Team requesting time during PLC's to align math activities, lessons from Zillion, and Ready Common Core to the new Eureka Math Curriculum, and mapping of their scope and sequence.
9. The Director of Curriculum's Report to the Board of Directors' November 2016 Monthly Meeting explaining the transition to Eureka Math.
10. An email dated February 24, 2017 from our DPASSH Coordinator confirming implementation of Eureka Math.
11. The Director of Curriculum's Report to the April 2017 Board of Directors' Monthly Meeting confirming that Purchase Orders were secured to continue the adaptation of Eureka Math into the 2017-2018 School Year.
12. An email from our Math Specialist confirming Professional Development for the continuation of Eureka Math into the 2017-2018 School Year.

13. An August 1, 2017 letter sent to staff reminding them of Professional Development for Reading and Eureka Math.

Providence Creek Academy will continue to implement the Eureka Math Curriculum with fidelity as we move forward in the upcoming school year. Please do not hesitate to contact me if you need further information or have any questions. Thank you.

Very truly yours,

A handwritten signature in blue ink, appearing to read "Charles E. Taylor", with a long, sweeping underline.

Charles E. Taylor  
Head of School

## Providence Creek Academy Eureka Math Implementation Plan

"Doing the same thing over and over again and expecting different results" – most commonly attributed to Albert Einstein as his definition of insanity.

**Current Status** – Our math resources and curriculum lack tight alignment to the Common Core State Standards in mathematics. Teachers often create lessons using resources located on the web or created from published curriculum sources.

A recent study (Simplifying Teaching: A Field Experiment with Online "Off-the-Shelf" Lessons as reported in Education Week) demonstrates high-quality lesson plans implemented with fidelity increase student performance.

Eureka Math, also known as Engage NY, has substantial evidence supporting its efficacy (EdReports.org).

### Plan Essentials

**Staff Meeting** – September 7, 2016 to introduce the plan and involve staff in the implementation process (buy-in)

**Pre-Launch Professional Development Session** – September 13, 2016

**Launch Date:** September 19, 2016

**Professional Development Series** – The first, second, and third Tuesday of each month, K-1, 3-5, and 4-8 grade teachers respectively, will meet for continuous professional development (conducted by John Epstein and Amanda Silcox) throughout the school year (10 meetings for approximately one-hour each meeting).

**Curriculum Materials** – Housed in Teacher Shared drive listed under Math Units in grade level folders, downloaded from the Eureka website at no cost.

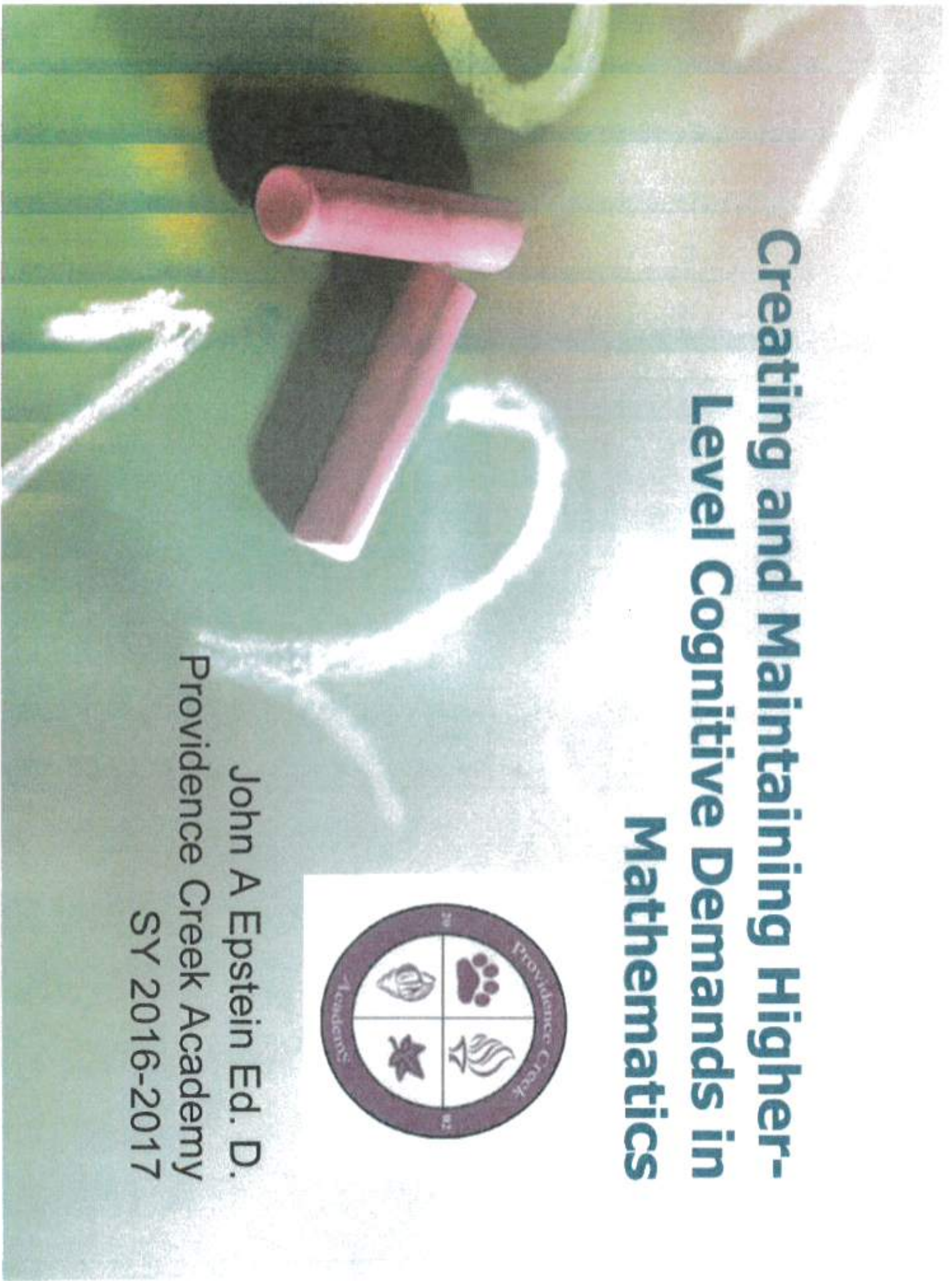
**Teacher Compensation Possibilities** – Hourly Stipend (\$25/hour), Professional Development Hours via PDMS towards re-licensure

**Ongoing Support** – Classroom walk-throughs (administration team) and PLC meeting (John Epstein and Amanda Silcox) math supports.

# **Creating and Maintaining Higher- Level Cognitive Demands in Mathematics**



John A Epstein Ed. D.  
Providence Creek Academy  
SY 2016-2017





## Conceptual Understanding

### Warm up (2.NBT.A.1) :

Some students are working with base-ten blocks.

- Nina has 3 hundreds, 8 tens, and 23 ones. How many ones would this be?
- Lamar wants to make the number 261. He has plenty of hundreds blocks and ones blocks to work with, but only 4 tens blocks. His friend Jose said,

“You can still make 261 with the blocks you have.”

Explain how he can.

- Find at least three different ways to make 125 using hundreds, tens and ones.

## **Conceptual Understanding Warm up (4.NF.A):**

Write a number that is greater than  $\frac{1}{5}$  and less than  $\frac{1}{4}$ .





# Agenda

Warm Up

Learning Objectives

Cognitive Demands

Math Activities

Task Analysis Guide

Example of Use (Modeled)

Small-Group Work Time



## **Learning Objectives:**

- Teachers will Identify Lower-Level and Higher-Level Cognitive Demands in Mathematical Tasks
- Teachers will Evaluate Mathematical Cognitive Demands Using the Task Analysis Guide
- Teachers will Develop Processes to Create and Maintain Cognitively Complex Mathematical Classroom Tasks (HOT Questions & Graphic Organizers)



# Overview of the Mathematical Task Framework

- TASKS - as they appear in curricular / instructional materials
- TASKS - as set up by teachers
- TASKS - as implemented by students
- STUDENT LEARNING

Source: Stein, M. (2009). *Implementing standards-based mathematics instruction: A casebook for professional development* (2nd ed.). Reston, Va.: National Council of Teachers of Mathematics (Pg. xviii)



## **The Importance of Identifying Cognitive Demand Levels**

- Identifying Lower-Level and Higher-Level Cognitive Demands allows one to match tasks with the goals for student learning by looking beyond superficial task features and incorporate student needs.



# Differentiating Levels of Cognitive Demand

Memorization Tasks

Procedures without Connections Tasks

Procedures with Connections Tasks

Doing Mathematics Tasks

(Hierarchy from low to high)



Source: Stein, M. (2009). *Implementing standards-based mathematics instruction: A casebook for professional development* (2nd ed.). Reston, Va.: National Council of Teachers of Mathematics (Pg. 3)



## A Mathematics Activity

### Martha's Carpeting Task

Martha was recarpeting her bedroom, which is 15 feet long and 10 feet wide. How many square feet of carpeting will she need to purchase?

As a group, please note: What did you do? How/why did you do that? What did you learn? What questions remain?

Source: Stein, M. (2009). *Implementing standards-based mathematics instruction: A casebook for professional development* (2nd ed.). Reston, Va.: National Council of Teachers of Mathematics (Pg. xvi)



## Another Mathematics Activity

### The Fencing Task

Ms. Brown's class will raise rabbits for their spring science fair. They have 24 feet of fencing with which to build a rectangular rabbit pen to keep the rabbits.

- A. If Ms. Brown's students want their rabbits to have as much room as possible, how long would each of the sides of the pen be?
- B. How long would each of the sides of the pen be if they had only 16 feet of fencing?
- C. How would you go about determining the pen with the most room for any amount of fencing? Organize your work so that someone else who reads it will understand it. What did you do? How/why did you do that? What did you learn? What questions remain?

Source: Stein, M. (2009). *Implementing standards-based mathematics instruction: A casebook for professional development* (2nd ed.). Reston, Va.: National Council of Teachers of Mathematics (Pg. xvii)

## Discussion

- What did you do to solve the problems?
- What types of conversations did you have?
- How do these two problems differ?
- How might these differences affect student learning?

Video (Optional)

[Leprechaun Traps](#)





# The Task Analysis Guide

## Memorization Tasks

- Reproducing previously learned facts, rules, formulae, or definitions
- Task is too short for procedures
- Task is an exact reproduction
- Task has no connection to concepts or meaning that underlie facts, rules, formulae, or definitions.

Source: Stein, M. (2009). *Implementing standards-based mathematics instruction: A casebook for professional development* (2nd ed.). Reston, Va.: National Council of Teachers of Mathematics (Pg. 6)





# The Task Analysis Guide

## Procedures without Connections Tasks

- Algorithmic, specific procedure called for based upon previous instruction, experience, or tasks
- There is little ambiguity about what needs to be done
- Task has no connection to the concepts or meaning that underlie the procedure being used
- Task requires no explanation

Source: Stein, M. (2009). *Implementing standards-based mathematics instruction: A casebook for professional development* (2nd ed.). Reston, Va.: National Council of Teachers of Mathematics (Pg. 6)



# The Task Analysis Guide

## Procedures with Connections Tasks

- Use of procedures for the purpose of developing deeper levels of understanding or mathematical concepts and ideas
- Suggest broad pathways for concept connections
- Multiple representations to develop meaning
- Cognitive effort requires students to engage with conceptual ideas that underlie the procedures to successfully complete the task and develop understanding

Source: Stein, M. (2009). *Implementing standards-based mathematics instruction: A casebook for professional development* (2nd ed.). Reston, Va.: National Council of Teachers of Mathematics (pg. 6)

# The Task Analysis Guide

## Doing Mathematics Tasks

- Require complex, non-algorithmic thinking
- Require students to explore and understand the nature of the mathematical concepts, processes, or relationships
- Demands self-monitoring of cognitive process
- Require student to access relevant knowledge
- Require students to analyze task for constraints that may limit options
- Require considerable cognitive effort, some anxiety due to unpredictable nature of solution

Source: Stein, M. (2009). *Implementing standards-based mathematics instruction: A casebook for professional development* (2nd ed.). Reston, Va.: National Council of Teachers of Mathematics (Pg. 6)



## **Gaining Experience Analyzing Cognitive Demands**

In small groups, examine Tasks A-H and differentiate the levels of cognitive demand using the Task Analysis Guide. Place each of the eight tasks into one of the four cognitive demand categories.



## Discussion

- What are our areas of agreement?
- In what areas did we uncover disagreement?
- How can this activity help develop shared meanings in mathematical tasks?
- What questions remain?

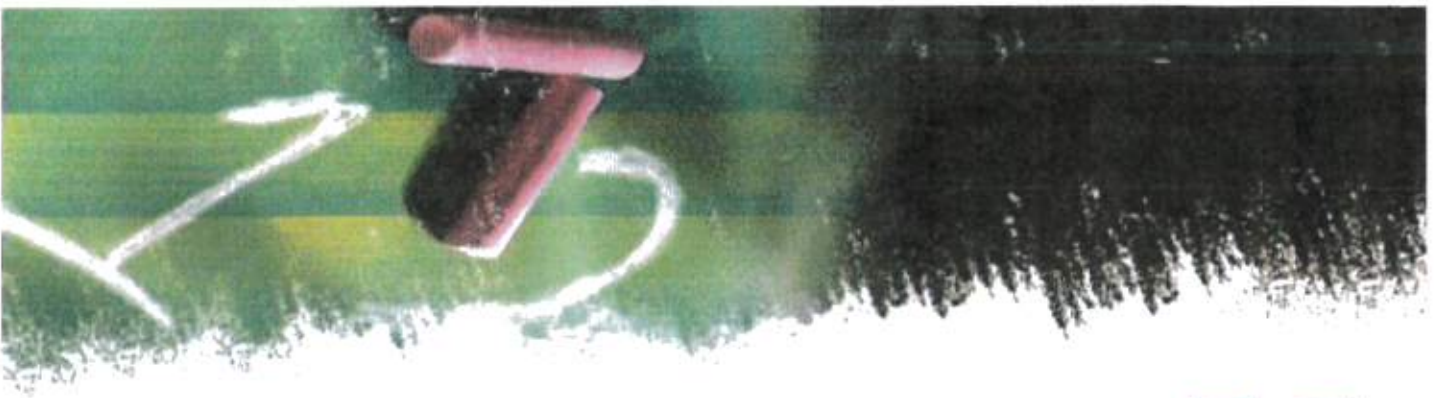




## **Factors that Reduce Cognitive Demands**

- Routines, procedures, teacher take-over
- Focus on correctness
- Limited time
- Poor classroom management
- Inappropriate task alignment
- Poor accountability

Source: Stein, M. (2009). *Implementing standards-based mathematics instruction: A casebook for professional development* (2nd ed.). Reston, Va.: National Council of Teachers of Mathematics (Pg. 16)



## **Factors that Maintain Cognitive Demands**

- Scaffolding
- Students monitor their progress
- Use of high-level performance models
- Sustained accountability
- Tasks build upon prior knowledge
- Teacher draws frequent conceptual connections
- Sufficient time to explore

Source: Stein, M. (2009). *Implementing standards-based mathematics instruction: A casebook for professional development* (2nd ed.). Reston, Va.: National Council of Teachers of Mathematics (Pg. 16)



## Discussion

Review the tasks and patterns that maintain or reduce cognitive demands

How can you work to maintain higher-levels of cognitive demands?

What common factors help assure cognitive demand maintenance?

How might this look in your classroom?



## **Example: K-1**

Eureka Math Module 1 - Lesson 6

Lesson 1.6 “Put Together” p.93

Task Analysis

HOT Question(s)

Graphic Organizer(s)



## **Example: 2-5**

Eureka Math Module 5 - Lesson 18

Lesson 5.18 Comparing Fractions p.21

Task Analysis

HOT Question(s)

Graphic Organizer(s)





## **Wrap-Up & Small-Group Work**

Questions?

Use tools to analyze upcoming lesson and adjust as needed.

## **Work Cited**

Stein, M. (2009). *Implementing standards-based mathematics instruction: A casebook for professional development* (2nd ed.). Reston, Va.: National Council of Teachers of Mathematics



**From:** John Epstein <John.Epstein@PCA.k12.de.us>

**To:** Chuck Taylor (pcacharles@aol.com) <pcacharles@aol.com>

**Subject:** 4th Grade Eureka Math

**Date:** Tue, Sep 6, 2016 12:14 pm

**Attachments:** g4\_m1\_teacher\_edition\_v1\_3\_1.pdf (24336K), g4\_m1\_student\_wkbook\_v1\_3\_1.pdf (1164K), g4\_m1\_addtl\_matrls\_v1\_3\_1.pdf (683K)

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Eureka Math 4<sup>th</sup> grade example attached...

Thanks and have a great day,

*John*

John A Epstein, Ed. D.

Director of Curriculum

Providence Creek Academy

273 West Duck Creek Road

PO Box 265

Clayton, DE 19938

302-653-6276 x104

[john.epstein@pca.k12.de.us](mailto:john.epstein@pca.k12.de.us)

**From:** John Epstein <John.Epstein@PCA.k12.de.us>  
**To:** Erschen Audrey <Audrey.Erschen@pca.k12.de.us>; Chuck Taylor (pcacharles@aol.com) <pcacharles@aol.com>  
**Subject:** Math Curriculum Meeting - DRAFT  
**Date:** Wed, Sep 7, 2016 9:00 am

Good Morning PCA Faculty (Math teachers especially),

Evolution: The development from a simpler to a more complex form.

When the Common Core State Standards in mathematics (CCSS-M) were created, three key fundamental shifts were noted. 1) Greater focus on fewer topics; 2) Coherence: Linking topics and thinking across grade levels; and 3) Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity. The three shifts and the adoption of the CCSS-M highlighted a deficit in the curriculum materials schools had been using to support effective math instruction and the anticipated high achievement results desired for all students. Some publishers hurried to adapt their materials with claims of alignment with the CCSS-M. Others, however, took a different approach. Their approach involved writing their curriculum materials from the perspective of the progressions embedded in the CCSS-M. One such evidence-based program that has shown its effectiveness is Eureka Math (also known as Engage NY).

Studies about the 90/90/90 schools (90% free and reduced lunch, 90% ethnic minorities, 90% of students meeting high academic standards) demonstrate several key aspects for school success. Among the aspects are; focus on academic achievement, clear curriculum choices, and frequent assessment of student progress with multiple opportunities for improvement. Providence Creek Academy does not face the same challenging factors as the 90/90/90 schools; we can aspire to reach similar high academic goals. Below is a chart illustrates PCA's math proficiency scores from the Smarter Balanced assessments from the past two school years.

Grade	2014-2015	2015-2016
3	76%	73%
4	90%	66%
5	96%	49%
6	37%	44%
7	38%	59%
8	19%	34%

Although our scores compare favorably with other Delaware schools, we have significant room to improve to reach the levels of the 90/90/90 schools.

**This year we will implement a new math curriculum: Eureka Math**

Please review the materials in the Teachers shared drive (T:\Math Units\Eureka Math).

I am soliciting your assistance to inform me how best to support you through this evolution of our math program. As a start, in addition to our PLCs, we will have professional learning opportunities for deeper discussions as we implement our new curriculum. Details will be shared during our meeting next Wednesday. This is an exciting time at Providence Creek Academy.

Thanks and have a great day,

*John*

John A Epstein, Ed. D.  
 Director of Curriculum  
 Providence Creek Academy  
 273 West Duck Creek Road  
 PO Box 268

8/1/2017

Math Curriculum Meeting - DRAFT

Clayton, DE 19938

302-653-6276 x104

[john.epstein@pca.k12.de.us](mailto:john.epstein@pca.k12.de.us)



**From:** John Epstein <John.Epstein@PCA.k12.de.us>  
**To:** Black Kristen <Kristen.Black@pca.k12.de.us>  
**Cc:** Norvell Dawn <Dawn.Norvell@pca.k12.de.us>; Powell Katie <Katie.Powell@pca.k12.de.us>; Johnson, Brandilyn <Brandilyn.Johnson@PCA.k12.de.us>; Erschen Audrey <Audrey.Erschen@pca.k12.de.us>; Chuck Taylor (pcacharles@aol.com) <pcacharles@aol.com>  
**Subject:** RE: First grade math  
**Date:** Thu, Sep 15, 2016 8:42 am

---

Good Morning Kristen,

I look forward to assisting the 1st grade team in their implementation of our new curriculum. I appreciate your teams' commitment to our endeavor...

Thanks and have a great day,

*John*

John A Epstein, Ed. D.  
Director of Curriculum  
Providence Creek Academy  
273 West Duck Creek Road  
PO Box 265  
Clayton, DE 19938  
302-653-6276 x104  
[john.epstein@pca.k12.de.us](mailto:john.epstein@pca.k12.de.us)

---

**From:** Black Kristen  
**Sent:** Thursday, September 15, 2016 8:33 AM  
**To:** John Epstein  
**Cc:** Norvell Dawn; Powell Katie; Johnson, Brandilyn  
**Subject:** First grade math

Good morning,  
Thank you for your flexibility with first grade and our new math curriculum. We will be starting the new curriculum full time around Friday October 7th.  
We would also like to go over the first lesson during our plc next week.  
Thanks again!  
First grade team

*Kristen Black*

First Grade Teacher  
Providence Creek Academy  
273 W Duck Creek Road  
Clayton, DE 19938  
302-653-6276

**From:** John Epstein <John.Epstein@PCA.k12.de.us>

**To:** Erschen Audrey <Audrey.Erschen@pca.k12.de.us>; Chuck Taylor (pcacharles@aol.com) <pcacharles@aol.com>

**Cc:** Paris, Brandon <Brandon.Paris@pca.k12.de.us>

**Subject:** Eureka Math Student Workbooks

**Date:** Mon, Sep 19, 2016 7:15 am

**Attachments:** gk\_m1\_student\_wkbook\_v1\_3\_2.pdf (5847K), g1\_m1\_student\_wkbook\_v1\_3\_1.pdf (5559K), g1\_m1\_addtln\_matrls\_v1\_3\_3.pdf (2262K), g2\_m1\_student\_wkbook\_v1\_3\_1.pdf (790K), g2\_m1\_addtln\_matrls\_v1\_3\_1.pdf (882K), g3\_m1\_student\_wkbook\_v1\_3\_1.pdf (3768K), g3\_m1\_addtln\_matrls\_v1\_3\_1.pdf (2489K)

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Good Morning All,

We need to arrange for Duck Creek Printing to print 85 copies of the attached student workbooks. The gk m1 file should be printed in color; the others are all black and white. What process do we use to accomplish this ordering task?

Thanks and have a great day,

*John*

John A Epstein, Ed. D.  
Director of Curriculum  
Providence Creek Academy  
273 West Duck Creek Road  
PO Box 265  
Clayton, DE 19938  
302-653-6276 x104  
[john.epstein@pca.k12.de.us](mailto:john.epstein@pca.k12.de.us)

**From:** John Epstein <John.Epstein@PCA.k12.de.us>

**To:** Chuck Taylor (pcacharles@aol.com) <pcacharles@aol.com>; Erschen Audrey <Audrey.Erschen@pca.k12.de.us>

**Subject:** Eureka Math Homework Helpers

**Date:** Wed, Sep 28, 2016 6:36 am

---

Good Morning Chuck and Audrey,

Below is a link to the materials to which Paula Saxon referred during last night's board meeting. While I do not believe the texts are necessary for parents, we could post a link to parents advising them as to the availability (Although, that gives the impression the texts are needed). At \$14.95 per text, it is certainly not a resource we can supply to parents. Thoughts???

<https://eurekamath.teamcamelot.com/homework-helpers.php>

Thanks and have a great day,

*John*

John A Epstein, Ed. D.  
Director of Curriculum  
Providence Creek Academy  
273 West Duck Creek Road  
PO Box 265  
Clayton, DE 19938  
302-653-6276 x104  
[john.epstein@pca.k12.de.us](mailto:john.epstein@pca.k12.de.us)

**From:** John Epstein <John.Epstein@PCA.k12.de.us>

**To:** Grace Michelle <Michelle.Grace@PCA.k12.de.us>

**Cc:** Ferster Nathan <Nathan.Ferster@pca.k12.de.us>; Sara Pitcher <Sara.Pitcher@PCA.k12.de.us>; BLANCK AMBER <AMBER.BLANCK@christina.k12.de.us>; Tracey Hennessy <Tracey.Hennessy@PCA.k12.de.us>; Molly Aldridge <Molly.Aldridge@PCA.k12.de.us>; Chuck Taylor (pcacharles@aol.com) <pcacharles@aol.com>; Erschen Audrey <Audrey.Erschen@pca.k12.de.us>

**Subject:** RE: PLC time

**Date:** Thu, Oct 6, 2016 4:26 pm

---

Good Afternoon All,

The proposed plan is more than acceptable. Ideally, PLCs should function from a team/team leader driven agenda. I will attend to support and advise as needed. Please let me know what you need from me to support these endeavors. I appreciate your thoughtful consideration on what will be most productive for your team and your students. I have copied Audrey and Chuck on my reply as I want them to be aware of your professional judgment and your plans to support one another!

Thanks and have a great day,

*John*

John A Epstein, Ed. D.  
Director of Curriculum  
Providence Creek Academy  
273 West Duck Creek Road  
PO Box 265  
Clayton, DE 19938  
302-653-6276 x104  
[john.epstein@pca.k12.de.us](mailto:john.epstein@pca.k12.de.us)

---

**From:** Grace Michelle

**Sent:** Thursday, October 06, 2016 4:00 PM

**To:** John Epstein

**Cc:** Ferster Nathan; Sara Pitcher; BLANCK AMBER; Tracey Hennessy; Molly Aldridge

**Subject:** PLC time

Hi Dr. E,

The 4<sup>th</sup> and 5<sup>th</sup> grade team would like to use the next few PLC times to align some of our other math activities and lessons from learn zillion, and ready common core to our new Eureka Curriculum and map out our scope and sequence, up until our Smarter Balance testing. We need time to execute both short term and long term planning to implement the Eureka and become more familiar. We would also like to use this time to explore the resources that Mrs. Blanck found in the email you shared with us.

We feel going forward we would like to focus on planning and preparation so that we can ensure more student engagement and become more familiarized.

Would this be possible? Thank you for your consideration.

Michelle Grace-Adams  
Providence Creek Academy

5<sup>th</sup> Grade Teacher

302-655-6276 ext 215

## Curriculum Report November 2016

Our transition to Eureka Math curriculum has been largely successful. Although a few students (and teachers) had shared some difficulties originally with the use of the new concepts and strategies, classroom decorum and activities demonstrate a growing level of curriculum fidelity and student engagement across the grade levels. Teachers have also received training on how to use the Smarter Balanced interim assessment blocks and the Digital Library to help prepare students for the complexity of questions in math and English language arts on the Smarter Balanced spring statewide assessment. Students in 4<sup>th</sup> and 8<sup>th</sup> grade have also taken a practice test for the upcoming February 2017 National Assessment of Educational Progress (NAEP) assessments.

At the start of the second trimester, upper school students will have the opportunity to participate in a variety of electives. The electives are open to all students during our school's scheduled time for Response to Intervention (RTI). Some of the options include: pottery, book club, strength and conditioning, Intramural basketball, Intramural indoor soccer, study center/homework help, library research, tech lab, drama club, yearbook club, and student government. Students will be allowed to select their choices, and rotate through the offerings during the trimester. We thank all of the teachers involved in these programs for their continued support of the whole child education of our students and demonstrating their passions for these pursuits beyond the typical school subjects.

Our math specialist (Amanda Silcox) and our reading specialist (Jennifer Morris) have continue to oversee our baseline assessments using the Scholastic Math Inventory and Scholastic Reading Inventory to appropriately place our students in math and reading support groups, response to intervention (RTI). They both create targeted instructional plans, and provide our struggling students the opportunity to gain the foundational skills necessary to master grade level expectations during their RTI sessions. Students at or above grade level proficiency also have the opportunity to extend their learning in both the subject matter and/or in elective classes. During the first trimester, the specialists with their classroom teacher colleagues supported all 700 students at providence creek academy. A breakdown of their services is shown below:

Fw: Shea

Courtney Dowell

Tue 8/1/2017 10:22 AM

to: Taylor,Chuck <Chuck.Taylor@PCA.k12.de.us>;

Sincerely,

Courtney Dowell  
Providence Creek Academy  
DPASII Coordinator / Aftercare Lead  
302.653.6276 x234

---

**From:** John Epstein  
**Sent:** Friday, February 24, 2017 2:04 PM  
**To:** Courtney Dowell  
**Subject:** RE: Shea

Thank you!

Thanks and have a great day,

*John*

John A Epstein, Ed. D.  
Director of Curriculum  
Providence Creek Academy  
273 West Duck Creek Road  
PO Box 265  
Clayton, DE 19938  
302-653-6276 x104  
[john.epstein@pca.k12.de.us](mailto:john.epstein@pca.k12.de.us)

---

**From:** Courtney Dowell  
**Sent:** Friday, February 24, 2017 2:02 PM  
**To:** John Epstein  
**Subject:** Shea

I just did a walk through and they were working in their Eureka books, just FYI

Sincerely,

Courtney Dowell  
Providence Creek Academy

8/1/2017

Mail - Chuck.Taylor@FCA.k12.de.us

DPASII Coordinator / Aftercare Lead  
302.653.6276 x234



## Curriculum Report April 2017

The state testing window has opened and Providence Creek Academy's third through eighth grade students have begun reporting to the tech lab to take the Smarter Balanced Assessment. PCA's month of April testing calendar is for English Language Arts exams. There are two components to the testing. One activity is a computer adaptive multiple choice and short response section. The second activity is the performance task, whereby students read a selection and write a longer response to a writing prompt. The tech classes have been relocated to Mr. Lightcap's classroom in the upper school. I offer my thanks to Mr. Lightcap and Ms. Grier for their willingness to be flexible in sharing spaces to allow our tech classes to continue in a classroom setting and the state testing to occur in a central location.

Ms. Silcox (math specialist) and Ms. Morris (reading specialist) have created a calendar and plan for next year's benchmark testing and RTI (response to intervention) schedules. The plan will use our research-based curriculum as a measure of student progress and instructional strategies for students in need of support and/or enrichment. The purpose of the RTI planning is to establish set dates for certain classroom assessments (unit tests) to gauge student progress against end-of-year benchmarks to assure teachers have the information necessary to make appropriate decisions regarding student instructional needs. The plan also includes a decision-making flowchart that describes each step in the RTI process and the rationale to be used to determine appropriate placements and potential referrals to the instructional support team. The best-practices imbedded in the PCA RTI structure should increase academic performance in both ELA and math as well as reduce the amount of time students require remediation to gain skills they are lacking.

Purchase orders have been issued to secure our new guided reading curriculum and the continuation of our adoption of Eureka mathematics. Our guided reading curriculum texts are anticipated to arrive in early July. Training for our teachers in the full implementation of the guided reading program will occur in late August 2017. The continuation of Eureka mathematics will include purchases of student and teacher editions for grade levels kindergarten through eighth grade. Teachers will continue to have access to online resources for purposes of remediation and enrichment. The purchase of the pre-printed math workbooks will serve to reduce the amount of copying necessary to implement all facets of the Eureka math curriculum components. Teachers and students alike have shared how much more they have learned this school year in their conceptual understanding of mathematics and improved their problem solving abilities.

With the addition of a new PCA library media specialist, PCA's library is poised to undergo a major evolution into 21<sup>st</sup> century learning. The library will be reconfigured to best meet the needs of student grade spans (K-2, 3-5, 6-8) with soft spaces and visuals to encourage increased literacy and greater circulation of existing texts. The collection requires a significant purge to weed out the outdated and rarely circulated books. This task will facilitate easier navigation within the stacks and allow students to quickly peruse potential books for reading material. Instructional changes will occur beginning next school year as "Library" as a specials class becomes a graded school function. There are countless research and library skills that effective 21<sup>st</sup> century learners need to master to remain successful in school. I am eager to see the expected collaboration between the library, classroom teachers, and other specials classes.

**From:** Amanda Silcox <Amanda.Silcox@PCA.k12.de.us>  
**To:** pcacharles <pcacharles@aol.com>  
**Subject:** Aug 15 & 16 (2017) Math & Reading PD - Silcox & Morris  
**Date:** Wed, Jul 26, 2017 2:29 pm

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Good afternoon!

Here is the email that I sent out to the team leaders. I can email you the proposal that I sent to Dr E if you would like - it spells out how many teachers, etc.

I verbally clarified to some teachers that "per diem" means paid for the day, so 1/2 day = 1/2 day of pay.

*Amanda Silcox*  
*Math Specialist*  
*Providence Creek Academy*  
<http://pcasilcox.weebly.com/>

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**From:** Amanda Silcox  
**Sent:** Thursday, June 8, 2017 3:22 PM  
**To:** Taillon, Stephanie; Pawlikowski Tracy; Ferster Nathan; Muldoon Maurya  
**Cc:** John Epstein; Erschen Audrey; Knorr-Hayden Marjorie; Jennifer Morris  
**Subject:** August PD Eureka Math & Guided Reading

Dear Team Leaders,

Thank you for your time today! Per our conversation, Dr. E has scheduled a mandatory PD for Guided Reading teachers, Eureka teachers, and Special Educators. You will be paid per diem for your time. Lower School teachers will have a one hour lunch break on your own. Dr. E has advised that we will be able to have our computers.

Please see below for the schedule, and share this information with your team.

**Tuesday, August 15**

**K/1** - Guided Reading from 8:30 - 11:30; Eureka Math from 12:30 - 3:30  
**2** - Eureka Math from 8:30 - 11:30; Guided Reading from 12:30 - 3:30

**Wednesday, August 16**

**3/4/5** - Eureka Math from 8:30 - 11:30; Guided Reading from 12:30 - 3:30  
**6/7/8** ELA teachers: 8:30 - 11:30 only  
**6/7/8** Eureka Math teachers: 12:30 - 3:30 only

All grades/subjects: 11:30 - 12:30 lunch on your own.

We are excited for the new year...have a great summer!

Sincerely,  
Amanda & Jenn

*Amanda Silcox*  
*Math Specialist*

*Providence Creek Academy*

<http://pcasilcox.weebly.com/>



# Providence Creek Academy

## Charter School

August 1, 2017

Dear Staff,

We hope that you are enjoying your summer break and having fun. Can you believe it is August-just like that?!

We wanted to remind you that the August Professional Development training for Guided Reading and Eureka Math is still scheduled. As indicated previously, you will be paid your *per diem* rate for your attendance. Please see below the schedule for this training:

### Tuesday, August 15:

**Kindergarten and Grade 1** - Guided Reading from 8:30 AM to 11:30 AM  
Lunch on your own from 11:30 AM to 12:30 PM  
Eureka Math from 12:30 PM to 3:30 PM

**Grade 2** - Eureka Math from 8:30 AM to 11:30 AM  
Lunch on your own from 11:30 AM to 12:30 PM  
Guided Reading from 12:30 PM to 3:30 PM

### Wednesday, August 16:

**Grades 3, 4, and 5** - Eureka Math from 8:30 AM to 11:30 AM  
Lunch on your own from 11:30 AM to 12:30 PM  
Guided Reading from 12:30 PM to 3:30 PM

**Grades 6, 7, and 8 ELA teachers** - Guided Reading from 8:30 AM to 11:30 AM only

**Grades 6, 7, and 8 Math teachers** - Eureka Math from 12:30 PM to 3:30 PM only

Amanda and Jenn have been preparing for this exciting Professional Development. The purpose of this training is to enhance your teaching knowledge and delivery.

We look forward to seeing you.

Sincerely,

Chuck and Audrey



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Suite 1012 F 302 777 5306  
Wilmington, DE 19801 [www.delawarenonprofit.org](http://www.delawarenonprofit.org)

November 17, 2017

Providence Creek Academy Charter School  
273 Duck Creek Rd.  
Clayton, DE 19938

Attention: Mr. Chuck Taylor

Dear Mr. Taylor,

This letter is to certify that board excellence governance training was completed for the below listed board members of Providence Creek Academy Charter School in January, 2015. The 2015 board excellence work included the review of board best practices for charter schools.

Amy Santos  
Audrey Erschen  
Christian Craig  
Chuck Taylor  
Danielle Moore  
Gary Stulir  
Guy Cooper  
Lisa Moore  
Melissa Rhoads

Upon completion of the training, each individual received a certificate signed by the President and CEO and the Executive Vice President, Excellence Academy at DANA.

Please let me know if you need anything further from me.

Sincerely,

A handwritten signature in black ink that reads "Paul Stock". The signature is written in a cursive, flowing style.

Paul Stock  
Executive Vice President,  
Excellence Academy