



PROVIDENCE CREEK ACADEMY

ANNUAL REPORT

Report Date: January 15, 2024

Delaware Department of Education
Charter School Office
401 Federal Street, Suite 2
Dover, DE 19901
Phone: (302) 735-4020
Email: infocso@doe.k12.de.us
Homepage: <https://www.doe.k12.de.us/Page/2267>

I. OVERVIEW

1.1 SCHOOL PROFILE

Providence Creek Academy 273 West Duck Creek Rd, P.O. Box 265, Clayton, DE 19938 https://pcasaints.org/			
Year Opened	2002	District(s) of Residence	Smyrna School District
2022-23 Enrollment	730	Approved Enrollment	729
Current Grade Span	K-8	Approved Grade Span	K-8
School Leader(s)	Denise Stouffer	School Leader Phone & Email	(302) 653-6276 Denise.Stouffer@pca.k12.de.us
Board President	Lisa Moore	Board President Email	Lisa.Moore@pca.k12.de.us
Mission Statement: 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 STUDENT DEMOGRAPHICS

Enter the number of students on your waiting list (if applicable).

	2022-2023
Total Enrollment	730
Students on Waiting List	258
% Male	48.08%
% Female	51.92%
% African American	32.19%
% American Indian	0.68%
% Asian	1.92%
% Hispanic/Latino	5.07%
% White	50.41%
% Multiracial	9.73%
% Native Hawaiian or Other Pacific Islander	0%
%Special Education	9.73%
% English Language Learners	2.74%
% Low-Income	14.52%

1.3 APPROVED MINOR AND MAJOR MODIFICATIONS

Date	Modification Requested	Outcome
1/25/2019	Providence Creek Academy is seeking to modify approved calendar hours from 1342.50 to 1267.50 hours beginning SY2019/2020.	Approved
9/3/2019	Minor Modification to amend components of its educator evaluation process.	Approved
12/11/2019	Minor Modification to increase enrollment by 6% (40 students) for the 2020/2021 school year.	Approved
12/23/2021	Minor Modifications to increase enrollment by 14% (100 students) for the next five years effective 2022-2023 school year.	Approved
5/17/2022	Minor Modification to expand the school's building by seven (7) classrooms.	Approved

1.4 SCHOOL ENROLLMENT

	Approved Enrollment	30-Sep Enrollment Count	% of Actual Enrollment
K		100	
1		82	
2		80	
3		79	
4		79	
5		80	
6		81	
7		76	
8		73	
Total	729	730	100%

1. Explain successes or challenges of implementing the school's recruitment plan.

School Comments:

PCA has a great reputation as a rigorous academic school that provides children with a well-rounded program that includes Arts and Athletics. PCA has consistently had a waitlist of 200 or more children annually. In 2021, PCA was approved for a five- year plan to increase enrollment by 99 children. PCA began adding approximately 19 to 20 children per year in the SY2022/2023. PCA conducts community outreach through our PTO, school events, and community partnerships. The

school hosts events such as our Fall Fest Community Event, personalized schoolwide tours for any parent wishing to know more about PCA during the School Choice window, and by inviting community partners such as Pop Warner to utilize our space and resources.

1.5 SCHOOL REENROLLMENT

Reenrollment Rate is the percentage of students continuously enrolled in the school from one year to the next.

Grades	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
K	2	
1	78	97.5%
2	74	90.24%
3	67	85.9%
4	72	91.14%
5	72	92.31%
6	75	94.94%
7	61	77.22%
8	67	88.16%
Total/Avg	568	90.02%

2. Explain successes or challenges of implementing the school's retention plan.

School Comments:

While PCA is pleased to have a high student retention rate, we continually look at our data to determine how we can improve our practices to better support student retention. Our most recent data indicates that eighteen children moved out of state and six moved far enough away from the school that the bus ride would have been too far for the children. Based on this data, PCA has adopted new transportation software this year that will assist us in creating routes for our busses. We hope this system allows us to find better ways to reduce the time students are on busses allowing us to serve more children from across the state.

II. ACADEMIC PERFORMANCE

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeds expectations ratings – to best support all students. The [Delaware School Success Framework \(DSSF\)](#) outlines the accountability standards by which all Delaware public schools are measured. This state- and school-level data helps identify each school’s needs and determine how best to support students across the state.

DSSF measures the following areas to determine school success. This annual data is publicly available on the [Delaware Report Card](#).

- Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
- Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school
- School quality/student success – On-track attendance (K-12), science proficiency (grades 5, 8 and biology), social studies proficiency (grades 4, 7 and 11), college/career preparedness (grades 9-12), and on-track in 9th grade
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

2.1 DELAWARE SCHOOL SUCCESS FRAMEWORK – SY 2022-2023

Indicators	Weight	Metric Value	Points Possible	Points Earned
Academic Achievement	30%		150	60 Approaching Expectations
Proficiency ELA (grades 3-8)	15%	44.46%	75	33
Proficiency Math (grades 3-8)	15%	35.53%	75	27
Academic Progress	40%		200	115 Well Below Expectations
Growth in ELA (grades 4-8)	15%	55.29%	75	41
Growth in Math (grades 4-8)	15%	58.40%	75	44
Growth of lowest quartile ELA (grades 4-8)	2.50%	70.47%	12.5	9
Growth of highest quartile ELA (grades 4-8)	2.50%	43.80%	12.5	5
Growth of lowest quartile Math (grades 4-8)	2.50%	73.19%	12.5	9
Growth of highest quartile Math (grades 4-8)	2.50%	53.37%	12.5	7
School Quality/Student Success	20%		75	49 Well Below Expectations
On Track Attendance (grade K-12)	10%	86.56%	50	43
Proficiency Science (Grades 5 and 8)	5%	22.17%	25	6
Proficiency Social Studies (Grades 4 and 7)	5%	N/A	N/A	N/A
Progress toward English Language Proficiency	10%	45.62%	N/A	N/A
Total	100%		425	224
<i>Overall Percentage / Rating</i>				52.71% Well Below Expectations

2.2 ACADEMIC PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

Providence Creek Academy's most recent DSSF ratings (2018-2019) are:

Indicators	Points Possible	Points Earned	Percent Points
<i>Academic Achievement</i>	150	91	61% Approaching Expectations
<i>Academic Progress</i>	200	144	72% Well Below Expectations
<i>School Quality/Student Success</i>	50	47	94% Exceeds Expectations
<i>Progress toward English Language Proficiency</i>	N/A	N/A	Not applicable
Overall	400	282	71% Meets Expectations

By September 2025, our expectation is to achieve an overall rating of "Meets" or "Exceeds" on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

3. Reflect on your school's academic performance in relation to the goals set forth in the performance agreement. Please reference the specific Delaware School Success Framework (DSSF) listed below. Highlight successes, challenges, root causes, and describe how the school will address the challenges.
 - a. Academic Achievement
 - b. Academic Progress
 - c. School Quality/Student Success
 - d. Graduation Rate (if applicable)
 - e. Progress toward English Language Proficiency

School Comments:

PCA firmly believes that the COVID-19 pandemic is continuing to impact the scores above. Last school year, PCA addressed these concerns by hiring additional paraprofessionals, an extra special education teacher, and another instructional coach to support learning loss in addition to free tutoring to support the individual needs of our students. PCA will continue to use digital platforms to support PCA curricula and address student learning gaps.

PCA continued to utilize Eureka Math, a HQIM in grades K-8. Teachers focused on promoting math discourse, implementing problem-solving strategies and re-establishing the level of rigor PCA encompassed pre-COVID. The math programs that support our Tier I Eureka curriculum include Dreambox, Zearn, Happy Numbers, Reflex, and Frax. In ELA, students utilized Literacy Pro, SORA, Scholastic WORD, Scholastic FIRST, and Listenwise. PCA's scores are showing improvement based on last year's benchmark data due to the utilization of these programs.

During the 2022/2023 school year, PCA continued to hold IST meetings. IST meetings were held to discuss students who were not making as much growth as their peers and to determine the next steps the team would take to ensure growth. Grade-level teachers attended the meeting, bringing data collected from class work, assessments, and informal observations to aid in the IST discussion.

PCA is continuing to have more support staff and resources to close the learning gaps. In addition, for the 2023/24 school year all grade level content teachers will also attend a Data PLC each week. During this PLC, teachers meet with the academic team to further analyze the results from the STAR benchmark assessment and Smart Balance (SBAC). Analyzing the data will provide teachers with more insights on the standards and skills the students need more support with and be able to better support that need during instruction, MTSS and tutoring.

PCA continues to implement the Scholastic Literacy reading curriculum with fidelity and its small group reading component for differentiated student instruction. This past school year, PCA expanded its FUNdations by Wilson curriculum to third grade in an effort to close COVID-related learning gaps. Altogether, FUNdations, Scholastic, and small group reading instruction provided a balanced literacy framework for our students.

Additionally, PCA expanded our Multilingual Learner Program by implementing additional instructional and language support during MTSS.

2.3 SUPPLEMENTAL ACADEMIC PERFORMANCE DATA

4. Provide any academic performance-related evidence, supplemental data, or contextual information. In this section, you may provide graphs and/or charts to supplement your narrative as Appendix 1.

School Comments:

PCA evaluates student achievement using state test scores and STAR benchmark assessments for Math and ELA. The charts below show STAR benchmark data for Spring 2023. STAR benchmark assessments were given at regular intervals to determine students' MTSS (Multi-Tiered Systems of Support) tier placement. MTSS targeted each student's instructional needs, helping to close academic gaps and achieve mastery of grade-level standards. Teachers and instructional coaches utilized Professional Learning Communities (PLC) to analyze data, determine tier placements, and for instructional planning. Throughout the year, grade-level teachers monitored and tracked student progress with support from the academic team. As student progress was made, MTSS groupings were adjusted accordingly.

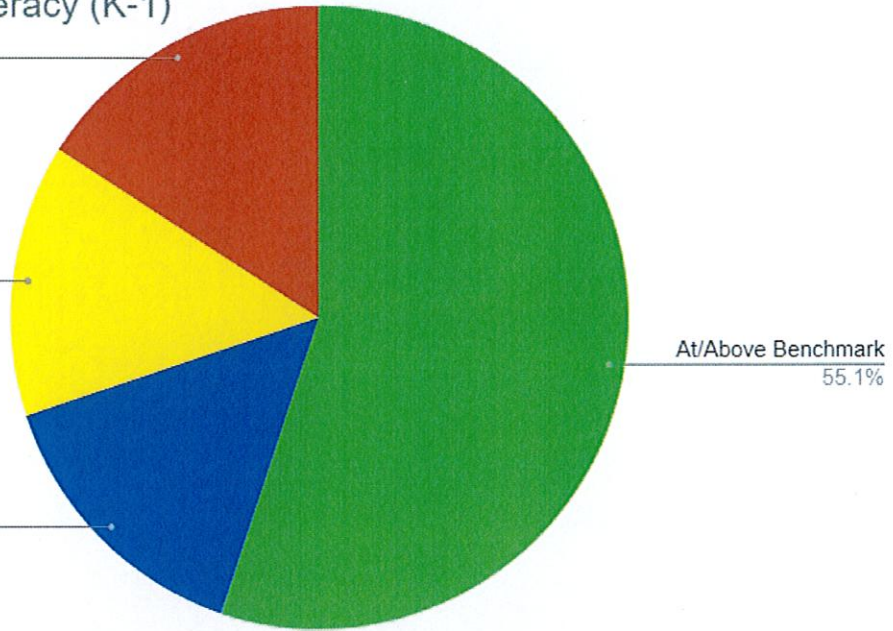
In addition to weekly PLCs, the academic coaches introduced "The Data Wall." The data wall displayed the students' STAR-scaled scores on sticky notes and was updated after each benchmark assessment. The wall was differentiated by grade level and tier placement for both math and reading. After each benchmark assessment, teachers physically moved their students' sticky notes to represent their adjusted STAR data and new tier placement. The data wall provided a visual representation of the growth our students made throughout the year.

STAR Early Literacy (K-1)

Urgent Intervention
15.9%

Intervention
14.2%

On Watch
14.8%

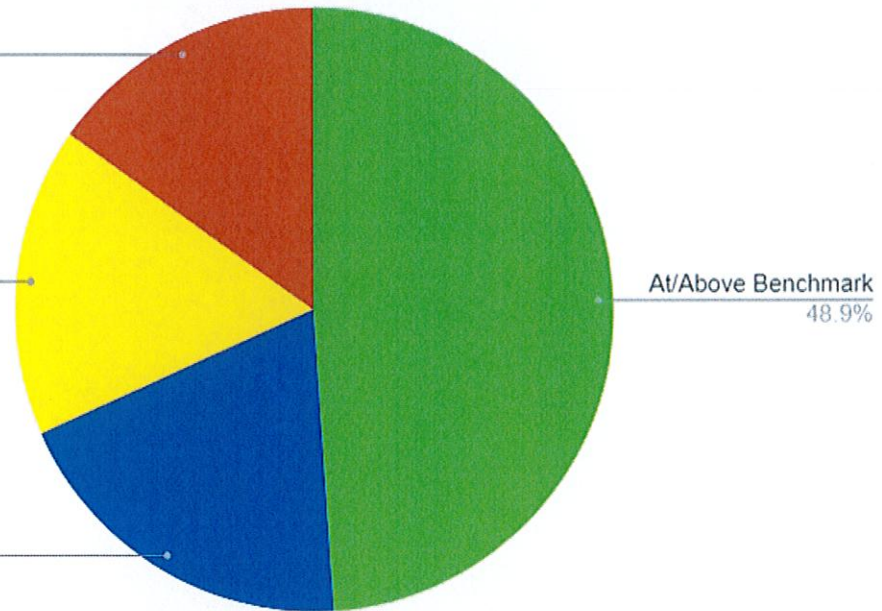


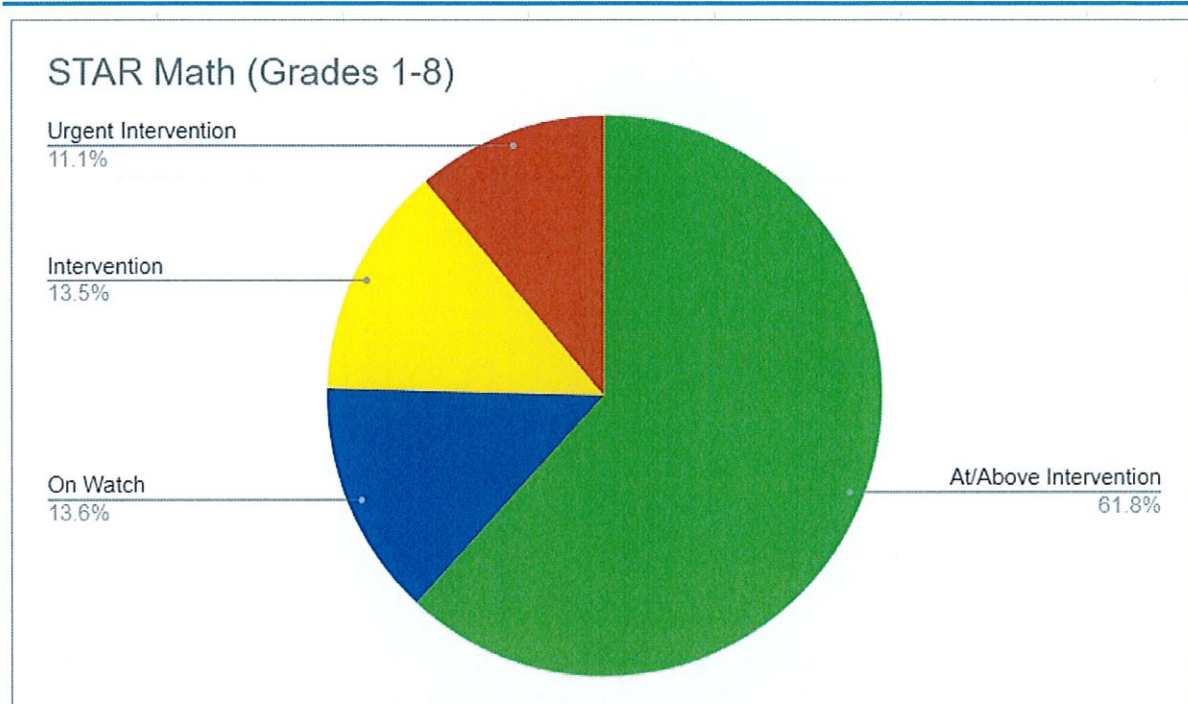
STAR Reading (Grades 2-8)

Urgent Intervention
15.1%

Intervention
16.6%

On Watch
19.3%





5. Reflect on other aspects of the school’s academic performance that may not be captured by the DSSF. Highlight successes, challenges, root causes, and describe below how the school will address the challenges.

School Comments:

Last year's annual report stated that PCA recognized its academic challenges in Science and Social Studies. After this determination, PCA hired a Science and Social Studies Instructional Coach to support student growth in these two content areas. The instructional coach held weekly content-specific PLCs to support teacher implementation of the Social Studies curriculum. Along with PLC support, teachers also received professional development from the instructional leaders at SAVAAS. PCA participated in the state through assessments for the 2022/2023 SY, which collected data that will be used to drive instruction and further student growth in the new school year.

Furthermore, PCA remained an active member of the Delaware Science Coalition and continued to utilize the provided science kits. We worked hard in grade-level PLCs to ensure all science instruction was aligned to NGSS standards. In addition, teachers were provided with resources and materials to help them truly embrace the spirit of NGSS. Teachers focused on engaging students in “doing” science and helping them understand the *how* and *why* behind the scientific concepts explored in class. PCA also began to utilize the End-of-Unit assessments provided by the state and created a plan for gathering data from these assessments to help guide instruction.

6. Provide and reflect on additional information regarding academic-related indicators your school would like the Accountability Committee to consider. (This could include social and emotional development, attendance and retention, student engagement, student discipline, and others as appropriate.) Highlight successes, challenges, root causes, and describe how the school will address the challenges.

School Comments:

PCA has successfully implemented several programs to support the social emotional needs of our students, which resulted in PCA receiving the 2023 Lt. Governor’s Challenge Wellness Leadership Award. PCA’s Farm and Art Therapy program to support children with social emotional barriers were the catalysts to us winning this honor. PCA expanded these programs this school year to include additional play and other therapies that are research-evidenced to support the mental health of children.

PCA has a tiered support system for students to support social emotional development, student engagement, and to prevent retention including a free after school tutoring program, schoolwide PBIS, Leadership Licenses for High Achieving students, National Junior Honor’s Society, an award winning Purple Star Program for our military connected youth, and a comprehensive Student Support Team that includes a Dean of Students, and Behavioral Interventionist.

Similar to other schools across the nation, PCA identified the need to decrease the number of children that were chronically absent and a need to increase the mental health supports for children in school. For SY23/24 PCA added a School Counselor, increased individualized therapeutic supports, and added an Attendance interventionist to our Student Support Team to improve attendance and support engagement.

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 ORGANIZATIONAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

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 & School Management	Reporting & Requirements	Student Rights	Teacher Certification and Hiring		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2022-23	M	M	AS	M	M	M	M	M	M	M	Meets Standard

M: Meets Standard
 AS: Approaching Standard
 F: Far Below Standard

3.2 ORGANIZATIONAL PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 2025, our expectation is to achieve an overall rating of “Meets,” as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those expectations. This progress will be monitored through our annual performance review.

7. Describe the school's organizational performance during school year 2022-23. (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: PCA and its Board of Directors is proud to have met overall Organizational Performance Framework this year and consistently throughout its charter. PCA's Board of Directors goes above and beyond to ensure the organizational success of the school.

8. Discuss management and operations successes and challenges during the 2022-23 school year. Areas you may want to consider as appropriate:
- School leadership
 - Day-to-day operations including: transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement

School Comments:

PCA is proud of its ability to maintain and sustain its school operations throughout and after the pandemic. PCA's faculty is the true testament as to why this school is so incredibly successful. In SY 2022-2023 PCA faced the same struggles as faced by our national peers. Throughout this time, PCA was able to maintain the school's daily operations including: transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement.

9. Address any measure(s) where the school did not meet standard or is approaching standard (if applicable).

School Comments:

PCA was monitored by the Department on February 7, 2023. On April 17, 2023, PCA was found to be in compliance with 17 of the 18 areas assessed by the Department. PCA was identified as having five individual student files out of compliance in one area for not including enough information in the ESR to document the evaluation and eligibility determination. PCA's corrections were completed, all follow-up meetings were held, and these corrections were sent to the Department

before June 30, 2023. At the time of this annual report, the Department has closed out the corrections section of the process.

3.3 AT-RISK STUDENTS, STUDENTS WITH DISABILITIES, AND ENGLISH LANGUAGE LEARNERS

10. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, gifted and talented students, or Multilingual Learners.

School Comments: PCA conducted a staff development for our Special Education team and our School Psychologist to review the needed revisions to the ESR's and how to meet the highest standards in the future. PCA will continue to attend trainings held by ECR as it has in the past to ensure that we are meeting and exceeding standards relating to children with disabilities.

11. Describe any changes or enhancements to the process by which at-risk students, students with disabilities and gifted and talented students are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments:

PCA uses a comprehensive Child Find system annually to identify children with disabilities upon enrollment in kindergarten. The Child Find system is further supported by comprehensive IST and MTSS systems to ensure the identification of children throughout the year(s). PCA's Tier 1 curricula for Math and Reading includes tiered small group instruction within the classroom that is based on the needs of the child. These groups are continuously monitored and changed based on the needs of the learner. Small group instruction allows gifted/talented, on grade level, and struggling learners to receive enrichment and remediation as needed throughout the year.

PCA's systems of enrichment also include National Junior Honor's Society, and Odyssey of the Mind programs.

12. Describe any changes or enhancements to the process by which Multilingual Learners are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments:

PCA follows all requirements for ensuring Multilingual Learners are properly identified and supported with the right services. Additionally, PCA sends home annual letters informing parents of their child's MLL classification and an information sheet explaining their child's current ACCESS scores. The teachers of ML students meet with the instructional support team regularly to prepare and plan instruction that supports ML learners. PCA ensures that all ACCESS testing requirements are followed and instructional supports are in place for ML students.

3.4 GOVERNANCE AND REPORTING REQUIREMENTS

13. Describe how the board has provided oversight in the areas of academics, finance, and operations, including legal compliance.

School Comments:

PCA Board of Directors meets monthly to review and vote upon all governance matters of the school. The Board of Directors has an established set of policies for the school which are reviewed regularly. The Board has two standing committees that have led to the school's success especially in the areas of financial and organizational performance. A member of the Board sits on the CBOC and reports monthly on the school's financial position. The Board also has a Governance Committee which is made up of three members of the Board. This committee comes to the school every quarter to ensure that the school is in compliance with the Board established policies.

14. Discuss board-related success and challenges during school year 2022-23. Areas you may want to consider as appropriate include:
- Membership and recruitment
 - New member induction and ongoing governance training
 - Meeting attendance
 - Board self-evaluation
 - Progress on particular board-level projects

School Comments:

The Board posts open board positions publicly at the school, in the school newsletter, and on the school's Facebook account. The Board has most recently added a non-voting emeritus member to the Board. This member obtains the full benefit of the Board experience and training while allowing for a succession position as openings occur.

The Board ensures all members attend governance training in accordance with Code. The Board uses the available online trainings provided by the Department as well as trainings held by the Delaware Alliance for Nonprofit Advancement to provide added information to ensure the board is well versed on the topics of governance and strategic planning. To further support on-going training of the Board, members also participate in trainings and conferences held by the Delaware Charter School Network and Department of Education.

15. Describe the process used by the board to evaluate school leadership.

School Comments:

The Board evaluates the Head of School in conjunction with Delaware Code. The process that the Board utilizes is similar to the evaluation process utilized for superintendents. The Board's evaluation for SY22/23 was based on the Head of School's ability to meet and exceed the school's outcomes of the strategic plan.

16. Describe the school's process for success planning including identification, development, and retention of school leaders.

School Comments:

PCA's internal teams were specifically designed to identify, develop, and retain school leaders. Our management team includes a Dean of Academics, Dean of Students, Transportation Supervisor, Facilities Manager, Café Manager, Human Resources Coordinator, and Business Coordinator that are direct supports to the Head of School. Each of these management positions are then supported by one or more Lead/Assistant Manager/Instructional Coaching positions. The team of Deans and Managers play an active role in the strategic planning for the school. Teams also examine schoolwide data regularly to determine annual goals, tasks, and activities that align to the strategic plan. Accomplishing annual goals includes processes by which each Dean/Manager works with his/her individual teams to achieve those goals. PCA is proud of the number of faculty that have promoted within our organization as the school has grown over the last five years.

-
-
17. Share how the board supports the school. Speak to the board’s involvement in events, operations, and fundraising activities.

School Comments:

The Board is highly involved in school activities and support the school in its events, operations and fund-raising activities. All but one member of the Board are current or past parents of the school which results in a membership of individuals invested in the school’s success. There is typically at least one member of the Board at all of the schoolwide events. The Board has a Governance Committee that meets with the school’s leadership every quarter to review school operations that includes a review of documents relating to the school’s implementation of Board approved policies and procedures. There is a Board member that sits on the CBOC and reports monthly to the whole Board on the fiscal management of the school. Board members attend schoolwide events such as concerts, Arts Nights, Fall Festivals, sporting events, and graduation. More importantly, Board members come to campus on a regular basis to drop off their children, support the school’s leadership with data discussions, and to visit with guests of the school to support its overall mission and vision. PCA’s Board is very special in the fact that members understand their roles as governance leaders but are always willing to support the school with projects, ideas, and initiatives.

3.5 STUDENTS AND SCHOOL ENVIRONMENT

18. Describe how the school solicits feedback from parents and students regarding satisfaction with the school. Provide summary data and reflect on the feedback. How does the school use this information to inform ongoing school improvement?

School Comments:

PCA solicits feedback from parents through surveys sent out throughout the year, to forming internal committees that include parents, to posting and sharing feedback from parents on policies and school procedures. In the SY22/23 school year, PCA sent out several surveys to get student and parent feedback including surveys regarding policy changes, student dress code, master schedule changes, grading policies, Code of Conduct, and strategic planning. Surveys are sent to our stakeholders via email, Dojo/Remind Applications, Facebook, and in our monthly newsletter. Feedback from surveys are presented to the Board when considering all changes. Feedback from surveys is used to determine when and if changes are made.

The school's internal Code of Conduct Committee is one example of how stakeholder data is used. In SY22/23 a Code of Conduct Committee was formed that included three parent representatives and our Dean of Students. This Committee then formulated a survey what was sent to the PCA Community to collect its feedback on the suggested changes. After collecting the data, it was clear that the greater school community wanted to see clarification to the school's dress code. The Committee created a second survey to send out to parents to ensure that the recommended changes were aligned to the wishes of the greater community. In SY22/23, the school initiated a pilot program that would allow school student leaders to hold a license that would permit them to wear clothing outside of the regular dress code. This program, again based on student and parent feedback, was expanded for SY23/24.

Data, such as the survey data, has also led to other changes including changes to the grading policy, master schedule, and prior to the start of SY23/24, PCA's Board of Directors adopted changes to the Code of Conduct.

While data collection is very important, PCA also prides itself on its relationships with our families. All school leaders regularly meet with parents, including the PTO to receive feedback. These small group and individual meetings lead to the leadership team seeking feedback in general, or for specific reasons from our greater schoolwide community.

3.6 TEACHER RETENTION

Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teacher staff?

Note: Complete the table below.

SCHOOL YEAR	PERCENT OF TEACHERS RETAINED	NUMBER OF TEACHERS RETAINED	NUMBER OF TEACHERS ELIGIBLE
2022-23	80%	36	45

19. Explain successes or challenges of implementing the school's teacher retention plan.

School Comments:

Of the teachers that we asked to return for SY23/24, 43% of the teachers did not return because they were moving out of the state. Another 43% did not return due to health, family, and/or childcare related issues beyond the scope of the school. We had one teacher leave due to pay.

The greatest challenge PCA has faced within our control is our ability to remain competitive with the salary scales of New Castle County School Districts and neighboring states. Most of our funding comes from Kent County. The students we receive from New Castle County bring in three to four times funding of the rest of our population. While we have made great strides in our pay scale, the disparity in the funding from surrounding states and New Castle compared to Kent County, will require us to continue to be creative in attracting and retaining teachers.

In the end of the SY22/23 school year, PCA was able to create a bonus structure that benefits all teachers with five or more years at Providence Creek Academy. This bonus structure ensures that PCA teachers are meeting or exceeding the pay scales of our surrounding Kent County Schools.

20. Describe how the school's professional development plans have evolved to support teachers and leadership.

School Comments:

PCA's system of Professional Development has evolved greatly over the last five years. In this last school year, PCA's professional development plans continued to be included as a part of our overall strategic plan that is reviewed and revised annually based on the data from local assessments, SBAC, data from eSchool, and stakeholder feedback. PCA has a system of differentiated professional development that includes New Teacher Bootcamp, Overall Academic Professional Development, weekly PLCs which include two content PLC's, an MTSS PLC, team planning PLC, and data PLC, and a strong mentoring program for all new teachers including teachers new to PCA. It should be noted that the master schedule of PCA allows for uninterrupted planning as well as a time

for PLC's. As PD is implemented annually, that PD is then incorporated into the New Teacher Bootcamp program. Professional development is provided to schoolwide and then incorporated into PLC's to ensure proper implementation and follow-up. While this is not a system new to PCA, this system has evolved over the last three years to become what it is today.

Professional Development in SY22/23 was centered on:

Science: NTGG, Standards alignment and implementation of the science skits and assessments.

Social Studies: SAVASS and the implementation of Social Studies Assessments

Math: Creating and implementing Tier 1 differentiated small groups in math and utilizing math applications to close academic gaps.

Reading: Creating and implementing Tier 1 differentiated small groups in reading and utilizing reading applications to close academic gaps. For K-2 PD also focused on implementation of FUNdations for grades K-2.

Academics Overall: Ensuring rigor of assessments align with standards and data driven PLC's including using data for MTSS and small groups.

Social Emotional: Identification and implementation of therapeutic programs to support Tier II & III students and creating and implementing programs for military families.

Leadership: How to establish, implement, and measure Wildly Important Goals as a comprehensive team. The Leadership Team also participated in professional development and information sharing sessions with the state's Communication & Collaboration Committee, Science Consortium, Literacy Collation, Math Collation, Reading Cadre, Math Cadre, Science Coalition, Social Studies Coalition, Pupil Accounting Coordinators, and District Test Coordinators to name but a few.

21. Describe how the school's completion of educator evaluations has evolved.

School Comments:

PCA had its own teacher created system for teacher evaluations noted as PCAAT. PCA developed this system as the teachers were not pleased with the system of coaching and supports provided by DPAS. PCA's teachers are changing to the new teacher evaluation system DTGSS in SY23/24.

IV. FINANCIAL PERFORMANCE

The Financial Performance Framework is a reporting tool that provides the Department of Education with the necessary data to assess the financial health and viability of charter schools in its portfolio for the purposes of an annual review. The framework summarizes a charter school’s financial health while taking into account the school’s financial trends over a period of three years.

4.1 FINANCIAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

YEAR	Current Ratio (Working Capital Ratio)	Debt to Asset Ratio	Days Cash	Debt Service Payments / Loan Covenants	Aggregated Three-Year Total Margin	Cash Flow	Debt Service Coverage Ratio	Enrollment Variance	Student Retention	Financial Management & Oversight	OVERALL RATING
	1a	1b	1c	1d	2a	2b	2c	2d	3	4	
2022-23	M	M	M	M	M	M	M	M	Not Rated	M	Meets Standard

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

4.2 FINANCIAL PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 2025, our expectation is to achieve an overall rating of “Meets,” as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate performance aligned with those financial performance expectations. This progress will be monitored through our annual performance review.

22. Using the results contained in the Financial Performance Framework, describe the school’s financial performance during school year 2022-23. (This section is for the school to address any overall rating where the school has not met standard. The school will be able to address individual metrics in the sections below).

School Comments:

PCA is proud that we have continued to meet overall financial performance metrics.

23. Identify changes to financial practices that the school has implemented to improve the school's financial outcomes.

School Comments:

PCA has seen net positive changes for the last five years. The school began an expansion project in SY22/23 that is expected to be completed in SY23/24. PCA implemented a system for building reserves to ensure it was able to pay for and complete the expansion while maintaining a substantial reserve balance.

24. Address any measure(s) where the school did not meet the standard (if applicable).

School Comments:

Not Applicable

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

School Comments:

Not Applicable – PCA had no audit findings.

VI. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Providence Creek Academy
Location:	273 W. Duck Creek Rd. Clayton, DE 19938

I hereby certify that the information submitted in this annual report 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.

Lisa Moore

1/29/24

Signature: Chairperson of Board of Directors (or designated signatory authority)

Date

Print/Type Name:	Lisa Moore
Title (if designated):	Board President
Date of approval by board of directors:	1/29/24