



# PROVIDENCE CREEK ACADEMY

## ANNUAL REPORT

**Report Date: January 15, 2025**

**Delaware Department of Education**

Charter School Office

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## I. OVERVIEW

### 1.1 SCHOOL PROFILE

<b>Providence Creek Academy</b>   273 West Duck Creek Rd, P.O. Box 265, Clayton, DE 19938 <a href="https://pcasaints.org/">https://pcasaints.org/</a>			
<b>Year Opened</b>	2002	<b>District(s) of Residence</b>	Smyrna School District
<b>2023-24 Enrollment</b>	741	<b>Approved Enrollment</b>	708
<b>Current Grade Span</b>	K-8	<b>Approved Grade Span</b>	K-8
<b>School Leader(s)</b>	Denise Stouffer	<b>School Leader Phone &amp; Email</b>	(302) 653-6276 Denise.Stouffer@pca.k12.de.us
<b>Board President</b>	Lisa Moore	<b>Board President Email</b>	Lisa.Moore@pca.k12.de.us
<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 STUDENT DEMOGRAPHICS

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

	<b>2023-2024</b>
Total Enrollment	741
Students on Waiting List	254
% Male	47.23%
% Female	52.77%
% African American	33.87%
% American Indian	0.40%
% Asian	1.48%
% Hispanic/Latino	4.59%
% White	47.77%
% Multiracial	11.88%
% Native Hawaiian or Other Pacific Islander	0.00%
% Special Education	12.01%
% English Language Learners	2.16%
% Low-Income	15.79%

### 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		99	
1		102	
2		80	
3		79	
4		80	
5		81	
6		82	
7		71	
8		67	
<b>Total</b>	<b>764</b>	<b>741</b>	<b>97%</b>

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

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##### School Comments:

PCA's enrollment has grown over the last six years. With a waitlist of over 200 students, our school's appeal to the community is evident. PCA's community events and popular PTO are a consistently bring many people throughout the community onto our amazing campus. Our

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connection with the community is a large part of our recruitment strategy. Despite our school population growing by 20 students each year for the past three years, PCA has not struggled to meet enrollment requirements. PCA did choose to under-enroll in the SY23/24 in order to keep class sizes smaller to help address the needs of students resulting from the pandemic.

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## 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	6	
1	85	85%
2	78	95.12%
3	70	87.5%
4	73	92.41%
5	70	88.61%
6	73	91.25%
7	68	83.95%
8		84.21%
<b>Total</b>	<b>587</b>	<b>89.35%</b>

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

#### School Comments:

Since 2020, PCA has seen a significant increase in students leaving PCA due to out of state moves. We believe many of these moves are due to the increase in Military Connected Students who have parents that are relocated to other areas. We have also seen an increase in students leaving to go to other districts where they are able to play division I and II sports. While PCA has an amazing athletics program, we are not large enough to compete in higher divisions of DIAA Programs. PCA has partnered with local Pop Warner and Upward programs to provide additional athletic opportunities for our students to increase student retention.

## 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 9<sup>th</sup> 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 2023-2024

Indicators	Weight	Metric Value	Points Possible	Points Earned
<b>Academic Achievement</b>	<b>30%</b>		<b>150</b>	<b>64</b> Approaching Expectations
Proficiency ELA (grades 3-8)	15%	44.18%	75	33
Proficiency Math (grades 3-8)	15%	40.95%	75	31
<b>Academic Progress</b>	<b>40%</b>		<b>200</b>	<b>125</b> Approaching Expectations
Growth in ELA (grades 4-8)	15%	62.40%	75	47
Growth in Math (grades 4-8)	15%	63.52%	75	48
Growth of lowest quartile ELA (grades 4-8)	2.50%	59.63%	12.5	7
Growth of highest quartile ELA (grades 4-8)	2.50%	55.15%	12.5	7
Growth of lowest quartile Math (grades 4-8)	2.50%	64.06%	12.5	8
Growth of highest quartile Math (grades 4-8)	2.50%	65.86%	12.5	8
<b>School Quality/Student Success</b>	<b>20%</b>		<b>75</b>	<b>53</b> Approaching Expectations
On Track Attendance (grade K-12)	10%	91.57%	50	46
Proficiency Science (Grades 5 and 8)	5%	29.10%	25	7
Proficiency Social Studies (Grades 4 and 7)	5%	N/A	N/A	N/A
Progress toward English Language Proficiency	10%	N/A	N/A	N/A
<b>Total</b>	<b>100%</b>		<b>425</b>	<b>242</b>
<b>Overall Percentage / Rating</b>				<b>56.71%</b> 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
<b>Overall</b>	<b>400</b>	<b>282</b>	<b>71% Meets Expectations</b>

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

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#### School Comments:

PCA is proud of our students' continued progress during the 2023/2024 school year. PCA evaluated student achievement using state test scores and STAR benchmark assessments for Math and ELA. STAR benchmark assessments were given regularly 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

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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 continued to utilize “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 our students' growth throughout the year. After the fall STAR screening for reading and math, teachers worked with their grade-level team to create grade-level and classroom proficiency goals. The teachers developed an action plan for MTSS groupings and instruction to help achieve these goals. After the winter STAR screening, the teachers reflected on their growth and developed a new set of goals for the end-of-year screening.

During the 2023/2024 school year, PCA continued IST meetings. IST meetings were held to discuss students who were not making as much growth as their peers and next steps were determined. Grade-level teachers attended the meeting, bringing data collected from class work, assessments, MTSS instruction, and informal observations to aid in the IST discussion.

PCA continues to implement the Scholastic Literacy reading and writing curriculum with fidelity and its small group reading component for differentiated student instruction. In addition, PCA continues to use the systematic phonics program, FUNdations by Wilson for kindergarten to third grade. FUNdations curriculum focuses on phonological and phonemic awareness, phonics, fluency, and writing. FUNdations, Scholastic, and small group reading instruction provide a balanced literacy framework for our students.

Additionally, PCA continued to utilize Eureka Math, an HQIM in grades K-8. Teachers focused on promoting math discourse, implementing problem-solving strategies, and continuing to increase the level of rigor throughout instruction and assessments. PCA also began the curricular review process and plans to begin the pilot of Eureka Squared for the 24-25 school year.

PCA continued to improve our student's English language proficiency by incorporating professional learning on MLL instruction throughout the year during our content PLCs. The professional learning focused on supporting multilingual students in all content areas. Additionally, PCA continued to support multilingual students with instructional support groups, MTSS, and by offering tutoring.

PCA's 2023/2024 SY also reflected continued growth and focus on addressing academic challenges in science and social studies. PCA had previously identified areas for improvement in these subjects and took proactive steps to enhance student learning. Staff have continued to participate in

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facilitated weekly, content-specific PLCs, providing teachers with the tools and strategies to implement the social studies and science curriculums more effectively.

In the 2023-2024 school year, PCA participated in the state social studies through assessments for grades 4, 6, and 8. These assessments offered valuable data that continues to guide instructional decisions and drive further student growth. This data informs our strategies as we move into the 2024-2025 school year, ensuring we maintain a focused, data-driven approach to academic improvement.

PCA also remained an engaged member of the Delaware Science Coalition during the 2023/2024 SY where we continued to utilize science kits and collaborate on best practices. Through grade-level PLCs, we have worked to ensure that all science instruction is aligned with the Next Generation Science Standards (NGSS). Teachers continued to be provided with additional resources and materials to deepen their understanding of NGSS, with an emphasis on engaging students in hands-on, inquiry-based science. This approach encourages students to explore the “how” and “why” behind the scientific concepts they encounter.

Furthermore, PCA began using state-provided End-of-Unit assessments in the previous year and will continue to develop a plan to systematically collect and analyze data from these assessments. This data-driven approach is helping to refine instructional practices and ensure that each student’s educational experience continues to evolve and improve.

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## **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.

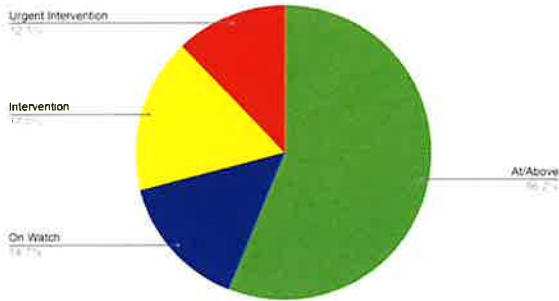
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School Comments:

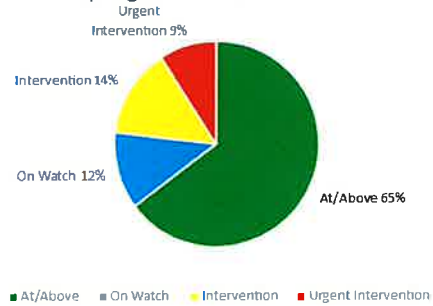
STAR Math: Fall to Spring 23-24 Proficiency:

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Fall STAR Math Benchmark

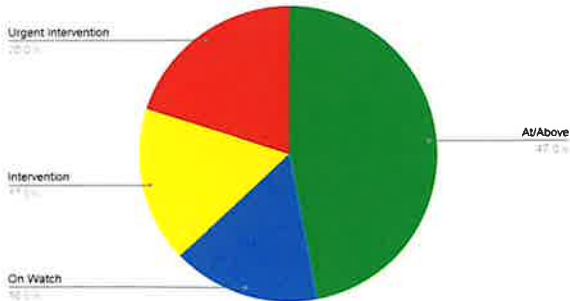


Spring STAR Math Benchmark

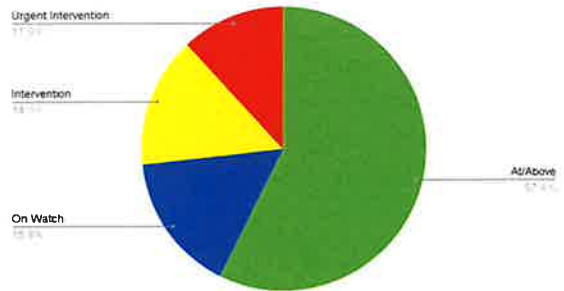


#### STAR Reading Fall to Spring 23-24 Proficiency:

Fall STAR Reading Benchmark



Spring STAR Reading 23-24



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.

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### School Comments:

PCA has demonstrated strong academic performance, surpassing the state average in all grade levels. Notably, PCA showed a 6% increase in math proficiency from 2023 to 2024, compared to the state's modest 55% increase. Third grade exhibited the highest growth, improving from 29% to 48% proficiency. Additionally, the seventh-grade cohort in the 2023-2024 school year achieved an impressive 18% increase in proficiency compared to their performance the previous year.

Reading performance across the state remained stagnant, and PCA's trends aligned with this pattern. However, PCA continues to outperform the state in all grade levels. Third and fourth grades both showed significant improvement, with each growing by 11% from the previous year. Additionally, cohorts in grades 4 through 6 experienced an average growth of 9% between the 2023 and 2024 school years. Meanwhile, cohorts in grades 7 and 8 saw a decline, reflecting trends observed statewide.

PCA continues to outperform the state in both social studies and science, demonstrating notable growth in these content areas. State assessment data indicates a 3.52% increase in social studies proficiency and a 5.90% increase in science proficiency from the 2022-2023 school year. Eighth grade has consistently excelled, achieving 50% or higher across all history standards. Additionally, eighth-grade science proficiency showed a significant increase of 18.57% compared to the previous school year.

PCA will continue to prioritize effective strategies and practices to support student achievement and growth. This includes regular Professional Learning Communities (PLCs) focused on data analysis to guide instruction and daily targeted skill development during MTSS. Cross-curricular questions stems and prompts, particularly in ELA, science, and social studies, will be emphasized to strengthen critical thinking skills. A yearlong assessment strategy, including practice state testing, will be implemented to ensure preparedness. Teachers will engage in backward mapping of units and foster cross-grade level partnerships to align instruction and build continuity. Instruction will remain data-driven, with small group interventions tailored to specific student needs. PCA is committed to providing high-quality instruction and assessments with a strong focus on rigor across all content areas. Additionally, individualized coaching will be offered to support teachers based on their specific needs, ensuring continual professional growth and effectiveness.

PCA's next steps include several strategic initiatives to enhance academic outcomes and support student success. The school will begin the first year of its Advanced Math Strategic Plan, focusing on elevating math instruction and outcomes. PCA is in its second year of the Assessment Cohort with the New Teacher Center and will continue to refine assessment practices. Grades K-3 will implement FUNdations-aligned decodable readers to strengthen foundational literacy skills, while grades K-8 will pilot Eureka Squared to enhance math instruction. Additionally, kindergarten students will benefit from the rollout of Amplify Science Kits, fostering hands-on, inquiry-based

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learning. PCA will also expand MTSS groupings to include opportunities for able and ambitious learners, ensuring all students are challenged and supported in their academic growth.

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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.

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**School Comments:**

A major success for PCA and its students has been the hiring of a full-time school counselor and a part-time attendance interventionist. This investment has allowed us to provide targeted support to students, helping them navigate personal challenges and fostering a more supportive school environment.

PCA also created an uplifting and motivational atmosphere during testing periods. Younger students participated in making motivational posters and assembling snack bags for their peers in testing grades, fostering a community spirit and encouraging collaboration among grade levels. Additionally, our school-wide testing slogan, prominently displayed throughout the school, served to unify and inspire students.

We will continue to leverage the expertise of our school counselor and attendance interventionist to create tailored support plans for at-risk students. This may include regular check-ins, family engagement initiatives, and workshops focused on building resilience and coping strategies.

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### 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	Oversight & School	Reporting & Requirements	Student Rights	Teacher Certification and Hiring		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2023-24	M	M	M	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.

- Describe the school’s organizational performance during school year 2023-24. (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.)

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#### School Comments:

PCA is proud to have met the organizational performance metrics again. PCA's Leadership Team and Board of Directors is proud to provide our community with the highest standards of organizational performance, governance, and oversight. Our Student Support Team and Special Education Team provide tiered support to ensure every child has the needed support to be able to succeed.

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8. Discuss management and operations successes and challenges during the 2023-24 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

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#### School Comments:

The PCA Leadership Team is designed to support the daily needs of the school by having one Dean of Academics who is supported by three instructional coaches and one Dean of Students who is supported by a behavior interventionist and school counselor. This design has allowed us to ensure that the academic and social emotional needs of our students are always the focus of our school's programming.

Our Dean of Academics has a 5-year plan for the professional development of our faculty that includes improvements to our core academic subjects. Daily PLC's that are embedded in our school day schedule ensure that PD is consistent and on-going.

Our Dean of Students has been able to focus on the safety and welfare of our children ensuring the school is meeting all safety requirements, implementing award winning therapeutic program such as Farm Therapy, and small group counseling, and working on enhancing the school's current PBIS.

Our facilities manager is on-top of our 44-acre multi-building campus including the expansion of our facilities that was completed during the SY23/24 school year. Managing a team of nine people, our manager has been able to meet the needs of our expanding campus.

Our Transportation Coordinator has been able to expand her team to include the annual transportation needs of all of the students and implemented a new system of student tracking and a new mobile application for parents to track their children's busses that was rolled out in SY24/25.

With a strong PTO, PCA has been able to continue to engage our community in various events throughout the school year including a fall fest, book fairs, several assemblies for students, and regular meetings with parents.

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

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School Comments:

PCA is proud to have met all standards.

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### 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.

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**School Comments:**

PCA is proud to have met all standards relating to students with disabilities and EL students. Our academic goal plan includes a three-year plan to include honors programs for our Able and Ambitious students. PCA has a continuous growth plan for ensuring the needs of at-risk students. PCA has added one or more paraprofessionals to each grade level and three additional special education teachers in the last five years to ensure students with learning challenges have their needs met.

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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.

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**School Comments:**

PCA has a comprehensive IST process that includes supplemental free tutoring programs, Wilson Reading Intervention Programs, and weekly Data PLC's to ensure that students needing Tier II and III interventions are receiving services and are evaluated if needed. PCA purchased the Educlimber program in SY25/26 to provide a data dashboard to support Data PLC's and to ensure every at-risk child is identified and provided with the necessary evaluations and services. Like many schools across the state, PCA has seen an increase in the number of students identified as students with disabilities since the pandemic. The school has been able to meet the increase in student needs through the hiring of highly talented faculty with expertise in meeting the needs of students with learning barriers.

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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.

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**School Comments:**

PCA has continued to meet the needs of multilingual learners by having a dedicated person providing oversight of our EL program and student needs. Although our EL population is small, ensuring that PCA meets the needs of every EL student will continue to be our priority.

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### **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.**

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**School Comments:**

PCA is proud to continue to meet the standards of governance and reporting. The Board receives financial reports every month through the Board CBOC representative along with the full budget. The Board Oversight Committee meets at the school four times a year to focus on policy implementation and general operations of the school. The Dean of Academics and core subject coaches provide academic reports four times a year that focus on student growth and academic achievement. The combination of these reports and reviews annually ensure that the Board of Directors is well informed and able to make the policy enhancements needed for the school to be successful.

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**14. Discuss board-related success and challenges during school year 2023-24. 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

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**School Comments:**

PCA has a long-standing high-quality Board of Directors that supports the school's success. Our Board participates in regular meetings with the Delaware Charter School Network to stay on top of on-going legislation, completes regular governance training every three years, and receives monthly

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updates on the school's progress. The PCA Board added an emeritus member of the Board that allows a non-voting member of the Board to be a part of regular board meeting and trainings. This position allows a member of the community to train to become a part of the Board in the future by preparing them to assume the roles of a voting member if needed.

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

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School Comments:

The Board uses the state's DPAS process to evaluate the school leader.

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

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School Comments:

The school has two internal positions, Dean of Academics and Dean of Students, which are designed to develop internal candidates for Head of School should/when a vacancy occurs. There are several middle management positions that are designed to promote teacher leaders including instructional coaches, school counselors, and special education teacher leaders. PCA started planning for providing supportive services to other schools such as Consolidated Grant Planning and Business Office supports to expand opportunities for our Business Office personnel to take on additional leadership roles in their areas of expertise.

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

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School Comments:

The majority of the PCA Board members are also parents of children attending the school. Board members who are parents has been a long-standing tradition of the school which ensures that our Board regularly attends events at the school and is on campus on a regular basis. Board members who are parents are highly invested in the continued success of the school.

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### 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?

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**School Comments:**

PCA has a very active PTO who holds monthly meetings that the Head of School attends on a regular basis where parents can provide feedback. The school actively solicits feedback from parents, holds open meetings of the Board, and the Head of School has an open-door policy for all parents to meet and discuss concerns. The school has a PAC that includes business leaders and parents as a part of its CTE program, a Student Council, and a National Junior Honors Society ensure both parent and student voices are included in the school's planning and operations. PCA posts all policies for feedback using the school's Facebook page and email system to solicit parent feedback. The school has a strategic plan that is posted for parent, student, and community feedback on the five-year cycle.

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### 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
2023-24	92%	45	49

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

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**School Comments:**

PCA is proud to return to pre-pandemic rates of more than 90% for teacher retention. PCA credits this success to initiatives including locally funded tuition reimbursement, continuously pay scale, and teacher support. Despite local funds decreasing per pupil this school year, PCA was able to provide an average of 6% increase to teachers. PCA's teaching staff often note that the supports provided to instructional staff including increased planning periods, curriculum/behavioral support, professional learning communities, tuition reimbursement, and atmosphere make PCA stand out above other schools.

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Similar to last school year, PCA's top reason for departure, 75% this school year, remains out of state moves. Of these, two were due to their family situation while one was due to a lack of affordable housing in Delaware and significantly higher teacher salaries in Maryland. Our remaining teacher left PCA due to family reasons beyond the scope of PCA.

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

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School Comments:

The 2023/2024 school year consisted of meaningful and consistent professional learning for teachers and leadership. These included a range of professional development offerings such as weekly Professional Learning Communities (PLCs) led by instructional coaches, monthly training sessions, and summer professional development tailored to teachers' individual goals and interests.

Each week, teachers engaged in a Data PLC, a Team PLC, and up to three content-specific PLCs, ensuring ample opportunities for collaboration, data analysis, and instructional support. Teachers worked closely alongside instructional coaches during these sessions, fostering a strong partnership to enhance teaching practices and student outcomes. The structure of these PLCs was designed to provide teachers with individual planning time while also facilitating collaboration within grade-level teams. In addition, PCA conducted coaching cycles in English Language Arts (ELA), Math, Social Studies, and Science to support and refine instructional practices.

In addition to weekly PLCs, teachers had dedicated monthly professional development days, which included workshops focused on a variety of topics aimed at enhancing teaching practices and improving student success. These days featured vertical planning sessions, as well as workshops led by outside facilitators such as the New Teacher Center, and teacher-led sessions that allowed for peer-to-peer learning.

During the 2023-2024 school year, the academic team also participated in professional development opportunities. These included regular cadre and coalition meetings, as well as completing Year 1 of the Assessment Cohort with DOE and New Teacher Center.

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

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**School Comments:**

PCA teachers developed their own system of teacher evaluation known as the PCAT in 2019. The school adopted the DPASS system when it was implemented by the state and continues to use that system today.

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## 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

	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	
YEAR	1a	1b	1c	1d	2a	2b	2c	2d	3	4	OVERALL RATING
2023-24	M	M	M	M	M	AS	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 2023-24. (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).

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**School Comments:**

PCA has a long standing history of meeting financial standards and is pleased to continue to meet financial performance standards this school year. PCA received a mark of Approaching Standards in Cash Flow for SY24/25. This rating was a result of PCA utilizing money in its reserves to pay for an expansion of the school's facilities. Despite completing this \$2.3 million dollar expansion, PCA is proud to have a reserve balance of close to \$2 million dollars to cover any unplanned expenses as well as a proper contingency balance in the current budget.

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

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**School Comments:**

PCA has a long-standing history of strong financial performance. We have continued to build our Business Office by adding a Business/HR Financial Assistant. We will continue to meet and exceed the state's financial performance framework metrics. PCA planned its facilities expansion four years ago and completed the project in August of 2025.

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

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**School Comments:**

This is not applicable to PCA but we did "approach standards" in cash flow due to paying for our facilities expansion out of reserve funds. The school's choice to expand our campus by adding seven (7) classrooms was important due to the increase in the number of parents wishing to send their children to PCA as well as the long-term financial viability of the school. The increase in the enrollment of the school has and will continue to allow PCA to expand its programming, increase salaries, and ensure the school remains financially viable long into the future.

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

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School Comments:

PCA has had no audit findings. PCA has continued its long-standing record of meeting the state's overall financial performance metrics.

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## V. INNOVATIVE PRACTICES

26. Describe effective systems, structures, and/or processes that have led to significant school improvement that could be replicated at other schools. Please include the data that supports the success of these practices. Areas you may want to consider, as appropriate:

- Leadership
- Professional Learning
- Instructional Transformation
- Equity
- Culture and Climate Shift
- Collaboration/Partnerships

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School Comments:

PCA has demonstrated many new innovative best practices that can be replicated. In order to support talent and professional development, PCA has created a master schedule that provides general subject teachers with an uninterrupted planning period as well as a PLC period every day. This ensures that PD is implemented during schoolwide PD days as well as on-going through PLC's. This also allows teachers a dedicated time to focus on data, specifically student progress. Providing time for planning as well as collaboration is one of the many keys to a school's success.

Our therapeutic programs is a second source of innovation and success. PCA received the Lt. Governor's Health and Wellness Award in 2024 for our Farm Therapy Programs and the Purple Star for its Military Connected Youth Programming in 2023. The key to these successes is in the partnerships we have built with successful organizations.

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## VI. ANNUAL REPORT CERTIFICATION STATEMENT

<b>Name of School:</b>	Providence Creek Academy
<b>Location:</b>	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*

*1/27/25*

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

Date

<b>Print/Type Name:</b>	Lisa Moore
<b>Title (if designated):</b>	Board President
<b>Date of approval by board of directors:</b>	1/27/25