



# *Providence Creek Academy*

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## *Charter School*

November 2, 2015

Jennifer M. Nagourney, JD  
Executive Director, Charter School Office  
Delaware Department of Education  
401 Federal Street, Suite 2  
Dover, Delaware 19901

Dear Ms. Nagourney,

In response to the Renewal Application Initial Report, Providence Creek Academy has attached an Academic Plan based on the school's Smarter Balance results, a Professional Development Plan and a Special Education Corrective Action Plan. As of this writing the Special Education Corrective Action Plan was reviewed and was resubmitted to Maria Locuniak (Jackie Paras, Barbara Mazza). We are waiting approval from the Department.

Please do not hesitate to contact me if you require any additional information. Thank you

Very truly yours,

A stylized, handwritten signature in black ink, appearing to read "Chuck Taylor".

Chuck Taylor  
Head of School

A handwritten signature in blue ink, appearing to read "Amy Santos".

Amy Santos  
President, Board of Directors

### Providence Creek Academy Smarter Balanced Analysis and Math Professional Development

In the spring of 2015 Providence Creek Academy students were administered the Smarter ELA/Literacy and Smarter Mathematics tests. The following information is based on the results published in September of 2015.

- 66% of PCA students were proficient in ELA compared to the state average of 51.9% and Smyrna School District's average of 56.5%
- 43.3% of PCA students were proficient in Math compared to the state average of 38.8% and Smyrna School District's average of 41.8%
- In ELA PCA averages were above the state average in every grade level (3-8) and above Smyrna School District in grades 3, 6, 7 and 8. In grade four PCA students were 2.7% below grade four students in Smyrna and 0.5% below grade five students in Smyrna.
- In Math PCA averages were above the state average in grades 3, 4, 6, and 7 and above Smyrna School District in grades 3, and 7.

Based on this data, in conjunction with other school level data, PCA has shifted focus to Math and is working to implement changes that will help increase math scores. As indicated in our charter renewal the following plans have been put into place to address the weaknesses that have been identified in Math:

- In 2014-2015 PCA purchased IMP (Interactive Mathematics Program) for our Algebra students and Ready Common Core Math for the rest of our upper school students in order to provide a challenging and more rigorous curriculum. In 2015-2016 PCA extended the Ready Common Core Math resources to grades 2-5.
- Scheduling specific time for each grade level for RTI
- Having the Math Specialist conduct Tier 3 RTI interventions
- Purchasing specific Math resources to be used with RTI
- Reinstating 90 minutes of Math instruction daily
- Utilizing a new benchmark assessment tool (Scholastic Math Inventory – SMI)
- Providing targeted Math professional development for teachers to provide support on how to use new resources effectively as well as strategies to help our students have continued success.

Math professional development for the 2015-2016 includes:

- August 3-6, 2015: IMP (Interactive Mathematics Program): Making Math Meaningful: The Math Specialist and 8<sup>th</sup> grade Math teacher attended a four day IMP training. Each day during the four day training the educators grappled with group-worthy problem-based tasks, studied and discussed relevant learning theory research and considered ways to listen, probe and surface student thinking and reasoning. They also learned strategies to support students in developing a growth mindset, learned how to promote the construction of viable arguments and how to support students critiquing one another's reasoning. The teacher and math specialist are now working with other math teachers throughout the school to share information that was learned through this four day training.
- October 12, 2015: Math Solutions - Training on Scholastic Math Inventory and Quantile Framework. Previously PCA was using STAR for benchmark testing which was not providing a

quality picture of our students abilities. Based on the STAR benchmark we had very few students that were identified as being below the 25<sup>th</sup> percentile, however our classroom resources and DCAS/Smarter Balanced data was painting a different picture. After careful consideration PCA decided to move to Scholastic Math Inventory and Scholastic Reading Inventory for benchmark testing. Based on the first benchmark this new tool aligns much better to the results that were reported on Smarter Balanced and the data from this tool will help us further advance our students. The following was covered during this training and follow-up professional development will review this information:

- Understand how SMI uses adaptive technology to track students' readiness for math instruction
- Understand Quantile Framework for Mathematics and use it to identify prerequisite and impending skills
- Analyze Instructional Planning Report, Student Test Printout, and Growth Report
- View Data Snapshots and data in Scholastic Central
- Connect data to instruction via Quantile website – teachers pulled quantiles for students and began identifying areas of weakness by child. Students were grouped and the teachers began work to create plans for these students.
- November 23, 2015: Pearson SuccessMaker – Teachers will partake in training from Pearson. Teachers will learn how to pull data based on individual standards from SuccessMaker and they will work on using the data to develop plans for differentiated instruction in their classroom. The program provides another level of analysis to the classroom assessments to ensure that students are retaining information that they have learned.
- January 15, 2015: Analysis of mid-year benchmark data
- February 12, 2015: Examination of standards taught and mastered year to date and planning for the last part of the school year to ensure that all standards taught and mastered.
- PLC's focused on claim level data analysis, and digging into analyzing classroom assessments. Concepts and Procedures is the 1<sup>st</sup> Math Claim level that we will be focusing on since overall that was the lowest claim level in Math. Teachers will use the AVA (Assessment Viewing Application) and Smarter Balanced Digital Library to create instructional plans based on student need.

PCA strives to continue to be above the state average in both ELA and Math, therefore we have set rigorous short term and long term goals for our students. With the changes that have been indicated above and continued analysis of data from state assessments, benchmark assessments and classroom assessments PCA will increase overall school proficiency as follows:

- ELA: 66% to 74% by spring 2016
- ELA: 66% to 90% by spring 2020
- Math: 43% to 53% by spring 2016
- Math: 43% to 73% by spring 2020

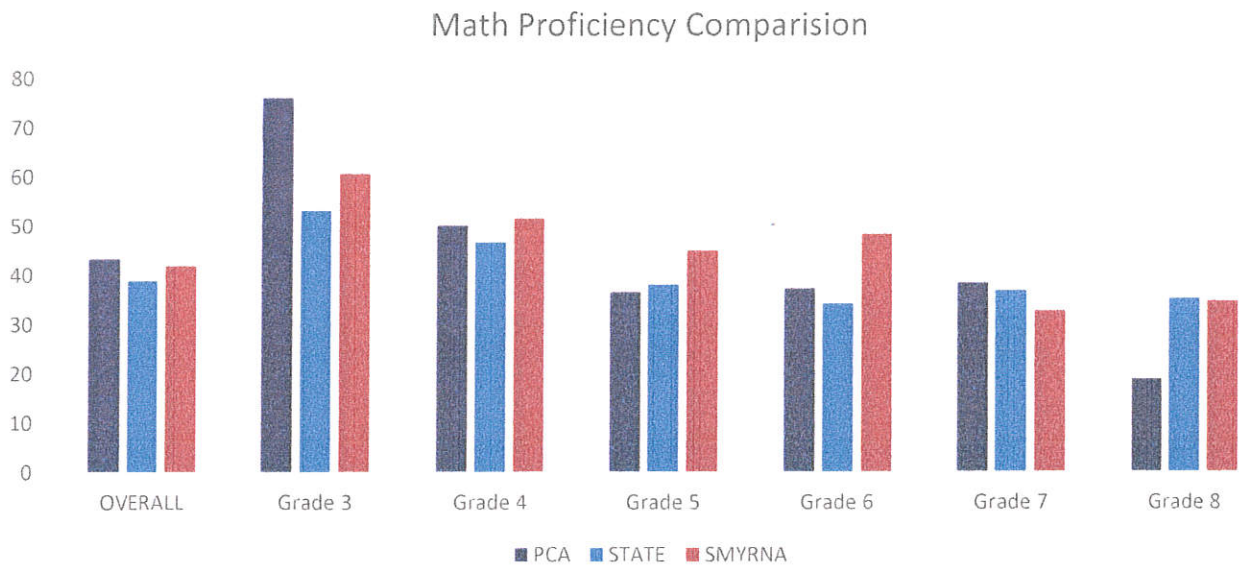
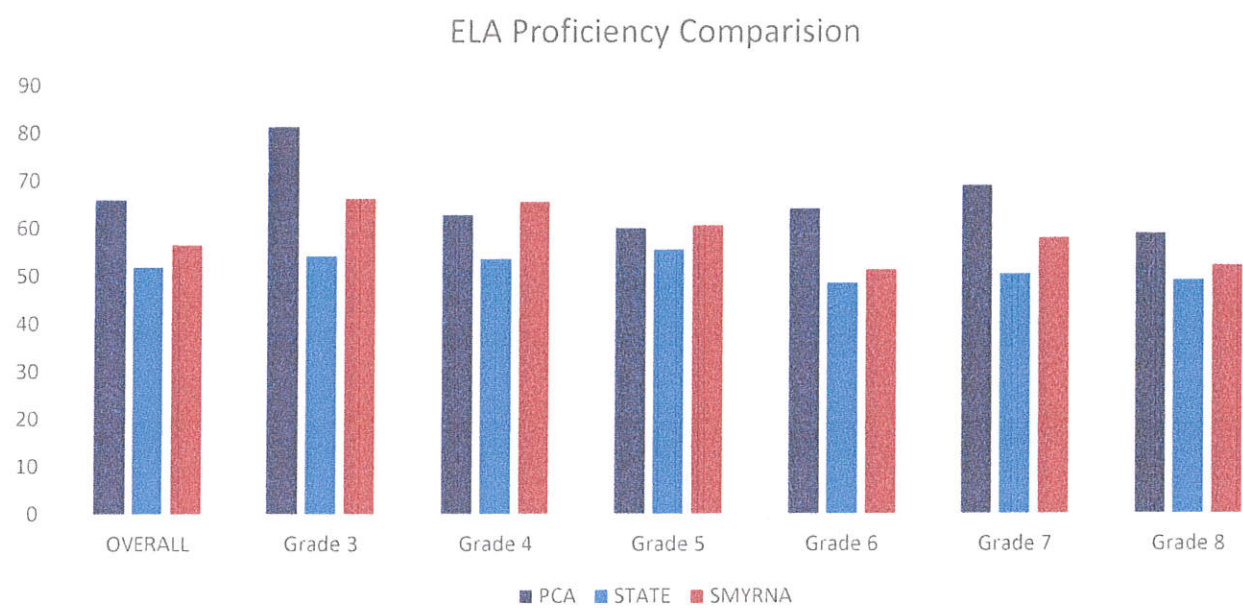
These goals were based off of PCA's 2014-2015 Smarter Balanced results, in conjunction with, the Smarter Balanced goals that were presented by the Department of Education in September 2015:

- Increase Statewide ELA Proficiency from 52% to 76% by 2020
- Increase Statewide Math Proficiency from 39% to 69.5% by 2020

During the Initial Chart Renewal Meeting with DOE it was stated that PCA had a 91% participation rate in 5<sup>th</sup> grade Science for the 2014-2015 school year. After a careful analysis that information does not appear to be accurate. 74/75 students were tested on 5<sup>th</sup> grade Science DCAS which would be a 99% participation rate. Through further analysis it appears that an error is being reported in the DSARA system as it is only showing that 68 students tested, however there are scores for all 74 students in DeSSA/DCAS system. A request has been sent to the Department of Education to look into this discrepancy.

The pages that follow show PCA's Smarter balanced data at various levels. We are utilizing this information to provide targeted instruction to groups of students. For example, Math Claim Level 1: Concepts and Procedures is the lowest claim level for PCA students, we will be utilizing Smarter Balanced resources to target instruction on this claim level within regular classroom instruction. Based on subgroup data our lowest performing group overall is students with disabilities. During the 2015-2016 PCA made changes to our student services department, this change has helped to increase classroom level support for students. In addition to the supports these students receive in class they are also provided additional support through RTI. PCA believes the changes that are being implemented will have a positive impact on student achievement and our students will continue to show growth.

The following charts represent proficiency and achievement level data by grade level compared to the State and our local school district, Smyrna.





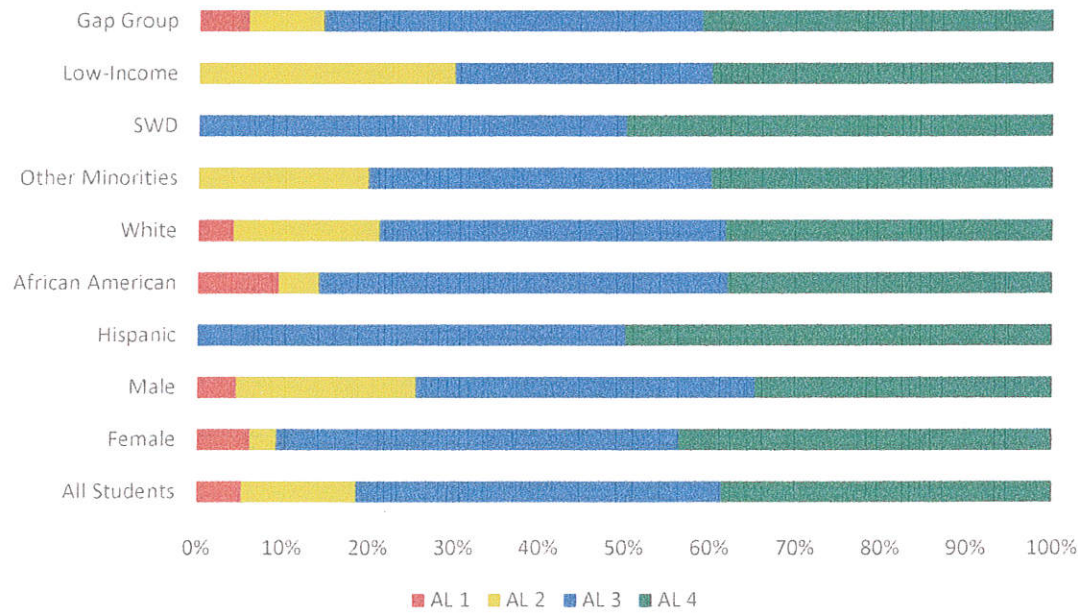
Grade	ELA	AL1	AL2	AL3	AL4	MATH	AL1	AL2	AL3	AL4
PCA	<b>66.0%</b>	<b>10.1%</b>	<b>23.9%</b>	<b>41.6%</b>	<b>24.4%</b>	<b>43.3%</b>	<b>26.0%</b>	<b>30.6%</b>	<b>27.0%</b>	<b>16.4%</b>
Grade 3	81.3%	5.3%	13.3%	42.7%	38.7%	76.0%	6.7%	17.3%	37.3%	38.7%
Grade 4	62.8%	16.7%	20.5%	21.8%	41.0%	50.0%	11.5%	38.5%	37.2%	12.8%
Grade 5	60.0%	8.0%	32.0%	42.7%	17.3%	36.5%	35.1%	28.4%	14.9%	21.6%
Grade 6	64.1%	9.0%	26.9%	46.2%	17.9%	37.2%	26.9%	35.9%	26.9%	10.3%
Grade 7	68.9%	19.7%	11.5%	47.5%	21.3%	38.3%	30.0%	31.7%	30.0%	8.3%
Grade 8	58.8%	2.9%	38.2%	51.5%	7.4%	18.8%	49.3%	31.9%	14.5%	4.3%

Grade	ELA	AL1	AL2	AL3	AL4	MATH	AL1	AL2	AL3	AL4
STATE	<b>51.9%</b>	<b>23.6%</b>	<b>24.5%</b>	<b>30.9%</b>	<b>21.0%</b>	<b>38.8%</b>	<b>31.1%</b>	<b>30.1%</b>	<b>22.6%</b>	<b>16.1%</b>
Grade 3	<b>54.2%</b>	20.8%	25.0%	25.4%	28.8%	<b>53.1%</b>	20.9%	25.9%	32.5%	20.7%
Grade 4	<b>53.6%</b>	25.2%	21.2%	25.0%	28.6%	<b>46.6%</b>	18.7%	34.7%	29.5%	17.2%
Grade 5	<b>55.5%</b>	23.7%	20.8%	33.5%	22.0%	<b>38.0%</b>	30.6%	31.4%	19.6%	18.4%
Grade 6	<b>48.5%</b>	23.3%	28.2%	32.4%	16.1%	<b>34.1%</b>	33.4%	32.5%	18.9%	15.1%
Grade 7	<b>50.3%</b>	24.7%	25.1%	35.1%	15.2%	<b>36.7%</b>	31.1%	32.1%	21.7%	15.0%
Grade 8	<b>49.0%</b>	23.9%	27.1%	34.9%	14.1%	<b>35.1%</b>	36.8%	28.1%	18.6%	16.5%

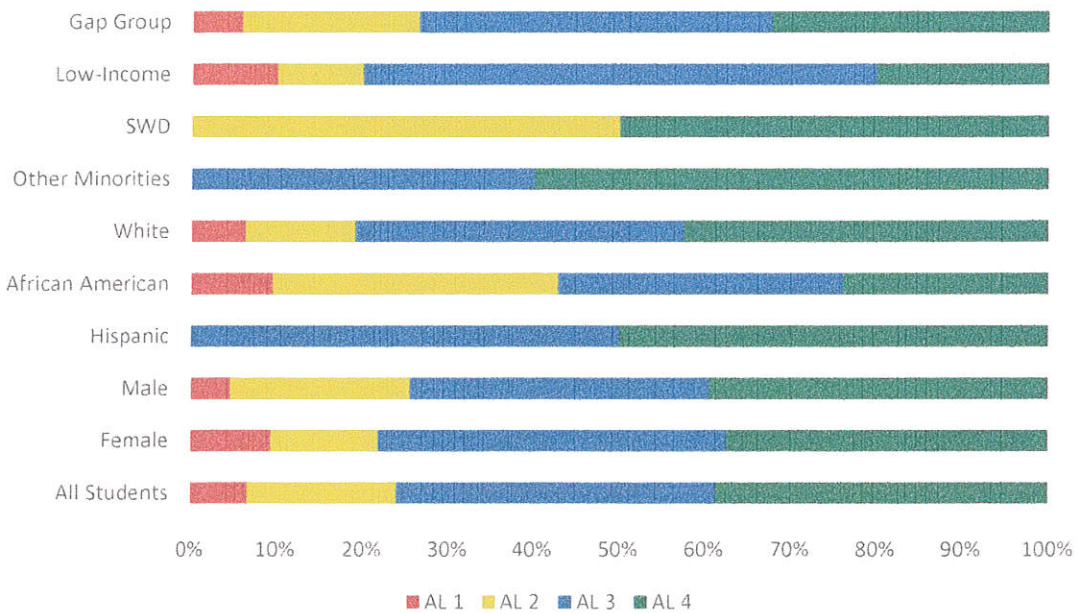
Grade	ELA	AL1	AL2	AL3	AL4	MATH	AL1	AL2	AL3	AL4
SMYRNA	<b>56.5%</b>	<b>18.5%</b>	<b>25.1%</b>	<b>33.6%</b>	<b>22.8%</b>	<b>41.8%</b>	<b>26.3%</b>	<b>31.9%</b>	<b>25.1%</b>	<b>16.7%</b>
Grade 3	66.2%	11.8%	22.0%	25.1%	41.1%	60.5%	14.2%	25.3%	33.7%	26.7%
Grade 4	65.5%	19.0%	15.5%	29.6%	35.9%	51.4%	15.2%	33.4%	30.1%	21.3%
Grade 5	60.5%	18.4%	21.2%	35.5%	24.9%	44.9%	22.7%	32.5%	23.1%	21.7%
Grade 6	51.2%	17.2%	31.6%	33.9%	17.4%	48.2%	22.4%	29.4%	28.7%	19.5%
Grade 7	57.9%	14.7%	27.4%	44.9%	13.0%	32.6%	27.3%	40.0%	23.1%	9.5%
Grade 8	52.0%	22.1%	25.9%	37.1%	14.9%	34.5%	31.8%	33.7%	23.8%	10.7%

The following charts show achievement level data by subgroup for each grade level. Only subgroups with 10 or more students school wide was included.

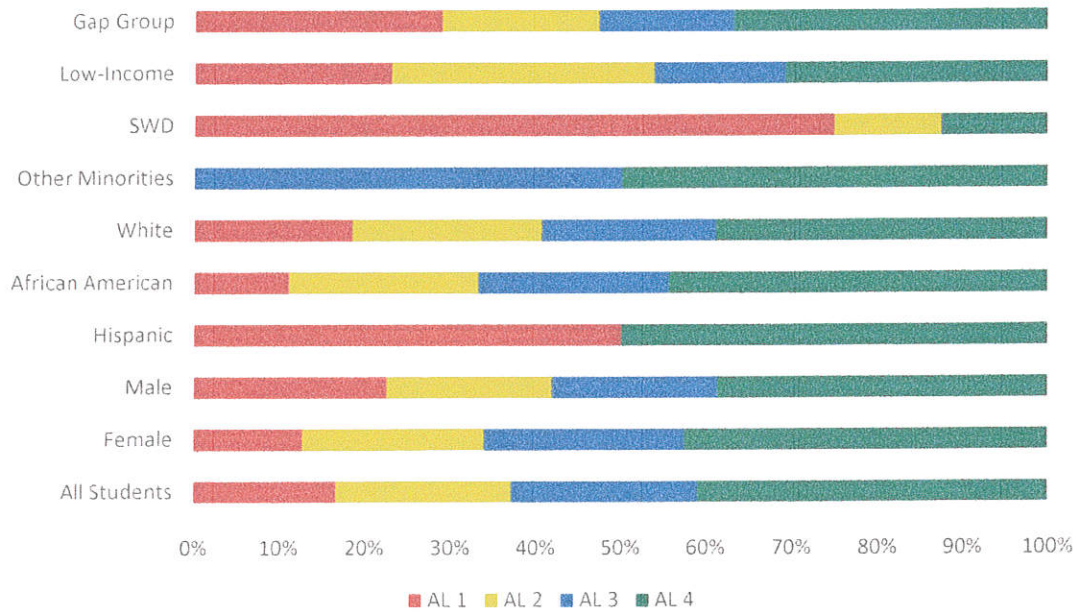
Grade 3 ELA Subgroup Data



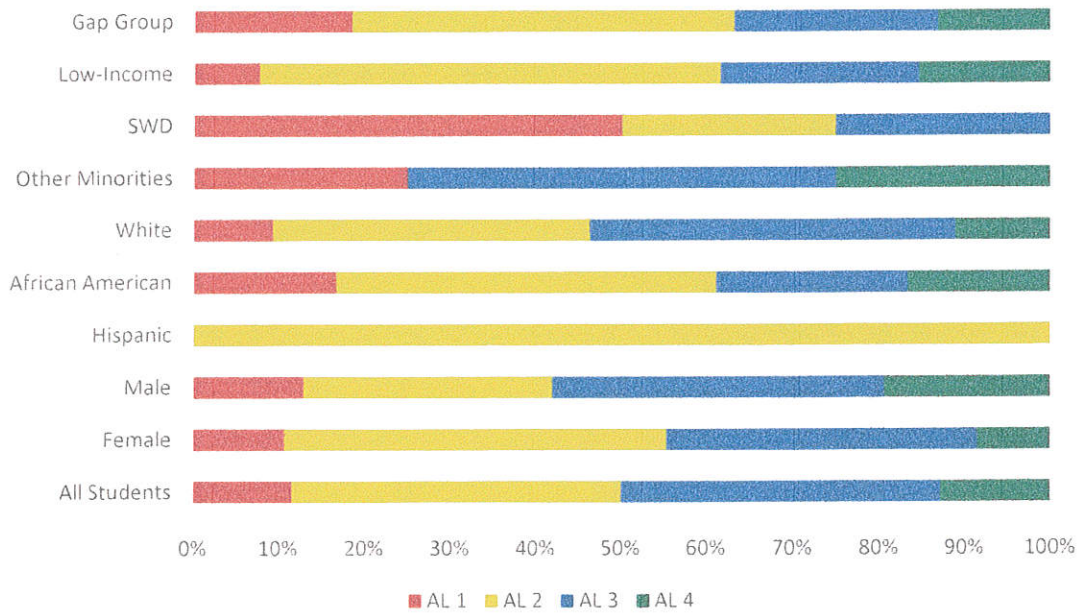
Grade 3 Math Subgroup Data



### Grade 4 ELA Subgroup Data

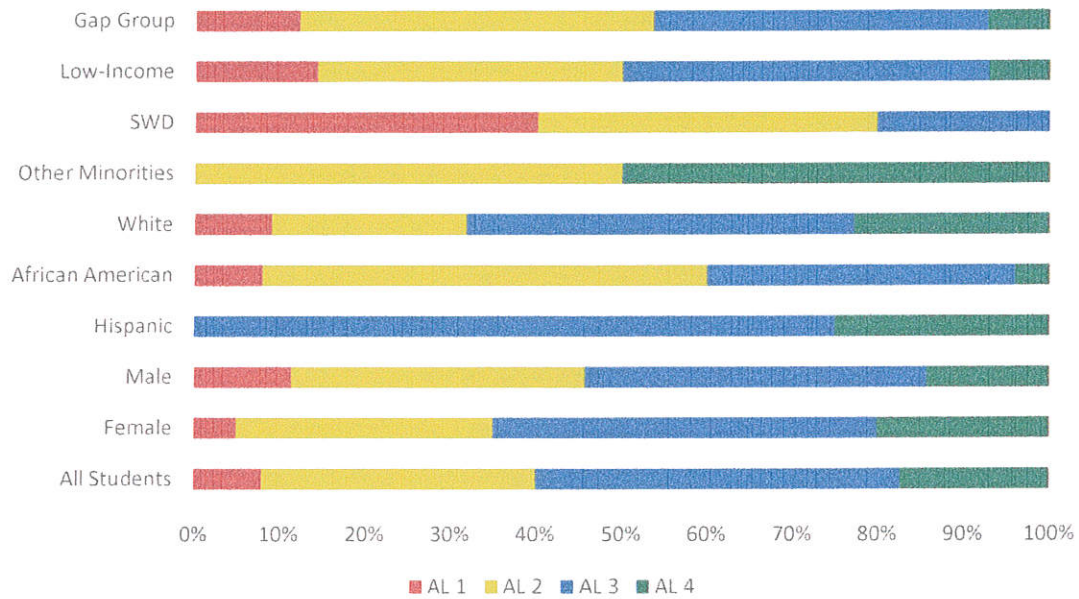


### Grade 4 Math Subgroup Data

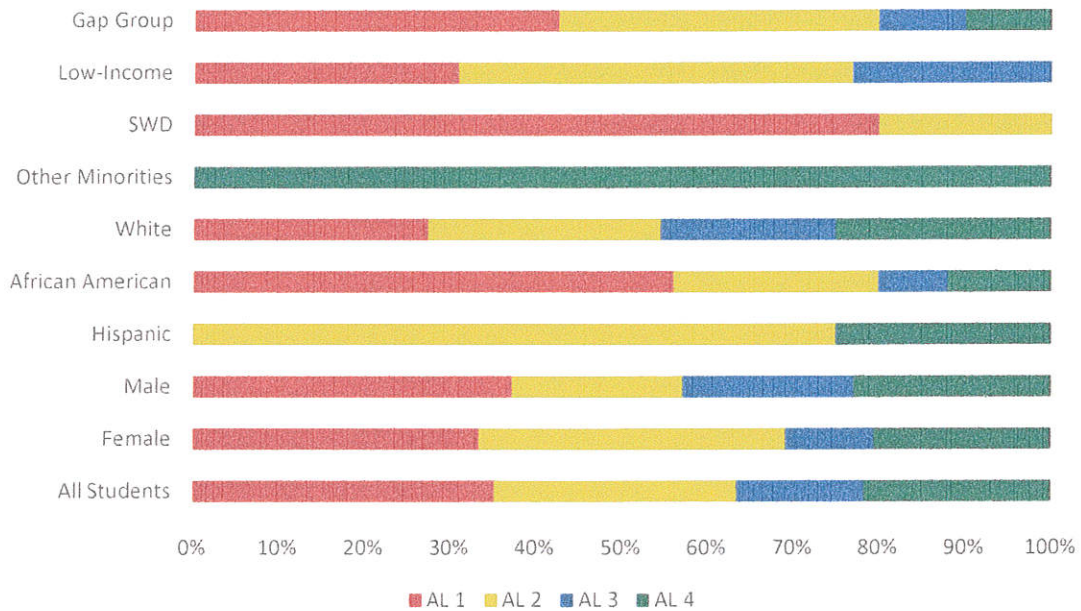




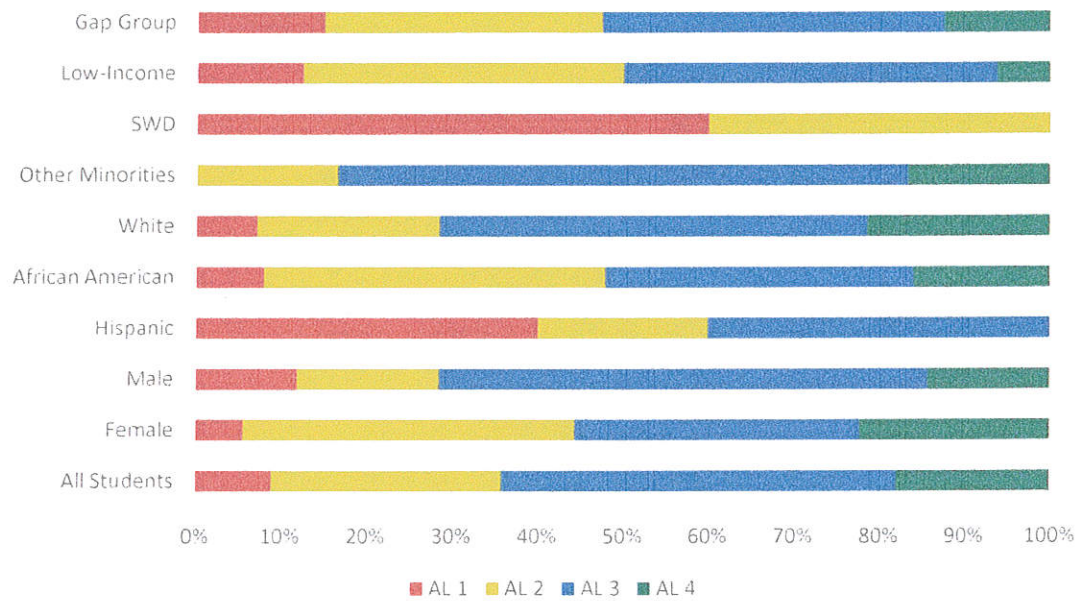
### Grade 5 ELA Subgroup Data



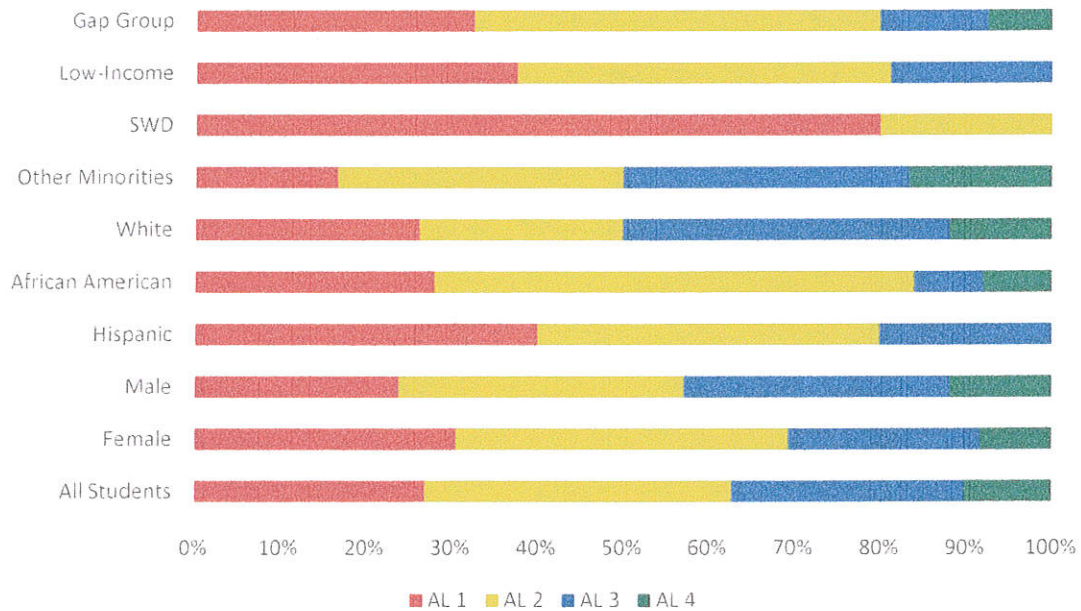
### Grade 5 Math Subgroup Data



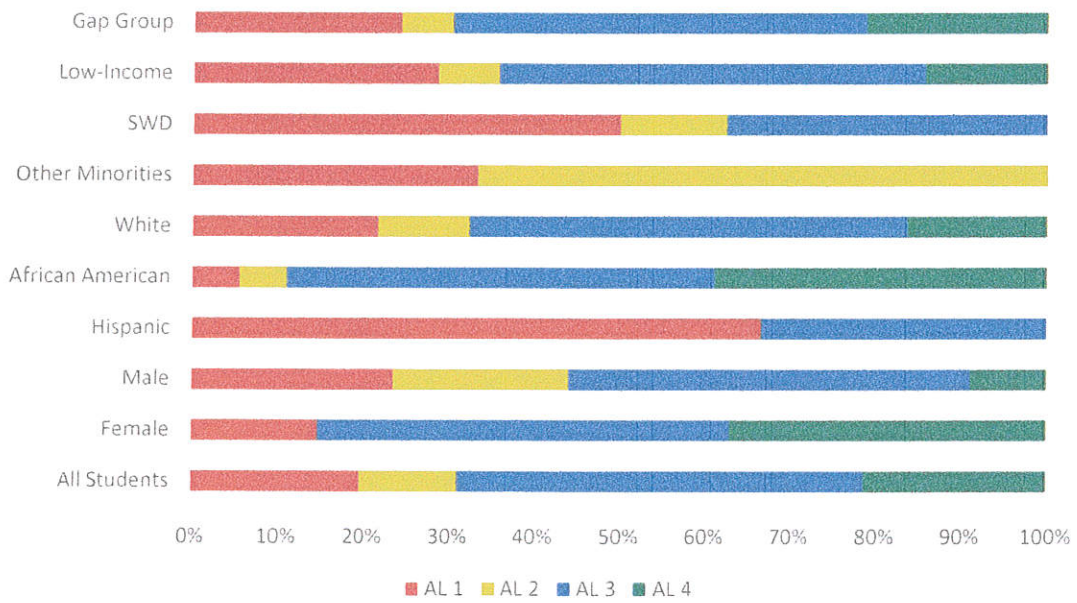
### Grade 6 ELA Subgroup Data



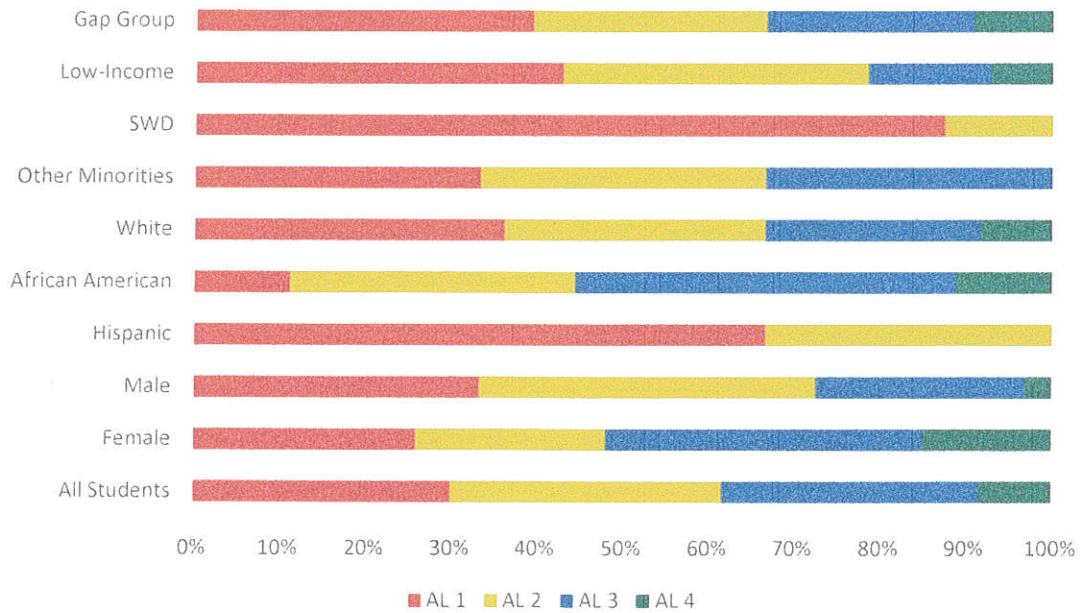
### Grade 6 Math Subgroup Data



## Grade 7 ELA Subgroup Data

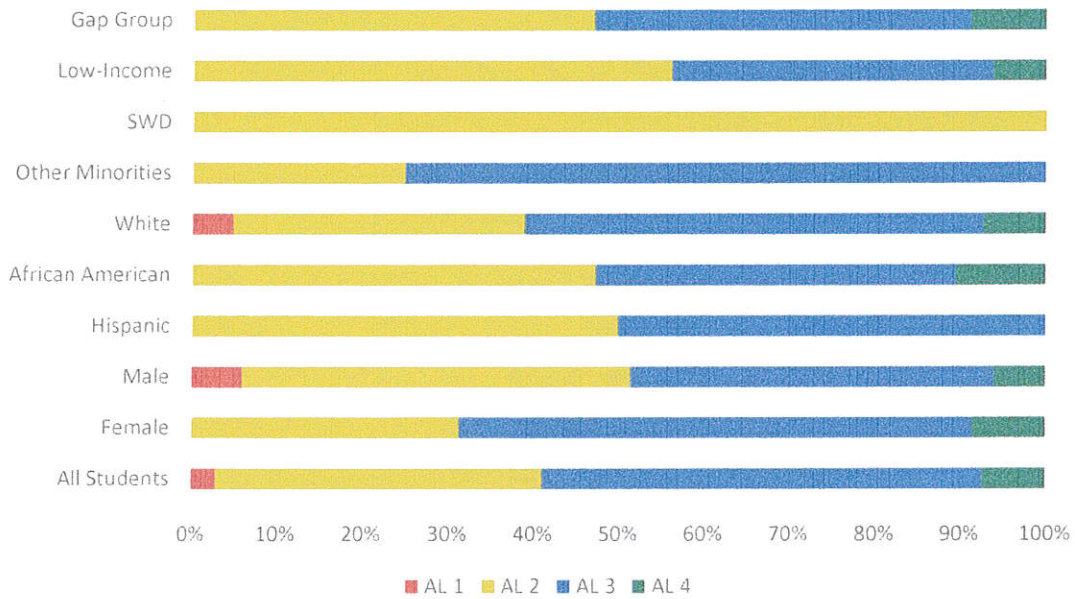


## Grade 7 Math Subgroup Data

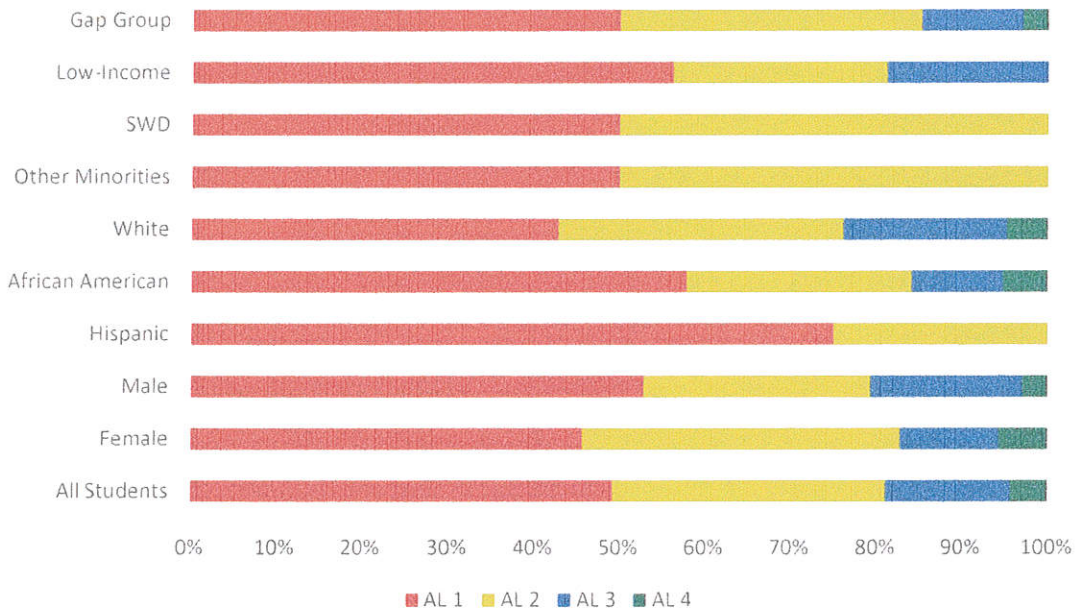




### Grade 8 ELA Subgroup Data



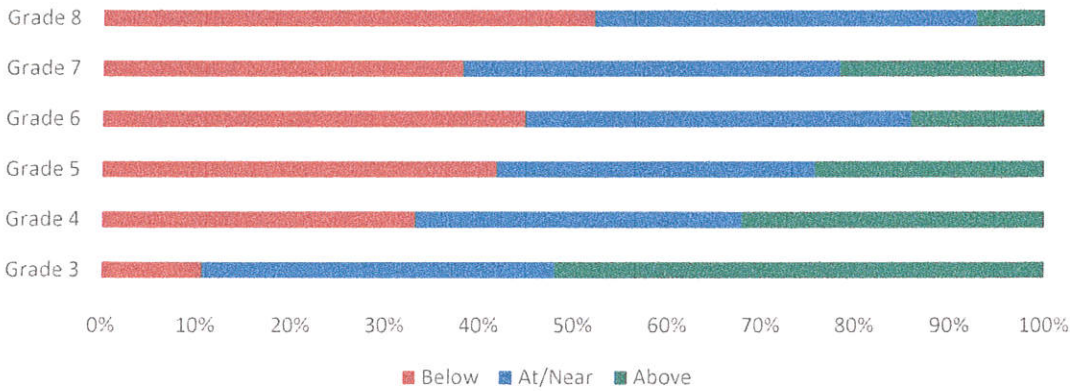
### Grade 8 Math Subgroup Data



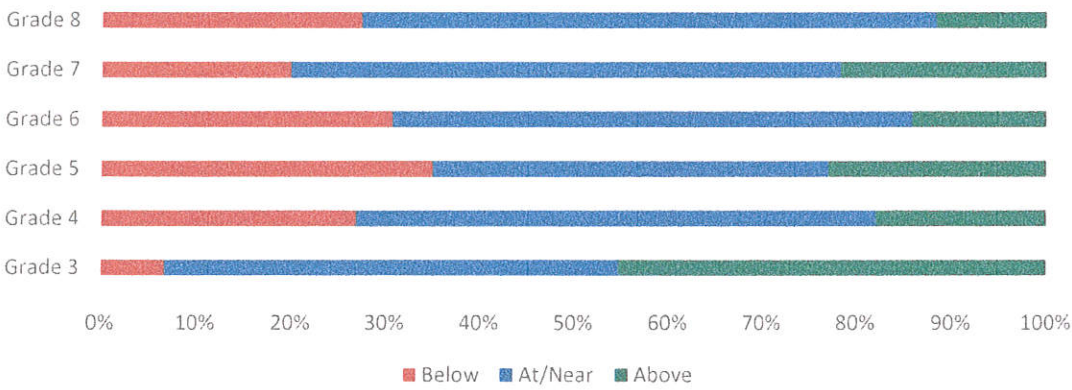


The following charts display claim level data by grade level.

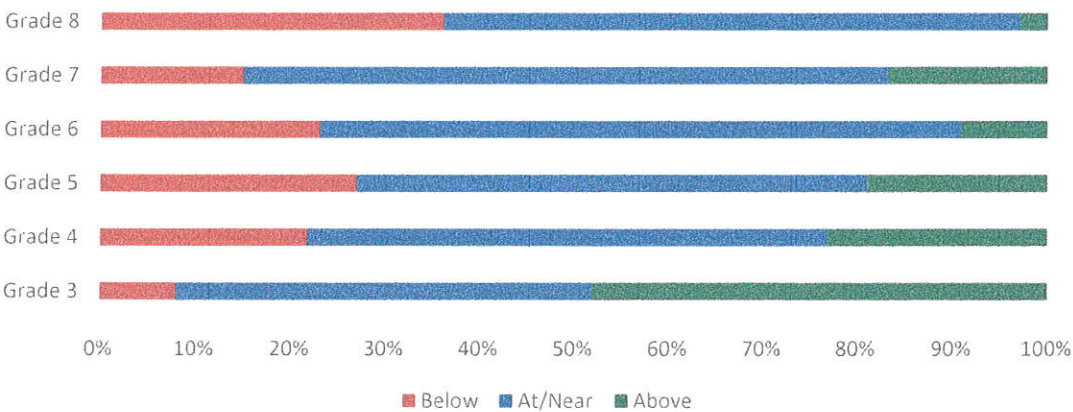
Math: Concepts and Procedures



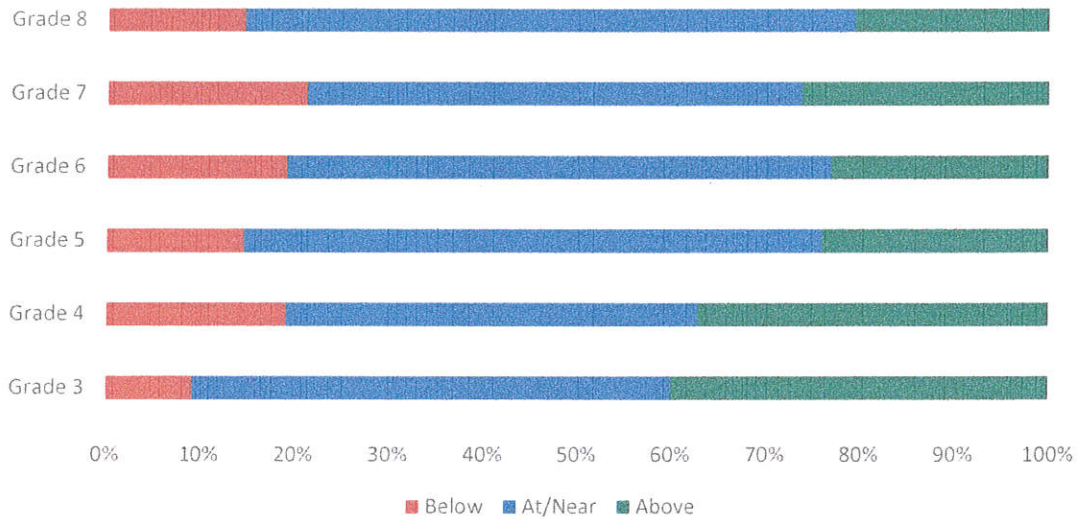
Math: Problem Solving, Modeling & Data Analysis



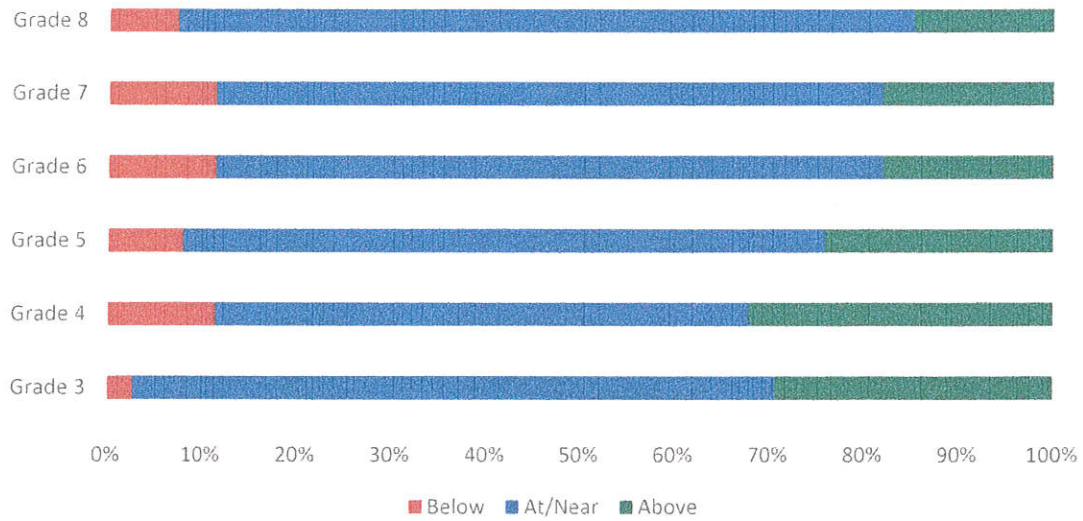
Math: Communicating Reasoning



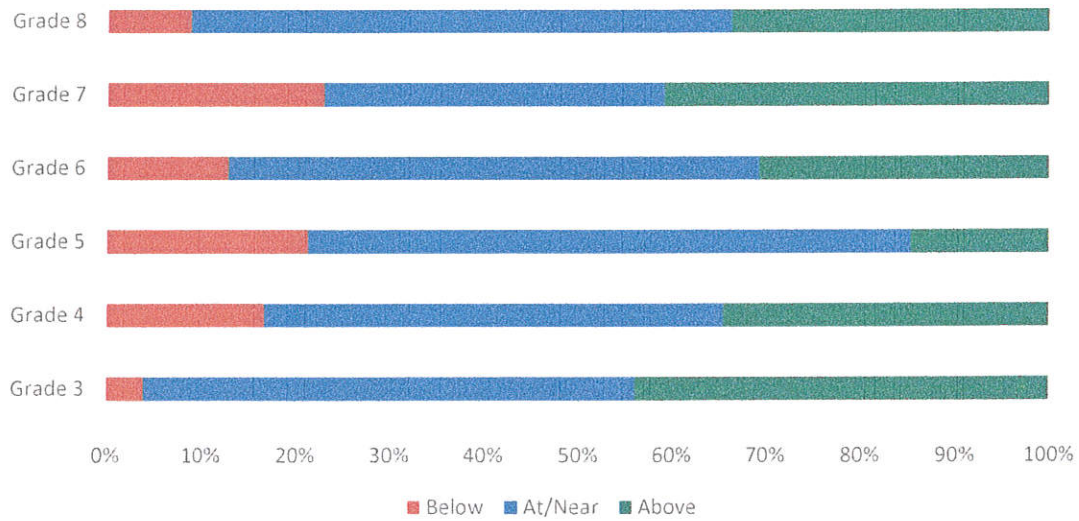
## ELA: Reading



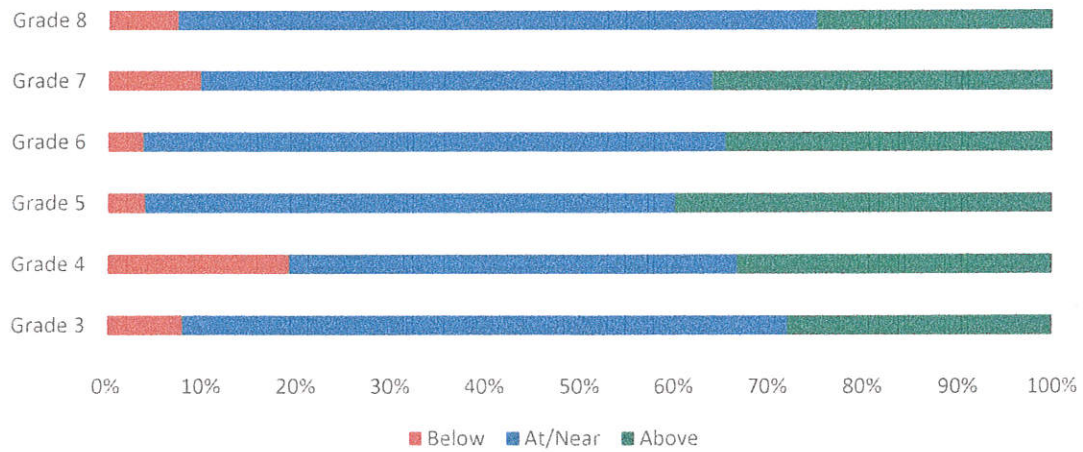
## ELA: Listening and Speaking



## ELA: Writing



## ELA: Research/Inquiry



**Delaware Department of Education  
Exceptional Children Resources**

**Providence Creek Academy Charter School  
LEA Determination Under IDEA  
Corrective Action Plan**

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**Goal:** The goal of this plan is to ensure systemic changes in the Providence Creek Academy Charter School that will lead to improved results for students with disabilities and their families.

**Background:**

Under the IDEA, the Department is required to review the performance of local education agencies (LEAs) on the targets identified in the State's Performance Plan (SPP) and make annual determinations on LEA performance.

The federal Office of Special Education Programs (OSEP) has broadened their focus from holding states accountable for compliance indicators only to now holding states accountable for both compliance and results indicators. On June 15, 2015, LEAs received their Annual Determination based on a combination of the following compliance and results indicators:

- **Compliance:**
  - Indicator 4b  
Significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements
  - Indicators 9 & 10  
Disproportionate Representation related to identification
  - Indicator 11  
Timely evaluations
  - Indicator 12  
Early childhood transition from Part C/preschool special education services to Part B/school-age special education services
  - Indicator 13  
Transition planning in the IEP
  - Other  
Equitable Services, Needs-Based Funding, Fiscal Monitoring
  - Other  
Corrective Action as a Result of an Administrative Complaint or Due Process
- **Results:**
  - Indicator 3b  
Participation in the State Assessment
  - Indicator 3c  
Proficiency on the State Assessment
  - Indicator 4a  
Significant Discrepancy in the rates of long-term suspension of students with disabilities
  - Indicator 7  
Early Childhood Outcomes

Based on a review of your LEA's data, the Department has determined your LEA **Needs Assistance** in implementing the regulations of the IDEA.



Providence Creek Academy Charter School

Following is a review of the timeline for actions due to the DDOE:

Action	Due Date	Due To:
Corrective Action Plan	August 30, 2015	Maria Locuniak, Education Associate, Exceptional Children Resources
Status Update	January 15, 2016	Maria Locuniak, Education Associate, Exceptional Children Resources
Status Update	June 30, 2016	Maria Locuniak, Education Associate, Exceptional Children Resources

On Behalf of Providence Creek Academy Charter School  
Submitted by:

  
Supervisor/Director of Special Education Services

On Behalf of the Department of Education  
Reviewed and Approved by:

\_\_\_\_\_  
Director of Exceptional Children Resources

Final Approval Date: \_\_\_\_\_

\*Corrective Action Plans relating to Compliance Indicators are addressed through monitoring of the individual indicators.

Providence Creek Academy Charter School

**Results Indicator: Indicator 3C: Proficiency on the State Assessment - Math**

<p><b>Root Cause Analysis:</b> Identify factors that prevented the LEA from meeting the target.</p>	<p>PCA has reviewed the factors preventing our LEA from meeting the targets. We have identified a deficiency in teaching our students self-advocacy skills, as well as personal goal setting enabling our students to assist in guiding their own learning.</p>
<p><b>Action Plan:</b> Identify at least 2 activities that the LEA will implement to meet this target.</p>	<p>PCA Special Educators will meet individually with students to complete a data-analysis of performance scores in Math, specifically the identification of each student's present level of performance.</p> <p>At the completion of the analysis, educators will guide students in setting personal goals for improvement. Included in these goals are the actions needed for the student to achieve the goal, and include whose responsibility the action is. These documents will be shared with all teachers involved in the student's education.</p> <p>Students will be instructed in the most effective ways of communicating with adults and peers to advocate for themselves.</p>
<p><b>Metric(s):</b> Explain how the LEA will measure progress and identify baseline.</p>	<p>Progress will be measured using student progress toward their goal, IPR grade averages, Trimester grade averages, and RTI Benchmark assessments. The baseline will include data from each student's present level of performance on the goal, 2015 SBAC in Math, in addition to the beginning of the year RTI Benchmark.</p>
<p><b>Target(s):</b> Identify targets for status update schedule.</p>	<p>Goals and actions will be progress monitored at each Interim Progress Report, and Trimester Report throughout the year. The first measure will occur at the end of Trimester 1, then every six weeks. The second, third and fourth RTI benchmark will also be included in this evaluation. The most significant change will more than likely happen at the individual student level.</p>
<p><b>Status Update:</b> January 15, 2016</p>	
<p><b>Status Update:</b> June 30, 2016</p>	

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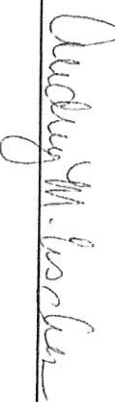






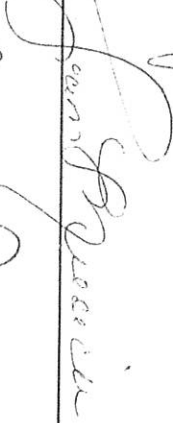

Providence Creek Academy Charter School

**Results Indicator: Indicator 3C: Proficiency on the State Assessment - Reading**

<b>Root Cause Analysis: Identify factors that prevented the LEA from meeting the target.</b>	PCA has reviewed the factors preventing our LEA from meeting the targets. We have identified a deficiency in teaching our students self-advocacy skills, as well as personal goal setting enabling our students to assist in guiding their own learning.
<b>Action Plan: Identify at least 2 activities that the LEA will implement to meet this target.</b>	PCA Special Educators will meet individually with students to complete a data-analysis of performance scores in Reading, specifically the identification of each student's present level of performance.  At the completion of the analysis, educators will guide students in setting personal goals for improvement. Included in these goals are the actions needed for the student to achieve the goal, and include whose responsibility the action is. These documents will be shared with all teachers involved in the student's education.  Students will be instructed in the most effective ways of communicating with adults and peers to advocate for themselves.
<b>Metric(s): Explain how the LEA will measure progress and identify baseline.</b>	Progress will be measured using student IPR grade averages, Trimester grade averages, and RTI Benchmark assessments. The baseline will include data from student's present level of performance on the goal, 2015 SBAC in Reading, in addition to the beginning of the year RTI Benchmark.
<b>Target(s): Identify targets for status update schedule.</b>	Goals and actions will be progress monitored at each Interim Progress Report, and Trimester Report throughout the year. The first measure will occur at the end of Trimester 1, then every six weeks. The second, third and fourth RTI benchmark will also be included in this evaluation. The most significant change will more than likely happen at the individual student level.
<b>Status Update: January 15, 2016</b>	

Providence Creek Academy Charter School

Signatures of all LEA staff who participated in the development of the LEA's Corrective Action Plan:

Name:	Signature:	Title:
Audrey M. Erschen		Principal/IST Manager
Stephanie McClellan		Speech Pathologist/RTT Coordinator
Majorie Knorr-Hayden		Special Education Service Coordinator
CHARLES E. THAYER		Head of School
Amy Roscoe		Special Education Teacher 6-8 <sup>th</sup> gr.
MarisBer Ingraham		Special Education Teacher K-5 <sup>th</sup> gr.
John S. Williams, PhD		Psychologist
Joan F. Messick		Instructional Tech
Cindy Daniels RN		Cindy Daniels, RN