

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [X] Charter [] Magnet [] Choice

Name of Principal Dr. Samuel D. Paoli

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name The Charter School of Wilmington

(As it should appear in the official records)

School Mailing Address 100 North Dupont Road

(If address is P.O. Box, also include street address.)

<u>Wilmington</u>	<u>DE</u>	<u>19807-3199</u>
City	State	Zip Code+4 (9 digits total)

County New Castle County

Telephone (302) 651-2727

Fax (302) 652-1246

Web site/URL http://www.charterschool.org

E-mail Jcapolupo@charterschool.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. James Capolupo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail Jcapolupo@charterschool.org

District Name The Charter School of Wilmington Tel. (302) 651-2727

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Derek Abbott
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 1 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	114	127	241
10	123	125	248
11	133	116	249
12 or higher	126	108	234
Total Students	496	476	972

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 32 % Asian
 - 8 % Black or African American
 - 5 % Hispanic or Latino
 - 2 % Native Hawaiian or Other Pacific Islander
 - 52 % White
 - 0 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: <1%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2017	970
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. English Language Learners (ELL) in the school: 0%
1 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Tamil

7. Students eligible for free/reduced-priced meals: 8%
Total number students who qualify: 78

8. Students receiving special education services: 1 %
9 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	5
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	48
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	99%	99%	99%	99%	99%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	232
Enrolled in a 4-year college or university	98%
Enrolled in a community college	2%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2013

15. In a couple of sentences, provide the school's mission or vision statement.

The mission of The Charter School of Wilmington is to engage highly motivated high school students with an interest in math and science by providing a challenging college-preparatory curriculum in a safe, friendly, and nurturing environment that integrates practical learning opportunities, sets high expectations, develops social responsibility, and promotes a global perspective.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Our school's targeted population includes students who reside in New Castle County and have an interest in math and science. Admissions and enrollment practices at The Charter School of Wilmington comply with 14 Del C. 506. Students apply on the statewide School Choice Application website, SchoolChoiceDE.org and register to take an 8th grade Admissions Assessment to evaluate exposure and foundation in math and reading. All current 8th grade students whose primary residence is in Delaware may apply for 9th grade. The admissions process begins in 8th grade. Our maximum enrollment is 970 students and our freshmen class size is determined by the difference between 970 and number of returning students for grades 10 through 12. The process is discussed each year with our authorizer, the Red Clay Consolidated School District (RCCSD) to ensure transparency and the basics of the process have been in place for over a decade with an annual review by the CSW Board of Directors. CSW accepts applicants who express and demonstrate an interest in mathematics and science. Currently, the waiting list for available seats in the freshman class exceeds the size of the acceptance list. This high demand is a product of our academic and extra-curricular success.

CSW commits to support each enrolled student with an IEP (Individualized Education Program) or Section 504 accommodation plan as needed. CSW is open to all applicants who are residents of Delaware, without regard to race, religion, age, sex, national origin or disability. In making positive affirmation of this policy, The Charter School of Wilmington is guided by both the letter and the spirit of Title VI of the Civil Rights Act, Title IX of the Higher Education Act of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

PART III – SUMMARY

CSW is a nationally recognized college-preparatory math/science high school that continuously improves academic excellence by advancing overall student performance - to produce leaders for the 21st century. In 1995, a group of visionary leaders from the Wilmington business community, encouraged by then Governor Thomas R. Carper, joined forces with educational leaders from the Wilmington area and from the RCCSD to form Delaware's first public charter school-The Charter School of Wilmington. The school serves students from 8 school districts in Delaware and over 50 feeder schools.

The vision shared by this group of leaders was to create a world-class STEM school for Delaware and to share success with Delaware's public school system. The founding companies shared time, talent, and capital in the development of CSW. The influence of the founding companies is still felt today through their representation on the Board of Directors.

CSW has been consistently ranked the top performing high school in reading, writing, math, science, and social studies on the Delaware State Assessments and maintains an SAT average score (1350), well above the state and national average. In 2018, we were awarded the highest rating of "Exceeds Expectations" on Delaware Department of Education's new accountability rating system.

In 2018, CSW was awarded Reaccreditation status (2018-2025) from the Middle States Association Commissions on Elementary and Secondary Schools, which is the gold standard for measuring and advancing school improvement.

Our charter was renewed (2019-2024) for another five years by our authorizer, the RCCSD.

CSW is ranked #3 on Niche's 2019 Best Charter Schools in America List. CSW was ranked the #19 STEM High School in the nation by U.S. News & World Report (May, 2018).

Our school offers a challenging, college preparatory curriculum. To graduate from CSW, students earn a minimum of 24.5 credits. All students are required to participate in Junior Research during their 11th grade year. Students must complete the following to graduate: math (4 credits), science (4.5 credits), math/science/computer science elective (1 credit), computer science (.5 credit), english (4 credits), social science (3 credits), world languages (2 credits), physical education (1 credit), health (.5 credit), electives (3.5 credits), and junior research (.5 credit).

The vision of our Junior Research Program is to build a skill set in each student that allows him or her to be both active investigators as well as critical reviewers of scientific content. As sophomores, students in Scientific Research 7214 propose a topic for investigation and create an experimental design for the investigation. During their junior year, once the proposal is polished and approved, students conduct the experiment with guidance from a mentor or science professional. The completed work is documented according to current scientific protocols. The yearlong mentored research program culminates on Junior Research Day where each student defends his or her project research in front of peers and the public.

Our instruction focuses most heavily on developing our students' higher order skills: analysis, synthesis, and evaluation. We reach our objectives through a combination of traditional and innovative instructional techniques. Our lessons and assessments include: research projects, PowerPoints, innovative software programs, essays, and various Smartboard presentations.

CSW students have been successful in inter-scholastic and academic competitions placing at the top in state, national, and international competitions. These events are inclusive of varied disciplines; Science Olympiad, Math League, Envirothon, U.S. Physics Team, Mock Trial, Model United Nations, Academic Bowl, and World Quest. CSW writing and reading performances regularly receive State and national recognition.

The growth has provided the school an opportunity to excel beyond the academic arena. The athletic programs have grown in size and scope as well. CSW enjoys the highest rate of student participation in

interscholastic athletics in Delaware. CSW teams have earned several conference and state championships in a variety of sports.

With several leadership changes, the school continues to thrive. Science lab renovations, technology upgrades and a drive for science lab enhancements have been achieved through successful development campaigns.

Block scheduling continues to allow CSW to offer study halls and activity periods, helping to reduce student stress and allow student participation in over 100 clubs and activities. Student/faculty exchange programs have been initiated with high schools in France, Italy, and Spain as part of our global expansion program introducing our students and faculty to new cultures and teaching methods.

Being selected as 2013 Blue Ribbon School was a celebrated and esteemed honor for our entire community.

What has changed at CSW since 2013?

Our fundraising efforts improved exponentially by using a digital platform used by universities, USEED. Last year, our community raised \$155,000 with 46% participation in The Charter Fund. We were awarded major grants in 2014 (\$200,000) and 2017 (\$250,000 plus a \$100,000 matching grant).

Since 2017, we have been transforming our culture at CSW with the PEACE and CARE initiatives and a renewed sense of professional development (Growth mindset, metacognition, differentiated learning, etc).

A team of graduate students from The George Washington University are in the process of completing an evaluation of our AP Program. Student surveys were developed based on prior research and includes questions that measure students' perceived stress about life in general as well as their perceived stress about academics specifically. The focus group questions asked students to discuss their experiences within CSW's AP program. We are looking forward to receiving their report in May so we can determine how to reduce student stress.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

CSW's English language arts curriculum is focused on developing our students' reading, writing, thinking, and speaking skills in preparation for admittance to some of this country's finest colleges.

Since our lowest level course is college-prep and our highest level is AP (college) level, we follow not just the Common Core Standards, but also vertically team our curriculum to align with College Board standards. To further this endeavor, the tenth and twelve grade classes have participated in national Word Wright Challenges (modeled after AP-level questions).

Our instruction focuses most heavily on developing our students' higher order skills: analysis, synthesis, and evaluation. We reach our objectives through a combination of traditional and innovative instructional techniques such as: whole class Socratic discussions, small group projects, guiding study questions, video and audio clips, podcasts, journaling, and, of course, essays. In addition, we welcome opportunities for cross-curricular assignments like non-fiction science-based reading and reaching as many Gardner's intelligences as possible by integrating musical, fine art, kinesthetic, and inter- and intra- personal elements to our lessons.

CSW's English department harnesses the modern advances in technology. Our lessons and assessments include: blog posts, webcasts, PowerPoints, glogs, and various Smartboard presentations. In order to maintain a consistency of instruction, the English department has collaborated on a vocabulary strand, a grammar strand, and a writing skills strand. Each grade level assigns four major writing assignments a school year with one of those assignments being research-based. These four writing assignments fit into specific types of writing (ie: expressive, narrative, definition) we have assigned to each grade level. Our writing instruction has always emphasized that writing is a process that requires planning, drafting, and revision before a final draft is ready for submission. We rely on teacher-feedback, as well as extensive peer mentoring (within a class and across grade levels), to assist with the revision process.

1b. Mathematics:

CSW's math curriculum is structured to provide students of all capabilities with a challenge that will not overwhelm them but inspire them to succeed. It consists of 16 courses offered at multiple levels for many courses. Student enrollment is based on ability, skill and prerequisites, not grade level. Our instruction is based on the concept of Integrated Mathematics (IM) : over a three-year period, IM teaches the same math topics as a contemporary Algebra 1, Geometry, Algebra 2 and Pre-Calculus sequence. The difference is in the organization of the content. Instead of being separate courses, Algebra, Geometry, Trigonometry and Mathematical Modeling are interwoven throughout each of the three years. Additionally, topics from logical reasoning, measurement, probability, statistics, discrete math and functions are intermingled through each year. The structure and content of IM is such that students can progress to Calculus or other electives without taking an additional Pre-Calculus course. We have found this to be highly motivating and integral to improving the math skills of students who are at an accelerated level, which provides them with an opportunity to take higher level math courses (i.e., Calculus or other electives) as underclassmen. This approach has proved highly successful as evidenced by our outcomes in the AP scores of our students.

Our core curriculum follows Common Core State Standards and all math courses implement NCTM's Principles to Actions Teaching Practices. Smartboards are used in all math classrooms to deploy a variety of multimedia learning strategies. Learning takes place in the typical classroom environment and beyond. Peer to peer mentoring/tutoring programs are an essential element of our methodology. Other approaches inherent in the culture are student led discussions, student observation, oral presentations, math league participation, teacher availability (before, during and after school hours), parent-teacher interaction and involvement. CSW also collaborates with the Cab Calloway School of the Arts. Their students may attend our math classes.

1c. Science:

The science curriculum at CSW is designed to provide the best possible college-preparatory science education for all students. The core curriculum consists of Physical Science, Biology, Chemistry and Physics. The entire science curriculum, including the core curriculum as well as electives relating to pre-engineering, medical sciences, and environmental science, foster science literacy and understanding essential for success at the college and career level. Our curriculum is designed to meet and exceed the Next Generation Science Standards (NGSS), with electives offered to enhance and broaden students' experience prior to entering college. Special attention in all science courses is placed on the content standards and performance indicators outlined in the NGSS. As freshmen, the students will be phased according to their math phase. After their freshman year, all students will be phased based on teacher recommendation.

Science courses employ a variety of instructional methods to facilitate student learning in conjunction with the goals of our school's mission. Fundamental skills that stress what scientists must possess in order to conduct science and share experimental results are learned through a sophomore Scientific Research course. These skills include: experimental design, library and Internet research skills, measurement and laboratory skills, critical and analytical thinking skills, keeping a research notebook, lab report writing, summarizing and presenting data.

Emphasis is placed on practical applications in associated health fields. For example, elective courses in medical science such as forensic science and anatomy and physiology emphasis inquiry-based activities using computer-based technology to gather and analyze data. Students are required to work independently and in groups to research and solve simulated medical cases and to perform various medical testing procedures. Biology courses use methodology that includes both lecture and laboratory experiences supplemented with current event topics.

Our Junior Research Science project has been hailed and embraced by the local science community. Employees from many of these companies share their talents, create internships for students, volunteer as science fair judges, and mentor Junior Research students.

1d. Social studies/history/civic learning and engagement

The social science curriculum at CSW includes a three year requirement. Freshmen are required to take our Integrated Social Science course which is designed to prepare students for upper level social studies courses. The focal points of instruction are government, geography, and economics. In the government basics segment, students will learn about the structure, purpose, principles and ideals of governments past and present, with particular attention paid to the responsibilities, rights, and privileges of U.S. government and citizenship. In the geography portion of this course, students will develop a personal geographic framework, or mental map, and understand the use of geographic skills. Students will also develop knowledge of the ways humans modify and respond to the natural environment, the diversity of human culture and the unique nature of places. In the economics segment, students will analyze the various economic systems and the concepts of micro and macroeconomics. The skills acquired in these units will be applied through the application of examining foreign and domestic current events. Above and beyond meeting the state standards, the CSW student will learn to think critically about governments, understand the importance of active citizenship, appreciate our national heritage, develop educated opinions, use technology to analyze and learn about social sciences, analyze controversial issues, and develop a decision-making process.

Sophomores take our World History course which examines topics ranging from the fall of the Roman Empire to global issues of the 21st century. Juniors take our United States History course which covers the U.S. Civil War to present U.S. History. In addition, we offer a wide range of advanced placement, full-year and semester elective courses that focus on a variety of topics that might interest our students. All of our courses strive to prepare our students for college as well as long-term global citizenship. Some of the key elements emphasized in our social science curriculum include:

- Critical thinking, problem-solving skills, and collaboration to promote innovation.
- An ethical learning environment that develops good decision making, habits, and virtues.

- Cultural awareness that is important to appreciate unique differences within an interconnected and multicultural world community.

1e. For secondary schools:

After looking at a variety of measures (graduation rate, college acceptances, AP participation and achievement, college readiness metrics (PSAT, SAT), daily attendance, extracurricular participation, community service and outreach), we are confident CSW students are college ready. Greater than 98% of our students graduate in their four-year cohort.

CSW uses an Integrated Math curriculum. Students may enroll in seventeen Advanced Placement (AP) classes. Post AP courses include Optics, Fluid Mechanics, Modern Physics, Embedded Systems, Calculus 3 and Differential Equations, typical college level courses. Students may opt to take electives such as Nanotechnology, Vertebrate, Zoology, Oceanography, Neuroscience, Genetics and Epidemiology, Organic Chemistry, Astronomy, Math and Politics, Financial Literacy and Web Application Development. During the 2017-2018 school year, CSW administered 1,070 AP exams to 392 students. 89.8% of our students scored a 3 or above on the tests. 220 students earned AP Scholar Awards from College Board.

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Computer Science

The Computer Science program at CSW is designed to introduce all students to computer science and potentially, algorithmic thinking. The Computer Science (CS) Department offers a strong and varied program. It prepares students to consider a CS and/or CS Engineering Major in college as well as CIS, IS, IT, Networking, and Information Security majors or minors that flow from CS. Computer Science gives students the fundamentals to enroll in these programs with deliberate confidence. This is being proven by the number of college graduates both entering and graduating with CS degrees from college and universities across the country.

Computer Science Fundamentals is a ninth grade course requirement. Logic, CS History, Boolean algebra, Hardware, Software, Operating Systems, Social Networks, Security issues, SW Applications and other current issues are discussed and analyzed. This is an introductory course touching upon many topics in Computer Science without entering any of them in great depth. This course will also introduce a programming language (currently Java) to students allowing them to practice logic and problem solving techniques thorough computer programming. This introduction to programming does not imply/guarantee mastery of the computer language. Students wishing more computer programming continue with Programming and Algorithms.

World Languages

The State of Delaware has a two-year world language requirement. At CSW, students may choose from Spanish I, II, French I, II, and Latin I, II. Courses must be taken in succession and the two required courses must be in the same language. Most universities and colleges either prefer or require a minimum of 3 years of consecutive study of a world language, and students expecting to apply to competitive universities should complete 4 years or the highest level of language study attainable. The following courses are offered to fulfill this goal: Spanish III, IV, AP Spanish Language & Culture and Advanced Spanish Literature; French III, IV, AP French Language & Culture and Advanced French Literature; Latin III, IV, AP and Advanced Latin Literature. The Delaware State Standards for World Languages: Communication, Culture, Connections, Comparisons, and Communities are the foundation of instruction at all levels.

Incoming freshman that have studied Latin, French, or Spanish in middle school are encouraged to take the
NBRS 2019

World Language Challenge Exam in May. Students who demonstrate exemplary performance on the challenge exam may qualify for placement in Level 2 of Latin, French, or Spanish. All transfer students are required to take the World Language Challenge Exam in order to properly place them in the most appropriate course.

Health, Physical Education and Driver Education

Our ninth grade health course is based on the Delaware Department of Education Curriculum Framework guidelines. It includes the following areas of study: emotional health, physical activity, nutrition, family life and sexuality, tobacco, alcohol and other drugs, injury prevention, personal and consumer health, and community and environmental health. The National Health Education standards are implemented in various ways throughout the course.

Our 10th graders take a driver education course consisting of 44 hours of instruction. There are 30 hours of classroom instruction. The “in car” or driving phase comprises seven hours of “behind the wheel” experience, and seven hours of observation. Students are taught skills that enable them to drive safely. Successful course completion allows students to obtain a Delaware driver's license.

Two years of physical education are required at CSW as freshman and juniors. Freshmen participate in a combination of individual and team sports, and aerobic and fitness activities. As juniors, students participate in individual and team sports not covered in Freshman Physical Education. Components of wellness and fitness are incorporated into these activities.

Arts at CSW

Although our focus is STEM, since we are in a co-located building with Cab Calloway School of the Arts, CSW students are enrolled in art, drama, concert band, jazz band, marching band, chorus and other musical groups.

3. Special Populations:

In 2016, CSW hired a full time Student Services Specialist who facilitates and monitors Individualized Education Program (IEP) meetings to ensure staff are following students' IEP plans. Students with special needs are identified through the enrollment process. IEP and 504 plans are created for these students through a combined effort involving our Student Services Specialist, counselors, teachers, administrators, parents, students and emergency personnel. This team monitors each student's attendance, academic performance and social needs throughout the year so adjustments and interventions can be made immediately.

At the start of the 2018 school year, CSW implemented CRSP: “Charter Readiness for Students Program”. Its primary focus is to help students who arrive at CSW with opportunity gaps in their education, catch up to their peers before they begin their freshman year course materials.

Nearly 50 students who needed assistance to be successful in Integrated Math I, as identified by their math placement test, were scheduled for Math I every day. Students who are missing curriculum content in math need time to learn pre-algebra material and catch up. This is challenging to complete during a few weeks in the summer. By meeting daily, two years of material can be covered, thus giving the students the opportunity to catch up with their peers and be able to take advantage of all the electives and other opportunities our STEM curriculum has to offer in grades 10 through 12.

Tutoring was also provided during Activity Period for these students. Every four weeks (by reviewing interims and report cards), teachers continue to identify which students need academic help. After four weeks, the students' grades will be reviewed and if the student has brought their grade up, they have the option of not continuing the tutoring. Otherwise, the student continues with tutoring.

Due to the success of the math I every day class, in the fall of 2019, we will offer English every day to
NBRS 2019

students with opportunity gaps in the humanities areas.

Summer 2019 writing and reading workshops are planned for incoming freshmen students who need to brush up on grammar, basic writing skills and reading comprehension. These students will work with a reading specialist and student volunteers who will help the students practice and improve these skills in preparation for their freshmen humanities courses.

Our English Department is continuing to work with a significant amount of incoming ninth graders who tested below CSW's standard scores in reading and writing. In order to adjust to our challenging curriculum, we created a unique ninth grade English class tailored to the needs of students with opportunity gaps and assigned our best teacher to instruct this group; many schools refer to this practice as Response to Intervention (RTI).

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

2018 marks our second year of following our mindful culture of PEACE. Our administration, faculty and staff are expected to adhere to these standards at all times. The pillars of our mindful culture can be found in the acronym PEACE:

Professional: CSW faculty are team players that are always prepared, diplomatic, timely, respectful, that refrain from gossiping and contributing to the rumor mill.

Productive: CSW faculty set goals and stay focused to complete them. We believe and model for our students the practice of working smarter and not harder.

Present: CSW faculty are always attentive to the immediate and live in the moment. We let the past go and allow for the future to work itself out.

Easily Accessible: CSW faculty are welcoming and have an open-door policy. Not only do we make ourselves available, but we respond quickly to emails and phone calls and are visible members of the CSW community.

Amenable: CSW faculty are receptive, responsive, adaptable, flexible, and open-minded to a variety of challenges and situations.

Compassionate: CSW faculty members are empathetic, non-judgmental, accepting, caring, helpful, sensitive, charitable, and understanding.

Egos checked at the door: CSW faculty embody humility, awareness and make student-centered decisions.

Since 2018, our students have been following our “CARE” model: “Capable, Aware, Respectful, Engaged, Egos Checked.” 4x5 foot posters grace our stairwells and 16x20 inch posters are displayed in our hallways. Parents, students and faculty are reminded about these standards in weekly emails, our Back to School Night event, our Open House, and school assemblies.

As part of building our culture of integrity, our faculty and staff have committed to three basic ground rules (detailed in our PD section), “A to B Feedback”, “Assuming “Positive Intent”, and “Learning to be Comfortable with the Uncomfortable”. As the staff becomes more experienced with these concepts, we have also started using this language with the students.

Unconscious Bias and Myers Briggs Training has also increased our self-awareness as educators. Additional training and compliance requirements by the Delaware Department of Education ensures the welfare and safety of our students: McKinney-Vento Homeless Act, Child Abuse Reporting Training, acceptable use policies for technology, Suicide Prevention training, DIAA physicals for all student-athletes, reports made by our school nurse, DPAS II Evaluations, anti-bullying training, chemical safety storage and disposal of hazardous materials (Science Department) and special education audits (IDEA).

The CSW Board of Directors and administration are currently negotiating a collective bargaining agreement with the CSW Education Association and the Delaware State Education Association.

2. Engaging Families and Community:

School counselors at CSW are an integral link in the educational system. They promote educational success by enhancing the development of academic skills, interpersonal skills and self-understanding. This is achieved through a collaborative working relationship with teachers, parents, and the School-Based Health Center staff. School counselors help students recognize their innate talents and encourage them to share these talents with others in an increasingly diverse society. They educate students about decision making,

problem solving, goal setting, self-esteem, and educational/occupational opportunities. With our Naviance platform, a college and career readiness tool, our students will be even more prepared for college and beyond.

Special school events include: Junior Parent Night, Senior Parent Night , Financial Aid Guest Speakers, and over 100 college visits a year are scheduled.

We are very fortunate to have such involved and caring students, parents, alumni and faculty. We have a strong communications system in place (Schoology and weekly emails) to engage all our shareholders from sharing breaking news and successes with them to rallying the troops for legislative action at the polls.

- An updated mobile friendly website informs parents, students, alumni and our community about current news, opportunities and heralds our students' successes.
- Our Home Access Center (HAC) and Teachers Access Center (TAC) allow students to check their grades and parents to monitor their child's academics. Teachers can communicate with classes or individuals with TAC.
- Gmail accounts have been created for all students and faculty to share homework assignments, news and supplemental materials.
- Our Emergency Alert System sends automated phone messages and emails to our parents, students and faculty.
- Our parents receive a weekly email, a monthly President's Newsletter, a quarterly Vice President's Newsletter and Schoology posts.
- Our School President and administration attend monthly Parent Teacher Student Organization (PTSO) and Blue & White Club meetings.
- Our Board of Directors holds monthly meetings open to the public.
- A daily Activity Period allows for student assemblies as needed to share information.

CSW administration and the Board of Directors invite parents to participate/volunteer as members on the following groups: Middle States, PTSO, Blue and White Club (Boosters), and Board of Directors.

Parents volunteer as Science Fair judges, mentors, field trip chaperones, fundraising coordinators, guest speakers, coaches and they host special lunches for business guests.

Last year, our community raised \$155,000 with 46% participation in the Charter Fund. Separately, the PTSO raises over \$25,000 annually and our sports booster clubs generates over \$25,000 to help offset the cost of our extensive athletics program. These funds have been used to broaden our range of classes and extracurricular activities, provide transportation for sports, and complete minor facility improvements.

3. Professional Development:

CSW's Board of Directors, administration and faculty have developed and implemented a plan to improve its educational program that is directly linked to our school's mission. Woven into this plan is professional and organizational growth that focuses on student growth. Ongoing professional development keeps teachers up-to-date on new research about metacognition, emerging technology tools, new curriculum resources, and more.

CSW's staff is committed to the concept of "Growth Mindset" by building a culture of integrity. We define a culture of integrity as building a positive culture of interaction that enables all staff to provide each student with the best education possible. We began the 2018 school year by engaging in a half-day session

about Unconscious Bias. Unconscious bias is defined as an implicit thought process that shows prejudice towards a group for some defining characteristic like race, gender, sexual preference, or economic status. More than 20 years ago, a woman named Carol Dweck burst onto the education scene with a mind blowing study that showed intelligence is not stagnant. It proved that students and adults can increase their IQ score, perhaps in a way that isn't what you might think. Her philosophy is a wonderful benefit for all of us; Dweck argues that the growth mindset will allow a person to live a less stressful and more successful life.

As part of building this culture of integrity, our faculty and staff have committed to three basic ground rules. The first is practicing “A to B Feedback”. Instead of telling someone else about a concern we have, we go to the source and have positive conversations to arrive at a solution. The second is assuming “Positive Intent”. When you assume “Positive Intent”, everyone always gives the benefit of the doubt to each other, including students. And the third is “Learning to be Comfortable with the Uncomfortable”. We engage in necessary conversations even if they make us feel uncomfortable at first. As the staff becomes more experienced with these concepts, we have started using this language with the students.

We are also creating a comprehensive professional learning roadmap for all staff including teachers, specialists, board members, administrators, and support staff. These efforts are being supported through three national experts. Mrs. Amber Turner and Mrs. Jennifer Curtis have been working with us since August. In February, the World Languages Department also began work with Dr. Gregory Fulkerson. In addition to building a positive school culture that is conducive to learning and growing, classroom teachers are focusing on differentiated learning to deliver our curriculum to all students through their most successful learning style. Since September, the Math Department has been determining how to best support our new students as well as expanding our current curriculum. Both the Math and World Languages Departments are researching more advanced and innovative programs to keep our students learning at the highest levels. Moving into the future, we will continue to work on each curriculum content area, while we retain the foundational work of maintaining a positive adult culture that translates into learning for our students.

4. School Leadership:

The Charter School of Wilmington (CSW) administrative leadership consists of a president and vice president who are state certified administrators. They are complemented by a team of four certified counselors, a chief financial officer (CFO), a dean of students/director of athletics and a development/communications director. Through weekly two hour student services meetings, all facets of school life are discussed and areas of concern identified and addressed. Additionally, individual students with particular needs are identified and corrective measures debated and implemented. Material/ financial resources, as well as student progress for each discipline, are reviewed bi-weekly in after school meetings chaired by the president, vice president, administration team and nine appointed department chairs. The President communicates with all families and students on a monthly basis through an electronic newsletter. Grade level assemblies are held in the beginning of the year to communicate expectations to all students. Schoology, a learning management system, allows for quick and instant communications with students and parents. Weekly email newsletters to students and parents contains meeting announcements, calendar events, award information and counseling news.

It is the leadership philosophy of CSW to:

1. Administer the school in strict compliance with state and federal charter school regulations ensuring a free and appropriate public school education for students with a demonstrated interest in math and science.
2. Provide a challenging college preparatory curriculum in a safe, friendly and nurturing environment.
3. Integrate leadership training for students within our curriculum and in day to day operations of the school. Student leadership will be included/ advised on all major operational decisions and will enjoy open door access to CSW Administration.
4. Allocate and allot material and financial resources to the maximum extent in support of our student's education.
5. Pursue through foundation grants, community donations, and state and federal agencies, funding and resources for the upgrading of our physical plant, technology, and science laboratory modernization.
6. Maintain a CSW outreach program effectively communicating to members of the community that diversity is a welcome entity and all may apply.

7. Continue to develop partnerships with our middle school, secondary, and post-secondary institutions in pursuit of student achievement.
8. Provide professional development opportunities for staff and set a high priority on positive adult/student school climate/culture.
9. Make decisions at CSW with the best interest of the student in mind.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

CSW has a history of academic excellence, but that does not mean we can afford to become complacent. We are constantly investing in our students and looking for the latest technologies and new course offerings and curriculum enhancements – we strive to be more than just ordinary. CSW relies heavily on data, which plays a major role in our decision making. Meeting the needs of the students is vital, so teachers are required to assess the students, analyze the data, and make any adjustments they feel necessary.

CSW created a Nanotechnology Lab in 2014 to support a Nanotechnology class funded by a grant. Students have access to a scanning tunneling microscope, a scanning electron microscope, an atomic force microscope, a manual sputter coater with pump, and a benchtop vibration isolator platform. A magnetic Resonance Imaging (MRI) and NMR (Nuclear Magnetic Resonance) Teaching System was also purchased. Sophomores and juniors participating in our Junior Research program are able to use this equipment as well.

Through grants, donations and in-kind gifts, CSW has acquired three 3D printers, binocular LCD microscopes, a PCR Thermocycler, five spectrophotometers and a Fluid Mechanics Pump lab (2012). Students also have access to a new ADA compliant Life Science lab (2018), a renovated freshmen physics lab, and the ING Computer Science Research Lab.

Our 1:1 Chromebook Initiative became a reality in July 2017 through a grant. All students now have access to a computer.

In 2017, we created a new class, Scientific Research 7214 (.5 credit) for our sophomores, a prerequisite for Junior Research.

In 2018, we were gifted with an Echocardiogram machine which creates ultrasound images of heart structures and can provide an accurate portrait of the blood flow through the heart by using Doppler echocardiography.

We are also extremely proud of our outreach and community service efforts because the Delaware community is benefitting from our academic investments.

1. The Buddy Program: A positive impact on the lives of special-needs elementary students at Richardson Park Learning Center through regular visits and buddy mentor relationships. (established 2002)
2. Science Ambassadors: Bringing positive enthusiasm to elementary students about science, with regular after-school activities at local elementary schools (established 2005)
3. Science Expo: Originally hosted at the CSW campus, this event is now hosted at local schools in order to facilitate access for students in city communities. CSW students encourage an interest in science through the use of science kits and participation. (established 2005)
4. The Jefferson Council: CSW's Jefferson Council was honored by the Jefferson awards as a 2nd place national winner for their philanthropic contributions to the community. They are 1 of 9 Ambassador Schools in the nation. (established 2012).