

**U.S. Department of Education**  
**2022 National Blue Ribbon Schools Program**

---

[X] Public or [ ] Non-public

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

Name of Principal Mr. Anthony Gray-Bolden  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Cab Calloway School Of The Arts  
(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.)

City Wilmington State DE Zip Code+4 (9 digits total) 19807-3106

County New Castle County

Telephone (302) 651-2700 Fax (302) 425-4594

Web site/URL https://www.cabcallowayschool.org E-mail anthony.graybolden@redclay.k12.de.us

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\* Mr. Dorrell Green E-mail Dorrell.green@redclay.k12.de.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Red Clay Consolidated School District Tel. (302) 552-3700

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 Mrs. Kecia Neismith  
(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, leave blank.*

## **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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 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: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. 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.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

---

Data should be provided for the current school year (2021-2022) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)  
 Suburban  
 Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

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	43	100	143
7	41	103	144
8	42	100	142
9	51	80	131
10	32	97	129
11	40	88	128
12 or higher	30	97	127
<b>Total Students</b>	279	665	944

\*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):
- 0.8 % American Indian or Alaska Native
  - 14 % Asian
  - 18 % Black or African American
  - 9 % Hispanic or Latino
  - 0.1 % Native Hawaiian or Other Pacific Islander
  - 55.3 % White
  - 2.8 % 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 2020 - 2021 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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	3
(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, 2020	944
(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. Specify each non-English language represented in the school (separate languages by commas):

Spanish

English Language Learners (ELL) in the school: 4 %  
35 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 944

8. Students receiving special education services with an IEP or 504: 14 %  
132 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |                                                |
|----------------------------------|------------------------------------------------|
| <u>9</u> Autism                  | <u>84</u> Multiple Disabilities                |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>10</u> Other Health Impaired                |
| <u>0</u> Developmental Delay     | <u>20</u> Specific Learning Disability         |
| <u>2</u> Emotional Disturbance   | <u>3</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: 1
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	34
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	16
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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 33:1

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

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	98%	97%	97%	96%	96%
High school graduation rate	100%	100%	100%	99%	100%

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 2021.

<b>Post-Secondary Status</b>	
Graduating class size	127
Enrolled in a 4-year college or university	85%
Enrolled in a community college	11%
Enrolled in career/technical training program	2%
Found employment	2%
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.

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

Cab Calloway School of the Arts provides a rigorous curriculum where arts and academics combine to cultivate the development of the independent investigation, critical and creative thinking, and the innovative application of acquired skills. Our graduates will demonstrate a mastery of defined skills that will enable them to be productive, self-directed, lifelong learners who appreciate and respect diversity.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://cabcallowayschool.org/about-us/title-ix/>

Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination on the basis of sex in educational programs and activities.

Red Clay Consolidated School District does not discriminate on the basis of sex, nor does it tolerate discrimination on the basis of sex in its educational programs and activities.

Inquiries concerning potential discrimination on the basis of sex can be directed to the District’s Title IX Coordinator or the Office of Civil Rights.

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

Any prospective student who is a Delaware state resident is invited to apply for admission to Cab Calloway School of the Arts. Students must demonstrate proficiency in at least one of the 9 arts areas offered as majors with the school through a Skills Assessment.

Students residing in the Red Clay Consolidated School District will receive preference in the lottery portion of our process. Enrollment is available in both the 6th and 9th grades. Students in other grades are permitted to apply, but there is no guarantee of openings in 7-12th grade.

Students admitted to Cab Calloway do so entirely through the Choice process. No student is automatically assigned to Cab Calloway School of the Arts based on their home address.

## **PART III – SCHOOL OVERVIEW**

---

Cab Calloway School of the Arts (CCSA) is a public magnet school with an arts-based curriculum located in Wilmington, Delaware. Founded in 1992 by a group of parents seeking quality education in a motivating environment, the school is part of the Red Clay Consolidated School District (RCCSD). Named after the American jazz icon and Delaware resident Cab Calloway, Cab Calloway School of the Arts provides both academic and arts education for students in grades 6-12.

CCSA students may select from arts majors in:

Communication Arts; Dance; Instrumental Music; Piano; Strings; Technical Theatre; Theatre; Visual Arts; or Vocal Music.

Cab Calloway School of the Arts invites students who demonstrate artistic interest and potential to engage in a rigorous curriculum where arts and academics combine to cultivate the development of independent investigation, critical and creative thinking, and the innovative application of acquired skills. Our graduates demonstrate a mastery of defined skills that will enable them to be productive, self-directed, lifelong learners, who appreciate and respect diversity.

Any prospective student who is a Delaware state resident is invited to apply for admission to Cab Calloway School of the Arts. Students must demonstrate proficiency in at least one of the nine arts areas offered as majors with the school through a Skills Assessment.

Students residing in the Red Clay Consolidated School District receive preference in the lottery portion of our process. Students admitted to Cab Calloway do so entirely through the Choice process. No student is automatically assigned to Cab Calloway School of the Arts based on their home address.

Cab Calloway School of the Arts is located at the edge of the City of Wilmington's limits. According to 2019 census data, the City of Wilmington has a population of 70,655 and a median household income of \$45,139. Approximately 21% of the Wilmington population lives in poverty.

CCSA is committed to creating a diverse student body that reflects the community it serves. Due to the costs associated with training and access to art schools, minority students and those from low socioeconomic backgrounds are disproportionately underrepresented in CCSA students. To create equitable access to Cab's unique programming, there is a multipronged effort to increase access to the arts education in underserved communities.

Among the 16 elementary schools in the Red Clay Consolidated School District, nine are identified as schoolwide Title I schools. CCSA works in several ways to support students in Title I schools. First, CCSA administration and students visit Title I schools during the Choice application window to provide outreach and awareness of Cab's unique programming. Students are also provided with school day assessment appointments to address transportation issues that may occur during the regularly scheduled weekend assessment times. In addition, rising sixth grade students were provided with summertime classes in their arts major at various lesson providers during the pandemic.

Further outreach and support to underrepresented populations through the innovative SMArtSummer programming. The Cab Calloway School Fund supports Cab Calloway School of the Arts and SMArtSummer by providing financial and other assistance to programs, students, and the community at large who have been identified as needing support for arts and/or academic training. SMArtSummer was strategically designed to create a more robust path to CCSA for an extended population of students. From the elementary level and continuing through middle and high school, this pathway to the arts results in a richly diverse student body while exposing an increased number of young students to potential career tracks they may not have considered.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:**

Cab Calloway School of the Arts, a Red Clay Consolidated School District magnet public arts school invites students in Delaware grades 6-12 to engage in a rigorous curriculum where arts and academics combine to cultivate the development of the independent investigation, critical and creative thinking, and the innovative application of acquired skills. Our graduates demonstrate a mastery of defined skills that enable them to be productive, self-directed, lifelong learners, who appreciate and respect diversity. Our students major in dance, digital media and communication arts, instrumental music, piano, strings, technical theatre, theatre arts, visual arts, and vocal music. We celebrate a 100% graduation rate, with 98-100% of our graduates attending post-secondary education each year. We believe that our students excel, not only because of their passion for the arts, but due to a commitment to their own education, the engagement of their parents and caregivers in the education of their children, and the dedication of the staff to create a learning environment that combines the arts and academics to motivate and inspire learning.

#### **1b. Reading/English language arts curriculum content, instruction, and assessment:**

The Cab Calloway School of the Arts English and Language Arts program is based upon the philosophy that all students can learn to read and write at high levels. Classroom instruction is designed to prepare students for life outside the classroom. Instruction includes critical-thinking skills and provides students with opportunities to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life that will prepare them for success in the 21st century.

As a result of experiencing the Cab Calloway School of the Arts English and Language Arts Program, our students will be able to demonstrate independence by comprehending and evaluating complex texts. They will be able to construct effective arguments and articulate their own ideas. Students will also be able to demonstrate a command of standard English and acquire a wide-ranging vocabulary. Our students will be self-directed learners with strong content knowledge who are able to respond to the varying demands of audience, task, purpose, and discipline.

Our students' progress through a sequence of courses in the middle school program, with one block class focusing on an integrated reading and writing curriculum, along with a semester course dedicated to advancing reading skills at all levels. The high school English courses build on the middle school program and differentiate based on student readiness. Students may enroll in English Academic- or English Honors-level at each high school grade. Honors coursework is provided through College Board's Advanced Placement and Pre-Advanced Placement framework.

Cab uniquely offers Advanced Placement Combo courses, which is the combination of Advanced Placement Seminar and Advanced Placement Language & Composition taught in one regular class section to 10th-grade students. The overlapping of skills and standards developed in the courses allows for a successful unification of the curriculum and course assessments.

In addition, since AP Seminar is the initiating course for the AP Capstone Program, students who are enrolled in AP Combo are able to maximize their potential to earn the prestigious Capstone Diploma before their HS graduation. Data, as evidenced by Advanced Placement scores, to support Capstone's success is strong. Cab students were awarded more AP Capstone Diplomas than any other school in the district and state. The school has significantly higher enrollment in AP Research than any other district school. In addition, Cab Calloway School of the Arts has one of the largest AP Seminar programs in the country based on test-takers. Moreover, the program is elevated through a well-trained faculty, some of whom received national accreditation as an AP Reader for the College Board.

Our students are assessed on their progress in the English program through a variety of testing instruments and modalities. Middle school students are assessed annually through the Smarter Balanced Assessment Consortium, as well as triannual benchmark and progress monitoring through iReady adaptive testing. Students enrolled in Advanced Placement coursework are evaluated through the end-of-course College Board assessments. All 11th grade students complete SAT testing for evidence of English learning outcomes. Further, student progress is monitored by classroom teachers utilizing district-developed common assessments. Teachers review and adjust programming based on data results in interdisciplinary horizontal and vertical learning teams.

Finally, students maintain portfolios of work samples as evidence of learning progress during the school year.

### **1c. Mathematics curriculum content, instruction, and assessment:**

The Cab Calloway School of the Arts mathematics high school program is based upon the philosophy that all students can learn mathematics at high levels. A rigorous pathway of college and career readiness standards requires mathematically proficient students to gain a deep understanding of mathematics and apply their understanding to real-world situations.

Our students engage in the following eight practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with Mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Our middle school philosophy aligns with IM Math, which is a problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers can shift their instruction and facilitate student learning with high-leverage routines to guide learners to understand and make connections between concepts and procedures.

Students' progress through a sequence of courses in the middle school program. Courses are differentiated to appropriately challenge students. The high school Mathematics course sequence builds on the middle school program and differentiates based on student readiness. Students complete a progression of courses including Algebra I, Geometry, Algebra II and selections of Calculus and Statistics options. Many students enroll in Advanced Placement classes to challenge and enhance their mathematics ability.

Cab Calloway believes that mathematics is a tool for thought and not merely a series of steps to be followed. Teachers create a culture of inquiry where students ask questions to deepen their understanding of mathematical concepts. Student feedback should inform instruction and support the learning of mathematics. Teaching and curriculum include opportunities for students to do problem-solving. The technology is used in mathematics as a teaching tool to enhance student learning, but not as a replacement for basic understanding and computational fluency.

Our students are assessed on their progress in the mathematics program through a variety of testing instruments and modalities.

### **1d. Science curriculum content, instruction, and assessment:**

At Cab Calloway School of the Arts, students engage in diverse, inquiry-based explorations and investigations of the natural world through science instruction from kindergarten through graduation. As a member of the Delaware Science Coalition, students receive instruction in physical science, life science, earth/space science, and engineering through the Next Generation Science Standards (NGSS). The NGSS, adopted by Delaware in September 2013, incorporates a three-dimensional approach to challenge all students at every grade level to create a deep understanding of the world, the universe, and living things.

Through the NGSS, Cab Calloway science educators prepare students for a post-graduation experience in which they can participate fully in a global workforce. The middle school curriculum will begin using Open Sci Ed, a new science curriculum that places students in the role of investigators to figure out the nature of familiar phenomena. Strategies used in these classrooms include the following: Driving question boards, where students identify their own questions about phenomena under investigation and strategize how to answer these questions. Scientist circles, where ideas are shared and discussed by the whole class. Claim, evidence, reasoning; a writing strategy where students engage in argument from evidence.

Students make sense of scientific phenomena at each grade level by engaging in the following Science and Engineering Practices:

1. Asking questions and defining problems; 2. Developing and using models; 3. Planning and carrying out investigations; 4. Analyzing and interpreting data; 5. Using mathematics and computational thinking; 6. Constructing explanations and designing solutions; 7. Engaging in argument from evidence; and 8. Obtaining, evaluating, and communicating information.

Students integrate these Practices with Disciplinary Core Ideas and the following Cross-Cutting Concepts to achieve three-dimensional Understanding:

1. Patterns; 2. Cause-effect: Mechanism and explanation; 3. Scale, proportion, and quantity; 4. Systems and system models;

5. Energy and matter: Flows, cycles, and conservation; 6. Structure and Function; and 7. Stability and Change

Our students progress through a sequence of Integrated Science courses in the middle school program. These courses follow the Delaware Department of Education recommended curriculum and state standards. The high school Science course sequence builds on the middle school program and differentiates based on student readiness. Students complete a progression of courses including Integrated Physical Science and Earth Science, Biology, Chemistry, and Physics, as well as Anatomy and Environmental Science options. Many students enroll in Advanced Placement classes to challenge and enhance their science ability. Students are assessed on their progress in the Science program through a variety of testing instruments and modalities.

### **1e. Social studies/history/civic learning curriculum content, instruction, and assessment:**

Cab Calloway Social Studies Department prepares young people to become informed and active citizens who accept their responsibilities, understand their rights, and participate actively in society and government. Effective citizens must be able to research issues, form reasoned opinions, and support their positions with credible evidence and reasoning, in order to effectively engage in the political process. Cab Calloway School of the Arts follows the scope and sequence set forth by the state of Delaware, in which students engage in the following four social studies disciplines: civics, economics, geography, and history.

In our Civics courses, students learn about how to contribute to the health of our democracy and to empower students “to translate their beliefs into actions and their ideas into policies.” Students understand the purpose and means of authority and freedom and the relationship between them and are challenged to put those behaviors into action by completing an action civics project.

In our Economics courses, students understand economic principles, whole economies, and the interactions between different types of economies to comprehend the movement and exchange of information, capital, and products across the globe. Moreover, students attain the knowledge and skills to understand and evaluate various types of goods and services and how to pay for them, which can help prevent or limit financial loss.

In our Geography courses, students will possess knowledge of geography and an ability to apply a geographical perspective to life situations. Students study the relationships of people, places, and environments from the perspective of where they occur, why they are there, and what meaning those locations have for us.

In our history courses, students study the ways in which individuals and societies have changed and interacted over time. They practice historical thinking skills of sourcing, corroboration, close-reading, and contextualization when gathering, examining, analyzing, and interpreting historical data. Through participation in National History Day, students become historians by developing arguments and interpretations of history.

Students illustrate their learning in a variety of ways and assessment data is collected at the school and district levels to identify ways to improve student performance. Our school utilizes district-created common assessments which provide insights into student progress toward state standards. Additionally, many of our teachers have participated in the development of the state's new pass-through assessment system which will collect data three times throughout the year on social studies standards in order to improve students' performance.

#### **1f. For secondary schools:**

Our Communication Arts CTE courses offer a program of study that seamlessly aligns academic and technical instruction to meet the prerequisite expectations of employers and ensure that every child has the opportunity to continue their education and seek career success. Our school believes that the CTE programs of study:

##### 1. Prepare students for career success and post-secondary education:

Our CTE programs of study align academic and technical knowledge at the secondary and postsecondary levels by creating multiple connected entries and exit points for students to pursue a career and continue their education. Students who complete a CTE program of study have the opportunity to earn an industry-recognized credential and continue their education while simultaneously engaging with employers to familiarize themselves with the culture of work.

##### 2. Align with workforce needs and are developed in partnership with relevant stakeholders:

Our school and district partner with a variety of stakeholders, including business associations and institutions of higher education, to continuously improve the development and implementation of CTE programs of study that are responsive to the changing workforce needs.

##### 3. Improve student achievement by connecting academic and career success measures:

Programs of study measure student achievement in academic and technical areas and promote employability skills. They produce higher levels of student achievement by defining a rigorous technical and academic course sequence at the secondary and post-secondary levels that relate to a student's career aspirations.

**1g. For schools that offer preschool for three- and/or four-year old students:**

**2. Other Curriculum Areas:**

Cab Calloway School of the Arts believes in the power of the arts to engage students, increase creativity, and encourage critical thinking, collaboration, and communication. Secondary students have opportunities to take art classes that form pathways and electives toward graduation. Cab Calloway School of the Arts offers nine art pathways: Theatre, Visual Arts, Communication Arts, Piano, Strings, Instrumental Music, Dance, Technical Theatre, and Vocals. All of our art pathways align with Delaware State Art Standards and National Core Arts Standards. The standards emphasize the artistic processes of Creating, Performing, Responding, and Connecting.

As a result of experiencing the Cab Calloway School of the Arts majors, our students will be able to use creative thinking, problem-solving, integration with other curriculum areas, and communication of their ideas to represent real and imaginary worlds in two and three- dimensional media, by participating in art experiences. Students develop, through successful art activities, stronger self-concept; greater self-confidence as their skills increase in the use of materials and tools; and expanded emotional development through the expression of ideas and feelings. Our students also discover through art experiences how others view and express their ideas and feelings.

In addition to the arts-related offerings, Cab students enroll in Physical Education and Health classes throughout their academic careers. All middle schoolers complete a sequence of Exploring Business classes designed to expose students to business, finance, and marketing concepts and careers. Students enroll in at least two year of world language classes in either Spanish, French, or Latin. Other unique course offerings include Comparative Cultural Studies, Ancient Civilizations, and Fun with Coding.

**3. Academic Supports**

**3a. Students performing below grade level:**

Cab Calloway School of the Arts addresses gaps in achievement (whether these be above or below grade-level standards) using Multi-Tiered Systems of Supports. All Tier one instructional materials in ELA and Math have been selected with these supports in mind. Each curriculum set in ELA and Math has three-tiered systems to address student learning when a gap in performance is identified. Teachers review this data regularly and use it to make instructional decisions related to student grouping and instruction. This data is reviewed by our building leadership in conjunction with the Building Leadership Team to help establish priorities for our school improvement plan, which will include professional learning and targeted instructions for students performing below grade level.

Our 6-9th grade teachers use the I-Ready diagnostic assessment which is an adaptive assessment that adjusts its questions to suit our student's needs. Each item a student sees is individualized based on their answer to the previous question. For example, a series of correct answers will result in slightly harder questions, while a series of incorrect answers will yield slightly easier questions. The purpose of this is not to give our students a score or grade, but instead to determine how best to support our student's learning.

Students are provided with lessons based on their individual skill level and needs, so the student can learn at a pace that is appropriate for them. These lessons are fun and interactive to keep our students engaged as they learn. Our master schedule allows for two to three thirty-minute below grade level instructions with curriculum materials. Students are grouped based on ability level and are provided targeted instruction using a Skill focused model instruction for ELA and small group instruction for Math.

**3b. Students performing above grade level:**

Students working above grade level are offered accelerated and enriching academic experiences through a variety of sources. Students at all grade levels may enroll in honors courses, where the content exceeds grade-level expectations and moves at a faster pace than on-grade classes. Pre-Advanced Placement and Advanced Placement coursework is available at the high school level, as well as dual enrollment classes with local universities. CCSA's unique campus, situated in the same building as Blue Ribbon Award-winning Charter School of Wilmington (CSW), allows students to enroll in CSW classes, particularly advanced science and mathematics classes not offered at Cab.

### **3c. Special education:**

Our school tailors instruction, interventions, and assessments in multiple methods fluidly throughout the year. Initially, the school assigns students to appropriate classes so they receive instruction in a manner most appropriate for their identified needs. Students may be placed in a small group class, where instruction can be a combination of grade-level curriculum along with previously taught skills meeting the student where he is currently at addressing the student's deficits in order to close the achievement gap. Other students may remain in the general education classroom working on grade-level curriculum with the help of a special educator in the classroom, in addition to the general educator, instructing students in small groups, clarifying information, providing additional resources and graphic organizers, and or modifying and shortening assignments and assessments.

Instruction can also vary from direct instruction to hands-on experiences to reach diverse learners. Furthermore, students may attend classes with the help of a paraprofessional, who assists in accommodating the student for behavioral and or instructional deficits, in order to remain in class with their general education peers and grade level curriculum. At times, providing supervised adult support, such as a paraprofessional, provides the student the only opportunity to remain in general education classes and be integrated with same-aged peers.

This interaction is key to a student's success emotionally and academically. Not only are instruction and intervention tailored for individual students, but assessments. At times, students are capable of understanding key grade-level concepts but need accommodations to show their knowledge. Some examples of accommodations include having assessments read aloud, altering the question format or number of multiple-choice options, providing a word bank, reducing the number of questions or length of written response, and providing additional time.

Giving students choice in how they demonstrate their knowledge is also key for accommodating students of varying academic levels and learning styles. It is imperative for schools to provide students multiple avenues to demonstrate their knowledge in combination with varying their instructional methods while providing interventions for all students to experience success.

### **3d. English Language Learners, if a special program or intervention is offered:**

The Cab Calloway School of the Arts has acknowledged the importance of stages of second language acquisition and their instructional implications. Our EL teachers develop lesson plans that apply SIOP instructional strategies for ELs in 6-12 support classes. The SIOP Model (Sheltered Instruction Observation Protocol), is based on sheltered instruction. Some of our teachers received the SIOP workshops and professional development in support of scaffolding instruction for EL students.

EL Teachers who service students 6-12th grade, identify language objectives in clear and specific terms. Teachers provide multiple opportunities for students to engage in activities that allow them to demonstrate what they are learning. In order to close the achievement gap, teachers collect evidence to determine, record, and report on the level of proficiency students are attaining. Teachers reflect on collected data and make recommendations and changes in their lessons. Differentiated instruction takes place in every classroom where students are engaged in meaningful activities using visuals aids, realia, and incorporating language practice opportunities for reading, writing, listening, and speaking.

### **3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:**



## **PART V – SCHOOL CLIMATE AND CULTURE**

---

### **1. Engaging Students:**

Cab Calloway School of the Arts provides a rigorous curriculum where a robust arts program is combined with research-based curriculum materials in each core content area to cultivate the development of independent investigation, critical and creative thinking, and the innovative application of acquired skills. Cab's educational model elevates the arts program so that it is of equal importance with the academic program in a unified program of study. Student schedules include eight classes: four core classes in English, math, science, and social studies along with one class in their arts major. The three additional electives are used for additional academic or arts classes. Students are encouraged to take electives outside of their major to challenge themselves and to encourage a culture of risk taking which is critical to learning and artistic expression.

When students apply to Cab, they audition for a specific arts area based on their passion and talents. In their arts major, students learn and create for authentic public performances and displays of their work, regularly participating in concerts, recitals, and exhibitions. Additionally, in their academic classes, students are encouraged to use their artistic skills to express what they have learned. For example, when studying the Great Migration of the early 20th century, they would also study the rise of jazz and the blues, along with the visual art, and dance of the period. Through the arts, students are able to connect with the time period more deeply because the arts express the humanity of the period in ways that a traditional pedagogical approach lacks. As an added benefit, through this expressional learning and the act of creating in connection with academic content, students develop self-esteem and self-confidence which creates student self-efficacy in both their arts majors, but also in their academic pursuits.

At Cab Calloway, the integration of the arts has created a highly motivating culture based on students' interests and talents. Furthermore, the integration of arts and academics develops the whole student: academically, emotionally, intellectually, and socially. At Cab, educators recognize that all children have a right to an education that recognizes different learning styles and while academic content is consistent across our school district, how that content is learned and how learning is expressed is unique to each individual student.

### **2. Engaging Families and Community:**

As a champion for the arts for over 20 years, Cab Calloway School of the Arts has developed strong community partnerships in support of all students. Outreach occurs at every level of the organization: administration, staff, students, and families. This multilayered approach is organic, as the arts programming provides a vehicle for constituents to connect.

Delaware Division of the Arts is a strong supporter of Cab Calloway School of the Arts. This partnership extends through school day programming, as well as through extracurricular trips and events. In addition, the Cab Calloway School Fund supports Cab Calloway School of the Arts and SMArtSummer by providing financial and other assistance to programs, students, and the community at large who have been identified as needing support for arts and/or academic training. The School Fund recently purchased the Cab Recording Studio boasting state-of-the-art hardware and software, a complete elective course, and a professional recording studio engineer. The engineer provides students with hands-on expert instruction on developing the skills and know-how to record and mix multi-track audio content.

Cab Calloway School of the Arts is fortunate to have deep and pervasive family engagement. This relationship is cultivated through a variety of forums and modes. Families are invited to participate in strategic planning, improvement plan feedback, and other relevant topics through focus groups and surveys. Focus groups center around different topics such as dress code, curriculum and instruction, and schoolwide improvements. Parents and guardians may also volunteer through the Fan Club (ticket sales), Parent-Teacher-Student Organization, and as support staff for performances and events.

Engagement has been established in varied channels to increase opportunities for families to engage. For example, in addition to in-person open houses and arts performances, families can attend such events virtually via live stream or asynchronously through recordings created by our Communication Arts students and posted online. Adding channels for parents to engage improved family participation and engagement.

### **3. Creating Professional Culture:**

Cab Calloway's professional culture is highly supportive of one another and the students. This year in particular, the administration has made faculty wellness a priority with regular check-ins and personal wellness and team building activities at monthly faculty meetings. Additionally, the administration maintains an open door policy so that faculty members can share concerns and ask questions whenever they feel uncertain or need support.

Additionally, novice teachers are supported through a four year mentoring program that includes weekly coaching meetings with a one-on-one mentor, observations and coaching, monthly meetings, book studies, and a teacher-researcher project. Mentors receive training and are asked to focus their observations of the novice teacher around the major areas of Delaware's teacher evaluation system. Teacher retention at Cab Calloway is high because of this process and because of the professional culture it supports.

Regarding professional development, the Cab Calloway continuous improvement plan outlines a multi-year approach for professional development in two key areas - accelerating learning and addressing social emotional learning. These two foci are especially critical during the current school year as we are working to close the opportunity gaps for students' academic and social development created by the remote and hybrid learning models enacted during the pandemic.

Accelerating learning is an important focus, because we recognize that remote learning is not a model that is best suited for most students and that some students' online access has impacted their learning. Strategies for accelerating learning were presented to the faculty in August 2021 and also during faculty meetings each month. Additionally, teachers met in departments to ensure that classes are rigorous across the 6th - 12th grade vertical continuum and to limit review and remediation. Finally, the administrative team monitored the implementation of the learning strategies during monthly randomized walkthroughs and department-based learning walks. These final strategies create a feedback loop in the professional learning to monitor and collect data on implementation.

The second focus on social emotional learning has been important for all of our students. Along with selecting a social emotional curriculum for the coming school year for our middle school students, Cab educators have also been conducting check-ins with students and sharing circles as described in the Restorative Practices literature as a way to help students express their emotions. When students indicate that they need additional support, our student services professionals are available for more in depth conversations and support.

### **4. School Leadership:**

Cab Calloway School of the Arts employs a distributive leadership model across the school. Many hands not only make light work, but yield better results. CCSA administrators believe that diversity in viewpoints and experiences contribute to a supportive learning environment. As such, staff of varying backgrounds, tenure, and knowledge hold leadership positions within the school.

There is great institutional knowledge built into the Cab staff, a fortunate product of low staff attrition. Administration confers with a guiding coalition of teacher leaders in the Building Leadership Team. This team is comprised of department chairs, grade level leads, support staff, and administration to discuss schoolwide issues and opportunities for growth and improvement. The Comprehensive Improvement Plan is the centerpiece of conversation during these gatherings. This lens keeps the conversation focused on actionable steps and iterative processes to accelerate student achievement and wellbeing.

The administration recently reorganized the roles and responsibilities of the Dean and two Assistant Dean

positions to optimize performance and focus. In the role as steward of the mission, the Dean will lead the efforts around arts programming and initiatives. The Assistant Dean of Academics addresses all other content areas, special education, and assessment initiatives. The Assistant Dean of Culture and Climate focuses on multi-tiered levels of support in all social emotional wellness efforts, discipline and restorative practices, and operations. The administration team collaborates daily to align efforts and share information.

## **5. Culturally Responsive Teaching and Learning:**

Diversity is embraced and celebrated at Cab Calloway School of the Arts. The arts, by design and historical context, are utilized as a language to express beauty in diversity. Through curriculum and performance, students are exposed to a wide range of material to enhance their cultural awareness.

Utilizing the Multi-tiered System of Student Support (MTSS) framework, all students are provided with common language, expectations, and supports for academic success and personal wellness. Tier I school wide initiatives such as accelerated learning and social emotional wellness programming reinforce high expectations for all students. Committing to pervasive principles in all classes at all times promotes equitable experiences for all Cab students.

The school engages the student body in diversity, equity, and inclusion initiatives through various clubs and focus groups. Cab Calloway School of the Arts supports groups such as Black Student Union, Asian Student Association, Gay Straight Alliance, Girl Up, Human Trafficking Alliance Committee, and the International Club. The entire student body honors its unique qualities at the annual Culture Day celebration, where students express their cultural heritages through the arts.

Last, Cab addresses current events and social movements through unique course offerings like Theatre Impacts Community and Comparative Cultural Studies. The Theatre Impacts Community class studies student-selected social issues such as racism and LGBTQIA+ bias. Students read screenplays on the topics, chose and rehearsed their favorite plays, and performed them at a theatre in the round-style format with a community conversation session.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

---

The genesis of Cab Calloway School of the Arts's success is found in its mission: to provide a rigorous curriculum where arts and academics combine to cultivate the development of the independent investigation, critical and creative thinking, and the innovative application of acquired skills. Our graduates will demonstrate a mastery of defined skills that will enable them to be productive, self-directed, lifelong learners who appreciate and respect diversity. While most magnet schools such as Cab espouse a mission statement, this school is highly successful due to the commitment among all stakeholders to uphold the mission to richly combine arts and academics.

The diverse and explosive talent of Cab Calloway's student body provides a rich foundation for academic success. Many Cabbies (as they are affectionately called) excel in several different arts areas, and the school encourages students to explore other art majors through electives and extracurricular opportunities. Courses such as Screenwriting and Theatre Impacts Communities offer cross-curricular opportunities to connect arts and academics throughout the school day.

Cab Calloway School of the Arts offers a complete spectrum of academic offerings to support the diverse needs of students. In addition to the courses offered at Cab, the school's partnership with Charter School of Wilmington, with whom Cab shares a campus, allows for a greater variety of course options, particularly in advanced science and mathematics. A walk through the halls at Cab may bear witness to a performance of *Midsummer Night's Dream*, complete with props and background music selected by students. A bit down the hall the chamber ensemble is learning a string quartet from Mozart while discussing the historical context of the piece. The mission of combining arts and academics to cultivate student development is carried forth every day, in every class.

Complementing the school's commitment to its mission, the community developed a series of belief statements to define the Cab Calloway mindset. The mission serves as a north star, and the following belief statements serve as a lens for daily practice and decision making:

- We believe in the power of the arts and academics in developing the whole student— academically, emotionally, physically, and socially.
- We believe that students succeed when all stakeholders adhere to high standards.
- We believe that students learn best in a diverse and safe environment.
- We are committed to continuous improvement through risk-taking and openness to change.
- We expect all to engage in meaningful collaboration using diverse learning tools, recognizing the value of different learning styles.

Our graduates' accomplishments, both academically and professionally, are testament to the efficacy of infusing arts and academics. Through a deep commitment to the Cab Calloway School of the Arts mission, coupled with daily practice of school beliefs, this school has achieved success for all students.