WILMINGTON LEARNING

LEARNING

COLLABORATIVE

June 2022 Update

Review of Past Year

August-October 2021:
- Governor's office and DOE meet with community leaders, district leaders, educators, and elected officials to discuss the Wilmington Learning Collaborative and receive feedback.

November-December 2021:
- Public presentations and community meetings to share vision and solicit feedback.

January-February 2022:
- School boards vote on moving to negotiations.
- School visits and continued public meetings.

March-June 2022:
- Continued public engagement
- Negotiations
- Smaller group meetings/negotiations (engaging community leaders and educators)

Presentations

- **November 4:** Redding Consortium
- **November 9:** Christina School Board
- **November 15:** Brandywine School Board
- **November 17:** Red Clay School Board
- **November 30**: Christina Board Workshop
- **December 6:** DelawarePTA Town Hall
- **December 7:** Christina School Board
- **December 13:** Brandywine School Board
- **December 14:** Pulaski Information Session
- **December 15:** Red Clay Board Meeting
- **December 16:** Warner Information Session
- **December 20:** Harlan Information Session
- **December 21:** Bancroft Information Session
- **January 11:** Christina Board Meeting
- **January 18:** Spanish Language Information Session
- **January 18:** Friends of Christina School District
- **January 19:** Red Clay School Board
- **February 7:** Brandywine School Board
- **February 9:** Red Clay School Board

- **March 3:** Stubbs Family Engagement Session
- **March 5:** Virtual Engagement Session
- **March 9:** Harlan Family Engagement Session
- **March 12:** Teen Warehouse Family Engagement Session
- **March 16:** League of Women Voters Presentation
- **March 22:** Wilmington Public Library Family Engagement Session
- **March 24:** LACC Family Engagement Session
- **April 27:** Hicks Anderson Community Center Family Engagement Session
- **April 30:** Virtual Family Engagement Session
- **May 12:** Muslim Center Family Engagement Session
- **June 7:** Christina Board Meeting
- **June 8: Virtual Feedback Meeting**
- **June 11:** Teen Warehouse Meeting
- **June 13:** Brandywine Board Meeting
- **June 15:** Red Clay Board Meeting
- **June 21:** Warner Community Meeting

April Report

View report: **de.gov/wlcapril2022**

WILMINGTON LEARNING COLLABORATIVE

The Wilmington Learning Collaborative Feedback to Date

Wilmington Schools. Wilmington Voices.

April 2022

Winter 2021-2022

Winter brought further community and stakeholder engagement. The process to establish the WLC asked that each board vote in January or February to authorize their superintendent to enter into negotiations to create the WLC. Each board voted unanimously to move forward. The de.gov/WLC page was also up and running and began to generate lots of feedback in early to mid-December. In addition to the dozens of comments we received through that portal, along with Zooms, calls, and meetings, the following public meetings were held or presented at.

- December 21st Community Information Session at Bancroft (https://www.youtube.com/watch?v=lHhNRx5aBec&t=683s)
- January 11th Christina School Board Meeting (https://www.youtube.com/watch?v=Z3d1-6tHF4Y)
- January 18th Virtual Spanish Information Session (https://www.youtube.com/watch?v=kftOudKeyzs)
- January 18th Friends of Christina School District Meeting (https://www.facebook.com/FOCSD/videos/2198216756983289)
- January 19th Red Clay School Board Meeting (https://www.youtube.com/watch?v=q9aGimoHyZI)
- February 7th Brandywine School Board Meeting (https://www.youtube.com/watch?v=EC55o7RiIIM)
- February 9th Red Clay School Board Meeting (https://www.youtube.com/watch?v=5bQIGhGP8Lg)
- March 3rd Stubbs Family Engagement Session
- March 5th Virtual Engagement Session (https://www.youtube.com/watch?v=36x8goFHFe4&t=543s)
- March 9th Harlan Family Engagement Fair
- March 12th Teen Warehouse Family Engagement Fair
- March 16th League of Women Voters Presentation (https://www.youtube.com/watch?v=056HkRrIj8k)

In addition, the Governor's recommended budget included $7 million for schools participating in the WLC. Feedback from winter meetings and conversations can be found below.

City Focus:

- A city-based think tank is a great idea.
- Help children who want to stay close to home with choice.
- Get creative with transportation to help with student consistency.
- Expand the dual-gen approach across the city.
- Helping with student mobility issue would go a long way.
- Gun violence is linked to education. City needs a say in helping improve education.

Educator Support:

- Need more paras in schools. Create a pipeline for them to also become teachers.
- Too much unneeded professional learning and meetings.
- Need more staff, mental health professionals, and interventionists.
- Residencies are a crucial piece here. Need funding for recruitment.
- Continue educator engagement.
- Need top technology in these schools.
- Educator ownership over this effort is needed.
- Consider loan forgiveness for educators. Teacher retention is a key goal.
- Focus on educator pipelines and substitutes to help.
- Co-teaching model would be great.
- Working conditions need improvement.
- Teacher pay must increase.
- Engage teachers in this process.
- Take things off teachers' plates.
- Must keep great teachers in the classroom.
- More planning time needed, especially for special education teachers.

Reform Fatigue:

- So many efforts have blamed teachers in the past.
- Past efforts have not delivered.
- Other efforts have been a flash in the pan.

Latin American Community Center (LACC) – March 24

- On-site interpretation services at schools for families.
- Family engagement around children's learning.
- Clear information about schools in multiple languages.
- Project based learning.
- Support for transitions (to K, MS, HS).
- Added staff are needed.
- SEL focus to support students.
- Meet family needs.
- Support the whole child – think about dental clinics.
- Mentoring for students.
- Restorative practices.
- Focus on special education support.
- More pre-k support.
- Arts and engaging summer programming.
- Students need field trips.
- Homework help for parents.
- More support on transportation/buses.
- Flexibility for schools.
- Family centered activities.
- Technology help for families.
- Parent engagement.
- Create time to build relationships.
- Proactive and positive phone calls home.
- Summer camps for children are needed.
- De-escalation training.
- Social service support for children.
- Schools must be community hubs.
- ESL classes for families.
- Culturally relevant curricular supports.
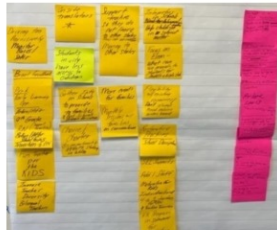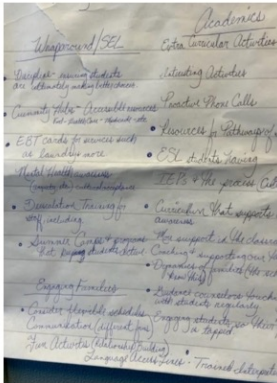
View Feedback Online: de.gov/wlcfeedback

ACADEMICS

Curriculum

- Make learning relevant through a culturally responsive curriculum and "real world" skills like financial literacy.
- Schools need enrichment programs.
- Increase project-based learning.
- Focus on special education support.

RELATIONSHIPS

Social Emotional Learning and Wellbeing

- Teacher and student wellbeing is critical
- Engage in social emotional learning and behavioral wellbeing
- Offer mental health days
- Provide spaces to practice SEL programs
- SEL staff and resources
- Provide more counselors to help identify and fulfill needs

TRAUMA

Addressing Trauma

- Family homelessness and incarceration are barriers
- We have to think through trauma of violence
- Schools should be trauma-responsive environments and places of healing
- Help staff deal with trauma, too
- Positive affirmations
- Combat generational trauma and provide universal trauma training

EDUCATORS

Staff Numbers

- Staffing: more staff per room, lower class sizes at all ages (unit adjustment), limit contractual services
- Need more paras in the classrooms.

ACADEMICS

Experiential Learning

- Students need more trips to have more experiences.
- More hands-on learning.
- Increase vocational opportunities

RELATIONSHIPS

School Leadership

- Value of administrators: lead with love, support, listen
- Recognize achievements and successes of students and staff

EDUCATORS

Professional Development

- Provide professional learning that is grade-level specific, inclusive for urban education, as well as special education
- Offer professional development on trauma, de-escalation, and leadership
- Prioritize professional development time and set day(s)

EDUCATORS

Teacher Retention

- Have to support teachers to reduce burnout
- Need to take things off teachers' plates
- Focus on teacher wellness
- Teacher incentives for career ladder
- Ensure those in schools are aligned and personally invested
- Must find ways to keep teachers invested so they stay and gain experience

ACADEMICS

Schools

- Smaller class sizes.
- Need a high school option(s) near City.
- Need for closer neighborhood schools for all students.
- Provide support as students transition from Kindergarten to Elementary school to Middle School to High School.
- Structure day and year to meet needs of students, educators, and families.
- Consider using the summer to extend learning opportunities. Use partnerships so we don't ask more of teachers.

RELATIONSHIPS

Building Relationships and Trust

- Prioritize relationships
- Make time for relationships – it will take time
- Encourage students to develop relationships with peers
- There needs to be trust at every level: parents, educators, administrators, and district

EDUCATORS

Educator Training/Incoming Educators

- Revamp teacher prep
- Teacher prep and higher ed need to have a role in supporting city schools
- Elevate the teaching profession
- Additional training and teacher prep

EDUCATORS

Autonomy

- Principals have flexibility around spending, curricula, training, Teachers

EDUCATORS

General Support

- Reimburse or provide teachers with support for expenses they incur
- Foster great teaching

WRAPAROUND SERVICES

Communicate Available Services for Families

- Communicate and publicize current services offered through schools and partners
- Provide families with a list of all partners
- Make other supports more known – like housing help

ENVIRONMENT

School and Community Environment

- Schools should be safe and welcoming environments
- Safety in community is key
- Improve school environments to be inviting and bright. Add greenspace
- Flexibility for schools
- More support for transportation/buses

FAMILY & COMMUNITY

English as a Second Language

- Offer English courses for families.
- Provide homework in multiple languages so parents who do not speak English can help their children with homework.
- Provide clear information about school options in multiple languages.
- Make Interpretation services available for families when at the schools.

EXTRA-CURRICULAR

Out of School Time

- Out of school learning: enrichment, more movement during day
- Expand extracurriculars or require them for students
- Help students have more experiences
- Summer camps for children
- Establish mentorship programs
- Create rooftop playgrounds
- Develop homework centers
- Provide engaging summer programming, including the arts

WRAPAROUND SERVICES

Behavioral Health

- Provide robust behavioral health support and counseling for the whole family
- Offer more counseling and prevention services

FEEDBACK

Additional Feedback

- Provide robust behavioral health support and counseling for the whole family
- Offer more counseling and prevention services

FAMILY & COMMUNITY

Communication

- Make sure parents are bought into the importance of on time attendance and learning.
- Address truancy as well as the transient piece impacting academic performance
- Engage businesses and engage parents in schools.
- Provide clear communication with all stakeholders.

WRAPAROUND SERVICES

Wraparound Services for Students and Families

- Comprehensive schools: Schools have to be "all inclusive" and support the whole child
- Help coordinate care and consider dental clinics, eye exams, and nutrition
- Offer child care support for families
- Support broadband and internet connections

STUDENTS

Focusing on Students

- Student voice is key
- Everyone needs to experience success
- Focus on well-rounded students
- Change assumptions and raise our expectations for students
- Make students feel engaged and welcome

FAMILY & COMMUNITY

Parent Support

- Train parents and caregivers with grade-specific training
- Technology help for families.
- Bring families and community into schools.
- Have parents/caregivers and students learning together.
- Expand parent academy and have parent accountability.
- Family centered activities.
- Require parents to volunteer at schools.
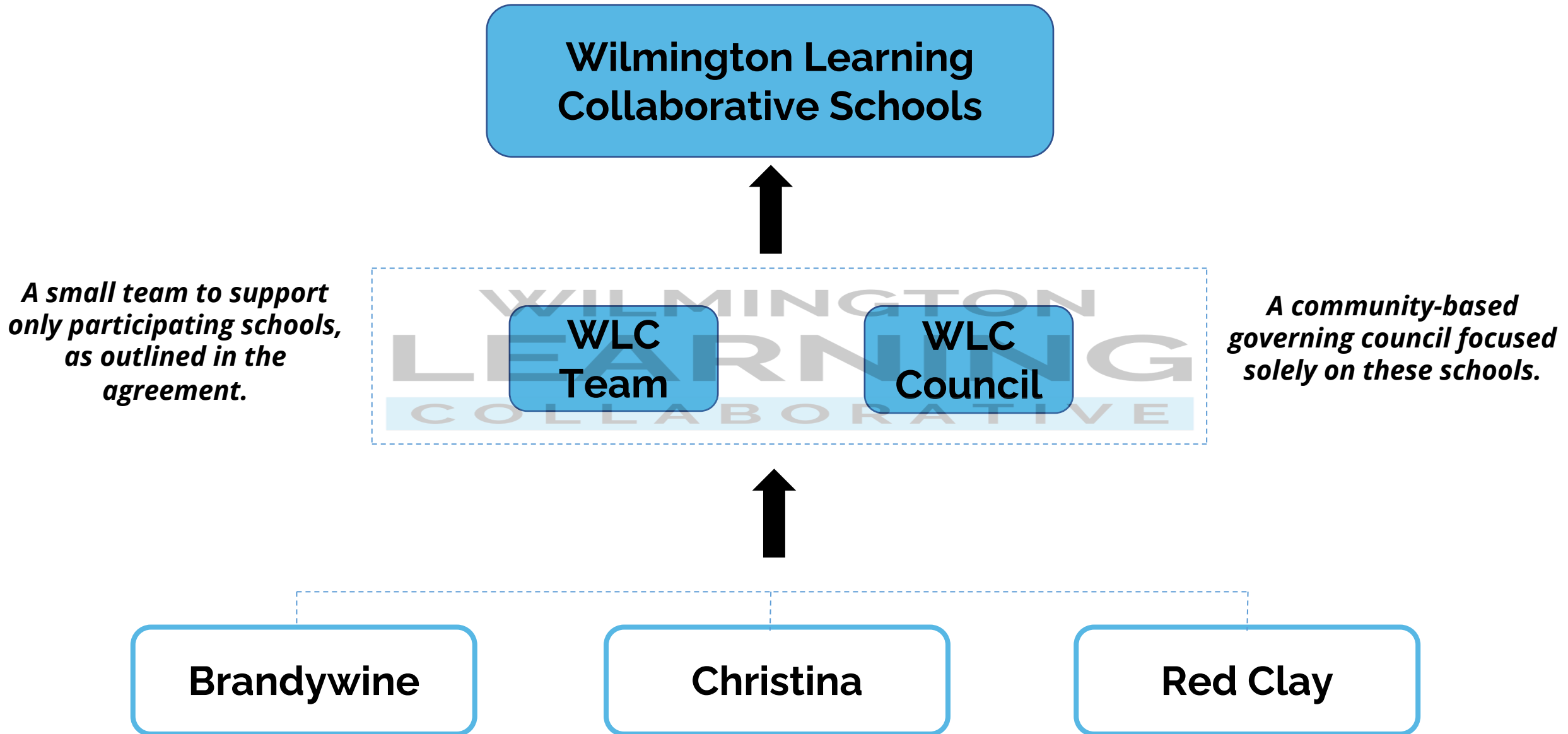
FAMILY & COMMUNITY

Meeting Families Where They Are

- Meet families where they are.
- Meet family needs.
- Flexibility – Have events on weekends

Draft Agreement

Wilmington Learning Collaborative: **Model**

Empowered schools that are community hubs, with additional resources, shared site-based decision making, flexibility, and robust support.

Wilmington Learning Collaborative Schools

A small team to support only participating schools, as outlined in the agreement.

WLC Team

WLC Council

A community-based governing council focused solely on these schools.

Brandywine

Christina

Red Clay

Empowered Schools

- Increased **building-level autonomy**.

- Educators and leaders working together with **shared decision-making.**
  - ✓ School schedules and calendars.
  - ✓ Resource and staff deployment.
  - ✓ Professional learning topics, schedules, and interventions.
  - ✓ Wraparound services and enrichment opportunities for students.
  - ✓ New hires, staffing priorities, customized mentoring.

- **Educator Leader Teams** to formalize shared site-based decision-making.

- **Site-based Community Councils** to ensure parent, community, student, and educator partnership on key school-based decisions.

Focused Structure

In order to support these empowered schools…

- A **community-based governing council** to ensure continued focus on, and success of, WLC schools.
    - Each participating district's superintendent
    - Each participating district's city school board member
    - One parent from each participating district
    - One former city educator
    - One city appointee
    - One student appointee

- A **targeted team** only focused on supporting WLC schools.

- **Partnerships** with community partners and higher education institutions to support success.

- An **open/honest needs assessment** of district and school practices and a **root cause analysis** to guide the work.

Collaborative Districts

Districts still **retain ultimate authority for WLC schools** but will **delegate many agreed-upon responsibilities** to the WLC and schools.

✓ **Districts will:**

- Have **representatives** on the community-based governing council (superintendent and city board member).
- Lend a **team member to work with the WLC Team** to build a structure consistent with the philosophy of the WLC.
- **Set goals** and get frequent **reports on progress** of WLC schools.
- Continue performing many **operational functions** to support schools.

Finances

- Schools will have **broad flexibility over resource deployment** to best meet student, educator, and community needs.

- In addition to the funding schools currently receive, there is an additional:
  - ✓ **$7 million** in the Governor's recommended budget for schools that join the WLC.
  - ✓ **$12.8 million** in the Governor's recommended budget for Redding Consortium recommendations.

Other Important Aspects

- **High School Configuration:**
  - ✓ In the **short term**, DOE will work with NCCVT around space at Howard, and will partner with participating districts around more convenient choice options for students.
  - ✓ In the **longer term,** the WLC will immediately begin conversations about the best way to navigate the high school configuration for city students.

- **Supporting City Students at Non-City Schools:**
  - ✓ The WLC will **annually publish a vetted guide** of resources, experts, and programs to support student, educator, and family success.

Accountability

- Districts and the WLC will **collaboratively set goals**, based on multiple measures, to hold the WLC accountable.

- The WLC will **prioritize transparency** in its work, keeping the districts and community updated on how things are going in WLC schools.

- The **WLC is accountable to the districts** for meeting the agreed upon goals.

- The WLC will also **annually report** on the use of the $7 million.

Summary

Empowered Schools

▸ Community hubs

▸ Site-based shared decision-making

▸ Educator Leader Teams working with school leaders on key decisions

▸ Site-based Community Councils supporting school success

Hyper-Focused Support Structure

▸ Community-based governing council and hyper-focused team solely supporting city schools

▸ Transparency and accountability for success

Engaged Districts

▸ Maintain ultimate authority for city schools

▸ Collaborate across district lines through WLC structure

Timeline Moving Forward

June: Board meetings, community meetings.

July: Requested Board votes, appointment of governing council.

Late Summer/Early Fall: Executive Director hired, begin planning year, begin needs assessment.

2022-2023 School Year: Planning year and additional/immediate supports.

2023-2024: Fuller implementation of WLC.

Discussion