

Wilmington Learning Collaborative

Executive Director's Report

Students First. Connected Schools. Purposeful Partnerships.

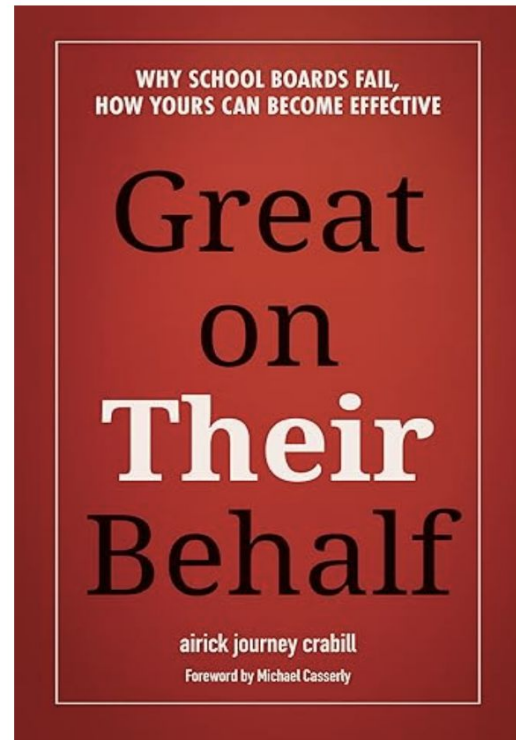
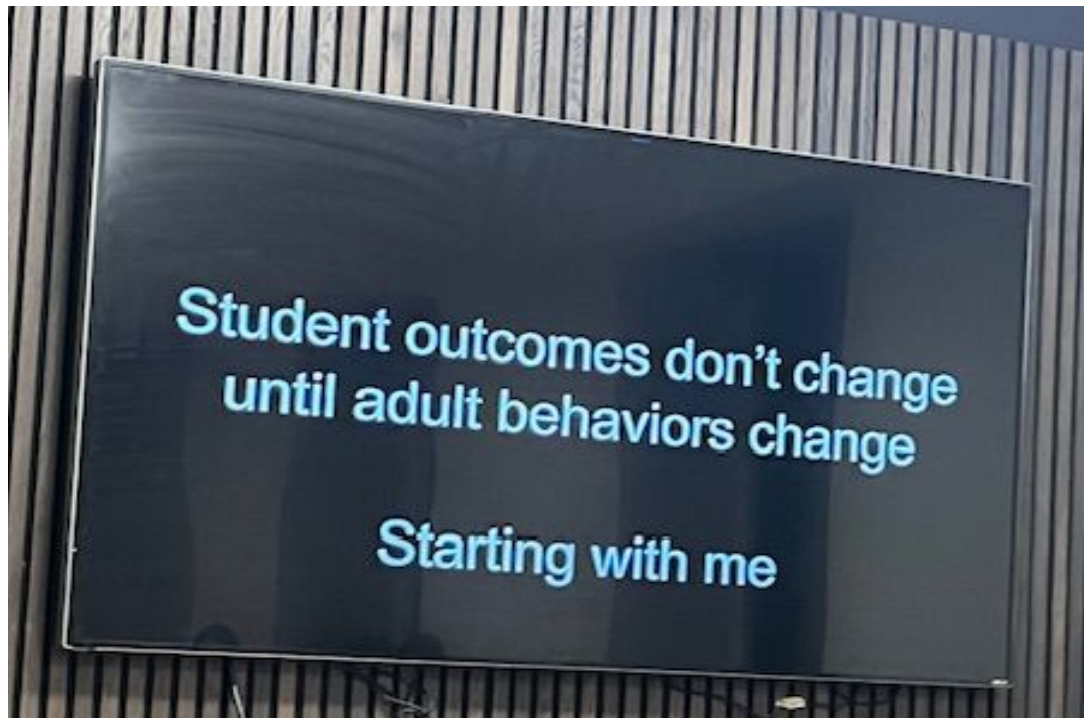
November 14, 2024

Dr. Laura Burgos

**Student outcomes don't change
until adult behaviors change.**



Effective School Boards - November 9 & 10 Council Retreat



Effective School Boards Framework

FOCUS MINDSET	The Board will focus on improving student outcomes by changing adult behaviors – starting with its own.
CLARIFY PRIORITIES 1 - VISION & GOALS	The Board will adopt goals that represent the community's vision for improving student outcomes.
CLARIFY PRIORITIES 2 - VALUES & GUARDRAILS	Board will adopt guardrails that represent the community's non-negotiable values.
MONITOR PROGRESS	The Board will devote significant time monthly to highly effective monitoring of progress toward the goals.
ALIGN RESOURCES	The Board will ensure that resource allocation – time, talent, treasure – is focused on accomplishment of the goals.
COMMUNICATE RESULTS	The Board will lead transparently and interact with stakeholders in the pursuit of the goals.

Chill Project Update

- **School-Based Health Centers (SBHC)** started serving students today!
- Chill Room **furniture** orders underway.
- **Wall designs** and **art installations** begin this month.
- **AHN Visits** December 9 and 10!
- January **Ribbon-Cutting Ceremony**



AHN Chill Project™ by Nemours MPA VISIT SCHEDULE



AHN Chill Project™ is excited to visit MPA on Tuesday, 12/10/24. The purpose of our quarterly visits are to ensure fidelity of the program, connect with the Behavioral Health School Educator and Behavioral Health Therapist, meet with the school admin and health care provider, and support the entire school community. Below you can find different offerings throughout the day of our visit. Cannot wait to see you there!

Time	School Team Member Support	Team Members Available <i>(Lunch/Access or Special Requests)</i>
7:45a-8:30a	Muffins & Meditation Come to the Chill Room™ and grab a muffin and engage in a short meditation or mindfulness exercise. Let's start our day with some Chill. 	Elementary: All Secondary: 8th Grade
9a-12p	 Q & A We are here to answer all questions you may have about the Chill Room™ or AHN Chill Project™ by Nemours. Grab an extra pick me up while you stop in!	Elementary: 2nd Grade, 3rd grade, 5th Grade Secondary: 6th Grade, 7th Grade, 8th Grade
12:05p-12:35p 12:45p-1:30p	12:05p-12:35p: Admin Meeting (Dr. Hill will reach out if you are included in this) 12:45p-1:30p: Admin Meeting (Dr. Hill, Dr. Todd)	
2p-3p	Community Circle Join us in one of our staples to community building, community circles! Adapted from Restorative Practices, we will engage in conversation in a circle. 	Elementary: 1st Grade, 4th Grade Secondary: All
4p-5p	Trauma Informed Professional Development led by the AHN Chill Project™ team. <i>*Meet in MPA Library</i>	MPA school team members (all welcome!!)



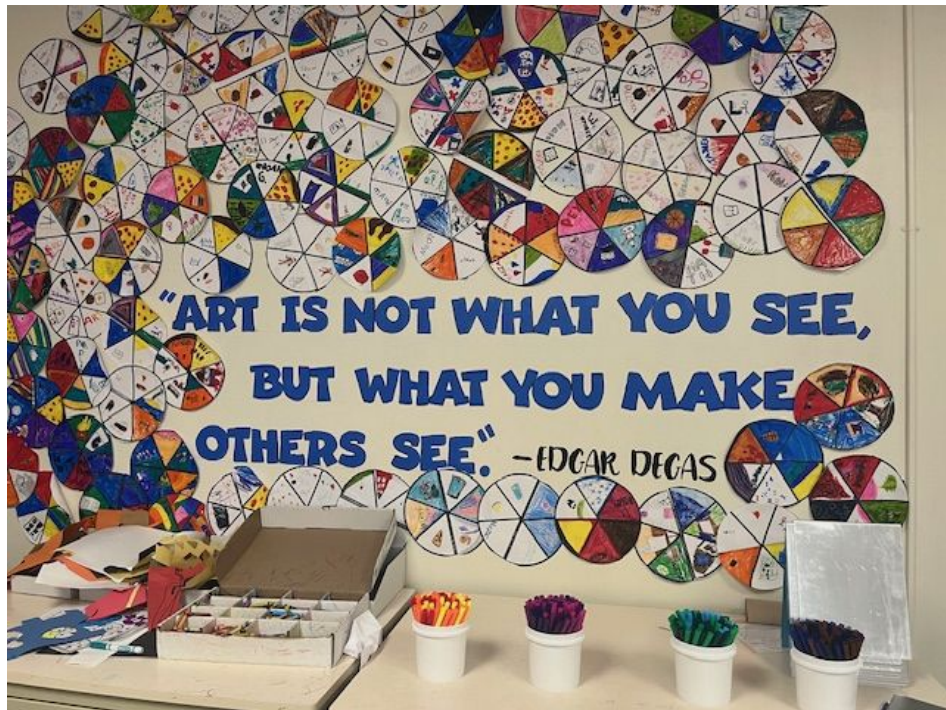
DTGSS Learning Walks

	Lewis Dual Language Primary Contact: Christopher Romano	Mount Pleasant Elementary Primary Contact: Matt Auerbach	Harlan Primary Contact: Tracy Roberts	Warner Primary Contact: Kim Price	Pulaski Primary Contact: Tessa Wallace
October	7 th	8 th	9 th	10 th	11 th
November	18 th	12 th	13 th	14 th	15 th
December	9 th	10 th	11 th	12 th	13 th
January	6 th	7 th	8 th	9 th	10 th
February	3 rd	4 th	5 th	6 th	7 th
March	3 rd	4 th	5 th	6 th	7 th
April	7 th	8 th	9 th	10 th	11 th
May	5 th	6 th	7 th	8 th	9 th

The Delaware Teacher Growth and Support System (DTGSS) is the state evaluation system for teachers.



WLC School Visits



November Principal Meeting



November Principal Meeting

11/7/24 Peer Review

RATING

Feedback for Improvement

Planning Team

The school engaged a variety of stakeholders, which include a variety from different grade levels, roles, parents and the community, in **creating** the plan (i.e., the leader did not create the plan alone)

Not Evident Evident

Data

Data includes BOTH state assessments and local formative/diagnostic assessments at a minimum. The plan identifies the starting point numerically

Not Evident Evident

Data Usage

The school has demonstrated a meaningful focus on equity by analyzing and documenting disaggregated data by all reportable student groups and grade bands to identify the children with the greatest need

Not Evident Evident

Challenges and Root Causes

The plan prioritized its challenges and conducted a root cause analysis to determine the underlying **problem of practice** that is leading to those challenges. The root causes are from data rather than hunches, judgements, or assumptions (ex: "all of our students live in violent areas and have no place to practice academic skills"). There is a clear alignment between the challenge, the problem of practice, and the goal/priority statements.

Not Evident Evident

SMARTIE Goals

The plan includes specific **and** ambitious goal statements for each challenge. The goals are SMART (specific, measurable, attainable, relevant, time bound, inclusive, equitable), and are attainable based on selected evidence-based strategies.

Not Evident Evident

Outcomes

There is a clear relationship between the need, the goal statement and outcome (a+b=c) that includes the school addressing the problem of practice and is backed by research of the selected evidence-based strategy

Not Evident Evident

Formative Targets

The plan includes quarterly targets at a minimum and their relationship to the outcomes is clear. The quarterly targets rely on data that can be collected and analyzed by the school team and include identified timelines.

Not Evident Evident

Action Steps

The Actions include a start and end date and identify a point person/contact. The action steps are led by a variety of people and directly related to the selected evidence-based strategy. (i.e. when reading the plan, there is clear evidence of key components of the strategy.) and address the identified problem of practice.

Not Evident Evident

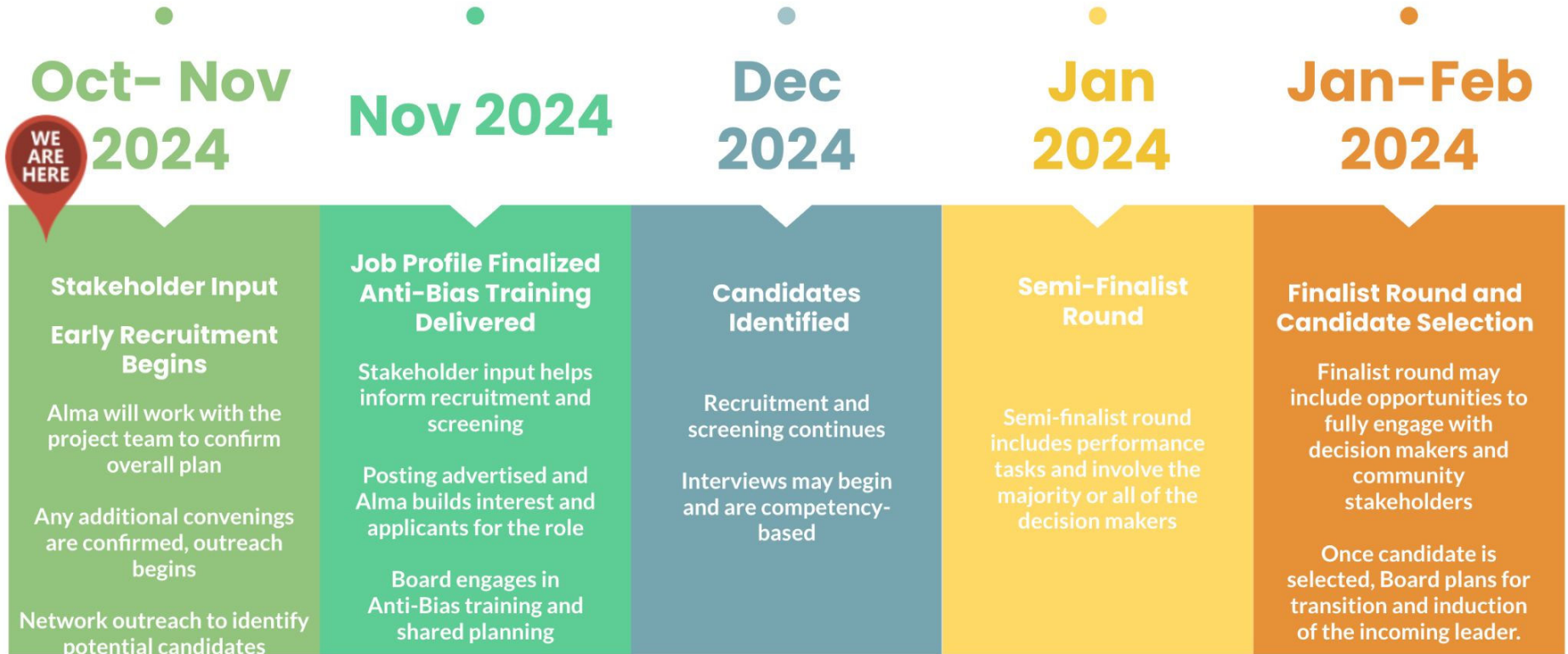
Action Step Detail

The Actions are discrete enough that they describe who will do what (ex: "students will, staff will") or what the action will do (ex: "the after school program will meet 4x/1h from 4-5pm and provide 1h of comprehension and context clause focus and 1 hr of student clubs") once implemented. The detail is such that individuals outside of the school can follow the plan.

Not Evident Evident



CSD Principal Search - Pritchett & Bayard



Now Hiring! Director of Professional Learning

The Director of Professional Learning will:

- Support school-based Educator Leadership Teams (ELTs) to pilot innovative solutions through leveraging WLC resources.
- Work in partnership school and district instructional leaders in service of increasing teacher capacity to: (1) deliver standards-based instruction, (2) design aligned formative assessments, (3) establish student learning goals, (4) and develop and maintain data dashboards that track student mastery of learning objectives.
- Lead, design, and execute the WLC's first Summer Educator Symposium, a two-day event offering a variety of professional learning opportunities for network schools.
- Create a shared culture of data-informed decision-making, where educators prioritize high quality Tier 1 teaching, and decrease an over-reliance on Tier 2 and Tier 3 intervention support.



Save the Date: WLC Educator Symposium June 17-18

The WLC will be hosting its first citywide convening of educators at the **Chase Center on the Riverfront** on **June 17 and 18**.

We will be engaging **local and national facilitators** in delivering **interactive professional learning** experiences aligned with the needs of interests of WLC educators.

A Save the Date announcement will go out in the coming weeks, as we activate a **cross-district planning committee** and begin to source presenters and vendors.

This will be an experience you won't want to miss!



National Symposium for Educator Preparation, Policy, and Leadership

Session Title

Wilmington Learning Collaborative ([WLC](#)): *A Cross-District Approach to Reimagining Educator Support*

Goals

Participants will:

1. Explore strategies that support the design, implementation, and progress monitoring of educator pathway initiatives.
2. Understand the benefits of leveraging cross-school collaboration.
3. Access tools and resources that will assist them in better understanding the needs of current and aspiring educators in their building.

Our signature programs and collaborative structures currently include:

- Teacher Leader Design Fellowship ([TLDF](#))
- Educator Leader Teams (supported by an Educator Innovation Fund)
- [Teacher Assessment Preparation Program](#) (in partnership w/ local HBCU)
- [College Unbound](#)





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