

Wilmington Learning Collaborative (WLC) at

Warner Elementary

Students First. Connected Schools. Purposeful Partnerships.

December 17, 2024

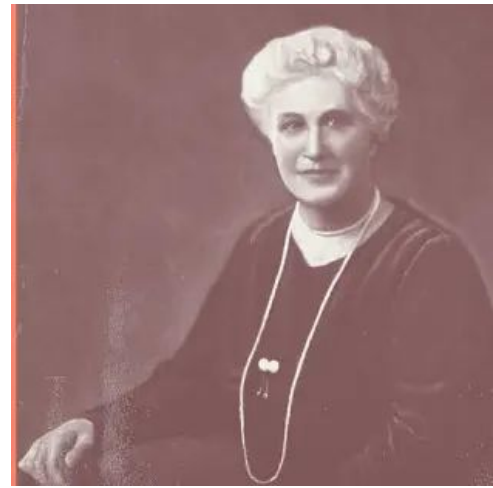
Historical Context

(1)

Emalea Pusey Warner (June 21, 1853 – April 13, 1948) was an American educator, clubwoman, and suffragist. She was the first president of the Delaware State Federation of Women's Clubs in 1898, and in 1927 she was the first woman appointed a trustee of the University of Delaware.

Warner helped organize Associated Charities of Wilmington, and later the Wilmington New Century Club, a women's club that sponsored cultural events and raised money for kindergartens, libraries, school lunch programs and other community causes.

Emalea Pusey married businessman Alfred DuPont Warner. They had five children together; her husband died in 1915. Emalea P. Warner died in 1948, in Wilmington, Delaware, aged 94 years. The University of Delaware gives an annual Emalea P. Warner Award to an outstanding woman graduate. An elementary school in Wilmington is named in her memory. In 1982 she was posthumously inducted into the Delaware Women's Hall of Fame.

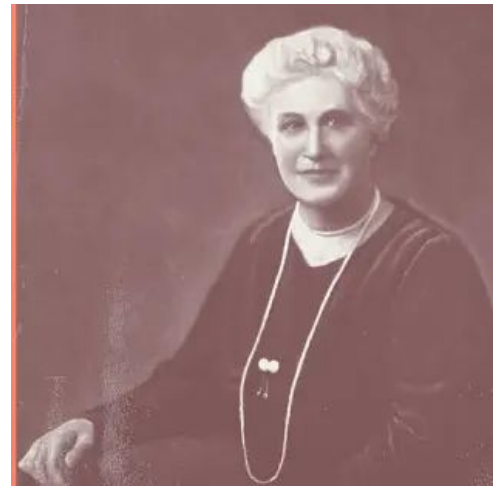


Historical Context

(2)

Emalea Pusey Warner (1853- 1948) was a great supporter of all kinds of charitable causes.

Emalea Pusey Warner, who was born in 1853, married into the Warner family when she wed Alfred Warner in 1873. She helped found the Associated Charities, now known as Children & Families First; the Wilmington New Century Club; the State Federation of Women's Clubs; and the Delaware League of Women Voters. But it was her push for education that she is best remembered for.



Historical Context

Construction for Warner Elementary School began in April 1928. The three structure building with 30 plus classrooms is a public school located in Wilmington, Delaware with a population currently at 400 students. The once K-5 school community, became compartmentalized and began serving grades 3-5 in 2016.

Historically, over the course of two to three decades, Warner Elementary has faced significant challenges in improving student outcomes, as evidenced by its consistently low performance, high chronic absenteeism, and underperformance of key student subgroups. The school has a significantly higher percentage of African American students (78.06%) compared to the surrounding schools, which range from 26.15% to 96.68% African American. Additionally, Warner Elementary has consistently high chronic absenteeism rates, ranging from 30% to 53% over the past several years, significantly higher than the surrounding schools, which have rates ranging from 15.8% to 45.9%. Academically, the school's performance, as measured by Statewide Standardized Assessments, is significantly lower than the district and state averages across all grade levels and subject areas.

Our mission remains to prepare today's learners to thrive in tomorrow's world.



Data Snapshot

Grade Levels, 3-5 Enrollment 400

33.25% of SpED, 9.5% of MLL

ELA & Math iReady BOY Data -6% & 2% of Students On Grade Level
2023-2024 ELA (23%) Math (17%) EOY

2023-2024 SBAC Proficiency-12.16% ELA & 9.69% Math

2023-2024 - On-Track Attendance By Grade 89.10%

39 students MV



Theory of Action

If Warner Elementary continues to address its persistent challenges with a clear and focused strategy, then it can make measurable progress in improving student outcomes, reducing chronic absenteeism, and closing performance gaps among its key student subgroups.

The historical challenges faced by Warner Elementary—low academic performance, high absenteeism rates, and inequitable outcomes—underscore the urgency for targeted, data-driven interventions. The school’s demographic context, with 78.06% African American students, requires culturally responsive teaching practices and equity-focused resources to address systemic barriers and support success for all learners. The chronic absenteeism rates, consistently above 30%, highlight a critical need for enhanced family engagement, robust attendance monitoring systems, and wraparound services to address underlying causes of absenteeism.

Academically, Warner Elementary’s performance on Statewide Standardized Assessments lags significantly behind district and state averages, demanding instructional practices that prioritize rigor, differentiation, and alignment to standards. By leveraging professional development for staff, implementing research-based curricula, and fostering a culture of high expectations, the school can close these gaps.

The mission to prepare today’s learners to thrive tomorrow must translate into concrete goals. If Warner Elementary sets clear, measurable benchmarks for reducing absenteeism to below 25%, improving proficiency rates to meet or exceed district averages, and ensuring growth for all students, then “WE” can begin to fulfill its promise of equity and excellence. The historical data, while challenging, provides a roadmap for transformative action, ensuring that no student is left behind in their journey to academic success.



End of Year Goals

Goal 1: Increase the percentage of students meeting or exceeding growth targets in core academic areas (e.g., reading and math) as measured by standardized assessments.

Goal 2: Ensure that all students demonstrate at least a year's worth of growth by addressing identified equity gaps.

Overview of Action Plan

High-Level Strategies:

- **Data Analysis and Equity Focus:**
 - Conduct quarterly reviews of student performance data to monitor progress and identify equity gaps.
 - Implement targeted interventions for subgroups that are underperforming.
- **Instructional Improvement:**
 - Provide professional development for teachers on differentiated instruction and evidence-based practices.
 - Incorporate high-impact instructional strategies in classrooms.
- **Progress Monitoring:**
 - Use formative assessments at regular intervals to guide instruction.
 - Set interim benchmarks aligned with marking periods to ensure progress is on track.
- **Engagement and Support:**
 - Increase family engagement through workshops and resources that support learning at home.
 - Strengthen the Multi-Tiered System of Supports (MTSS) to address academic and behavioral needs.

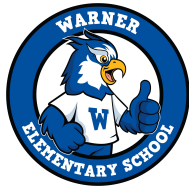
Signature Programs & Initiatives



Every child deserves a **champion** – an adult who will **never give up** on them, who understands the power of **connection** and insists that they **become** the best that they can possibly **be.**
 – Rita F. Pierson



SALESIANUM
SCHOOL



WASP

