

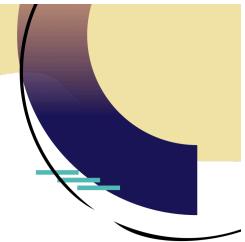
Council Meeting Minutes
Wednesday, November 5th, 2025

Meeting held at Warner Elementary 801 W 18th St, Wilmington, DE 19802
and via Zoom

Public Session

- Helen Anderson chaired and opened the meeting at 6:05 pm
- Welcome and Housekeeping provided by Helen Anderson
- Council Roll Call provided by Helen Anderson
 - **Attendees:** Helen Anderson, AJe English, Dorrell Green (There was a proxy), Susan Huffman, Deirdra Joyner, Lisa Lawson, Alex Najemy, and Mia Elliot. Absent Lisa Lawson, Shannon Troncoso
 - **Summary of Executive Session:** Call for a motion to approve the hiring decision of Administrative Assistant position for WLC. The motion was moved and seconded. All members present voted in favor of the motion.
 - **Approval of 10/01/2025 Minutes** - Motion by AJe English, seconded by Alex Najemy. Vote unanimous. Minutes approved.
 - **Public Comment:**
 - No public comments were received online.
 - No one present in person wished to provide public comments.
 - **Partnership Updates:**
 - School Presentations
 - **Harlan:** Served 346 K-5 students in 2023-24; 35.8% with IEPs, 4% ELL, 58.96% on free/reduced lunch.
 - Student ethnicity: 86% African American, 8% Hispanic; staff: 58% African American, 36% white.
 - Goals: 85% on-track attendance, 20% decrease in discipline for Black males and students with disabilities, 30% proficiency in reading/math, 65% meet individual math goals, 85% family event participation.
 - Attendance improved from 79% to 81% on-track; 90% in Tier 1/2; discipline: 98.56% students not in Tier 3.

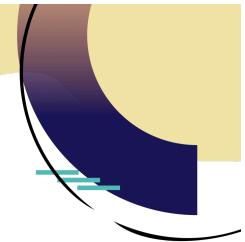
- ELA proficiency up 13 points, math up 11 points over 4 years; 21% reading and 24% math proficiency in 2023-24; significant kindergarten growth attributed to early literacy and play.
- Monthly family/community events, workshops, community hub services, and partnerships (e.g., Barclays \$20,000 donation).
- **Puluski:** Pulaski's vision prioritizes high-quality instruction, meaningful relationships, and belonging for all students.
- Four core priorities: Tier 1 instruction, intentional data use, culture of belonging, and Conscious Discipline implementation.
- Student demographics: over 60% Black or Hispanic, 65% low-income, 30% with disabilities, 13% English-language learners.
- 2025 outcomes: 71% of kindergarteners met reading standards, 62% met math standards; 62% achieved reading growth goals, 81% achieved math growth goals.
- Chronic absenteeism decreased from 40% (2024) to 32% (2025); experienced teacher rate increased from 42% (2024) to 57% (2025).
- **Stubbs:** Stubbs School serves preschool, pre-K, and kindergarten students.
- 2024 enrollment: 178 students; 70% low income; 40% special education needs.
- Demographics: ~90% Black/African American, 5% Hispanic/Latino, 3% multiracial, 1% Asian American, <1% white.
- iReady end-of-year: 66% on grade level in reading (up from 9% BOY); 34% on grade level in math (up from 3% BOY).
- Attendance: 68% missed <10% of days; focus shifted from compliance to engagement culture; partnered with Digital Promise for data-driven strategies.
- Current vacancies: 1 special education K teacher, 2 paraprofessionals, 1 early education teacher; positions posted and applicants received.
- **Shortlidge:** Shortlidge Elementary is the only K-3-2 school in Red Clay, serving 343 students as of today.
- Student demographics: 21% special education, 70% multilingual learners, 90% African-American, 100% free/reduced lunch.
- 2024-25 data: 44% met ELA stretch goal, 69% met ELA typical goal; 30% met math stretch goal, 60% met math typical goal (second grade).



- Attendance rates: Kindergarten 76%, first grade 73%, second grade 78%; goal to increase overall attendance from 64% to 75%.
- Key initiatives: Weekly balanced walkthroughs for ELA and math, immediate feedback and PD, data-driven decisions, parent and teacher attendance incentives, Wildcat Wednesday enrichment, Summer Quest onboarding for kindergarten, and focus on improving school climate survey participation to 30%.
- **CSD iReady Support:** Focus on Student-Centered Learning: The goal is to transition students from passive knowledge recipients to active participants in their education, particularly in STEM fields.
- Challenges Identified: Schools often face outdated facilities, limited access to technology, and insufficient real-world opportunities for students.
- Three-Part Strategy: The strategy involves updating learning environments, ensuring access to programs and tools, and providing ongoing consulting and professional development to sustain initiatives.
- Partnerships: The collaboration with Eastside Charter School and Norristown School District highlights the importance of partnerships in developing sustainable STEM programs.
- Transformation of Learning Spaces: The goal is to create flexible and innovative spaces that encourage hands-on learning and creativity, moving away from traditional classroom setups.
- Use of Funding: They utilize pandemic recovery funds to implement innovative programs and address learning gaps that arose during the pandemic.
- Overall, the presentation emphasizes the importance of reimagining educational spaces and practices to better prepare students for the demands of the future workforce, particularly in STEM areas.

Fluxspace STEM Lab Journey: The Fluxspace STEM Lab journey involves a comprehensive approach to transforming educational environments to foster STEM learning and innovation.

- Founding and Purpose: Founded by former educators and designers, Fluxspace aims to help schools navigate the challenges of implementing effective STEM programs and creating innovative learning spaces.

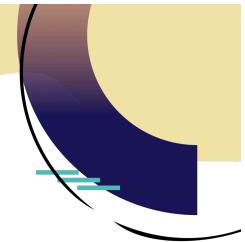


- Student-Centered Learning: The core mission is to shift the focus from traditional, passive learning to student-centered, hands-on experiences that engage students and allow them to actively participate in their learning journeys.
- Identified Needs: Fluxspace identified several critical challenges within schools, including outdated facilities, limited access to technology, and a lack of real-world opportunities for students. These factors hinder the effectiveness of STEM education.
- Three-Part Venn Diagram Strategy: Their strategy involves updating learning environments, ensuring access to necessary programs and tools, and providing ongoing professional development. The aim is to balance these elements effectively to support sustainable STEM education.
- Partnerships and Impact: Collaborations with schools, such as Eastside Charter School and Norristown School District, have allowed Fluxspace to implement innovative programs that respond to specific local needs, particularly during and after the pandemic recovery.
- Creation of Experimental Spaces: They have developed a headquarters known as "Block Space," which serves as a prototype for experimental learning environments. This space allows educators to experience and understand the potential of STEM labs and maker spaces.
- Overall, the journey of Fluxspace highlights the importance of creating dynamic and engaging educational environments that not only promote STEM learning but also prepare students for future career opportunities. The focus remains on continual improvement and adaptation in response to the evolving educational landscape.

Old Business:

- **Quarterly Budget Update:** Proposed reallocating funds to enhance operational efficiency.
 - Focus on supporting educational programs, especially in STEM.

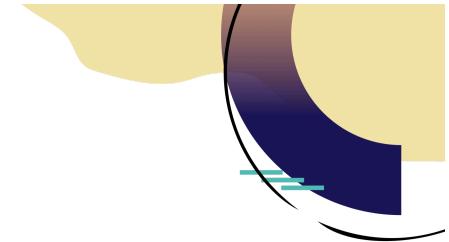
- Suggested moving a significant amount from out-of-school time program to operational budget.
- Aimed to expedite contracts with providers for academic and enrichment activities.
- Highlighted the integration of new resources and partnerships for improved learning environments.
- Emphasized collaboration among district leaders and educators.
- Goal of optimizing resource use for equitable support across all schools.
- Overall focus on responsive budgeting to effectively meet students' educational needs.
- **Chill Project:** Chill room provides preventative support for students in distress, staffed by trained school-based health educators.
- Main reasons for visits: student-adult conflict, overstimulation, peer conflict (41% at Bayard), stress, grief; 20% of Bayard students use scheduled check-ins.
- Average chill room visit lasts under 15 minutes; average stress score drops from 4 (entry) to 2 (exit) on a 1-5 scale.
- School-based health educators also deliver 60+ lessons and professional development to staff, promoting strategies school-wide.
- Over 30 partnership proposals received; selection process is school-driven; strategic planning includes SWOT analysis and aligns with three-year roadmap and council goals.
- **Out-of-School Time Proposals:** Over 30 proposals were received from various providers offering academic and enrichment activities for students.
- The proposals are designed to serve students during before and after school hours, as well as on Saturdays and during school breaks.
- School and district leaders reviewed the proposals collaboratively to ensure they align with student needs.
- The aim is to contract directly with selected vendors, eliminating the need for a district-led RFP process.
- This approach allows for faster program start times, with many providers ready to begin services in January.



- The funding flexibility enables a coordinated effort across schools and districts to enhance educational offerings.
- The goal is to provide meaningful learning experiences that engage students and support their academic growth.
- Future meetings are planned to finalize contracts and approve the selected proposals for implementation.
- **Strategic Planning:** A SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) is being conducted with school leaders to gather insights.
- Data is being collected from all nine schools to inform strategic decisions and priorities.
- The strategic plan focuses on three main shifts: putting students first, ensuring connected schools, and fostering purposeful partnerships.
- Early data indicates strengths such as cross-district collaboration and access to innovative resources.
- Opportunities for improvement include enhancing educator leadership and decision-making autonomy.
- The planning process will continue to engage various stakeholders and ensure diverse voices are heard.
- The completed strategic plan is expected by late March, with drafts available for review earlier in 2026.
- There will be a follow-up event to unveil the strategic plan and gather community input.

New Business:

- **Approval of FY26 Budget Amendments:** Two main amendments were proposed for the budget.
- The first amendment involved moving \$2,091,960 from the out-of-school time programmatic budget to the operational budget. This would streamline the contracting process with providers for academic and enrichment activities without the need for a formal RFP.
- The second amendment proposed reallocating \$950,000 from the CTE funding designated for Wilmington middle schools into the operational



budget to support the design and enhancement of STEM labs in various schools.

- The rationale behind these amendments was to improve responsiveness to school needs, allowing for more efficient use of funds and enabling quicker program implementation.
- Council members discussed the importance of moving the funds to provide greater flexibility while still meeting the goals of the original budget allocations.
- The amendments were unanimously approved, emphasizing a collaborative approach to enhance educational offerings and support for students.
- **Approval of Fluxspace Proposal:** The proposal was presented as an opportunity for each of the nine schools to enhance their educational environments through customizable spaces for STEM learning.
- Each school will have the autonomy to choose the specific elements they want to implement in their Fluxspace, based on individual needs and priorities.
- The proposed budget was broken down for each school, providing an estimate of the funding allocated for their specific projects.
- The Fluxspace initiative aims to create hands-on, engaging learning environments that promote creativity and innovation among students.
- Discussions included the integration of curriculum and resources that would support STEM education in these spaces, making it easier for teachers to implement effective programs.
- The proposal emphasized sustainability, with the potential for furniture and materials to be repurposed or reused in future projects.
- The council members unanimously approved the Fluxspace proposal, recognizing its potential to significantly enhance the educational experiences of students across the district.

Adjournment

Motion by Helen Anderson to adjourn, seconded by Aje English. Unanimous. The meeting adjourned at 8:30pm.