

Wilmington Learning Collaborative (WLC) at

William C. Lewis

Dual Language Elementary School

Students First. Connected Schools. Purposeful Partnerships.

October 2025

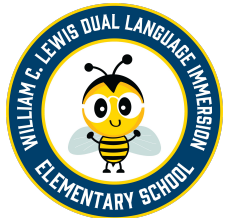
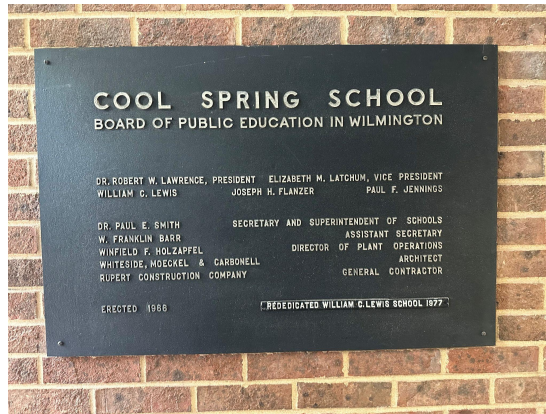
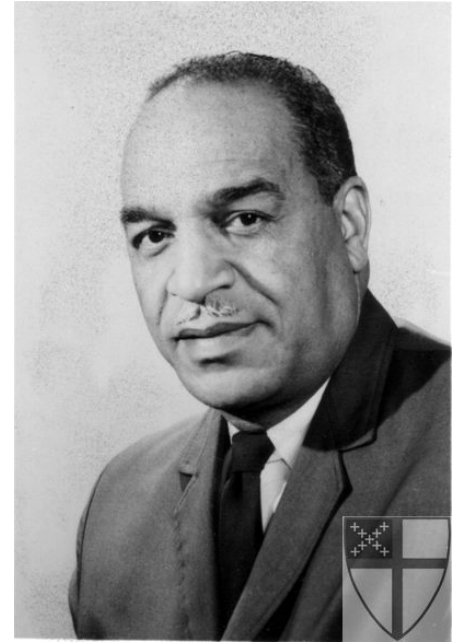
Welcome to the Hive!

Originally named: Cool Spring School

Built in 1966.

Rededicated as the William C. Lewis School in 1977.

Named after William C. Lewis, who was a former teacher in the Wilmington Public School system, a former board member of the Wilmington Board of Education and the Delaware State School Board Association.



Our Mission:

To empower students to be active participants in their own learning and achievement through engaging English and Spanish instruction in a school community that acts with kindness, leads by example, accepts responsibility and stays resilient.

More about the Hive...

Delaware's only **full** immersion model traditional public school.

Established 24 years ago.

50/50 model, students split their day equally between two classrooms: half in Spanish instruction and half in English.

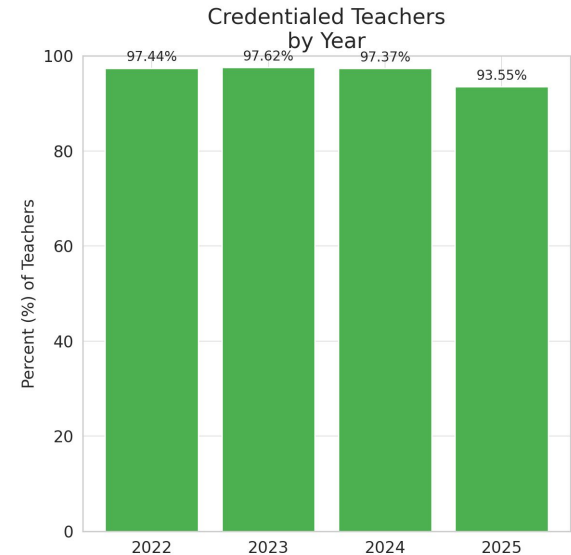


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DUAL LANGUAGE IMMERSION
ELEMENTARY SCHOOL



Data Snapshot:

- 355 students in Kindergarten-5th Grades
- ~19% of students receive Special Education Services
- ~36% of MLL
 - Or... is it 100%?!
- 93.55 % of our teachers were certified last year
- Current Vacancies:
 - Library Media/Specialist (Long-term)
 - Special Education Teacher
 - MLL Teacher



Vision for Success

Our vision is to create a **trajectory-changing** dual language school where:

- **Students** grow as confident bilingual learners, achieving academically and thriving socially and emotionally.
- **Staff** work collaboratively with strong Tier 1 instruction and shared efficacy.
- **Families and community** partners feel **valued** and engaged in a culture of belonging.



Theory of Action:

If we...

- Foster a sense of **Belonging**:
 - **EVERY** student, staff, and family feels known, valued, and supported
- Ensure **Consistency**:
 - *Strong Tier 1 instruction* and grade-level expectations in **EVERY** classroom
- Build **Coherence**:
 - Aligned curriculum, systems, and partnerships working toward the same goals

Then, we will...

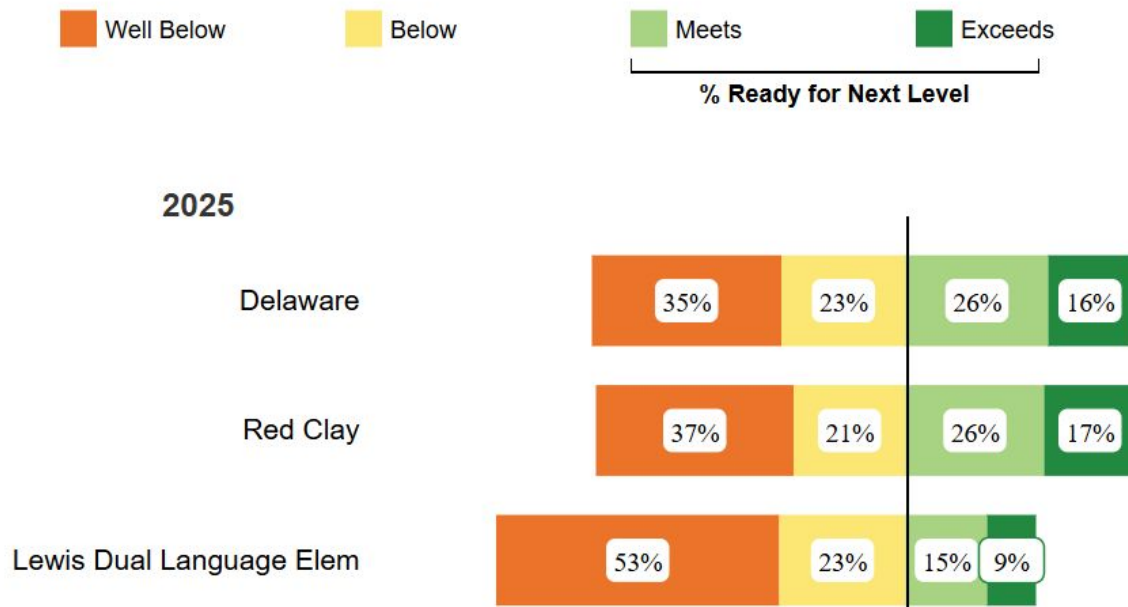
- Build a culture of **belonging** where **EVERY** voice is valued
- Deliver **consistent** academic excellence for **EVERY** student, every day
- **Sustain** a collective culture of **growth, empowerment, and collaboration** for **staff**
- Become a **trajectory-changing** school



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2024-25 SBAC (ELA)

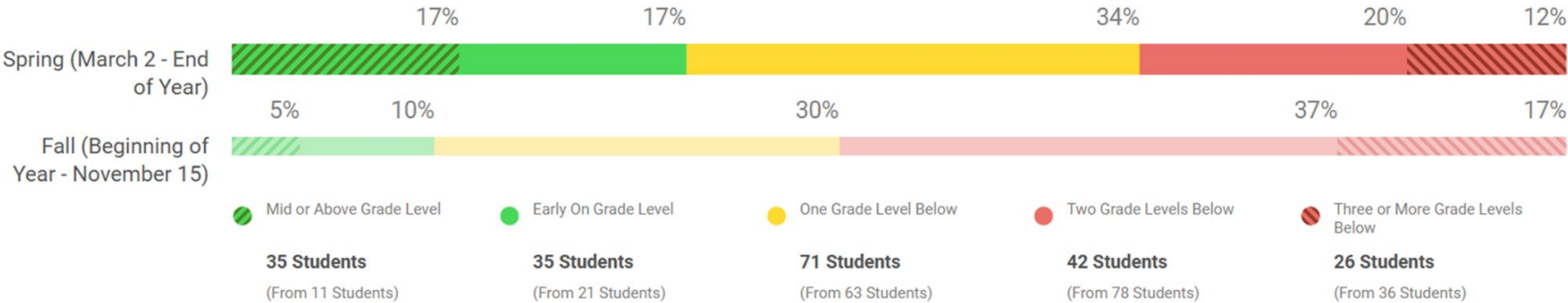


24% of our students were proficient

2024-25 iReady EOY (Reading)

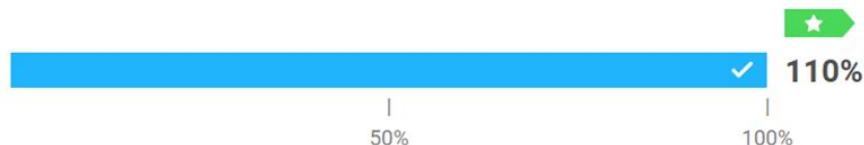
Overall Placement

Students Assessed/Total: 209/212



2024-25 Progress to Annual Typical Growth (Reading)

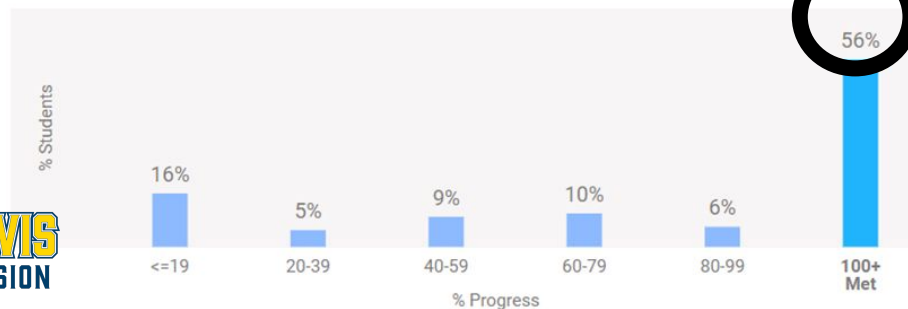
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 110%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Distribution of Progress to Annual Typical Growth



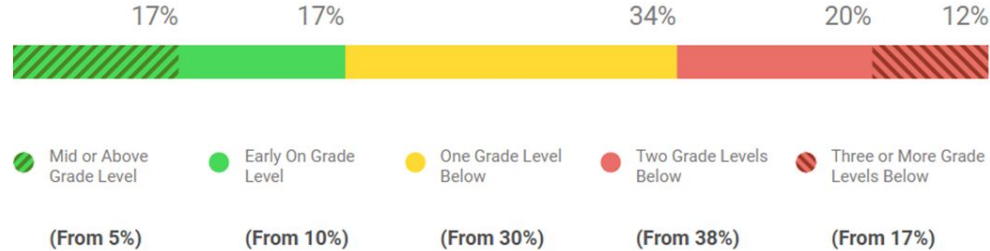
56% of our students met their growth goal



2024-25 Progress to Stretch Growth (Reading)

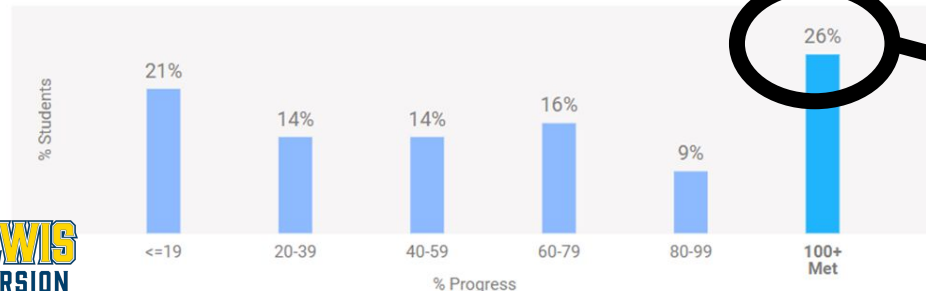
Stretch Growth:
Ambitious
progress toward
proficiency and
beyond.

Current Placement Distribution



[i The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual
Stretch Growth®



26% of our
students met
their stretch
growth goal

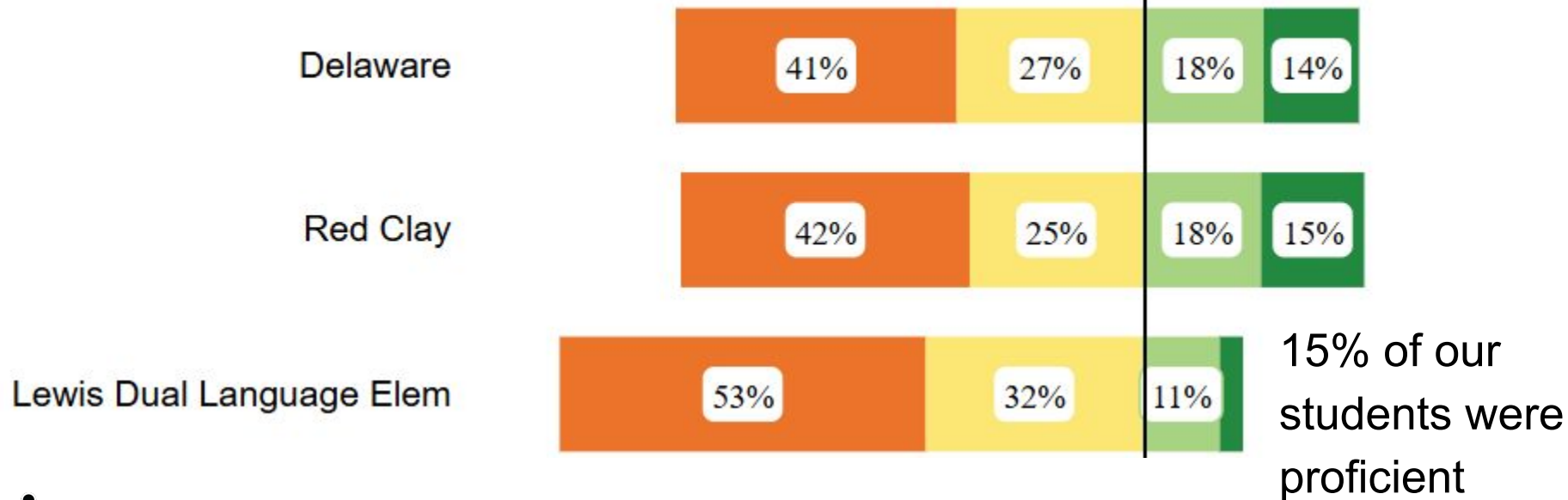


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2024-25 SBAC (Math)

2025



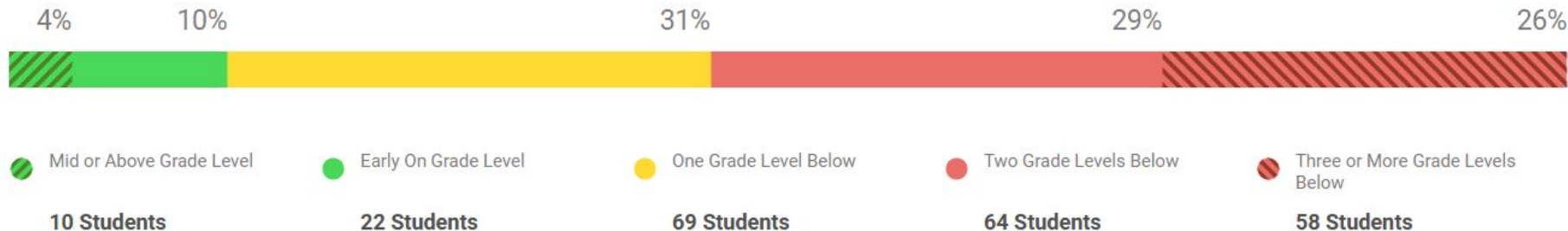
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2025-26 Ready BOY (Reading)

Overall Placement

Students Assessed/Total: 223/223



[i The Mapping Between 5-Level and 3-Level Placements](#)



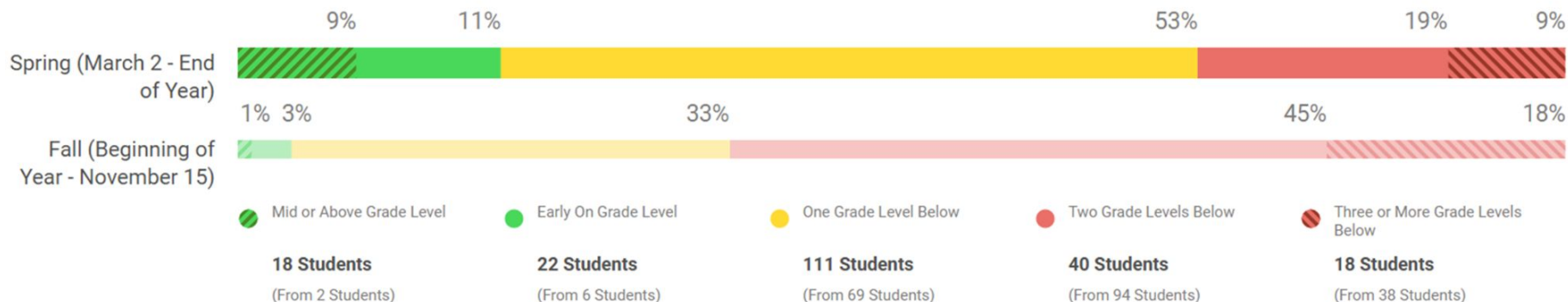
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2024-25 iReady EOY (Math)

Overall Placement

Students Assessed/Total: 209/212



[i The Mapping Between 5-Level and 3-Level Placements](#)



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2024-25 Progress to Annual Typical Growth (Math)

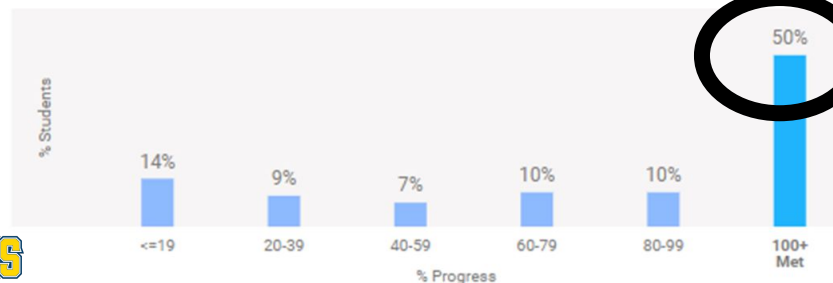
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 98%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#) 

Distribution of Progress to Annual Typical Growth

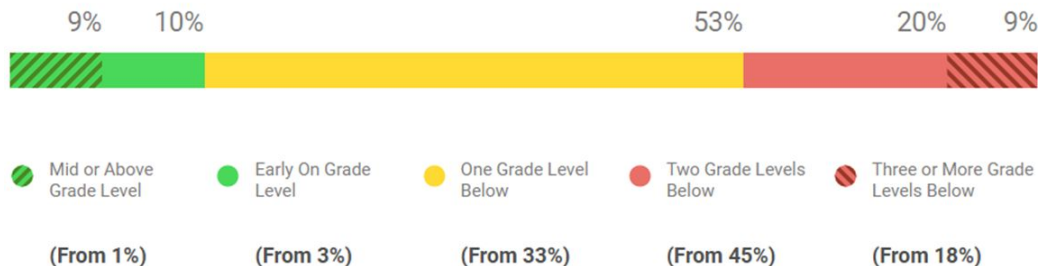


50% of our students met their growth goal



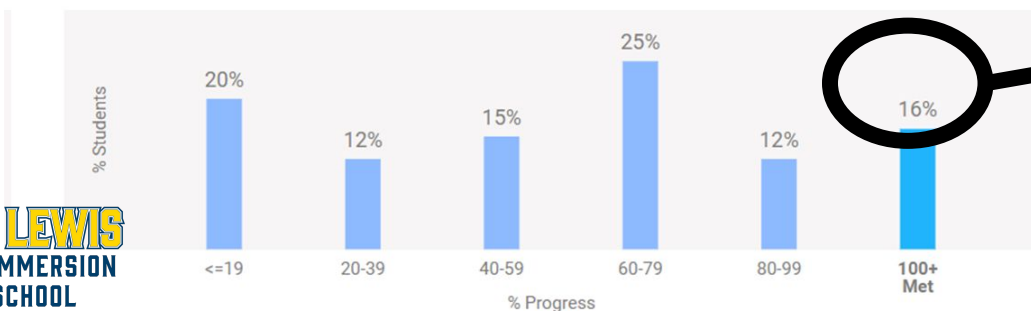
2024-25 Progress to Stretch Growth (Math)

Current Placement Distribution



[i The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Stretch Growth®



Stretch Growth:
Ambitious progress toward proficiency and beyond.

16% of our students met their stretch growth goal



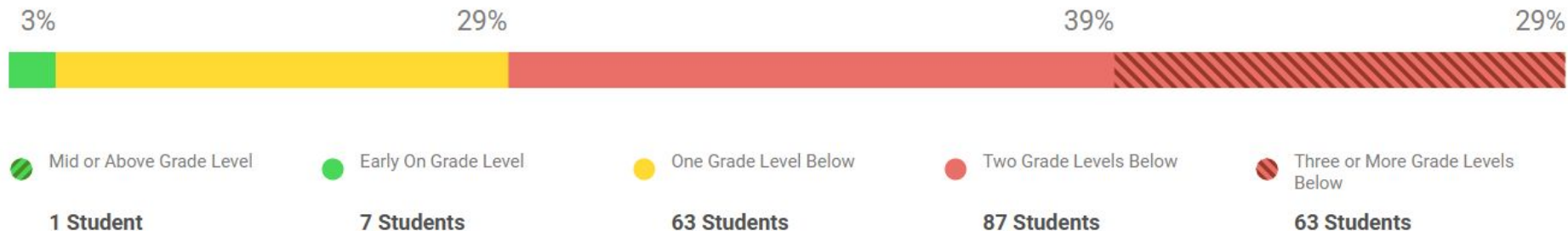
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2025-26 iReady BOY (Math)

Overall Placement

Students Assessed/Total: 221/222



[The Mapping Between 5-Level and 3-Level Placements](#)



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Data Snapshot: STAMP

Avant STAMP, measures real-world language proficiency.

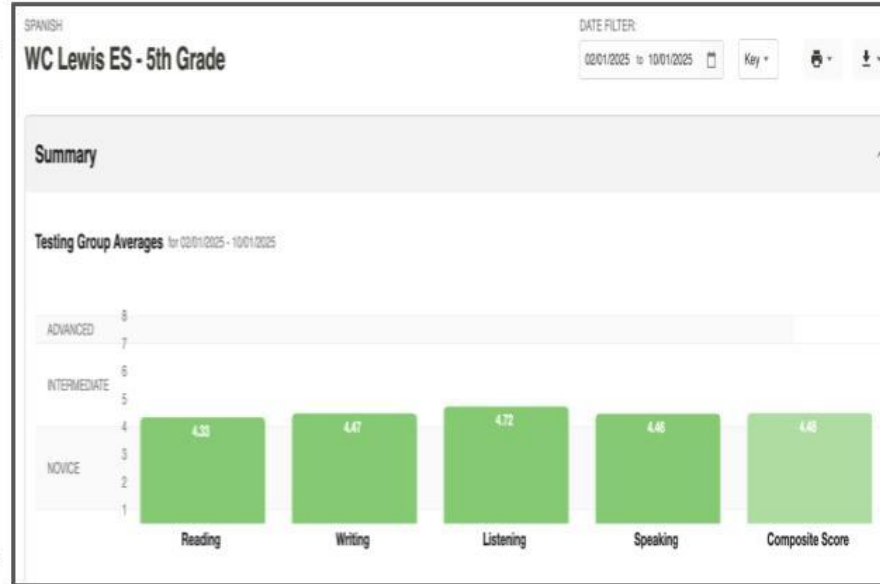
Lewis DL ES - Avant Stamp Spanish Proficiency Data February 2025

Lewis's 5th grade class
composite score: **4.48**

(They took the 4 modes
of the test)

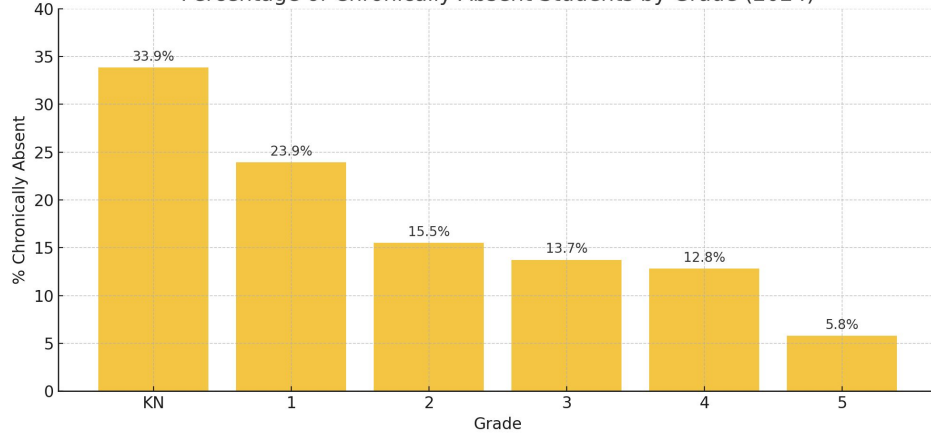
DOE DLI Spanish program target for the
end of the school year: 4.63

2023-2024 **National Average** published
by Avant Stamp (for DLI programs- same
grade level): **3.93**

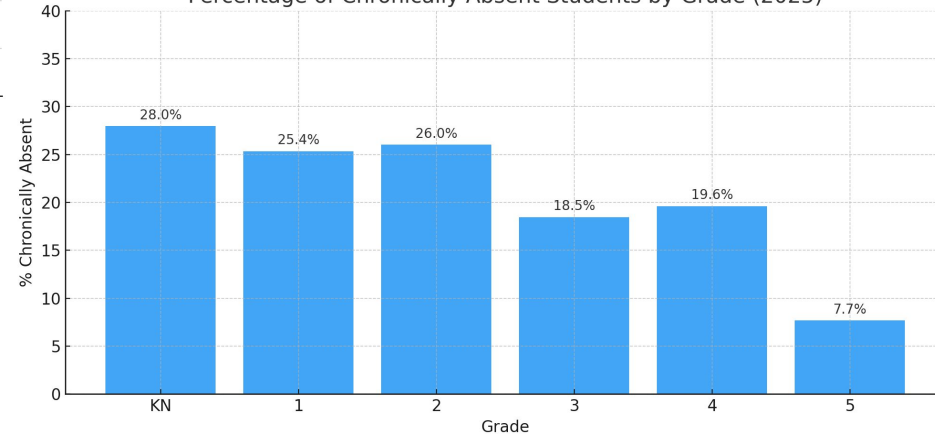


On-Track Attendance By Grade

Percentage of Chronically Absent Students by Grade (2024)



Percentage of Chronically Absent Students by Grade (2025)



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End of Year Goals

Student Growth (Obj 1):

- 2% increase in proficiency rates on the **SBAC**.
 - ELA: From 24% to 26%
 - Math: From 14% to 16%
- 2% increase in **Stretch Growth** on the **iReady** Reading AND Math Diagnostic.
 - ELA: From 26% to 28%
 - Math: From 16% to 18%



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Overview of Action Plan

1. Strengthen Tier 1 Instruction

- Co-teaching model & consistent approach to instruction (SIOP, GSI, Collaborative Structures, Checks for Understanding)
- High expectations for **ALL** students

2. Data-Driven Instruction

- Data Analysis (PLCs/WRWs)

3. Targeted Interventions

- MTSS (WIN Blocks)
- Acceleration in ELA & Math

4. Staff Growth & Efficacy

- WRW collaboration & empowerment
- DTGSS Observations/Walkthroughs
- Celebrate Growth

End of Year Goals

Early Literacy (Obj 2):

- 2% increase in reaching the **Acadience** Composite EOY benchmark.
 - KN: From 36% to 38% in Green
 - 1st: From 29% to 31% in Green



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4. Staff Growth & Efficacy

- WRW collaboration & empowerment
- DTGSS Observations/ **Phonics** Walkthroughs
- Celebrate Growth

End of Year Goals

Systems of Support (Obj 4):

- Percentage of students with **on-track attendance** will **increase** by **11.25%**. (50% to 61.25%)



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Overview of Action Plan

1. Lewis Attendance Support Team

- Regularly review attendance data & trends
- Provide early interventions for at-risk students

2. Communication & Education

- Share attendance expectations in family presentations
- Increase awareness of the link between attendance & achievement

3. Support & Incentives

- Explore student and family incentives for strong attendance
- Explore transportation/ride support options for families in need

End of Year Goals

Systems of Support (Obj 4):

- Percentage of **RAP referrals** will **decrease** by **10%** for the 2025-26 school year. (From 669 to 657)
- Percentage of **out-of-school suspensions** will **decrease** by 10% for the 2025-26 school year. (From 113 to 101)



Actúa con amabilidad

Act with kindness

Lidera con el ejemplo

Lead by example

Acepta responsabilidad

Accept responsibility

Sé resiliente

Stay resilient

Overview of Action Plan

1. Schoolwide Systems

- Launch **ALAS** Tier 1 approach
- Align expectations through schoolwide PBIS
- Strategically reteach expectations (BOY, Nov, Jan, Apr)

2. Data-Driven Supports

- Review referral data consistently
- Connect with “high-flyers” early for intervention

3. Positive & Restorative Culture

- Use **Restorative Practices** to repair harm and build community
- Reinforce positive behaviors through classroom/building celebrations



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Signature Programs & Initiatives

- Delaware's only full immersion model traditional public school (24 years!)
- Diverse staff and student population
- Largest Hispanic Heritage Month celebration in the Red Clay School District
- [We Rise Wednesdays](#)
 - Enrichment and exposure to community partners
 - Strategic and intentional collaboration time with staff
- Morning Academy & X-Stream Explorers – Before/after-school programming for academic and STEM enrichment
- Freedom School – Summer programming
- Strong family and community engagement – e.g., Immersion Night, Family Fun Night, Fun City, etc.



How can the WLC community support our efforts?

- Continue funding We Rise Wednesdays
 - Helps us expand enrichment and provide staff collaboration time.
- Connect us with new community partners
 - Artists, STEM professionals, musicians, wellness leaders, etc.
- Support staff development & retention
 - Especially for dual-language and bilingual educators.
- Help us tell our story
 - Sharing our impact builds momentum and inspires others.



**Together, We Rise.
Together, We Beelieve.
Together, with ALAS, we will
soar!**



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