



2022-23 Phase One: Executive Summary for  
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2022-23 Phase One: Executive Summary for Schools

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## 2022-23 Phase One: Executive Summary for Schools

### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Walker Early Learning Center serves a population of approximately 400-425 students in preschool and kindergarten each year. The student population at WELC has a very low socioeconomic status and is located in the heart of Wayne County. Low socioeconomic background, in combination with low education levels of adults in our community, has a direct impact on our current students' academic achievement. We have a significant number of students whose primary caregivers is not their biological parents, which presents many social/emotional and academic challenges. We have an overwhelming number of opioid addictions within our county. Within the last three years, our community has faced challenges such as limited exposure to learning opportunities and social/emotional development due to the global pandemic associated with Covid-19. In 2021-2022 school year, our minority population increased to meet the threshold to require a minority representative on our site base council.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our school vision is to "Open a World of Possible" for each student at Walker Early Learning Center. Walker Early Learning Center envisions a world where every child has hope and is loved, valued, and given the opportunities to develop the skills and confidence to achieve success. Our school is committed to providing a world class education to all of our students. This purpose/mission drives all our instructional endeavors. The primary focus of our instruction is providing a well-rounded educational experience that meets each of our students' needs. This includes a 90-minute uninterrupted core literacy block, RTA pull-out that targets our students that are almost at benchmark with literacy, RTI pull-out for the students working below benchmark, and implementation of a research based mathematics curriculum (Engage NY Math). The 90-minute literacy block includes Heggerty (Phonemic Awareness Skills), research based explicit and systematic phonics program (Reading Horizons), and an ELA background component which builds background knowledge and vocabulary (Core Knowledge Language Arts). By utilizing these curricula, we are shifting our literacy instruction from a balanced literacy to a Science of Reading approach. This year, we will continue our science enrichment using Amplify Science, which has proven to be engaging and rigorous. This program is hands on. In addition to the academic components, we provide our students with an intentionally structured social/emotional curriculum (Second Step). To support our social/emotional endeavors, we staff a full-time school counselor and we house a

mental health therapist from an outside agencies that assists targeted students with parental permission. Our family/community events portray this same mission (family literacy nights, book buddy check out, & Born Learning). We have our own Family Resource Center housed within our school. With this program, we help families and students. The program addresses the physical/social needs of families so that when children come to school they are ready to learn. (Examples include: backpack program, assistance with Born Learning and Little Cardinal Academy.) They are not only a huge support system for the families and students, but have built continuity between teachers and home. They conduct numerous home visits. Our purpose is to give our community/students the best beginning education possible while also giving them a nurturing and safe environment in which to learn. Our community struggles with the issue of 'importance' of education and we feel it is one of our jobs to educate the community on why early childhood education is of the utmost importance in our community. In years past, we received numerous Preschool Partnership Grants, and the Circle Grant, which partners with early childhood. This program is imperative to the success of our schools' program.

### Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Within the past 4 years Walker Early Learning Center has made great efforts to provide effective, high quality, research based instruction. We have invested funding into a developmentally appropriate book room and we also expanded the decodable reader section of our library. We have provided onsite training for small group reading instruction, assessments, grouping, & best instructional practices. WELC received the Read to Achieve Grant (RTA Grant) for the 22/23 school year. The monies from this grant have gone into hiring a full time Reading Specialist to help the students that are on the cusp of being grade level, however they need that extra small group assistance to get them over that hump. We have implemented the LLI Program to ensure equitable success for ESL students and intervention students. We have also purchase Sound City to ensure that phonemic awareness gaps are closed for ESL students. Also, Wayne County is in the continuation of the Striving Readers Grant from the 2020-2021 school year, with this grant WELC has provided professional development in literacy instruction that is embedded throughout the school year. The Striving Readers Grant has also provided resources to focus on gap areas, as described in the CSIP. Funding through this grant helped to purchase a rigorous, developmentally-appropriate writing professional development (The Writing Revolution). Our district will also use iReady, which a diagnostic screener that will also differentiate instruction and practice for each student based on academic levels. Classroom licenses are purchased for Reading Eggs and Mathseeds computer programs. After analyzing student profiles, an area of concern for all students was phonological awareness. After much research, WELC has invested in Reading Horizons and Heggerty Phonological Awareness to support students in early reading foundational skills. WELC is proud to announce that they have a

Reading Horizon Trainer and three building coaches that were trained through Reading Horizons for the 2022-2023 school year.

#### Additional Information

**CSI/TSI (including ATSI) Schools Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.



N/A

#### Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Walker Early Learning Center strives to help all children achieve at high levels and prepare them for the future by striving to enhance the development of the whole child: physically, socially, emotionally, and cognitively. We understand the importance of instilling and encouraging a growth mindset early on. We are constantly looking for ways to better meet the needs of our young learners. Our job is a journey of learning and growing in our profession. We will never be satisfied until we find that one thing that will help that one student that looks to us for help.

# Attachment Summary

| Attachment Name                                                                                                  | Description | Associated Item(s) |
|------------------------------------------------------------------------------------------------------------------|-------------|--------------------|
| <br>22-23 WELC Faculty Handbook |             | .                  |
| <br>22-23 WELC Student Handbook |             | .                  |