



- Student Achievement
- Human Capital & Development
- Community Collaboration
- Fiscal Responsibility

# School Improvement Plan

School Name

Emily Lembeck Early Learning Center

School Year

2025-2026

# Members



Christine Ramirez, Director

Meredith Crittenden, Coordinator

Melody Shelton, Child Development  
Specialist

Irene Barton, Cobb Collaborative

Miranda Hull- ELC past Parent

Christy McCleskey, PK SPED teacher

Sally Miller, Language Literacy Liaison

Kelly Jones, ELC current Parent

Stanecia Nelson, CTAE Early Childhood  
Education-Marietta High School

Donna Fitzgerald, KSU

Douglas Bell, KSU

Andy Gaines- ELC current Parent

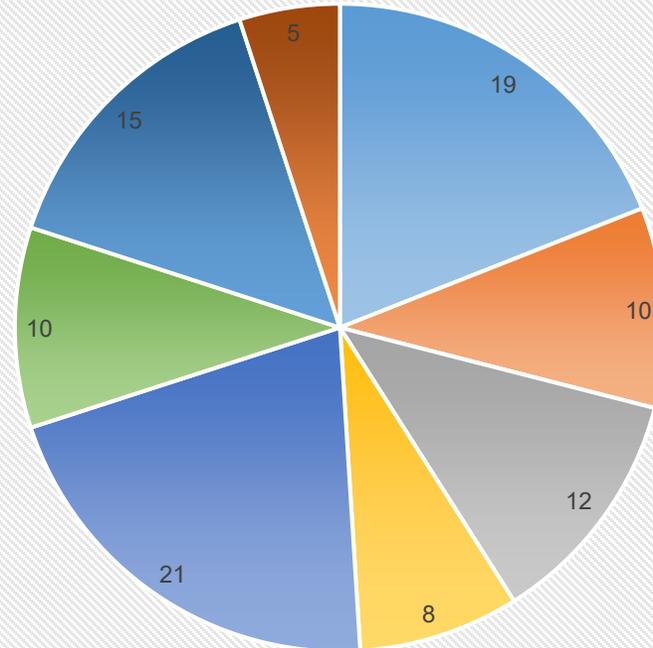
Stephanie Dietz- ELC past Parent

Allison Bebout, PK teacher

Sarah Leming ELC current Parent

# Zoned Schools: 2025-2026

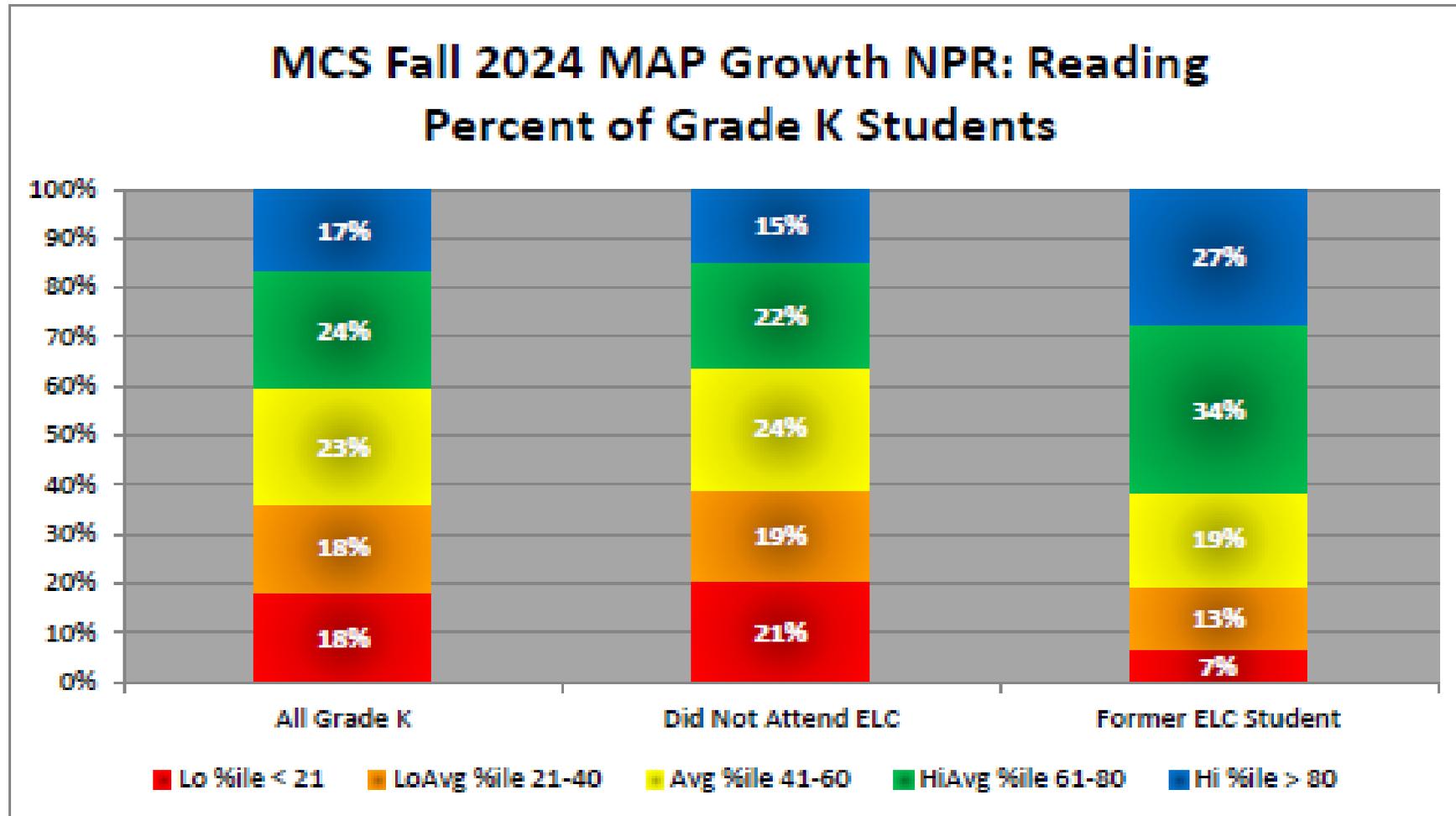
Chart Title



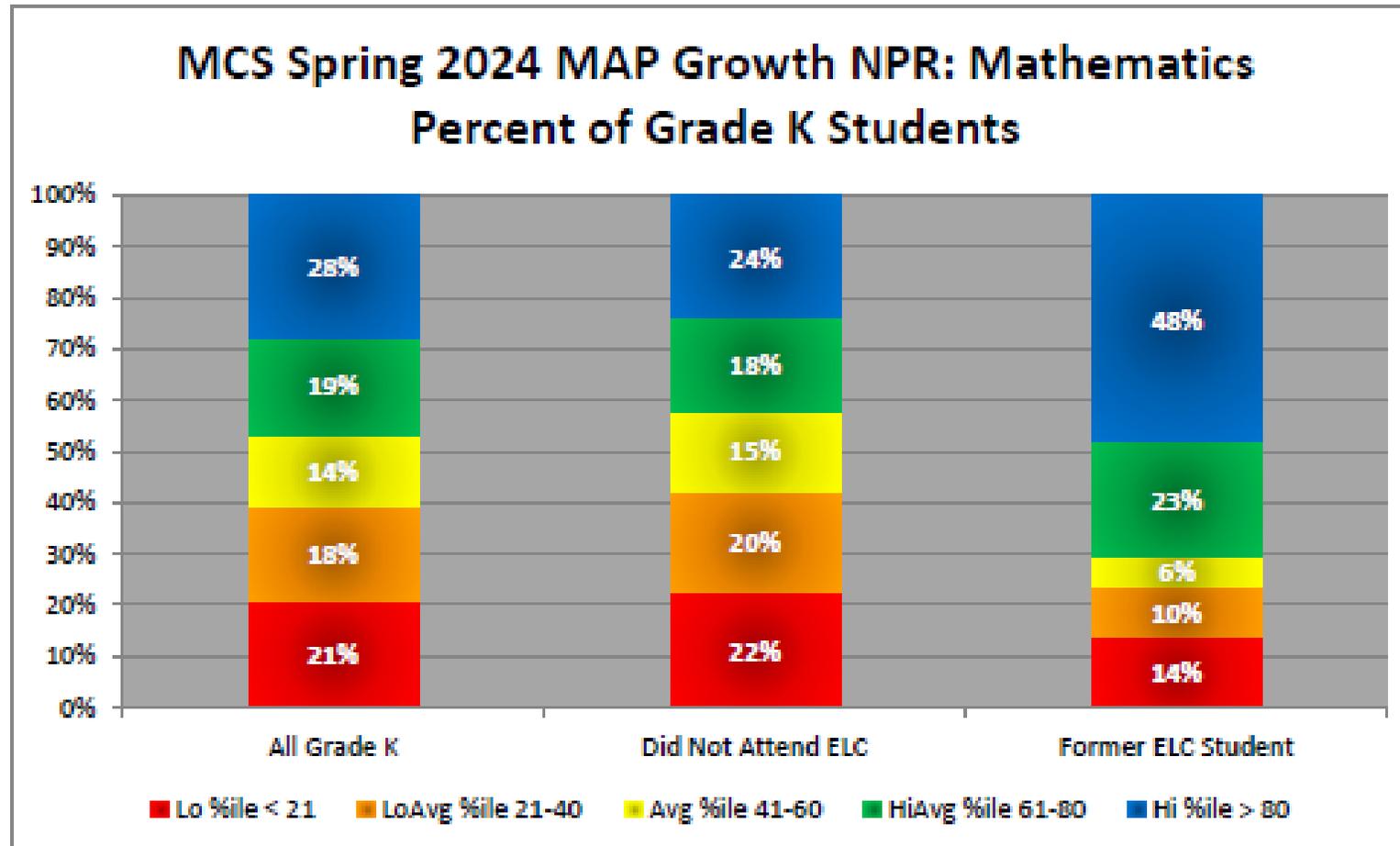
- AL Burruss
- Sawyer Road
- Dunleith
- Park Street
- West Side
- Lockheed
- Hickory Hills
- Employee Only



# Kindergarten Reading MAP Scores (Students attended ELC in 2023-2024 and are now in K)

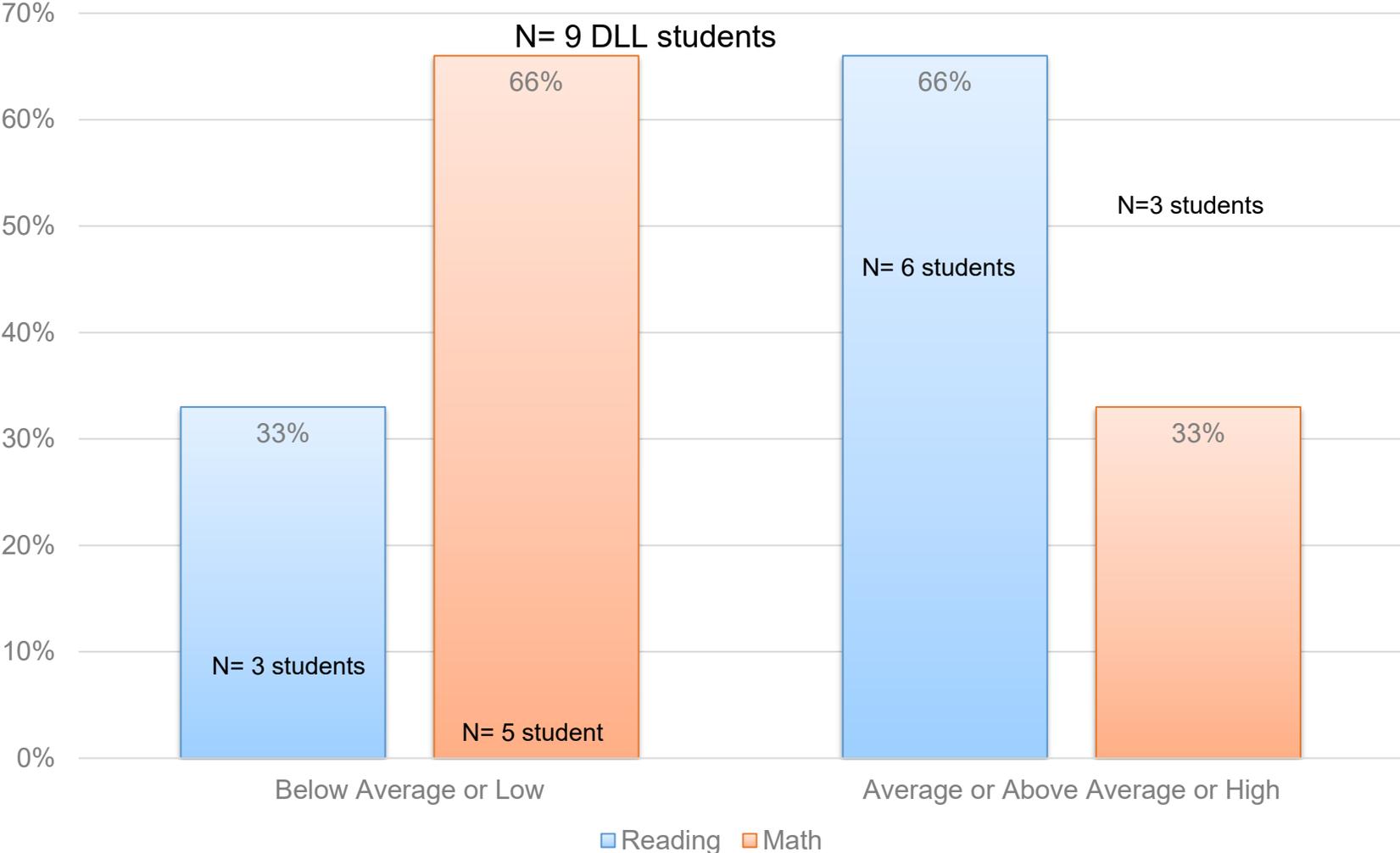


# Kindergarten Math MAP Scores (Students attended ELC in 2023-2024 and are now in K)



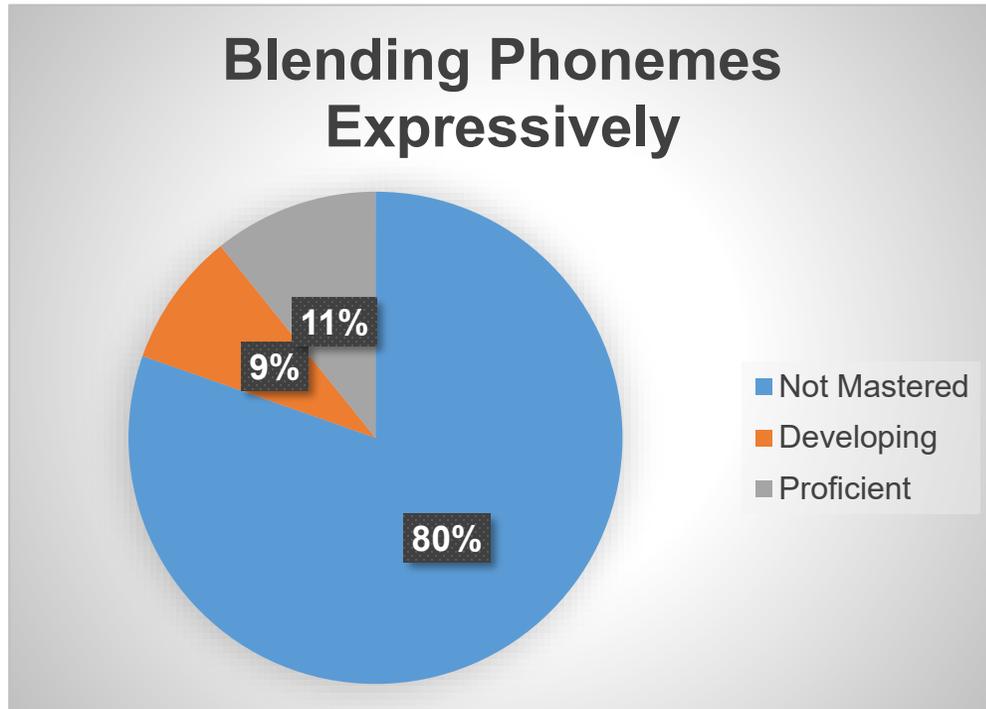
# DLL Kindergarten MAP Scores (Students attended ELC in 2023-2024 and are now in K)

DLL MAP Data Fall 2024 (current K students)

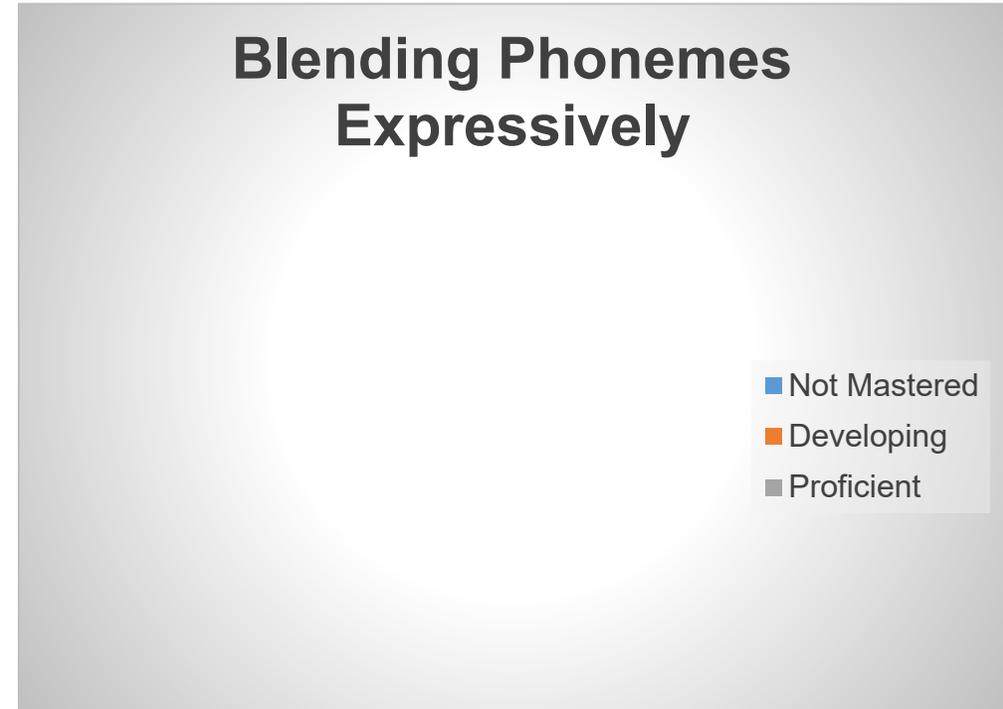


# Current Phonological Awareness Data Beginning and End of Year 2024-2025

Beginning of Year PA Data (Fall 2024)  
Blending Phonemes Expressively

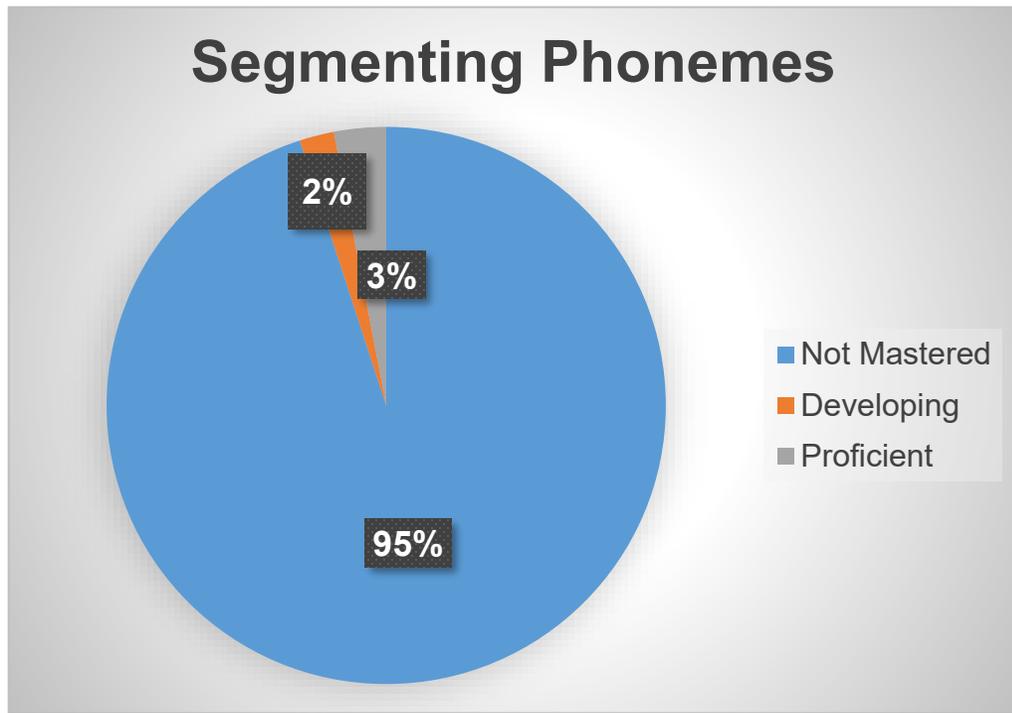


End of Year PA Data (Spring 2025)  
Blending Phonemes Expressively

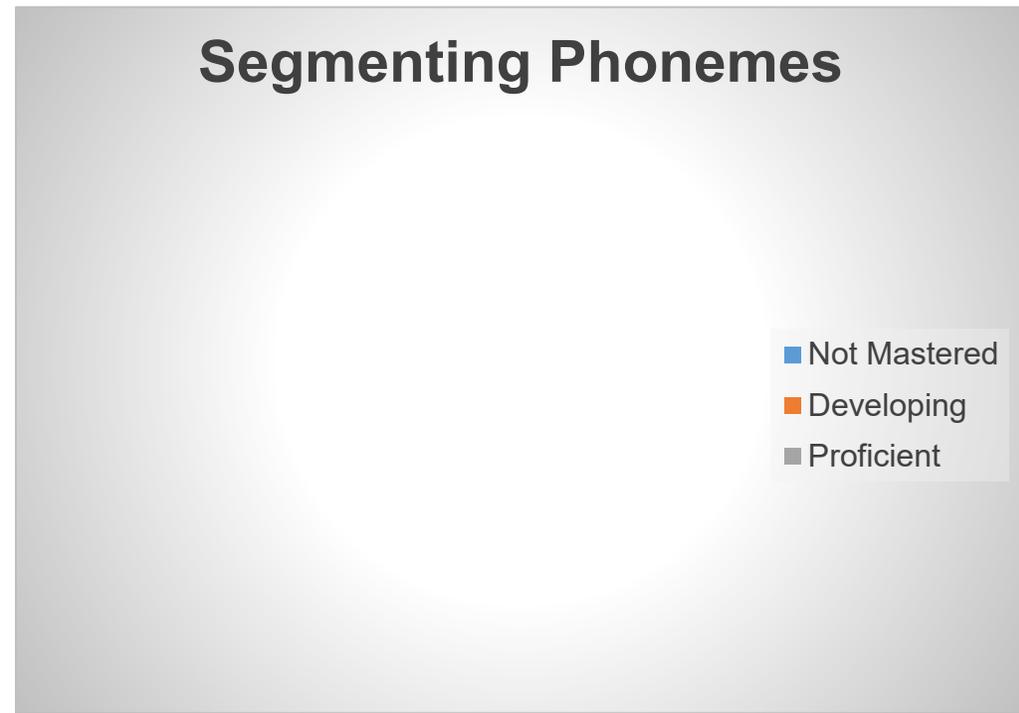


# Current Phonological Awareness Data Beginning and End of Year 2024-2025

Beginning of Year PA Data (Fall 2024)  
Segmenting Phonemes

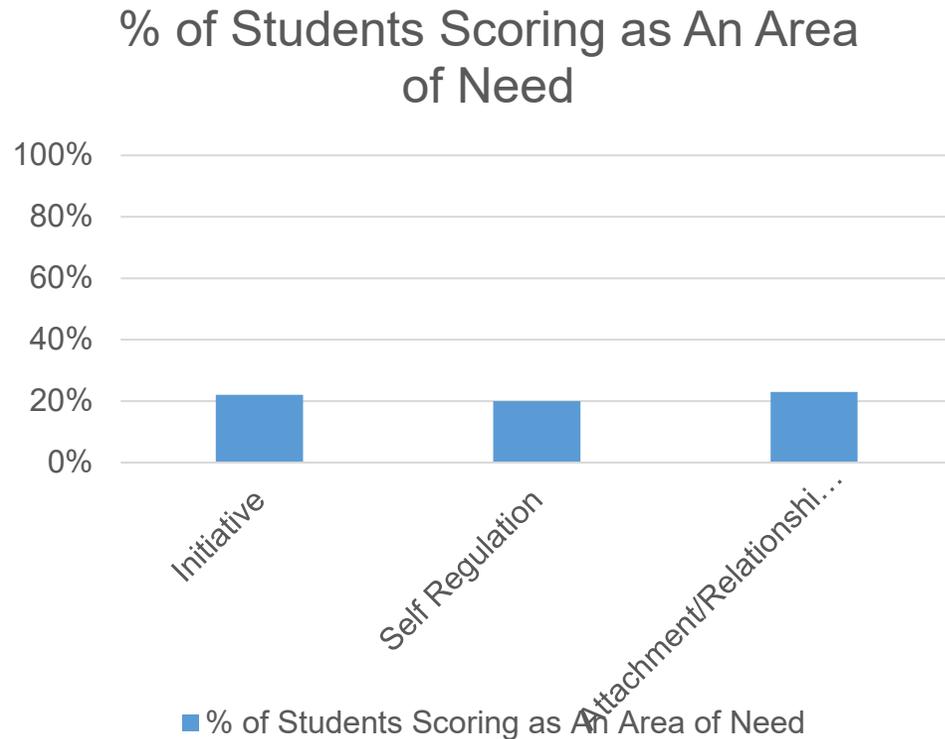


End of Year PA Data (Spring 2025)  
Segmenting Phonemes

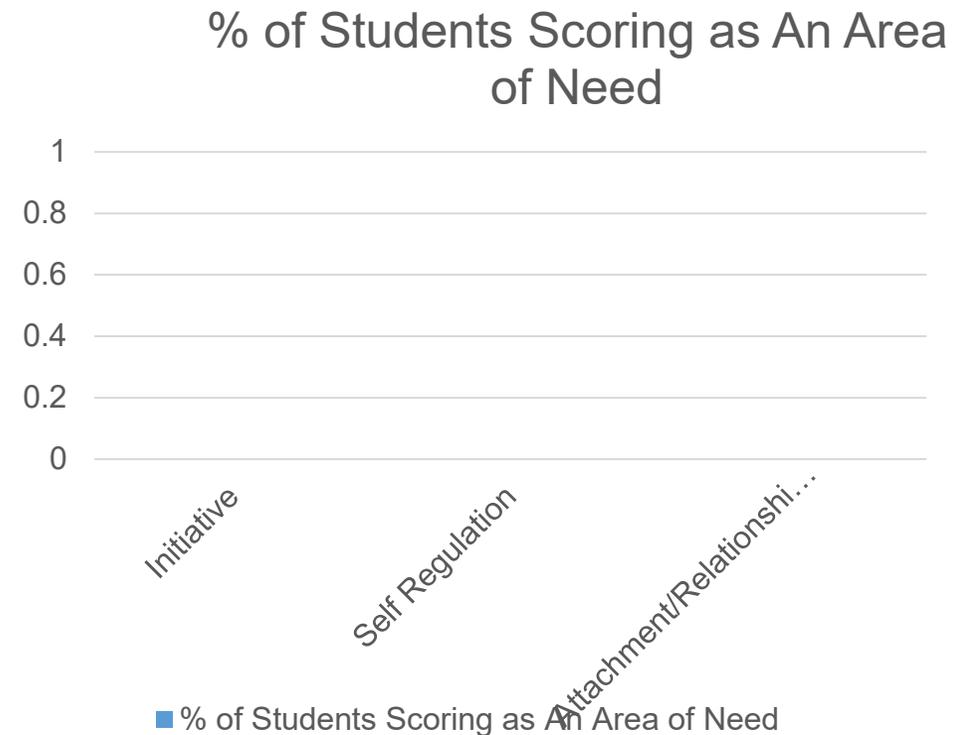


# Current Social Emotional Data Beginning and End of Year 2024-2025

## Beginning of Year SEL Data (Fall 2024)

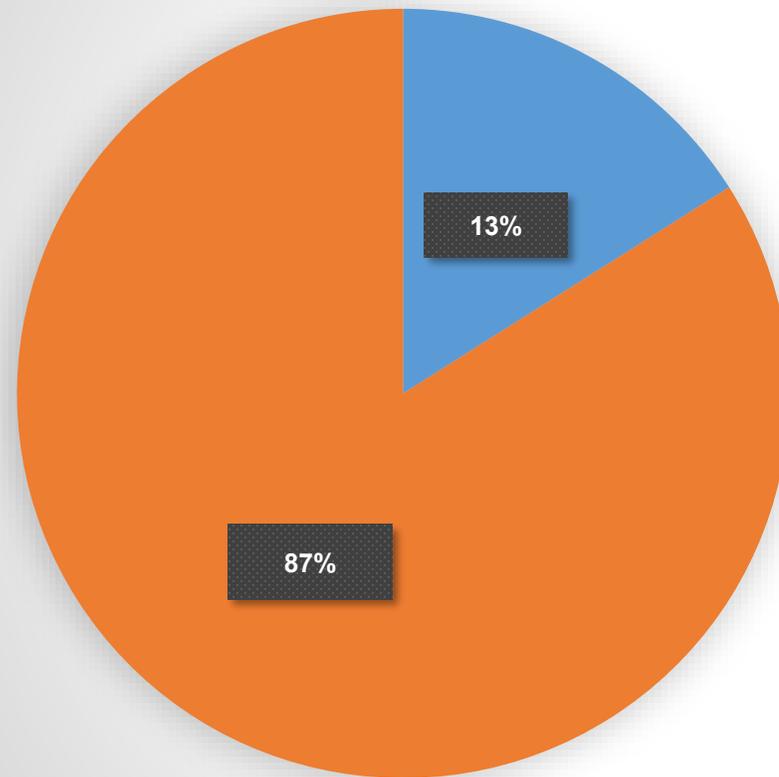


## End of Year SEL Data (Spring 2025)



# Dual Language Learners 2024-2025

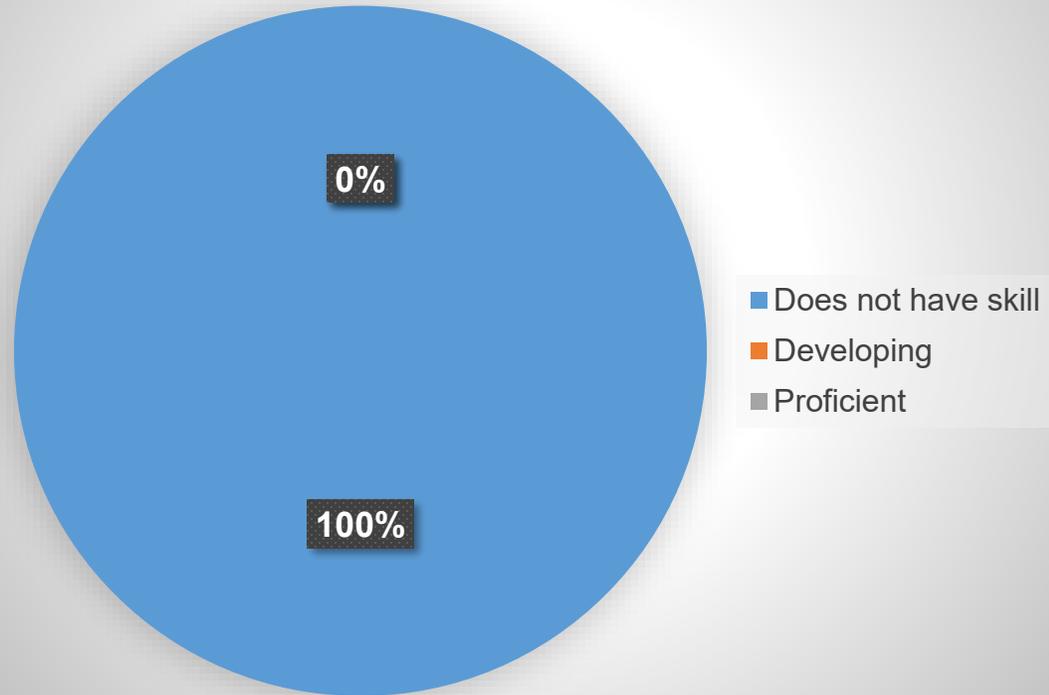
Dual Language Learners



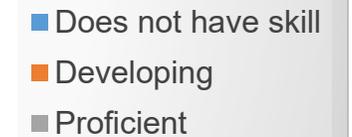
- Dual Language Learners in General Education (more than one language at home)
- English Only Taking General Education Assessment

# 2024-2025 Data for Dual Language Learner

## Beginning of Year Blending Phonemes Expressively

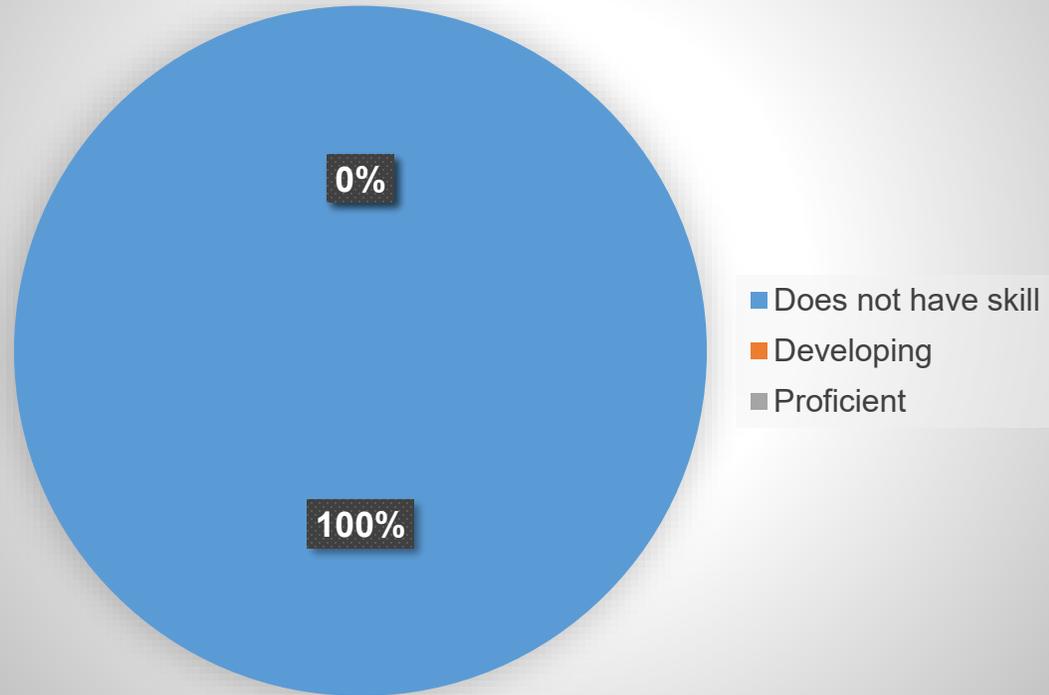


## End of Year Blending Phonemes Expressively

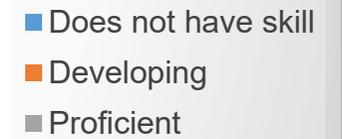


# 2024-2025 Data for Dual Language Learner

## Beginning of Year Segmenting Phonemes

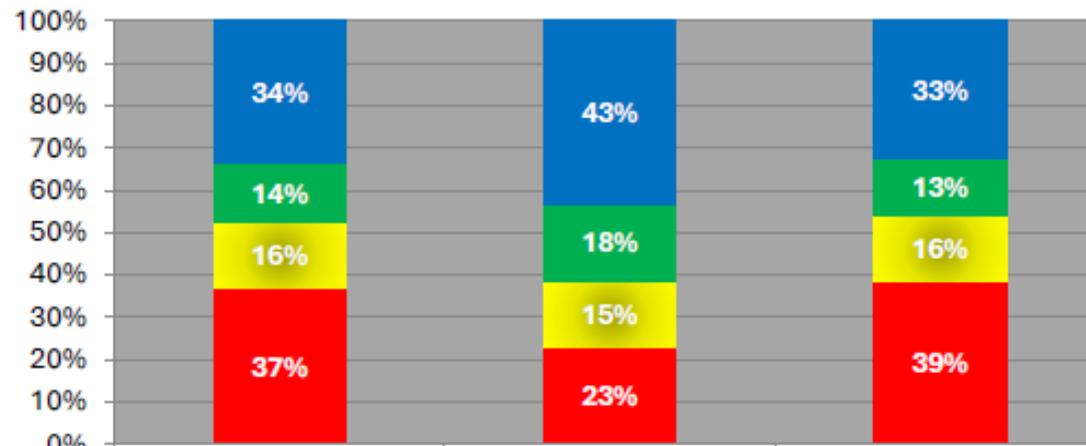


## End of Year Segmenting Phonemes



# ELC Reading Milestones DATA-Cohort FY19 (Year 1)

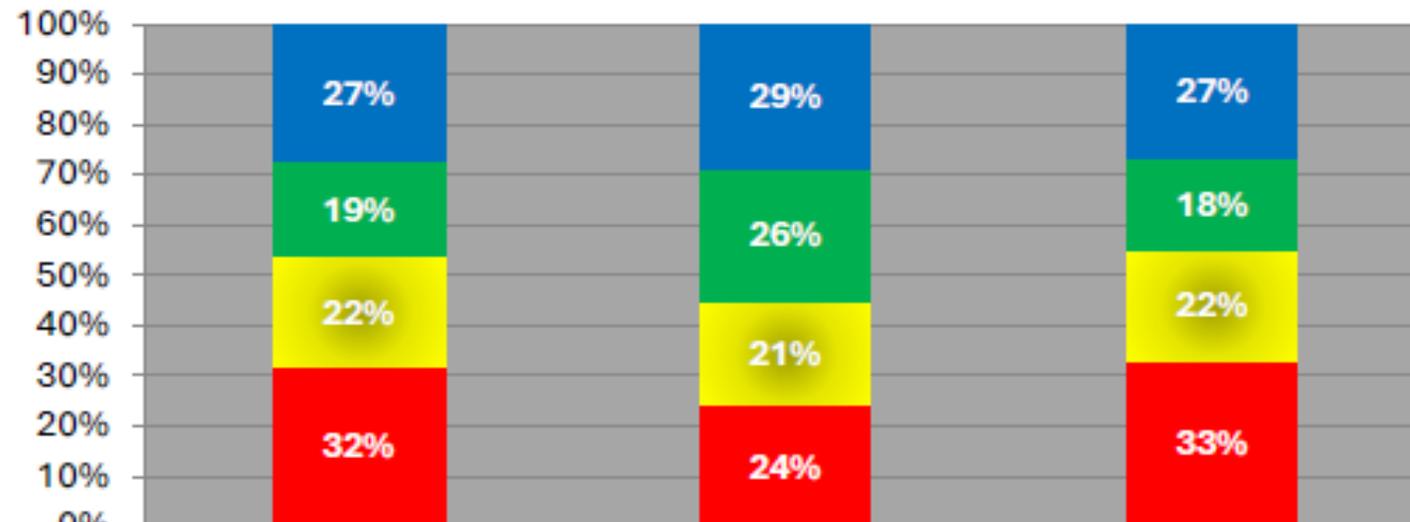
Spring 2024 EOG Grade 4 Reading Level



|                              |     |     |     |
|------------------------------|-----|-----|-----|
| ■ Above Grade Level Reading  | 34% | 43% | 33% |
| ■ Grade Level Reading - Plus | 14% | 18% | 13% |
| ■ Grade Level Reading        | 16% | 15% | 16% |
| ■ Below Grade Level Reading  | 37% | 23% | 39% |

# ELC Reading Milestones DATA-Cohort FY20 (Year 2)

## Spring 2024 EOG Grade 3 Reading Level



|                              | All Students<br>n=685 | Former ELC<br>n=87 | Not Former ELC<br>n=598 |
|------------------------------|-----------------------|--------------------|-------------------------|
| ■ Above Grade Level Reading  | 27%                   | 29%                | 27%                     |
| ■ Grade Level Reading - Plus | 19%                   | 26%                | 18%                     |
| ■ Grade Level Reading        | 22%                   | 21%                | 22%                     |
| ■ Below Grade Level Reading  | 32%                   | 24%                | 33%                     |

# Strategic Plan:



**STUDENT ACHIEVEMENT**

Prepare every student for college and career success.



**HUMAN RESOURCES**

Recruit and retain effective teachers and staff who meet the district's diverse needs.



**COMMUNITY COLLABORATION**

Increase community engagement across the district.



**FISCAL RESPONSIBILITY**

Establish fiscal processes that align to the needs of students and staff.

**Outcomes/Goals:** What will success look like for our school? (Smart Goals)

At the Emily Lembeck Early Learning Center, 80% of our Pre-K students will score at the developing or proficient level on the Phonological Awareness Assessment. This year the EL and Sped (milestone track) subgroup will be an area of focus.

At the Emily Lembeck Early Learning Center, 100% of students will maintain or grow who originally score in the Typical or Area of Strength category on the three areas of the DECA. In addition, 80% of students who originally score in the Area of Need category on the three areas of the DECA will grow by 5 points or more.

Employ and retain highly qualified and effective teachers along with employing staff members with HQ certification and those who exhibit the vision of Marietta City Schools.

Continue professional learning opportunities for all staff members to meet the needs of all students. Collaboration with other centers in the city of Marietta.

Increase and develop the number of community partnerships to provide services, support, and establish opportunities to positively impact birth-4 population.  
Develop a training videos in collaboration with community partners.

Increase the attendance and number of opportunities for families and other early learning organizations to engage in academic and social experiences by providing community and family trainings.

Ensure financial efficiency and equity of programs and supports to meet the needs of all students.

Ensure financial efficiencies with priority trainings that support student academic and social needs.

**Initiatives:** What will we do to achieve success?

Provide PL opportunities for scaffolding phonological awareness activities and ensuring progress monitoring is occurring so appropriate intervention is in place. Provide EL strategies and supports to through PL.

Provide continual professional learning with Conscious Discipline and the implementation of the 7 skills. This includes an additional Trauma Informed Training for all staff.

- Professional development
- Continue with pride and moral committee

Provide opportunities for teachers and staff members to attend trainings and professional development opportunities as they become available throughout the year.

- Inviting community participation to trainings
- Meeting with community literacy groups: Literacy and Justice for All

Providing supports for families through a newly developed task force. Working with early learning organizations for the good of the Marietta City community, as well as, connections with wrap around services through continuing a community resource hub.

Continue to prioritize PD money to ensure staff have the resources to meet the focused skills of students.

Follow district and State (GAPK) monitoring guidelines to ensure that we are in compliance and operating at full capacity.

**Initiatives:  
What will we  
do to achieve  
success?**

**Critical actions: What major actions  
will we complete and by when  
(student groups)?**

**Evidence of progress: How will we  
know that the initiative is working?  
(Timeline)**

**Outcomes: What will success look if  
we provide opportunities for all  
children?**

Phonological Awareness



**STUDENT  
ACHIEVEMENT**  
Prepare every student for  
college and career  
success.

Social Emotional Learning

- Provide opportunities for on-site and off-site professional learning to support the needs of students specifically in the area of phonological awareness.
- Provide opportunities for on-site and off-site professional learning to support the needs of English Language Learners.
- Provide time for data digs where teachers will analyze student data and make instructional plans
- Formal assessing with the Rollins Center Phonological Awareness Assessment 3 times a year (August, December, and May)

- Provide opportunities for on-site and off-site professional learning to support the needs of students specifically in the area of social emotional learning.
- Center wide implementation of Conscious Discipline.
- Child Development Specialist will implement small group sessions focused on skills identified by the DECA as areas of need for specific students.
- Skill based assessment two times a year using the DECA (August/May)
- Additional staff attend Conscious Discipline Training

- Quarterly monitoring of progress through data during lead meetings.
- Evidence of strategies and skills in weekly lesson plans.
- Provide trainings that can support parent knowledge of phonological awareness.
- Integration of pre-teaching and use of visuals to ensure English Language Learners have access to the vocabulary.

- Small group interventions will take place based on data and classroom progress monitoring will occur to ensure transfer of skills.
- End of year DECA data will be used to monitor the effectiveness of our small group interventions.
- Certificate of Completion from training

1) 80% of students will exit the program able to blend and segment phonemes in a 1 syllable word at developing or proficient level (developing-50%, proficient- 100%).

\*80% of students who scored in the area of need in one of the three areas of the DECA will grow their T-score by 5 points or more.  
\*Current baseline:  
2) 100% of students who scored in the typical or area of strength category on the three areas of the DECA will maintain their typical or area of strength.

**Initiatives:  
What will we  
do to achieve  
success?**

**Evidence of Progress:  
Impact Check #1- Fall**

**Evidence of Progress:  
Impact Check #2- Winter**

**Evidence of Success:  
Impact Check #3- End of Year**

Phonological Awareness

FY 25-Phonological Awareness data on ELC current students:  
Blend Phonemes (expressively-no pictures) - XX(C\*A\*T=CAT)  
Segment Phonemes- XX (CAT=C\*A\*T)  
Monitor student's phonological awareness assessments using Rollins assessment. We will monitor 3 times a year.  
- Baseline: can blend at mastery and 6% at developing level  
-students can segment phonemes in a 1 syllable word at developing or proficient level (developing-50%, proficient- 100%)



**STUDENT  
ACHIEVEMENT**  
Prepare every student for  
college and career  
success.

Social Emotional Learning

FY 25-Current ELC data on Social Emotional Learning:  
  
\*Current baseline:  
Initiative - of students in need  
Self-regulation- 28% of students in need  
Attachment/relationship- 23% of students in need  
2) 100% of students who scored in the typical or area of strength category on the three areas of the DECA will maintain their typical or area of strength.

**Initiatives:  
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**Evidence of progress: How will we  
know that the initiative is working?  
(Timeline)**

**Outcomes: What will success look like if  
we provide opportunities for all  
children (student groups)?**

Staff Retention



**HUMAN  
RESOURCES**

Recruit and retain  
effective teachers and  
staff who meet the  
district's diverse needs.

Professional  
Development

- Ensure that all staff members are highly qualified (2024-2025)
- Ensure that all staff members have current and valid certification in the area that they currently serve (2024-2025)
- All ELELC staff are paid on the Marietta City pay scale.
- Staff attendance will be monitored.

- Provide staff members with opportunities for professional development in the area of early learning through GA PK
- Provide staff members with access to professional development and training held through the district
- Teachers will participate in monthly PLC meetings focused on PA and SEL focusing on Differentiation

- Professional Development
- Staff Observations
- Yearly reports of staff retention

- Staff members will attend trainings through Bright from the Start, if required
- Staff members will attend Center professional development on Wednesdays
- Professional Development structured by foundational priority areas
- Certificate of Completion from training

- Retention of staff
- Staff will have a broader range of social emotional and wellness strategies to apply in their own life and in a culturally diverse classroom.
- Staff will have increased opportunities to lead and grow professionally.

- By the end of the 2024-2025 school year, each staff member will have met their professional goal and attended a minimum of one professional learning opportunity.

**Initiatives:  
What will we  
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**Evidence of Progress:  
Impact Check #1- Fall**

**Evidence of Progress:  
Impact Check #2- Winter**

**Evidence of Success:  
Impact Check #3- End of Year**

Staff Retention

- Maintenance of current staff



**HUMAN  
RESOURCES**

Recruit and retain  
effective teachers and  
staff who meet the  
district's diverse needs.

Professional  
Development

- Training dates secured through Bright From the Start
- Certificates once training has been completed
- Wednesday Faculty sign in sheets for evidence of Center based professional development

**Initiatives:  
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**Outcomes: What will success look if  
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Building Partnerships

- Build partnerships with community impact groups: Library and Cobb Collaborative to create a building blocks for families (community support)
- Building partnerships with families
- ELC will work with KSU to provide practicum experiences.
- ELC will work with the ECE career path at the high school to provide practicum experience.
- ELC has partnered with Kiwani's to supply WolfTrap to all classes
- Literacy and Justice For All Grant
- Trauma Informed Grant and Community Resource Hub

- Community knowledge
- Surveys completed after trainings

- Better prepared children moving into surrounding PK centers
- Improve the overall tardy and attendance rate of targeted students



**COMMUNITY  
COLLABORATION**

Increase community  
engagement across the  
district.

Establish Community  
and Family Services

- Building blocks for families will focus on Literacy, childhood behavior/mental health, and birth outcomes.
- ELC will continue to focus on family needs and provide support in identifying resources.
- Experiences that include community helpers and different community roles are provided to all students to introduce possible careers
- Parent Video
- Learning Spaces

- Community knowledge
- Increase the number of parents involved in PPA, school sponsored events
- Surveys completed after trainings
- Learning Spaces Attendance

- Sign in sheets from trainings
- Survey data
- Increase the amount of parents actively engaged in their students' learning and school activities

**Initiatives:  
What will we  
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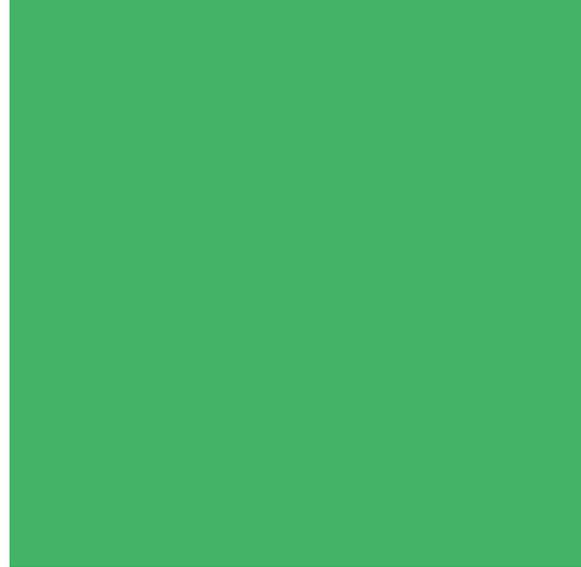
**Evidence of Progress:  
Impact Check #1- Fall**

**Evidence of Progress:  
Impact Check #2- Winter**

**Evidence of Success:  
Impact Check #3- End of Year**

Building Partnerships

- Current partners: Library, Cobb Collaborative, Community In Schools, Kiwanis, Rotary Club, Rollins, LJ4A, DECAL, Learn4Life
- Bi-weekly newsletter to families, teacher emails weekly, and ELC Community Nights



Establish Community and Family Services

- Establish relationships with Cobb Collaborative partners
- Involve local churches in community events
- Health Fair July 2024- over 300 attendees
- Marietta Reads Literacy Kick-Off August 2024



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**Outcomes: What will success look if  
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children (student groups)?**

Fiscal Alignment with  
Critical Needs



- Professional Development
- Classroom Resources
- Parents as Partners committee
- Have ongoing fundraisers throughout the year



- Increase of academic priority skills in the area of Phonological Awareness and Math



- More children reading at or above grade level on the MAP assessment in Kindergarten.



**FISCAL  
RESPONSIBILITY**

Establish fiscal processes  
that align to the needs of  
students and staff.



- Professional Development on structures of CD
- Secure funding for off site CD training



- Increase of social emotional skills – specifically in the high priority areas of Social Skills and Work Habits/Task Engagement



- Increase of well regulated children ready to learn

Year 2  
Implementation of  
Conscious Discipline

**Initiatives:  
What will we  
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**Evidence of Progress:  
Impact Check #1- Fall**

**Evidence of Progress:  
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**Evidence of Success:  
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Fiscal Alignment with  
Critical Needs

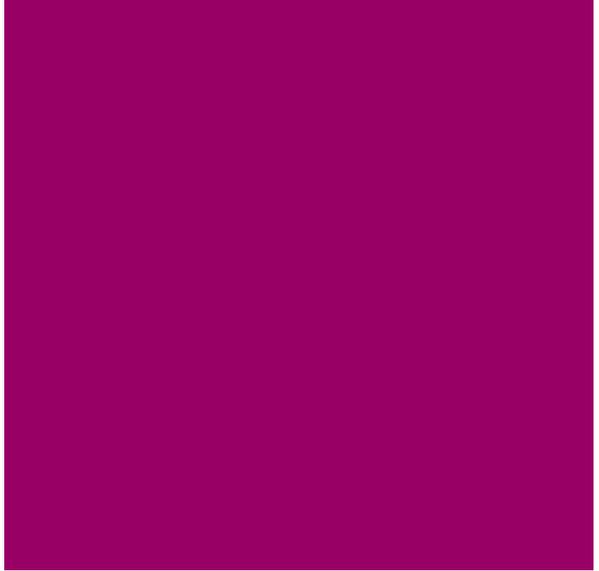
- Professional Development will be a high priority to ensure the fidelity the Conscious Discipline is implemented as a center
- Allow Early Learning Coordinator to identify resources/strategies that need to be purchased to meet academic goals
- PPA and T-shirt sales



**FISCAL  
RESPONSIBILITY**

Establish fiscal processes  
that align to the needs of  
students and staff.

- Provide funding to allow 4 staff members to attend the Conscious Discipline training over the summer



Year 2  
Implementation of  
Conscious Discipline