School Improvement Plan

Emily Lembeck Early Learning Center

2021-2022
Members

Christine Ramirez, Director

Meredith Crittenden, Coordinator

Taytum Morrison, Child Development Specialist

Elizabeth Thomas, PK teacher

Irene Barton, Cobb Collaborative

Stanecia Nelson, CTAE Early Childhood Education-Marietta High School

Donna Fitzgerald, KSU

Douglas Bell, KSU

Brittney Wilson- Marietta City Schools

Miranda Hull- Parent

Sally Miller - ELELC
Georgia Early Learning Developmental Standards

• Social and Emotional Development
• Communication, Language, and Literacy
• Cognitive Development (mathematics, social studies, science, creative development and cognitive processes)
• Physical Development and Motor Skills
• Approaches to Play and Learning

Foundational Focus: Vocabulary, Phonological Awareness, language, social emotional learning
Needs Assessment

Home School data 2021-2022

- Burruss: 18%
- Dunleith: 16%
- Park Street: 5%
- Lockhead: 17%
- West Side: 14%
- Sawyer Road: 8%
- Hickory Hills: 21%
- Non-Resident (Employee): 15%
FY 22 Leadership & Staff:
1 Director of Early Learning
1 Early Learning Coordinator
1 Part-time Child Development Specialist
1 Full time nurse
5 General Education Classrooms (1 Lead and 1 Assistant Teacher)
3 Special Education Classrooms (1 Lead and 1.5 Assistant Teachers)
1 Full time Speech and Language Pathologists
1 Full time Community Based Special Education Teacher
1 Office Manager
1 Full time Assistant (office and classroom)
1 LJFA role- Language literacy Liaison

<table>
<thead>
<tr>
<th># Classes</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily Lembeck Early Learning Center</td>
<td>8</td>
<td>53.4%</td>
</tr>
</tbody>
</table>

Demographic Data

36% of our student population identifies as Hispanic
Strategic Plan:

STUDENT ACHIEVEMENT
Prepare every student for college and career success.

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 subgroup will be an area of focus.
1) 80% of students will increase (if below 80% at initial rating) by 20% on 2 of the 5 Social Emotional Learning Briggance scales (Social Skills and Work Habits/Task Engagements).
2) 100% of students will maintain or increase (if above 80%) their score on 2 of the 5 Social Emotional Learning Briggance scales (Social Skills and Work Habits/Task Engagements).

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

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.

COMMUNITY COLLABORATION
Increase community engagement across the district.

Increase and develop the number of community partnerships to provide services, support, and establish opportunities to positively impact birth-4 population.

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

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.

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

Initiatives: What will we do to achieve success?

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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 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.

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

- Professional development
- Continue with pride and moral committee

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

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.
MCS Winter 2022 MAP Growth NPR: Reading Percent of Students

- All Grade K:
  - Lo %ile < 21: 18.0%
  - LoAvg %ile 21-40: 19.8%
  - Avg %ile 41-60: 18.3%
  - HiAvg %ile 61-80: 17.6%
  - Hi %ile > 80: 26.3%

- Did Not Attend ELC:
  - Lo %ile < 21: 14.5%
  - LoAvg %ile 21-40: 20.6%
  - Avg %ile 41-60: 20.1%
  - HiAvg %ile 61-80: 17.4%
  - Hi %ile > 80: 25.1%

- Former ELC Student:
  - Lo %ile < 21: 6.6%
  - LoAvg %ile 21-40: 22.4%
  - Avg %ile 41-60: 21.1%
  - HiAvg %ile 61-80: 14.5%
  - Hi %ile > 80: 35.5%
Kindergarten Data FY22

86% of rising Kindergarten students who attended the ELC were Kindergarten Ready in the area of reading (Based on MAP & EIP Checklist).

87% of rising Kindergarten students who attended the ELC were Kindergarten Ready in the area of math (Based on Map and EIP Checklist).
Initiatives: What will we do to achieve success?

Phonological Awareness

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.

Implement language screeners to address articulation and language.

Provide time for data dives 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).

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 social emotional learning.

Center wide implementation of Conscious Discipline.

Child Development Specialist will implement small group sessions focused on skills identified by the Brigance as areas of need for specific students.

Skill based assessment two times a year using the Brigance (August/May)

Additional staff attend Conscious Discipline Training.

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)

- 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.

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

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%). Baseline: 14% can blend and .03% of students can segment phonemes in a 1 syllable word at developing or proficient level (developing-50%, proficient- 100%) This needs to be updated.

2) 80% of students will increase (if below 80% at initial rating) by 20% on 2 of the 5 Social Emotional Learning Brigance scales (Social Skills and Work Habits/Task Engagements).

2) 100% of students will maintain or increase (if above 80%) their score on 2 of the 5 Social Emotional Learning Brigance scales (Social Skills and Work Habits/Task Engagements).
| Initiatives: What will we do to achieve success? |

- **Phonological Awareness**
  - FY 21-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: Blend phonemes expressive-16% developing and proficient (13% P and 3% D), segment phonemes 2% developing and proficient

- **Social Emotional Learning**
  - FY 21-Current ELC data on Social Emotional Learning:
    - Social Communication- XX
    - Social Skills- XX
    - Work Habits/Task Completion- XX
    - Social Awareness- XX
    - Expression and understanding of feelings- XX
  - *These percentages reflect who have at least 80% of the skills*
  - Brigance assessment specifically in the area of SEL. SEL will be measured 2 times a year during Spring and Fall. Current baselines: 48% of the center are below 80% in the area of social skills. 45% of the center are below 80% in the area of work habits and task engagement.

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

- Midyear: Blend phonemes expressive-49.5% developing and proficient (38.6% P and 10.9% D), segment phonemes 6.9% (5.9%P and 1.0%D) developing and proficient

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

- Brigance assessment specifically in the area of SEL. SEL will be measured 2 times a year during Spring and Fall. Current baselines: 38% of the center are below 80% in the area of social skills. 27% of the center are below 80% in the area of work habits and task engagement.

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

- 82% of students can blend and segment phonemes at the developing or proficient level.
  - Blending phonemes receptively (2% at the developing level and 96% at the proficient level)
  - Blending phonemes expressively (1% at the developing level and 87% at the proficient level)
  - Segmenting phonemes (2% at the developing level and 80% at the proficient level)

A: Social skills- 89% of students increased by at least 20% in this area.
- Work Habits/Task engagement- 88% of students increased by at least 20% in this area.

B: Social Skills- 98% of students maintained or increased in this area who started at or above 80% in the beginning of the year.
- Work Habits/Task engagement- 100% of students maintained for increased in this area who started at or above 80% in the beginning of the year
Blending 2021-2022

- **Blend Phonemes Receptively**
  - 98% proficient
  - 2% developing

- **Blending Phonemes Expressively**
  - 88.11% proficient
  - 11.88% not mastered
Segmenting 2021-2022

Segmenting Phonemes

- 18% Developing or Proficient
- 82% Not Mastered
% of students 80% or higher on Brignance 2021-2022.
<table>
<thead>
<tr>
<th>Trait</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Behavior</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrates perseverance</td>
<td>Likes to finish what he/she starts</td>
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<tr>
<td></td>
<td>Demonstrates independence in learning activities and tasks</td>
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<tr>
<td></td>
<td>Transitions appropriately from one activity to another activity</td>
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<tr>
<td></td>
<td>Usually remains at a 10- to 12-minute task until it is time to quiet or transition</td>
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<tr>
<td></td>
<td>Needs appropriately to change</td>
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<tr>
<td></td>
<td>Maintains interest when engaged in a small-group activity or project for ten minutes</td>
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<tr>
<td></td>
<td>Engages in a small group project or activity for at least 12 minutes</td>
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<td></td>
<td><strong>Work Habits/Tasks Engagements</strong></td>
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<td></td>
<td>Takes turns with assistance</td>
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<td></td>
<td>Reaches for disappointment and failure in an acceptable manner</td>
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<tr>
<td></td>
<td>Responds appropriately to criticism</td>
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<tr>
<td></td>
<td>Refuses requests or activities appropriately</td>
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<tr>
<td></td>
<td>Is eager to comply with class rules and activities</td>
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<tr>
<td></td>
<td>Listens and takes feedback well</td>
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<tr>
<td></td>
<td>Asks an adult for guidance when he/she needs help</td>
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<tr>
<td></td>
<td>Responds appropriately to directions from adults</td>
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<tr>
<td></td>
<td>Interacts with you respectfully</td>
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<tr>
<td></td>
<td><strong>Social Skills</strong></td>
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<tr>
<td></td>
<td>Participates well in group activities</td>
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<tr>
<td></td>
<td>Plays cooperatively in large-group games</td>
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<tr>
<td></td>
<td>Has a best friend</td>
</tr>
<tr>
<td></td>
<td>Plays cooperatively with two or three students for 20 minutes</td>
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<tr>
<td></td>
<td>Plays cooperatively with two or three students for 10 minutes</td>
</tr>
<tr>
<td></td>
<td>Plays cooperatively with two or three students for five minutes</td>
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<tr>
<td></td>
<td>Has several friends, but one special friend</td>
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<tr>
<td></td>
<td>Takes turns in play without adult supervision</td>
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<tr>
<td></td>
<td>Prefers companionship of peers to that of adults</td>
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<tr>
<td></td>
<td>Usually plays cooperatively, but may need adult help</td>
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</tbody>
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**Social Communication**

Spring: Red pen/pencil  Date:  
Winter: Blue pen/pencil  Date:  
Name:  
Class:  

Behavior Social Emotional Development Assessment
<table>
<thead>
<tr>
<th><strong>Understanding the need to share and take turns</strong></th>
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<tbody>
<tr>
<td>Begins to show empathy for others</td>
</tr>
<tr>
<td>Volunteers to help a peer with an activity without prompting</td>
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<tr>
<td>Takes pleasure in doing simple favors for others</td>
</tr>
<tr>
<td>Approaches new tasks with confidence</td>
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<tr>
<td>Maintains a positive attitude during activities</td>
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<tr>
<td>Demonstrates satisfaction and comfort with self</td>
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**Expression and Understanding of Feelings**

- Describes social behavior using a variety of descriptive words, phrases due to a good imagination
- Seeks detailed explanations with frequent use of why
- Enjoys sharing information about self with adults
- Shares feelings with adults when sad or upset

**Podium for autonomy (wants to be independent like an adult)**

- Pushes for autonomy (wants to be independent like an adult)
- Is truthful when sharing information with others
- Engages appropriately in conversation initiated by peers
- Greets adults and peers appropriately
- Establishes eye contact when addressed by an adult
- Establishes eye contact when interacting with peers
- Shows pride in sharing new accomplishments and skills
- Shares feeling with adults when happy
- Meets and accepts stranger comfortably
- Social Awareness
Initiatives: What will we do to achieve success?

- Staff Retention
- HUMAN RESOURCES: Recruit and retain effective teachers and staff who meet the district's diverse needs.
- Professional Development

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

- Ensure that all staff members are highly qualified (2021-2022)
- Ensure that all staff members have current and valid certification in the area that they currently serve (2021-2022)
- All ELELC staff are paid on the Marietta City pay scale.
- 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 weekly PLC meetings focused on PA and SEL
- With the addition of Charter Funds, seven staff members will attend Conscious Discipline Training event and all staff will received Trauma Informed Care training.

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

- Professional Development
- Staff Observations
- Yearly reports of staff retention
- Staff members will attend trainings through Bright from the Start
- Staff members will attend Center professional development on Wednesdays
- Professional Development structured by foundational priority areas
- Certificate of Completion from training

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

- 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 2021-2022 school year, each staff member will have met their professional goal and attended a minimum of one professional learning opportunity.
Initiatives: What will we do to achieve success?

Evidence of Progress: Impact Check #1 - Fall
- Maintenance of current staff

Evidence of Progress: Impact Check #2 - Winter
- Mid-year - ELC lost one assistant special education staff.

Evidence of Success: Impact Check #3 - End of Year
- General education retention: 2 assistants due to better job opportunities
- Special education: 1 special education teacher due to better job opportunities

Staff Retention

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

- Dual Language training through Cox Campus was completed
- CD staff training will continue

- See DLL data and SEL data for evidence of impact
Dual Language Learners

Blend Phonemes Receptively
- DLL: 14/15 = 93%
- All: 99/101 = 98%

Blend Phonemes Expressively
- DLL: 10/15 = 67%
- All: 90/10 = 89%

Segment Phonemes
- DLL: 10/15 = 67%
- All: 83/101 = 82%
Initiatives: What will we do to achieve success?

Building Partnerships

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

- 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 virtual practicum experiences.
- ELC will work with the ECE career path at the high school to provide virtual practicum experience.
- ELC has partnered with Kiwani's to supply FERST Readers to all enrolled students.
- Literacy and Justice For All Grant
- Trauma Informed Grant and Community Resource Hub

Establish Community and Family Services

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

- Community knowledge
- Surveys completed after trainings

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

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

- 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

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

- 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 do to achieve success?

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

Evidence of Progress: Impact Check #1 - Fall

Evidence of Progress: Impact Check #2 - Winter

- Monthly newsletters are created and sent out to community centers and nonprofit organizations that focus on B-5 Literacy and Justice for All.
- Weekly center contact is made.

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

- Continued partnerships with surrounding organizations:
  - Cobb Collaborative, Rotary Club, Rollins, LJ4A, DECAL, Learn4Life, surrounding early learning centers
- Refer families to surrounding early learning centers

- Health day set up for July 23
- Worked with surrounding early learning centers to support family engagement (newsletter, MCS events such as our CD training)

Establish Community and Family Services

- Building blocks for learning through the local library
- Establish relationships with Cobb Collaborative partners

- The community resource hub is live on the ELC webpage.
**Initiatives:** What will we do to achieve success?

- Fiscal Alignment with Critical Needs

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

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

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

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

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

- Less children qualify who for EIP in the areas of math and ELA moving to 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

**Year 2**

Implementation of Conscious Discipline

- 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
Initiatives: What will we do to achieve success?

Fiscal Alignment with Critical Needs

Evidence of Progress: Impact Check #1- Fall

- 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
- Continue to work with Rollins to ensure best practice is implemented with fidelity

Evidence of Progress: Impact Check #2- Winter

- CD professional development occurred through staff meetings. The center had a climate committee who focused on the supporting the implementation of CD structures.
- Cox Campus provided training in the area of DLL.

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

- Money was spent on CD training and materials. A CD fidelity form for morning meeting was created and the child development specialist used this early on to ensure the components of a morning meeting were consistent across classrooms.

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

Year 2 Implementation of Conscious Discipline

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

- Individuals who attended the CD summer training in 2021 provided staff training throughout the year.

- The center implemented additional structures this year that included the kindness tree and time machine.