

# Overland Elementary Early Childhood Education School Improvement Plan

*This template meets the requirements of federal and state statute.*

*For technical assistance on how to complete this template, refer to the School Improvement Planning Guide.*

## Section 1: Building Data

School: Overland Elementary Early Childhood Education Program	Plan Date: 9/21/2023
Principal: Carrie Ellison	District Approval Date: October 2023
District: Sweetwater School District #1	Current Identification: Opening a New School

## Section 2: Identify Priority Practices

Complete the High-Impact Domains and Practice reflection (see the “Completing the Self-Assessment” section beginning on page 3 of the SIP Guide) and engage in a collaborative discussion about your school’s biggest areas of need. Based on review of the Self-Assessment, record up to three priorities where improvement is needed immediately in the chart below. These are typically practices your team rated as “No Evidence of Implementation” or “Minimal Implementation.”

Domain	Practice	Self-Assessment Rating
Domain D: Professional Development	D4. Ongoing professional development structures and practices (e.g., professional learning communities, collaborative meeting time, coaching support.)	Limited

Domain E: Instruction	E3: Classroom practices are used to promote self-awareness, self management, social awareness, relationship skills, and responsible decision-making (e.g. Social Emotional Learning).	Developing
Domain B: Climate & Culture	B5. Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults.	Limited

### Section 3: Year-Long Plan

Based on your school's identified needs, what plan of action will you take in the coming school year? Record your plan for addressing each of the selected Priority Practices in the sections below.

#### Part 1: Practice Goals and Related Actions

**High-Impact Domain D: Professional Development:** Professional Development for curriculum to improve Kindergarten Readiness  
**Priority Practice #1:** D4. Ongoing professional development structures and practices (e.g., professional learning communities, collaborative meeting time, coaching support).

<p><b>Practice Rationale</b>  <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p>This practice was selected through survey results. Overland staff believe ongoing professional development is needed to implement Creative Curriculum, social/emotional learning (AI's Pals &amp; Noni), lesson planning, and coaching for instructional improvement as we begin as a whole, unified school for our early learners.</p>
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<p><b>Improvement Strategy</b></p> <ul style="list-style-type: none"> <li>● <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i></li> <li>● <i>Explain how the strategies, in relation to the research, address the needs of your school's students.</i></li> <li>● <i>Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</i></li> </ul>	<p>Teachers will identify units of study to support students as we develop and learn by using learning through professional development to be clear on what students need to learn.</p> <p>Hattie Effect Size:</p> <p>Research-based strategies according to Hattie's research, such as Goal Setting (1.44), Feedback (.73), and Direct Instruction (.6), will be selected to put students into small groups and teach academic skills to mastery by January.</p> <p>AI's Pals and Noni Training will be used throughout the building to teach social emotional skills and support students who have experienced trauma.</p>
<p><b>1-Year Adult Practice Goal</b></p> <p><i>Provide a measurable goal aligned to the Practice.</i></p>	<p>Adults will use PLC and planning time to focus on the skills students will need and will plan and address academic and behavior skills to support each student.</p>
<p><b>Impact on Performance Goals</b></p> <p><i>Describe how the focus on this Practice will impact performance goals.</i></p>	<p>Teachers will learn how to use GOLD to document student learning. This will then be utilized by staff in PLC to inform next steps to implement learning based on students' developmental needs.</p>

## Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
PLC time used for purposeful team planning.	Twice a month	Planbook.com, Creative Curriculum, Heggerty, Eureka Math	Plans in planbook and in PLC Minutes in teams folders - implementation Documentation of assessments (e.g. GOLD)
AMP Team development to support students who are struggling.	Monthly PLC time	Collect and bring data to discuss interventions to try. SWIS and other data, intervention strategies, staff training, AMP team members	Minutes from AMP Meetings Notes on interventions tried and results Records of student flexible learning groups starting in January 2024.
SWIS Staff review and analyze SWIS data to set goals that support students' ability to learn and interact socially.	Quarterly	Principal will show data and the staff will brainstorm ideas to support school needs. SWIS data	SWIS Data Trends Goals set and achieved
Implement Practice-Based Coaching.	Starting November 2023 and monthly following	Trained coaches	Feedback notes from coaching sessions CLASS score improvement

## Domain E: Professional Development

**Priority Practice #2:** E3: Classroom practices are used to promote self-awareness, self management, social awareness, relationship skills, and responsible decision-making (e.g. Social/Emotional Learning)

<p><b>Practice Rationale</b></p> <p><i>Provide an explanation for choosing this Practice, including <b>why</b> focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p>At Overland we believe the child's basic needs must be met and when social/emotional needs are not met, learning cannot occur. Individual understanding of emotions and a strong classroom/PLC culture is a must and can excel student achievement. Thus, classroom practices should be used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Hattie's research states that Positive Peer Influence has an effect size of .53, Strong Classroom Cohesion has an effect size of .44 and Self-Efficacy has an effect size of .92.</p>
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<p><b>Improvement Strategy</b></p> <ul style="list-style-type: none"> <li>● Explain the research-based strategy (or strategies) the school will implement to address this area of need.</li> <li>● Explain how the strategies, in relation to the research, address the needs of your school's students.</li> <li>● Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</li> </ul>	<p>Overland will implement AI's Pals lessons. Weekly and monthly drawings will be conducted to recognize students striving to make good choices through schoolwide golden tickets in the building.</p> <p>Hattie's research states that Positive Peer Influence has an effect size of .53, Strong Classroom Cohesion has an effect size of .44 and Self-Efficacy has an effect size of .92. School staff will build upon these lessons in bi-weekly, whole group counseling focusing on students being aware of their emotions and how to deal with them effectively. Hattie effect sizes: Motivation/Character Programs effect size .34 and Decreasing Disruptive Student Behavior .34.</p> <p>Overland staff have built-in time in their schedule to teach the social/emotional skills. The lesson plans are created and deliver the same message to students, so all students are learning the same concepts and all staff can reinforce social skills.</p>
<p><b>1-Year Adult Practice Goal</b></p> <p>Provide a <b>measurable goal</b> aligned to the Practice.</p>	<p>Teachers will implement classroom management systems that include individual and class positive rewards such as golden tickets. All staff will have a "peace corner" where students are able to recognize their emotions and regroup prior to returning to their work. Achievement monitoring progress and SWIS data will be used to look at trends and form groups for social-emotional needs.</p>
<p><b>Impact on Performance Goals</b></p> <p>Describe <b>how</b> the focus on this Practice will impact performance goals.</p>	<p>When students feel safe in school, have a good self-image and recognize their emotions, they will be in a better state to learn because their hierarchy of needs are being met.</p>

## Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Implement AI's Pals program to increase student learning and reduce problematic behavior.	Weekly	Overland Staff & AI's Pals Curriculum PD time	Curriculum being implemented and SWIS data

Implement positive support for students such as Golden Tickets, class and individual positive incentives.	Weekly	Staff will implement positive incentives Golden Tickets Class and individual incentives	Office will draw the golden tickets. Teachers will use management systems, ticket tracking. Ticket tracking Management system
Teach rules and routines.	Weekly	Visuals, Classroom visuals, school-wide expectation reminders, repetition, routine, peace corner	Curriculum being implemented and SWIS data
Training on Pyramid Model, training on Noni and implementation of strategies we learn.	Starts January 2024	PD days, PLC time to implement Noni and Pyramid Model strategies, Play therapy openings	Reduction in referrals (SWIS data) Fewer reteaches PLC and AMP minutes

## High-Impact Domain B: Climate and Culture

**Priority Practice #3: B5. Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults.**

<p><b>Practice Rationale</b> Provide an explanation for choosing this Practice, including <b>why</b> focusing on this Practice will impact student performance (WAEA indicators).</p>	<p>Overland is working with our youngest learners. We have Head Start, District Preschool, and Infant and Toddler care within one building. We will need to work on setting up structures to support relationships among students, adults, and families.</p>
<p><b>Improvement Strategy</b></p> <ul style="list-style-type: none"> <li>● Explain the research-based strategy (or strategies) the school will implement to address this area of need.</li> <li>● Explain how the strategies, in relation to the research, address the needs of your school's students.</li> <li>● Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</li> </ul>	<p>Overland staff will put systems in place to provide a strong culture and climate.</p> <p>The perceptions of teachers in school that the efforts of the faculty as a whole will have a positive effect on students is Teacher Efficacy. Hattie's research shows the effect size is 1.57. We agreed that staff in this school can get through to the most difficult students.</p> <p>Hattie's research states that Positive Climate (.53), Strong Classroom Cohesion has an effect size of .44 and Self-Efficacy has an effect size of .92. Family advocates and school management and administration including directors and teachers, teacher assistants, and staff will be part of school PLCs, committees to increase positive climate.</p> <p>School mission and vision: Overland will develop a mission and vision that aligns with the strategic district plan. This will be used as something we will live by and are united by for our earliest learners. We will define: 1) Who are we? 2) Why are we doing this? &amp; 3) Why are we doing this, this way? What are our traditions?</p>
<p><b>1-Year Adult Practice Goal</b> Provide a <b>measurable goal</b> aligned to the Practice.</p>	<p>PLCs structures will be implemented as well as school leader meetings, coaching, AMP, Social Committee, Policy Council, parent involvement, community partners, Crisis Team and Safety Team will be developed and utilized to support strong climate and culture across the building.</p>
<p><b>Impact on Performance Goals</b> Describe <b>how</b> the focus on this Practice will impact performance goals.</p>	<p>Staff and students will have a positive, safe, trusting building where all staff, students, and families are accepted and can learn.</p>

### Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Parent Training Nights are used to help parents build skills and to foster relationships between parents and children, among parents, and between families and staff.	Monthly	Community partners, family advocates, childcare, parent involvement, training materials, parent feedback of needs, promotional materials, ParentSquare, assistance of teachers	Attendance to activities, parent surveys, retention of members coming back, participation in parent teacher conference, parent goals set and met
SWIS and other data systems are utilized to improve behavior and relationships.	Quarterly	Staff will need SWIS and other data, golden tickets, positive incentives for school, class, and individuals	Reduction in behavior based on school wide goals Monthly newsletter to share skills that are being worked on Count of golden tickets
The Social Committee is established and utilized to strengthen staff relationships and create a positive building culture.	Monthly	Staff involvement, positive intentions, Secret Pals, Shout Out Board	“Shout Outs” board, bulletin boards, student work, positive media posts, ParentSquare posts and pictures, staff survey, building wide theme
Utilize AMP Team to measure academic and behavior trends, review and analyze data, and to identify and implement strategies to support students.	Every 6-8 weeks	AMP Meetings, observations, data tracking and documentation, Screening Materials	We will use the Academic Monitoring Process to document strategies to implement and share data to support students through meeting minutes. Meeting minutes, SWIS data and trends, strategies implemented, completed screenings.
The Crisis Committee and Safety Committee meet regularly to foster a safe and healthy environment for staff, students and families.	Quarterly	Meeting time, SRP materials, crisis training, tracking forms/checklists	Meeting minutes, records of drills. Active supervision, health and safety classroom checklists
Overland will develop a mission and vision that aligns with the strategic district plan.	Nov. 7th Overland input meeting for district strategic plan with leadership and board members	Staff input Student input Family input District strategic plan Protocols	Measured by how well the mission and vision statements answer 1) Who are we? 2) Why are we doing this? & 3) Why are we doing this, this way? 4) What are our traditions?



	Monthly meetings following November 7.		
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## Section 4: Plan Submission

### Part 1: Plan Summary

Fill in the table below with information from Section 4, Part 1 (Practice Goals and Related Actions)

Priority Practice	Associated High-Impact Domain	Current Self-Assessment Rating	Practice Goal
D4. Ongoing professional development structures and practices (e.g., professional learning communities, collaborative meeting time, coaching support)	Domain D: Professional Development	<b>Limited</b>	Adults will use PLC and planning time to focus on the skills students will need and they will plan and address academic and behavior skills to support each student.
E3: Classroom practices are used to promote self-awareness, self management, social awareness, relationship skills, and responsible decision-making (e.g. Social Emotional Learning)	Domain E: Instruction	<b>Developing</b>	Teachers will implement golden tickets, classroom management systems, that include individual and class positive rewards. All staff will have a peace corner where students are able to recognize their emotions and regroup prior to returning to their work. Achievement monitoring progress and SWIS data will be used to look at trends and form groups for social-emotional needs.
B5. Structures (e.g., structured advisories, mentor programs,	Domain B: Climate & Culture	<b>Limited</b>	PLCs structures will be implemented, school leader meetings, coaching, AMP,

smaller learning communities) are in place to support relationships among students and adults.			social committee, crisis team, and safety team will be developed to support strong climate and culture across the building.
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## Part 2: Plan Contributors

Provide the names and roles of the individuals who contributed to the creation of this plan in the tables below.

Leadership Team Member Name	Role
Carrie Ellison	Principal
Lisa DeBernardi	Director Head Start
Taylor Antonsen	Director of Daycare
Amy Pierantoni	Preschool teacher
Erin Barbuto	Head Start Family and Community Partnership Manager
Kena Wolf	Preschool Teacher
Melissa Lazzell	Head Start Lead Teacher
Rhiannon Kerwin	Head Start Assistant Teacher
Breanna Simpson	Daycare Teacher
Cecilia Velasquez	Head Start Lead Teacher
Morgan Haddock	Overland Parent

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer