

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: October 2025–September 2026
Principal: Carrie Ellison	District Approval Date: October 13, 2025
District: Sweetwater School District #1	Current Identification: 3rd Year at Overland

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.)	Developing

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.	Developing

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.)

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	This practice was selected through survey results. Overland staff believe ongoing professional development is needed to implement and validate Creative Curriculum, social/emotional learning (AI's Pals), lesson planning, and coaching for instructional improvement as we begin as a whole, unified school for our early learners.
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Improvement Strategy ● <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i> ● <i>Explain how the strategies, in relation to the research, address the needs of your school's students.</i> ● <i>Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</i>	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. Hattie Effect Size: 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. AI's Pals as part of Creative Curriculum will be used throughout the building to teach social emotional & safety to support students' emotional regulation.
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	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. Staff will use PLC time to validate the use of Creative Curriculum. Staff and Administration will use the coaching app through Creative Curriculum.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	Teachers will use GOLD, PELI, ASQSE & ASQ3, quarterly assessments to document student learning. This will be utilized by staff in PLC to inform next steps to implement learning based on students' developmental needs.

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, Foundations	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. GOLD 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 October 2025.
Unified Insights	Quarterly	Principal will show data and the staff will brainstorm ideas to support school needs.	Goals set and achieved
Implement Practice-Based Coaching and Teaching Strategies coaching	November 2025 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)

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	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.
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Improvement Strategy ● Explain the research-based strategy (or strategies) the school will implement to address this area of need. ● Explain how the strategies, in relation to the research, address the needs of your school's students. ● Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.	Overland will implement AI's Pals lessons bi-monthly. 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. 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.
1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.	Teachers will implement classroom management systems that include individual and class positive rewards such as whole class, teams and individuals. 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 Unified Insights data will be used to look at trends and form groups for social-emotional needs.
Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.	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.

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.	Bi-monthly	Overland Staff & AI's Pals Curriculum PD time	Curriculum being implemented and Unified Insights

Implement positive support for students such as class, team and individual positive incentives.	Weekly	Staff will implement positive incentives Class, team and individual incentives	Teachers will use management systems, provided by Ted Hanson who is providing behavior training to our building
Teach rules and routines.	Weekly	Visuals, Classroom visuals, school-wide expectation reminders, repetition, routine, peace corner	Curriculum being implemented and Unified Insights data
Training by behavior specialist and coaching	Started in September 2024 and continuing through 2025-2026 school year	PD days, PLC time to Pyramid Model strategies, Play therapy openings	Reduction in referrals 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.

Practice Rationale Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).	Overland is working with our youngest learners. We have Head Start, Early Head Start, District Preschool, TANF and District Employee Infant and Toddler care within one building. We will continue to work on setting up structures to support relationships among students, adults, families and community.
Improvement Strategy ● Explain the research-based strategy (or strategies) the school will implement to address this area of need. ● Explain how the strategies, in relation to the research, address the needs of your school's students. ● Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.	Overland staff will put systems in place to provide a strong culture and climate. When the faculty as a whole believes their efforts have a positive effect on students, Teacher Efficacy is high. 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. 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. School mission and vision: Overland will follow the Vision of Sweetwater County School District # 1 and we developed a mission to align with the vision and to be something that Overland staff and students live by and are united by.
1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.	PLCs structures will be implemented as well as school leadership 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.
Impact on Performance Goals	Staff and students will create a positive, safe, trusting building where all staff, students, and families are accepted and can learn.

Describe how the focus on this Practice will impact performance goals.	
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Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Parent Trainings 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, in-kind, and Ready Rosie	Attendance to activities, parent surveys, retention of members coming back, participation in parent teacher conference, parent goals set and met
Unified Insights and classroom management plans are utilized to improve behavior and relationships.	Quarterly	Staff will need Unified Insights,, positive incentives for school, class, and individuals	Reduction in behavior based on classroom and school-wide goals Monthly newsletter to share skills that are being worked on
The Social Committee is established and utilized to strengthen staff relationships and create a positive building culture.	Monthly	Staff involvement, positive intentions, Building Teams, , Shout Out Board	“Shout Outs” board, bulletin boards, student work, positive media posts, ParentSquare posts and pictures, staff survey, building wide theme “Happiest Place on Earth”
Utilize AMP Team to measure academic and behavior trends, review and analyze data, and to identify and implement strategies to support students.	Monthly	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 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 developed a mission that aligns with the district vision.ic	January-May 2025 Overland staff worked with leadership to develop a mission statement	Staff input 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?
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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	Developing	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	Developing	Teachers will implement classroom management systems that include individual, team 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 data will be used to look at trends and form groups for social-emotional and academic needs.

B5. Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults.	Domain B: Climate & Culture	Developing	PLCs structures will be implemented, school leadership meetings, coaching, AMP, social committee, crisis team, and safety team will be developed to support strong climate and culture across the building, PD with Ted Hansen.
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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/Executive Director
Amy Pierantoni	Director Head Start
Teal Ramongo-Seiloff	Director of Daycare/Early Head Start
Jane Muckley	Preschool Teacher
Erin Barbuto	Head Start Family and Community Partnership Manager
Jessica Bertagnolli	Preschool Teacher
Melissa Lazzell	Head Start Lead Teacher
Rhiannon Kerwin	Head Start Assistant Teacher
Breanna Simpson	Overland Parent
Morgan Haddock	Community Member
Melissa DeBernardi	Program Manager

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer