

**Garrison Elementary School  
LAND Trust & Teacher and  
Student Success Plan for 2023-2024**

1. School Improvement Plan
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**Committee Members:**

We were qualified by the school board to not have an official community council. Parent input is requested in the creation of our school plan.

# Garrison Elementary School

## Improvement Plan for 2023 - 2024

### **I Identify the school's most critical academic needs . . .**

The following academic needs have been identified for Garrison Elementary School using the Spring 2022 DIBELS test results in conjunction with the common assessments created by the district Professional Learning Communities and classroom assessments.

Reading: Students need work on reading fluency and comprehension

Writing: Students need to be able to compose, revise and edit their writing.

Math: Students need to work on fluency and comprehension in mathematics

Technology: Students need to be exposed to and be able to use technology.

We felt that a good way to achieve our goals in reading, writing, and mathematics along with our technology goal, was to continue to fund our technology assistant position. This person comes to the school between 20 and 30 hours a month and works with students for 75% of the time. The other 25% of the time is spent keeping the technology running smoothly and helping the teacher to better utilize it.

We also felt that it was important to help Garrison School to implement the new Utah Science Curriculum. We want to carry over the \$ 400.00 toward teacher training and \$200.00 toward materials for implementing the new Science curriculum. We also want to put an additional \$300.00 toward teacher training.

Any money not used for the technology assistant or implementing the new science curriculum will be used to purchase items to enhance our use of technology and / or buy items to update and refurbish our homework backpacks.

OTHER:           Emphasis will continue to be placed on handwriting.  
                      Emphasis will continue to be placed on memorizing math facts.  
                      We plan to take between two and four field trips each year.  
                      Use of technology will continue to be improved and updated.

To improve student success we need to continue to provide individualized instruction to meet the needs of each student in the class. We also need to make thoughtful use of practice test items from DIBLES to familiarize the students with the test format.

Test data needs to be used to guide instruction. We use the DIBLES test, and Running Records, and other reading samples and tests, in conjunction with formal and informal classroom assessment and common assessments created by the district P.L.C. s.

Always at more risk are students who are learning challenged or ELL students. These students need to be provided with needed services and materials. Students all need to be

assessed on an ongoing basis to make sure that they are grasping important concepts in math and language arts. Both formal and informal assessments should be used. Instruction should be adjusted to fit each student.

We will strive to make sure that each student is making steady progress. Along with the best possible instruction for each student, we will continue to:

- \*Encourage parents to stay actively involved in their child's education.
- \*Keep parents up to date on student progress.
- \*Keep students informed of and actively involved in their learning and progress.
- \*Keep parents and the community informed about legislation related to education.
- \*Be sure teachers go to in-service training sessions to stay up to date.
- \*Use reading, writing, and math across the curriculum and be sure to include the arts.
- \*Have students do Math Journal writing at least 3 days a week
- \*Have students work individually and/or in groups to complete a "Math Task" monthly.
- \*Emphasize comprehension in all subject areas. Encourage students to link facts together to make a complete picture so that they can truly understand the subject being studied and how it relates to other subject areas, and can apply what is learned to real life situations.
- \*Continue to give students opportunities for application of their skills and enrichment activities such as participating in plays, playing musical instruments, and publishing a book for the annual Garrison/Baker Young Authors' Fair.

## **II Recommend a course of action to meet the identified critical needs**

- \*Use sample items from DIBLES to familiarize students with the tests.
- \*Identify students who do not meet mastery requirements and plan and provide special instruction for them.
- \*Use the district common assessments created by P.L.C.s
- \*Continue to improve and fine tune literacy instruction and afternoon literacy centers.
- \*Use Guided Reading techniques and leveled reading with all students.
- \*Continue to participate in training in literacy instruction.
- \*Use Spalding for phonics and spelling instruction, in conjunction with the implement National Geographic, "Reach For Reading" program
- \*Continue to offer Reading Recovery instruction for students who need it.
- \*Continue to use S.R.A. Reading Laboratory for practice in reading comprehension.
- \*Continue to do basal instruction in the morning in reading and math.
- \*Continue to participate in training in all areas of the curriculum.
- \*Continue to utilize district personnel and resources as needed.
- \*Keep parents informed of student progress and test results.
- \*Provide literature and materials for parents to use in helping their children at home.

## **III List Programs, practices, materials, or equipment that the school will need to implement its action plan to have a direct impact on the instruction of students, resulting in measurably increased student performance.**

- \*Use “Spalding” instructional techniques for phonics and spelling instruction
- \*Utilize the “Reach For Reading,” program for reading and writing instruction
- \*Continue to use and fine tune current special education, Reading Recovery, English Language Learner, Guided Reading, and other programs and services to better serve student needs.
- \*Utilize “Lexia” with all K, 1, 2 students.
- \*Have students write on a daily basis in both a journal and a math journal
- \*Complete years 1 and 2 of the LETRS training "How the brain learns to read" and utilize the LETRS techniques and information in my language arts instruction.
- \*Utilize instructional strategies learned during “math endorsement” courses and continue doing additional training in mathematics instruction to stay up to date.
- \*Continue to offer a reward program for home reading.
- \*Continue to offer a summer enrichment program.
- \*Continue to give parents and other community member’s opportunities to get involved with the school.
- \*Continue to increase students’ background knowledge and interest level by having guest speakers and field trips.

## Reading Achievement Plan

To increase our student's progress in reading, we plan to:

- \*Continue to use the Spalding materials and techniques for phonics and spelling instruction.
- \*Use the LEXIA reading and language arts computer program
- Utilize the “Reach For Reading,” language arts program.
- \*Continue to utilize district PLC assessments.
- \*Continue to use S.R.A. Reading Laboratory for comprehension practice.
- \*Continue to use Running Records and Practice DIBLES tests for fluency.
- \*Continue to use Reading Recovery and Guided reading techniques.
- \*Utilize techniques learned from the LETRS "How the brain learns to read" training
- \*Continue to do a year round Home Reading Program.
- \*Continue to provide a summer enrichment program.
- \*Continue to read daily to students from a variety of literature including quality children's literature, both narrative and informative.
- \*Continue to use Raz Kids reading on the computer.
- \*Continue to provide extra instruction and tutoring for those children who are not proficient readers.
- \*Continue to have students write and read stories for The Young Author's Fair.
- \*Continue having 2<sup>nd</sup> grade students read a story to their class and teach it by creating comprehension questions, a writing project, and an art project to go with it. The student is the “teacher” for that story.

- \*Continue providing reading enrichment opportunities with a wide variety of reading materials in the classroom, available for check out, on the computer, and in Homework Backpacks.
- \*Continue having students write, illustrate, and publish a book for the Young Author's Fair and record themselves reading their book on a flash drive.
- \*Continue keeping parents informed about their child's progress,
- \*Continue having students perform plays based on class reading stories.
- \*Continue to have students learn a part in a class play and perform it.
- \*Continue to use reading across the curriculum.
- \*Continue to make an effort to find books of interest to each student.
- \*Continue to utilize district personnel and resources to help struggling students.
- \*Continue to receive instruction in exemplary methods of teaching reading.

## **Follow up for the 2022 – 2023 Trust Lands Plan**

Funds are being used to pay a technology assistant. She has been very helpful in keeping the technology running, and working with students on programs on the computers, and chrome books. Our students now have access and experience with many different forms of technology.

Our students continue to make wonderful progress on our "Typing Club." word processing instruction program. It has lessons for students in Kindergarten through grade 12. Our technology assistant sits with each child individually for a 10 - 15 minute session when she comes once a week. We have also used the LEXIA language arts program. Our other programs of choice include: "Splash Math," "Go Noodle," "Raz Kids." We are continuing to use a drawing program on the chrome books. It allows the students to create their own art work.

Our technology assistant works with students one to one with the typing in the morning and supervises them in groups on the computers in the afternoon. She is also able to help resolve problems with the programs and help keep the technology running smoothly by troubleshooting and communicating with district personnel if needed.

Cecelia Phillips attended a 3 day workshop called Innovations in Education. It was focused on working with troubled children. The workshop had many great teaching strategies that could be applied to all areas of the curriculum. The workshop served to stress the importance of getting students off to a good start in life by doing your best to help make school a positive experience and by doing your best to make sure that your

students were getting great reading, writing, and mathematics instruction. reading, writing, and mathematics while also focusing on teaching social skills.

# Land Trust Plan For 2023 – 2024

## Goal #1:

To provide the students of Garrison Elementary School enhancement of their core subject instruction by improving our use of technology in the classroom.

## Timeline:

The plan will begin in August of 2023 and will end in the spring of 2024

## Academic Areas:

The academic areas addressed in this goal will be: reading, writing and mathematics. All of these subjects will be enhanced through the improved use of technology, and the students will be better able to use technology to further their educational goals.

## Specific Measurement:

Student progress will be measured using beginning and end of the year writing samples, math assessment scores, DIBLES scores, and SRA reading laboratory levels (SRA for 1<sup>st</sup> and 2<sup>nd</sup> grades only.) We will also keep track of each student's progress in the Lexia language arts program.

## Expenditures: Total allotment: \$ 4,316.00

\$2,900 will be used to pay the salary of a 20 - 30 hour a month technology teaching assistant. The assistant will assist the students and the teacher in the best possible uses of technology in the classroom. This person will work with students at least 75% of the time, and will also be available to help keep technology running smoothly and make suggestions for improved technology use.

\$200.00 will be used to renew licenses for programs such as The Typing Club and Raz Kids and to buy items such as headphones to maintain and improve our use of technology.

## Goal #2

We will purchase decodable books for beginning readers and high interest books for beginning, intermediate, and advanced readers to be available for students to take home for additional reading practice, and for

parents to check out. We also need to purchase some storage tubs and bags to be used to store the books and send them home with students and families. We will spend \$500.00. ( \$400.00 on books and \$100.00 on storage and bags to send the books home in.)

**Timeline:**The plan will begin in August 2023 and end in May 2024.

## Academic Area: Language Arts

**Specific Measurement:** DIBLES beginning and end of the year benchmark scores will be used to assess student progress in conjunction with SRA Reading Laboratory levels and/ progress on decodable leveled books for grades 1 and 2

## Goal #3

We would like to spend \$500.00 to refurbish and update our homework backpacks. We need to replace broken backpacks and update and replace items in the back packs. The homework backpacks cover all subject areas. They are sent home every other week. We send home Book Bags with books that the students have selected from our classroom library one week and Homework Backpacks the next week.

We will use any money not used for technology assistant hours or teacher training and teaching materials and supplies, to buy additional items to enhance our use of technology and / or to update and refurbish our homework backpacks and book bags.



## Additional Funds:

If additional Trust Lands funds become available, they may be used for additional technology assistant hours, supplies, programs, licenses etc, to help us make better use of our technology and / or to buy materials to refurbish and update our homework backpack and book bag programs.

Additional money may also be used to help us improve and enrich instruction at Garrison School by paying for teacher training and/or needed supplies

## Professional Development:

Mrs. Phillips attended the following:

- 1 Took necessary quizzes to administer WIDA tests to her ELL students
- 2 District training and Professional Learning Communities as required.
- 3 Mrs. Phillips is in the process of completing Units 1 - 4 of the LETRS "How the Brain Learns To Read" training.

## School Routing Plan:

Students who come to Garrison Elementary School come by school bus, car, bicycle, or on foot. They live between one block and 35 miles from the school. Students live in both Utah and Nevada.

All parents send a note or call the school if there is any change in their child's usual after school transportation plans.

Students who don't ride the bus know not to go out of the school gate until the bus has left. Walkers don't start walking home until the bus has left.

Children wait until after the bus has left to go out of the gate and get in their parents car. Parents know not to pull away until after the bus has left.

Children, who walk or ride their bikes, are instructed to stay way off to the side of the road.

Bus evacuation drills are conducted each year.

# School Safety Plan:

In case of a fire drill, the children know the fire drill procedure. The students walk single file down the driveway to the big, metal, dome building. The metal dome is a good meeting place, as it is far enough away to be safe from a fire, yet still on school property.

Parents have agreed that the door should be locked during the school day. People wanting to enter the building knock at the door. There is a sign instructing them to do so. We have decided that we need a loud buzzer for people to ring.

We have decided that we need to have a “Safe Room” Having the students run across the open field to get away from an active shooter is dangerous, and there is really nowhere to hide in the school as it is a large open space. We would like to look into the possibility of extending our storage shed, attaching it to the building, and converting it into a “safe room.” Students would enter it through a door in the classroom. It would be all brick and cement and lock from the inside. We would need to purchase emergency supplies to be kept in this room. This part of the plan was put on hold due to funding cuts because of Covid.

Reunification: The easiest place to reunify would be at the school. In the case that we have had to leave the school, the local post office would be a good place to meet as we can walk there, it is a public building, and the front part of it is always open.

# Digital Citizenship:

- All students are enrolled in a keyboarding class. Safe practices on the internet are discussed.
- The school follows district policy for users of the internet. Students and parents sign the user agreement at the beginning of the school year.

## **Garrison Elementary School's Discipline Plan**

Our discipline plan combines frequent family style class discussions, class rewards, individual rewards, and consequences. A major motivating factor in the class is that if the students behave well and get along with each other, then everyone will be able to learn more and we will have more time for fun activities. Students are told that this is their family for the day, and that they need to learn to get along and work together as a family. Problems with other students must be dealt with and resolved, so that everyone can concentrate on learning and not be worrying about problems with other students.

### **Class Rules**

- Be helpful, kind, and considerate to others
- Follow directions
- Do your best
- Keep hands, feet, and objects to yourself

### **Rewards**

- Special mention of a student's or the class's good behavior
- An extra sticker on a student's folder.
- Extra recess time for the class or for a small group of students.

### **Other**

- HOME READING: Students may earn prizes for participating in our "Home Reading" Program.

### **Consequences**

- A whole class reminder and/or proximity or eye contact with specific student(s)
- A verbal warning to specific student(s)
- Missed bonus time (1 – 3 minutes) Discuss problem with teacher
- Missed bonus time (3 – 5 minutes) Discuss problem with teacher

Generally, students who are not getting along, or not working well together, talk to each other about the problem with teacher supervision. We have class discussions to talk about great class behavior and/or class situations and behaviors that need to be improved. Parents are contacted if there is an ongoing or serious problem with their child's behavior, or if the child has exhibited exceptionally good behavior. A conscious effort is made to recognize good behavior in students.

The class functions as a family. Each child learns his or her own strengths and learns the strengths of the other members of the class. We all work to help each other improve! If a child knows that his strong areas are recognized and appreciated, it becomes easier for him or her to work on improving in the areas that are more difficult. A conscious effort is made to have learning activities that allow each child to function in his or her areas of strength on a regular basis.