



2023-2024

TEACHER AND STUDENT SUCCESS PLAN

ESKDALE HIGH SCHOOL

SCHOOL COMMUNITY COUNCIL

Sharon Conrad sharon.conrad@millardk12.org **Principal / Director**

Gretchen Baker c_g_baker@yahoo.com Chair (Parent)

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2022–2023 TRUST LANDS REVIEW

Our school community council makes the decision to give our small annual Trust Lands fund monies to a specific teacher each year, rotating through so each teacher has a turn spending these funds every few years. Our funds allotment for the 22-23 year was \$1950 and went to Sharon Conrad. Her plan was as follows:

Goal #1 – One goal for language arts classes would be to improve student interest and participation in literacy over the next school year by purchasing books and other literacy media for our currently limited library.

Measurements: Current school surveys about reading for pleasure or enjoyment in literacy indicate that this is an area our in which our students severely struggle. Book reports are required twice a quarter in all Language Arts classes, and these will be used to gauge student progress and success. These reports will help assess whether the goal of increasing interest in pleasure reading and increased literacy has been met and to what degree.

Action Plan and Steps:

1. Use trust lands monies to purchase books across various genres / interest levels.
2. Make area accessible and welcoming for students, encouraging them to sit and read!

Goal #2 - For science courses, one goal would be to increase content mastery for end of level tests by implementing additional engaging and hands-on materials, experiments, and manipulatives.

Measurements: As junior science and high school biology courses all include an element of engineering now in the core, it's critical to include hands-on and engaging materials to help students actually master the content. Increased understanding will be assessed in the end of year tests, and scores will indicate goal success.

Action Plan and Steps:

1. Purchase interactive science kits and engaging supplemental materials for biology and junior high science classes.
2. Use these materials and implement hands on kits throughout year in relevant lessons for increased engagement and understanding of content.

	Budget allotment: \$1950	
Books/Magazine subscriptions		\$ 865.06
Interactive Science Activities for 7th/8th SEEd core		\$340.34

SPENT: \$1205.40
REMAINING: \$744.60

This will be spent soon, likely on interactive labs from Flinn Science or somewhere similar and perhaps on additional literacy materials.

2023–2024 TRUST LANDS PROPOSAL

Our school community council of parents makes the decision to give our small annual Trust Lands fund monies to a specific teacher each year, rotating through so each teacher gets funds every few years. The council decided our funds allotment of ~\$2260.00 for the 23-24 year will go to Teresa Conrad.

Her tentative plans are to use the funds to enhance her science classes (Physics, Earth Systems, Physical Science). Since we plan to be using new science texts and materials next year, the exact needs are unknown at this time. However, meeting the engineering standards will certainly be a place for these funds to be used.

SCHOOL IMPROVING POLICIES

Based on input from our faculty and parents, we added three new policies to our school handbook in the 2022-2023 year that will remain as policies throughout the foreseeable future.

TAG TIME

Every Monday, students with two or more assignments marked as "missing" or "incomplete" from the previous week and/or students with grades below a C will be "tagged" for a compulsory study hall time daily throughout the week. Parents are notified.

CELL PHONES AND MOBILE DEVICES

EHS recognizes the importance of technology, communication, and collaboration, and therefore provides Chromebook devices for students to be productive in the classroom. To keep the focus on academics and to reduce unnecessary distractions, the school enforces the following:

Cell phones and all mobile devices, smart watches, and headphones shall be **turned off** or on **airplane mode** and checked into the device holder in the office before the first class. Students may use them at lunch but must check them in again before the afternoon block. Students can collect their devices before the departing bus at the end of day. If a student needs to make an emergency call during the day, they are to come to the office. Additionally, parents trying to reach their children should contact the office.

Students caught violating this policy will have their devices confiscated per Millard School District policy. First and second infractions: device taken, parents notified, device returned at the end of day. Third infraction: device taken, must be picked up by a parent.

Science supports this "Away For The Day" policy. When students do not have the freedom of accessing their phones during school hours, they are more engaged socially and academically.

ENERGY DRINKS

Energy drinks are non-alcoholic beverages that are specifically marketed for an energizing effect on the body. Energy drinks have no therapeutic benefit, and many of their ingredients are understudied and often not regulated. The unknown pharmacology of ingredients included in these drinks, combined with reports of caffeine toxicity, raises concern for potentially serious adverse effects in association with energy drink use.

Therefore, students at EskDale High School are not permitted to bring or consume energy drinks on site. Drinks that are in violation of this policy will be confiscated and disposed of. Disciplinary procedures will be implemented if students refuse to hand over the energy drink. Additionally, while not included in the ban, consumption of soft drinks containing caffeine should be minimized.

PROFESSIONAL DEVELOPMENT

Because our situation is so unique in terms of PLCs due to our tiny school and tiny faculty, some of the recent PLC professional development hasn't been applicable to us. However, in going through the PLC process and asking the four key questions, we find that as a whole EskDale is weak on the question of: **"How do we respond when they do not learn?"** Although we try to intervene as rapidly and as effectively as we can, we teachers have expressed frustration on how best to help struggling, IEP, and EL learners. We don't feel we have the time, resources, or personnel to fully address learning gaps. We need professional development on how to do interventions with such a small staff and meager resources.

However, one of our main concerns in the post-Covid era is student motivation, and as this seems to be a nation-wide conundrum, we hope someone out there has some answers. **How can we motivate our students to actively participate in their education?** Despite the fact our tiny school didn't really experience that severe of time loss due to Covid, our students have been hit with the extreme apathy about learning that seems to be ubiquitous in schools across the country. Even our brightest students seem unconcerned about grades, the future, or why learning at school matters. It's difficult to persuade students to "buy in" to education when neither intrinsic nor extrinsic factors work toward convincing them. Our students' parents are also at a loss on how to effectively combat this. We are exploring any and all professional development that can provide us with some insight on this important issue.

TRAININGS AND CONTINUING EDUCATION

Additionally, and loosely tied to the goal of improving our response with our ELs and struggling learners, Sharon Conrad will be doing the required trainings to certify so that she can give the WIDA and screeners to our EL students. In conversations with Mr. Chappell, we've discussed how this will better determine our students' levels because it will enable us to give the tests in portions over several days, instead of the rushed, long session required when Carolee Ferris drives out to administer it for us.

Each of our teachers have participated in professional development conferences and/or continuing education classes in their respective fields over this past year. For example, Teresa Conrad recently attended the state's SEEd Science Workshop in Cedar City, and Lois Faber went to the Utah Music Educators' Association conference.

POSITIVE BEHAVIORS PLAN & DIGITAL CITIZENSHIP CURRICULUM

EskDale High School Positive Behaviors Plan 2022-2023

Developed and implemented by Sharon Conrad, EHS administrator,
with input from Mary Weight, Teresa Conrad, Kathleen Hayward, Lois Faber – EHS Faculty
and EHS' School Community Parent Council

What learning opportunities and/or activities will our school provide to teach students about peer pressure, mental health, and creating positive relationships?

FLEX FRIDAYS

First, to provide a reliable framework and guaranteed set-apart times for activities and teaching towards positive behaviors, we established a "Flex Friday" routine for our school. Every Friday, we have an accelerated morning routine where classes are shortened to allow for a whole school assembly time in the period before lunch. During this time together throughout the year, we cover digital citizenship, social and emotional health, and substance abuse, among various other topics promoting positive behaviors.

Students attend their first class as usual (but it starts ten minutes earlier on these days, as students are already here by 7:45). The adjusted schedule is below.

Flex Fridays - ten minutes off each morning class

7:45-8:20	1 st period	Science JR / Math II / Financial Lit
8:25-9:00	2 nd period	Choir
9:05-9:40	3 rd period	English II / Math 8 / Music / Reading 7
9:45-10:20	4 th period	English JR / World History / Baker / Health Sr.
10:25-11:00	5 th period	English I / US History / Baker / Health Jr.
11:05-12:00	PB Courses	Whole school assembly or breakouts

Afternoon classes will return to our usual schedule

As we met in our parent council, faculty groups, and with students, one of the things that stood out was the fact that our students' media and online usage plays a huge role in their overall mental health and social development. Because of this, we felt the need to make our annual required **Digital Citizenship** course more robust, more engaging, and more in-depth. Thus, we have adopted Common Sense's comprehensive Digital Citizenship curriculum, which we go through as a school (and send activities and handouts home as well) as part of our Flex Friday assemblies.

Additional programs we'll be using for Flex Friday throughout the year include the Sandy Hook Promise's "Say Something, Prevent Suicide" course for students, parents, and educators, and a monthly resiliency course for students led by our district mental health counselor Dennon Rawlinson. We'll also spend some money on various SEL and PB resources for these Flex Friday meetings. The parent council is also looking into using some of the allotted Positive Behaviors Plan/Suicide Prevention money to bring in speakers or qualified organizations to address the students throughout the year during this assembly time as well, particularly on the topics of substance abuse education, suicide prevention, and social and emotional wellness education. We will also be utilizing our school counselor Colton Griffiths wherever possible, as well as our local Millard County Deputy, Travis Allred, both of whom are always so willing to spend time with students discussing these and many other topics.

STUDENT BODY ACTIVITIES

Additionally, as a measure to increase and strengthen pro-social behaviors and activities, our student council is planning regular bi-weekly activities meant to engage the entire student body. Spending more time working and playing together has a beneficial, team-building effect for our small group, and we are encouraging this effort. Some of these activities may take the form of service projects in the local community as well. The parent council and faculty agree that some of these activities and events are affirming toward our Positive Behaviors' effort and will be funded by us with the allotted monies when possible.

SCHOOL POLICIES AND PROMOTIONS

As we developed this plan, we realized that while some of this mental health, social health, and digital citizenship education has always been introduced to our students through various courses (health, computer tech, etc.), we haven't ever actively promoted many of these Positive Behaviors as a schoolwide effort. Therefore, we will also be engaging in more of the traditional school programs and events throughout the year, such as Suicide Prevention month, Red Ribbon Week, and other themed awareness and inclusivity events, such as Random Acts of Kindness Week and Diversity Day. Some money will be spent promoting these for both students' awareness and engagement with the topics. Prizes and incentives will also be purchased.

Also, to increase and strengthen positive face-to-face social behaviors and support academic engagement in general, we have become a cellphone-free school this year.

ADDITIONAL SPENDING IDEAS

One area we are willing to spend in but not sure how or where is the area of counseling services for our students. While the SafeUT app is a great resource, more and more of our students are seeking that face-to-face counseling with a trustworthy adult, and faculty and parents don't always suffice. We're currently actively researching counseling programs and alternatives. However, we also have been very fortunate in our district counselors Colton Griffiths and Dennon Rawlinson, who drive out to counsel with (and also zoom with) students as schedules allow.

SCHOOL SAFETY PLAN

Introduction and Statement of Commitment

EskDale High School recognizes the existence of the possibility of a hostile attack, sabotage, or other violent action, as well as disaster/crisis resulting from fire, natural causes, or acts of school violence. Because of the reality of such an event and the state of the world today, EskDale High School Faculty, Staff, Students, Parents, and community leaders are committed to providing the safest environment possible. We have prepared the Plan & Procedure for Crisis Management/Prevention to provide a framework in which the school can plan for and perform its respective emergency functions during school crisis situations. It is further designed to assist the staff in following the procedure with the greatest possible speed and safety. Regardless of the prescribed procedures, training, and instruction, we acknowledge that the sound judgment of the administration and staff is an integral part of safety management.

Comprehensive School Safety Planning

Committee and Emergency Response Team

Administrator – Sharon Conrad	435-855-2148 work cell 435.760.0042 sharon.conrad@millardk12.org
Community Council Parents	Gretchen Baker (435) 406-1041 Annette Faber (435) 406-9006 Chandra Conrad (435) 209-065 Jenny Hamilton (480) 395-4178 Layce Young (208) 599-3312
Police/Fire	911 (Tell them to page Baker. Alert them to contact Lake Mead dispatch so that Park Service can respond) For texting if necessary: Cpt Jacobson 435-979-9461 Lt Rob Clark 435-864-8687 Deputy Travis Allred 385-250-7263 Ben MacDonald
EskDale Fire/EMS	Ron Eldridge, Fire/EMS 435-979-2028
Baker Fire/EMS	Will Lystrup, Fire Chief, 775-293-3407
Garrison Fire/EMS	Jeremy Perea, Fire Chief John Hansen, Fire 435-855-2169
Great Basin National Park LE/EMS	Joshua Vann, Chief Law Enforcement Ranger 775-234-7580 (office) 775-234-6310 (cell) Lake Mead dispatch can contact him by radio at 702-293-8998 and is the best way to reach him or any ranger on duty at any time.
Mt Wheeler Power	Phil Heckethorn 435-855-2292

Safety Procedures

- **Fire** - meet at the spot by Sturlin home (Teacher last to leave)
- **Earthquake** - Drop, Cover Hold when safe - meet in the field away from the flag pole (Teacher leads)
- **Active Shooter** - Run/Hide/Fight
- **Hazardous Waste** - Shelter in Place until cleared to leave (Survival buckets in the classroom)
- **Bomb Threat** - Get at least ¼ mile away from the school
- **Accountability** - Each teacher has a list of all students; they will account for them in the meeting place. Administrator will check-in with teachers and supply information to Incident Commander. (IC would be first emergency responder on the scene)
- **Communication** - Until we get radios, communication via Facebook group/Messenger and cell phones.
- **Reunification** -
 - Reunification Site/Location
 - EskDale Center - always meet there first
 - Border Inn - if students need to be moved away "off-campus"
 - Transportation (White Pine Buses would be difficult to access quickly)
 - Use suburban
 - Use teacher cars if necessary
 - Use the deputy's truck if necessary
 - Use EskDale community residents if necessary

School Floor Plan

