



2024–2025

TEACHER AND STUDENT SUCCESS PLAN

ESKDALE HIGH SCHOOL

SCHOOL COMMUNITY COUNCIL

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SCHOOL IMPROVEMENT PLAN FOR 2024–2025

EskDale High School faculty and staff and our parent community council are committed together to helping all our students succeed. As we approached plans for the upcoming school year, we focused on how we can do the best job possible for all students by effectively utilizing the resources and staff we have available. The following details our current goals, plans, and needs as we work toward our overarching goal of helping all our students become successful life-long learners.

STUDENT ENROLLMENT

Projected enrollment for the EHS 2024-2025 school year is currently 20 students: six seniors, no juniors, three sophomores, four freshmen, three eighth graders, and four seventh graders incoming from Baker Elementary.

TENTATIVE SCHEDULE

Based on our projected staffing and the necessity of puzzle-piecing grades and schedules, we will once again not be able to offer an in-person PE course for the 2024-2025 school year. However, in consultation with our counselor Colton Griffiths, we've made sure students who haven't accrued enough in-person PE credits will have access and time to complete the required credits via Edgenuity, BYU online, or through an independent PE plan.

EskDale High School & Junior High					
2024-2025 Tentative					
Instructor /Time ▾	Sharon Conrad ▾	Teresa Conrad ▾	Lois Faber ▾	Kath Hayward ▾	other ▾
1P - 7:55 - 8:40	Science JR	Math 1	PREP	10th grade CCA	Snow/Study Hall
2P - 8:45 - 9:30	PREP	PREP	CHOIR	PREP	
3P - 9:35 - 10:20	English JR	Math 2	Guitar	Health SR	
4P - 10:25 - 11:10	English 1	Math 8	BAKER MUSIC	Reading 7	Snow/Study Hall
5P - 11:15 - 12:00	English 2/ 1010	World History	BAKER MUSIC	Health JR	
12:00 - 12:40	LUNCH				
6P - 12:45 - 1:30	Biology	US History	Orch JR	Tutoring	
7P - 1:35 - 2:20	Ut History 2&3	Math Lab 1&4	Orchestra	Coding/Reading 1&4	Snow/Study Hall
8P - 2:25 - 3:10	YB 1&4 / Study Hall	Math 7	Drama 2&3	Tutoring	

2023–2024 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 23-24 year was \$2260 and went to Teresa Conrad. Her plan was as follows:

Goal #1 – Students in physics need lab equipment and software, as well as other hands-on materials to master cause and effect relationships, analyze and interpret data. (Standard Phys.1.1). Materials would be purchased to be available for students to use, for example, in designing a solution to a major global problem that accounts for societal energy needs and wants.(Standard Phys 2.5) In both Physics and Earth Systems, students need access to a variety of materials to adequately conduct investigations and design solutions to meet academic goals. (SEEd standards) Enabling students to meet these standards is the overall goal. Higher scores in Aspire and the ACT for 11th and 12th grades is also a desired goal, however, setting a percent change goal is meaningless. *** (NOTE: – class sizes of less than 8 do not give useful statistical data.)

Measurements: Increased understanding in science will be assessed in both formative and end of year tests. Scores will indicate goal success. Also, project specific design standards will be assessed.

Action Plan and Steps:

1. Purchase kits and materials for labs and engineering projects.
2. Use these kits and materials throughout the year to increase student engagement and comprehension of core content.

Goal #2 - Students coming into 7th and 8th grades should have developed a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students should be able to explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers—as well as other fundamental skills. A goal for our math classes would be to have a plan and materials available to address our 7th and 8th grade students that do NOT (for whatever reason) have the ability to do these things. Academic goals include increasing the tools (i.e. visuals and manipulatives) to make sense of problems, reason quantitatively and model with mathematics at the beginning 7th grade level. Students who are unprepared often need increased scaffolding, additional visual materials and hands-on strategies. (Strand: Geometry 7.G) A student centered goal would be to prepare students to meet academic standards such as: * solving problems involving the area and circumference of a circle and surface area of three-dimensional objects * readiness for work on congruence and similarity, and to be able to reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions (This kind of activity in the mathematics classes is specifically designed to create a higher percentage of students scoring in the proficient level in RISE testing.)

Measurements: Higher levels of completed work and end of level testing would be the measures of success. (* In some cases– getting 2 more students to a proficient level would increase our % proficient by 40%)

Action Plan and Steps:

1. Purchase kits, manipulatives, and materials for visual and/or hands-on activities.
2. Use these materials throughout the year to increase engagement and create lessons that provide needed scaffolding for the math content.

Budget allotment: \$2260

SPENT: \$1134.55

REMAINING: \$1125.45

2024–2025 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 ~\$1290.50 for the 24-25 year will go to Lois Faber.

Her tentative plans are to use the funds to enhance the learning experience for students in her music classes, possibly with the purchase of some newer music-related technology like recording mics for Chromebooks, etc.

SCHOOL IMPROVING POLICIES

Based on input from our faculty and parents, in the last few years, we have added new policies to our school handbook 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 and encouraged to assist their struggling student at home as well.

This has been a valuable practice we’ve used over the past year, but we are still refining how to best assist our students who struggle and fall behind.

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.

Science absolutely 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.

We applaud Governor Cox’s attention to this issue in recent months. We are midway through our second year of this policy and have already seen immense benefits for our students.

PROFESSIONAL DEVELOPMENT

One of our main concerns in the post-Covid era is student motivation, and as this seems to be a nationwide 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 into this important issue.

We also have been working together as a faculty pursuing answers to the continual 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 struggle with how to address widening learning gaps within tiny classrooms and limited parent support. We're exploring professional development and best practices on how to effectively intervene with such a small staff and limited time and resources.

TRAININGS AND CONTINUING EDUCATION

Additionally, and loosely tied to the goal of improving our response with our ELs and with struggling learners, Sharon Conrad completed the required trainings to certify so that she can give the WIDA and screeners to our EL students. This was done with the goal to better determine our students' levels as it will enable us to give the tests in portions over several days, instead of the rushed, long session required when a district person must drive 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, Lois Faber went to the Utah Music Educators' Association conference this past weekend.

POSITIVE BEHAVIORS PLAN & DIGITAL CITIZENSHIP CURRICULUM

EskDale High School Positive Behaviors Plan 2023-2024

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 I / 10 CCA / SNOW
8:25-9:00	2 nd period	Choir
9:05-9:40	3 rd period	English JR / Math II / Guitar / Health SR
9:45-10:20	4 th period	English I / Math 8 / Baker / Reading 7 / SNOW
10:25-11:00	5 th period	English II / World 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 mental health 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 are a cellphone-free school.**

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 and School Safety Specialist – 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	Chief Law Enforcement Ranger 775-234-7580 (office) 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' vehicles if necessary

SCHOOL SAFETY GRANT

Overview

Like other Millard County schools, EskDale High School submitted an application under the USBE School Safety Grant and was approved for the full amount. The essential narrative of that plan is included below. EHS' School Safety Specialist (Sharon Conrad) will coordinate with Corey Holyoak, Dean Stephenson, Jordan Rogers, and others as needed as the project takes shape and progresses over the three year time allotment for the grant.

Budget Narrative for Improved School Safety at EskDale High School:

Three project objectives include a single-entry security system with electronically locking exterior doors. Ideally, electronically locking interior doors for three classrooms would be added to this system. The system with exterior doors only, intercom to office, door camera, and buzzer, etc. is quoted at \$29,769.39, which includes the labor (installation, configuration, cabling & conduit). Adding the three interior doors would add another \$12-15,000 to this.

The second objective is to add four exterior cameras covering entrance, perimeter, and parking areas as well as three classroom cameras to our existing security system. These cost \$3,500-\$4000 per camera, which covers installation and 10-year license and warranty.

Lastly, add automation kits to existing window blinds to make for quick obscuring inside classrooms. These kits are roughly \$300 per window, with twelve classroom windows (~\$3,600). No labor costs would be added to this as they could be installed by local staff.

Highest priority items in the case of a limited budget are the exterior doors/security system (~\$29,800) and one exterior camera (~\$4000) for the parking area.

Project implementation would begin within the year. Installation of items such as the doors and the cameras would perhaps be scheduled during the upcoming summer months (2024). The window kits could be installed any time.

Most expected ongoing costs are covered by warranties and licenses (which exceed the grant period) that are included in the initial cost projections. Other possible ongoing costs such as any maintenance not included in warranties, etc. should be comparatively minimal and could be supported by the school or the district after the end of the three-year grant period.

Objective 1 ~\$45,000

Objective 2 ~\$28,000

Objective 3 ~\$3,600

Full request: ~\$76,600

Priority request: exterior doors and system and one exterior camera ~\$33,800

Summary

Our safety grant request of **\$88,227.88** (\$76,600.00 for expenditures and \$11,627.88 indirect cost rate for administering the program) was preliminarily approved for the full amount. We have until June 30, 2026 to fully expend the funds.

School Floor Plan

