

School LAND Trust Plan Amendment 2025-2026 - Eskdale High

Goal #1

close

Goal Statement

close

By the end of the current school year, 100% of students will be introduced to STEM career pathways and demonstrate increased awareness that STEM careers are engaging, accessible to all learners, and span a wide and evolving range of fields, as measured by participation records and post-exposure surveys. Additionally, at least 60% of students enrolled in CCA courses will engage in in-depth, standards-aligned STEM career exploration, demonstrating deeper understanding and interest through course-based projects, reflections, and assessments.

Academic Area

close

- College and Career Readiness (*secondary schools only*)
- CTE (Career and Technical Education)

Measurements

close

Progress toward this goal will be measured using a limited set of meaningful, student-centered data sources. Successful introduction of STEM career concepts to 100% of the student body will be verified through STEM on Stage Assembly participation records, administrator and staff in-audience observation and verification, and post-attendance student surveys assessing awareness of the three targeted concepts (interest, accessibility, and career diversity in STEM). Reinforcement and deeper understanding for 60% of students enrolled in CCA courses during the 2025–2026 school year will be measured through course-based projects, written reflections, and formative and summative assessments aligned to STEM career exploration. Evidence of success will include demonstrated understanding of STEM career pathways and a measurable increase in

student interest in STEM-related fields, as reflected in assessment results and pre- and post-survey comparisons. The goal will be considered realized when all students receive initial exposure through the assembly and at least 60% of students show increased depth of understanding and interest through CCA coursework outcomes.

Action Plan Steps and Expenditures

close

- 1. **Contract the STEM on Stage Assembly** to deliver a schoolwide, live presentation introducing all students to STEM career pathways, with an emphasis on generating interest and excitement about STEM fields. This assembly will ensure that 100% of the student body is exposed to STEM career concepts in an engaging and age-appropriate format. **(\$1,000)**
- 2. **Coordinate with the STEM on Stage Assembly team in advance** to ensure the presentation explicitly addresses the three targeted concepts aligned to Goal #1: (a) STEM careers are interesting and exciting, (b) STEM careers are accessible to anyone with interest, and (c) STEM careers encompass a wide, evolving range of fields. This step ensures the purchased service directly supports the identified academic need and desired student outcomes. **(\$0)**

| Category | Description | Estimated Cost |
|---|--|----------------|
| Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay) | Incoming guest speaker (action step 1) | \$1,000.00 |
| | Total: | \$1,000.00 |

Goal #2

close

Goal Statement

close

By the end of the upcoming school year, at least 90% of students enrolled in College and Career Awareness (CCA) courses will demonstrate proficiency in foundational cooking and food-preparation skills, as measured by standards-aligned, performance-based assessments. Students

will demonstrate competency in safe food handling, basic meal preparation, and application of nutrition principles that support healthy lifestyle choices and long-term wellness, consistent with the Utah State Board of Education’s Portrait of a Graduate.

Academic Area

close

- College and Career Readiness (*secondary schools only*)
- CTE (Career and Technical Education)

Measurements

close

Progress toward Goal #2 will be measured using standards-aligned, performance-based assessments embedded within the College and Career Awareness (CCA) cooking and nutrition unit. Student learning will be evaluated using a teacher-developed skills rubric that assesses proficiency in safe food handling, basic meal preparation techniques, and application of nutrition principles. Academic progress will be tracked through pre- and post-assessment scores on the cooking skills rubric, with success defined as at least 90% of students scoring at or above the proficient level by the end of the unit. Inventory and purchasing records will be used solely to verify implementation readiness, while student rubric scores and assessment data will serve as the primary academic measures of progress.

Action Plan Steps and Expenditures

close

1. **Purchase essential culinary supplies** to fully equip the remodeled College and Career Awareness (CCA) classroom kitchen, including dishes, pots, pans, cutlery, cutting boards, and dish towels/cloths. These materials will enable students to participate in hands-on cooking lessons and demonstrate foundational food-preparation skills that support wellness and healthy lifestyle outcomes aligned with Goal #2. **(\$591)**

| Category | Description | Estimated Cost |
|--|---|----------------|
| Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy) | Action step 1 - purchase essential culinary supplies to fully equip the remodeled College and Career Awareness (CCA) classroom kitchen, including dishes, pots, pans, cutlery, cutting boards, and dish towels/cloths | \$591.00 |
| | Total: | \$591.00 |

Summary of Estimated Expenditures

| Category | Estimated Cost (entered by the school) |
|--|---|
| Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay) | \$1,000.00 |
| Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy) | \$591.00 |
| Total: | \$1,591.00 |

Funding Estimates – Please Update

| Estimates | Totals | |
|---|------------|--|
| Carry-over from 2023-2024 | \$236.88 | |
| Distribution for 2024-2025 | \$1,290.50 | |
| Total Available Funds for 2024-2025 | \$1,527.38 | |
| Estimated Funds to be Spent in 2024-2025 | \$ | |
| | 1520 | |
| Estimated Carry-over from 2024-2025 | \$7.38 | |
| Estimated Distribution for 2025-2026 | \$1,591.20 | |
| Total Available Funds for 2025-2026 | \$1,598.58 | |
| Summary of Estimated Expenditures for 2025-2026 | \$1,591.00 | |
| Estimated Carry-over to 2026-2027 | \$7.58 | |

The Estimated Distribution is subject to change if student enrollment counts change.

Publicity

- School assembly
- School newsletter or website

Council Plan Approvals

| Number Approved | Number Not Approved | Number Absent | Vote Date |
|-----------------|---------------------|---------------|------------|
| 5 | 0 | 1 | 2026-01-06 |

Comments

| Date | Name | Comment |
|------------|------------------------------|---|
| 2025-06-13 | School User | Plan Comment: Comment from Marcus Chen (USB): 1st Edit - Goal #1, Goal Statement: The goal statement needs to be rewritten to have a clear bench mark (e.g. percentage of students who show proficiency in social skills). The time frame of the goal should also be contained to one academic year. |
| 2025-06-13 | School User | Plan Comment: Comment from Marcus Chen (USB): 2nd Edit - Goal #1, Action Step #1: Provide more detail on how the motivational speaker will help support progress toward the academic goal. |
| 2026-01-07 | sharon.conrad@millardk12.org | Amendment Comment: We had to amend the previous plan because the motivational speaker planned for in our previous goal one became unavailable. |
| 2026-02-03 | marcus.chen | Amendment Comment: Edit #1: Goal #2, Goal Statement - The current goal does not specify a clear benchmark to indicate academic success. Benchmark should indicate a clear target for what students will achieve. For examples x% of students will show proficiency in..." Please revise the goal statement to show a clear and specific benchmark. |
| 2026-02-03 | marcus.chen | Amendment Comment: Edit #2: Goal #2, Measurements - The current explanation does not indicate what will be used to measure progress toward an academic goal. Please revise so that an academic measurement is identified that will be used to track academic progress for students. |
| 2026-02-03 | marcus.chen | Amendment Comment: Edit #3 - Goal #2, Action Plan Steps: Please remove "~" from description of expenditure. The amount stated here should be a precise amount to indicate exactly how much funding will be used for this expenditure and match what is stated in the expenditure table. |
| 2026-02-03 | sharon.conrad@millardk12.org | Amendment Comment: Revisions made as requested. |

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