



2025–2026

TEACHER AND STUDENT SUCCESS PLAN

ESKDALE HIGH SCHOOL

SCHOOL COMMUNITY COUNCIL

Sharon Conrad

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Principal / Director

Layce Young

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Chair (Parent)

Jenny Hamilton

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Parent

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Parent

SCHOOL IMPROVEMENT PLAN FOR 2025-2026

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

Predicted enrollment for the EHS 2025-2026 school year is down to 17 students: we are projected to have no seniors, three juniors, four sophomores, four freshmen, four eighth graders, and two 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 2025-2026 school year. However, we are working toward offering Cross Country and Track thanks to parent-coach Gretchen Baker. This will help those students interested in getting PE credits that way. Additionally, 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					
2025-2026 TENTATIVE					
Instructor /Time ▾	Sharon Conrad ▾	Teresa Conrad ▾	Lois Faber ▾	Kath Hayward ▾	other ▾
1P - 7:55 - 8:40	US History 7/8	Math II	Guitar	Fin Lit / Comp Tech	
2P - 8:45 - 9:30	prep	prep	Choir	prep	
3P - 9:35 - 10:20	English 11/12	Earth Science	Orchestra JR	SPED tutor	
4P - 10:25 - 11:10	English 9/10	Astronomy	BAKER MUSIC	CCA	
5P - 11:15 - 12:00	English 7/8	Math I	BAKER MUSIC	10th CCA	US GOV
12:00 - 12:40					
6P - 12:45 - 1:30	Science 7/8	Math III	prep	Geography	
7P - 1:35 - 2:20	Study Hall	Math 8	Orchestra	Reading 7	
8P - 2:25 - 3:10	Yearbook (qts 1/4)	Math 7	Drama (qts 2/3)	SPED tutor	
					XC/Track (qts 1/4)

2024–2025 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 24-25 year was \$1526 and went to Lois Faber. Her plan was as follows:

Goal #1 – Students will gain skills on well-maintained string instruments provided by the school. Students will:

- Demonstrate correct position while playing their instruments.
- Demonstrate proper left hand, shifting skills on strings that are not unraveling.
- Demonstrate scale & arpeggio skills through daily drills in class.
- Demonstrate beautiful tone by playing tunes in ensembles.

Measurements: The purchased supplies directly improve the instrument's quality and maintenance, which impacts the student's success in learning the instrument. Success in this goal means the school's instruments will be well-maintained and the students will show musical progress as measured by observation in concerts and by adjudication in region and state festivals.

Action Plan and Steps:

1. For success in musical instrument learning, the instrument must be carefully maintained. Instrument Maintenance Supplies will be purchased. Student participation in music programs has been shown to improve academic performance. Students have free access to these instruments through the school music program to learn to play and perform music in school. Instruments that are well maintained give students a better chance of achieving higher levels of musical skills. Strings are a fundamental part of a string instrument and must be replaced often.

Goal #2 - By using flexible arrangements, students in my multi-level orchestras will learn these ensemble skills:

- Consistent focused tone quality
- Accurate intonation
- Accuracy in note & rest values, pulse, correctness in meters
- Balance, Blend
- Attacks, releases, articulations, bowings
- Phrasing, dynamics

Measurements: The purchased supplies are differentiated to student levels across the orchestra and allow for success for all, regardless of the differing proficiency levels. Success in this goal means the school's orchestra will play be able to play these musical numbers and that the students will show musical progress as measured by observation in concerts and by adjudication in region and state festivals.

Action Plan and Steps:

1. Purchase flexible arrangements that will serve the needs of the multi-proficiency-level orchestra program. The unique mix of junior and senior high school aged students in our small school give rise much diversity of proficiency level. Flexible orchestration arrangements would help every student participate and to a greater degree in the musical ensembles in our school and serve as a valuable differentiated approach to making sure each student in the group is successful.

Goal #3 - Students will record vocal submissions to learn their parts in choir. The proficiency is measured by the teacher listening to student's individual submissions which are graded on mastery basis. They must turn in a recording that is 100% learned with part independence and pitch.

Measurements: The direct impact of this purchase on this goal will be seen in every asynchronous learning assignment and assessment through Canvas, as students will have the ability to submit better recordings using this purchase. Additional impacts will be shown by student musical progress as measured by observation in concerts and by adjudication in region and state festivals.

Action Plan and Steps:

1. Purchase some external recording mics for student chromebooks that would allow students to turn in recordings on Canvas and MakeMusic software assignments at a higher quality than the internal mics on those computers allow. Better recordings give students more incentive to try harder to complete the assignments at a higher level. Poor quality recordings discourage students as their efforts are not reflected fairly in the recordings.

Students will:

- Record individual vocal parts from choir repertoire to canvas assignments on their chrome books for teacher evaluation.
- Students will progress from the extra practice time.
- Students will progress more effectively with better quality recording mics.

Budget allotment: \$1526

SPENT: \$565.75

REMAINING: \$960.25

Will be spent completely by April 2025

2025–2026 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 ~\$1591 for the 25-26 year will go to Kath Hayward.

Her tentative plans are to use the funds to enhance the learning experience for students in her Health classes (grades 7-8 and grades 11-12). She is specifically looking into healthy communication and de-escalation education as well as in-person conflict resolution trainings to help improve student relationship dynamics in our small school environment.

UPCOMING SCHOOL NEEDS

Our biggest upcoming future need will be staffing. Teresa Conrad is currently planning on retiring after the upcoming 2025-2026 school year. Replacing her will be a significant challenge as she teaches ALL of the math courses grades 7-12, all of the high school history courses, and most of the high school science courses (except Biology which Sharon Conrad teaches).

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 few years, 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 the Utah Legislature's and Governor Cox's attention to this issue in recent months. We are midway through our third year of this policy and have already seen immense benefits for our students.

SCHOOL PLC AND DATA INFORMED PRACTICES

Every single week on Monday evening after school, we meet as a faculty to discuss each student's academic and behavioral progress for the week. Students who have missing work or who have grades at C or below are marked as Tagged, and an email is sent home to their parents (and to the student as well) indicating what steps the school is taking to assist the student and what the student and the parents can do at home.

As a faculty, each week we discuss what extra tutoring and one-on-one support can be done for those students and at which times in the coming week we can arrange it. During these meetings, we discuss emotional and behavioral support for students as well, assessing and arranging counseling needs for students and checking in on progress beyond just the academics. We currently have fewer than twenty students, and we discuss every single student every week during this time.

STAKEHOLDER COMMUNICATION, SUPPORT, AND INPUT

The faculty consistently meets with parents face to face for individual meetings at least three times a year. Our school registration day in early August is the first. Parents and students all come to the school to register for the upcoming year, pay school fees, discuss student progress and transcripts, etc. Students that are new to the school get a personal tour and introduction to the teachers in a lower pressure setting before the first official day of school. Returning students enjoy the opportunity to see what's changed over summer, etc. Traditionally, we have 90-100% turnout at school registration.

Then each year, parents and teachers meet at two annual conferences to discuss student progress, with a conference mid-October after the first full quarter of the school year, and one in mid-February just before the end of the third quarter. Parent turnout for these conferences is consistently high, again at a 90-100% turnout. For this reason, we plan to continue holding these conferences where other secondary schools in the district have discontinued the practice due to low parent involvement.

Another way parents contribute is by volunteering to help with our various fundraising events. Our annual Christmas Banquet is supported by parent volunteers who help set up the venue, cook the food, serve the food, clean up the venue, etc. Additionally, parent volunteers support at various other fundraising events such as our annual Jogathon and at our annual Fourth of July and Thanksgiving 5K runs.

Our school community council is another opportunity for parents to participate and support in school happenings. Because we are so small, we typically only have four or five parents and two staff members on the council, but our council has been supportive and useful in making various decisions and making sure all our parents feel represented and supported by the decisions made.

We communicate with all parents and students on a weekly basis via email. Each week, we send a newsletter of upcoming school events, academic events of note, reminders of due dates, etc. Additionally, halfway through every quarter, the faculty lists "positives" about every student to send home a Midterm Report for all parents. This is meant to encourage and support the things that are going well and that are successful for each individual student, whether that is academic or behavioral or both.

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?** Even in our tiny rural school, 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 have been exploring any and all professional development that can provide us with some insight into this important issue.

Related discussions and professional development we've pursued involve **student mental health** (particularly in regard to social media, phone usage, attendance attitudes, etc.) and higher incidence of ADHD and related disorders. These issues all seem to be interrelated with the motivation factor. We realize that, for a variety of reasons, these kids are so so different from previous and even recent generations, and we've been exploring for guidance about how to best teach them. Prior teaching methods and best practices are proving no longer effective for the majority of these youth.

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

Each of our teachers has participated in several professional development conferences and/or continuing education courses in their respective fields over this past year. For example, Lois Faber went to the Utah Music Educators' Association conference last month, and Kath Hayward attended the Shape Utah conference for Health teachers earlier this week.

POSITIVE BEHAVIORS PLAN & DIGITAL CITIZENSHIP CURRICULUM

EskDale High School Positive Behaviors Plan 2024-2025

Developed and implemented by Sharon Conrad, EHS administrator,
and Mary Weight, EHS Office Assistant,
with input from Teresa Conrad, Kathleen Hayward, Lois Faber – EHS Faculty
and from 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. 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	435-864-5604 work cell 435.760.0042 sharon.conrad@millardk12.org
Community Council Parents	Gretchen Baker (435) 406-1041 Annette Faber (435) 406-9006 Jenny Hamilton (480) 395-4178 Layce Young (208) 599-3312
Police/Fire	911 (Tell them to page Baker EMS. 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	Ryan Baker, Fire Chief, 702-283-7135
Garrison Fire/EMS	Jeremy Perea, Fire Chief
Great Basin National Park LE/EMS	John Hansen, Fire 435-855-2169 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 Crystal Eldridge's 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 last year, 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) is coordinating 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.

Progress

Over the summer of 2024, the exterior door locking system and connected single entry camera system were installed and have been used effectively throughout this current school year.

School Floor Plan

