

2026-2027

Teacher and Student Success Plan

EskDale High School

School Community Council

Sharon Conrad	**Principal / Director**
Annette Faber	Chair (Parent)
Gretchen Baker	Vice Chair (Parent)
Lois Faber	School Employee
Layce Young	Parent
Jenny Davis	Parent

School Improvement Plan for 2026–2027

The faculty and staff of EskDale High School, in collaboration with the School Community Council, are united in their commitment to ensuring the success of every student. In planning for the upcoming school year, we have carefully evaluated how to most effectively utilize available resources and personnel to maximize student achievement and growth. The following outlines our current goals, action steps, and identified needs as we work toward our overarching objective of preparing all students to become successful, responsible, and lifelong learners.

Overview

EskDale High School (EHS) is grounded in a highly supportive, student-centered culture built on the belief that all students can learn and that educators, families, and the broader community share collective responsibility for student success. With an enrollment of fewer than twenty students, EHS is uniquely positioned to provide individualized instruction and personalized support. Faculty members meet weekly to review the academic, behavioral, and social-emotional progress of every student, ensuring timely interventions and responsive instructional adjustments.

EHS takes pride in a strong academic program aligned to our mission of preparing students to become informed, responsible citizens engaged in lifelong learning. This commitment is reflected in our consistently high graduation rate and the number of students who pursue post-secondary education. Beyond academics, our music and drama programs are a cornerstone of school culture, regularly earning superior ratings and fostering full student participation in community-supported travel opportunities, including the 2025 educational trip to Hawaii. Parent engagement is another significant strength, demonstrated by 90–100% participation at registration and parent-teacher conferences, as well as strong volunteer involvement in school events and fundraisers.

While these strengths provide a solid foundation, EHS has identified several key areas for improvement. We are working to strengthen support systems for "Tagged" students—those with missing assignments or grades at or below a C—by refining tutoring structures and intervention schedules. The growth of our Special Education and struggling student population, now exceeding 50% of enrollment, necessitates enhanced instructional strategies, compliance systems, and targeted professional development. Additionally, recent district-level leadership changes have created uncertainty regarding teacher evaluation processes, classroom observations, and related administrative procedures. Establishing clarity and consistency in these areas is essential. We have also identified the need to formalize and document a systematic process for using student performance data to guide instructional decision-making and schoolwide improvement efforts.

EHS faces notable demographic and environmental challenges. Enrollment continues to decline as families relocate due to environmental concerns, including reduced precipitation and aquifer limitations affecting local agriculture. Economic shifts, including employment changes at the regional level and evolving federal policies, have further contributed to family departures. In addition, an increase in homeschooling has reduced potential enrollment. Looking ahead, recruiting and retaining qualified educators will be a critical priority as long-serving staff approach retirement and the rural location presents challenges in attracting new candidates.

Despite these challenges, EHS remains committed to leveraging its close-knit environment to provide intensive, individualized support for every student. Through strategic planning, strengthened instructional systems, and continued collaboration with families and the community, EskDale High School will build on its strengths while addressing identified needs to ensure sustained student achievement and long-term institutional stability.

Student enrollment

Predicted enrollment for the EHS 2026-2027 school year is down to 16 students: we are projected to have three seniors, three juniors, three sophomores, four freshmen, two eighth graders, and one seventh grader incoming from Baker Elementary.

Tentative Schedule / Staffing

Due to several current staff members approaching retirement and hoping to reduce their contracted hours, our school has an open secondary teaching position for next year. While the primary need is in science or mathematics, final course assignments will be determined based on the selected candidate's qualifications and overall school needs. Additionally, it is a priority to reestablish consistent, in-person Physical Education instruction, as our school has not regularly offered an in-person PE course for approximately the past five years. This is something that has come up consistently in stakeholder feedback.

To ensure continuity of instruction and a smooth transition in staffing, I have developed multiple master schedule scenarios for the next two years to accommodate various staffing configurations and potential course assignments.

We also plan to continue to offer Cross Country and Track and Field, thanks to our parent volunteer Coach, Gretchen Baker.

School Accreditation Update

In mid-February, we had our school accreditation review, and although we are still awaiting the final report, we felt that overall the process was positive and that it went really well.

When the final report comes in, we will share and discuss the results with district administrators.

2025–2026 Trust Lands amendment and 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 25-26 year was $1591 and went to Kath Hayward. Her plan was as follows:

Goal #1 – 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.

Measurements: 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 and Steps:

1. Contract the STEM Magic 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)

Goal #2 - By the end of the upcoming school year, students enrolled in College and Career Awareness (CCA) courses will demonstrate foundational cooking and food-preparation skills that support healthy lifestyle choices and long-term wellness, as defined in the Utah State Board of Education's Portrait of a Graduate. As a direct result of School LAND Trust–funded culinary supplies and access to afunctional classroom kitchen, students will apply nutrition and cooking knowledge through hands-on lessons and performance-based assessments, demonstrating increased readiness to make informed, health-promoting decisions that contribute to their physical, mental, and overall well-being.

Measurements: 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 and Steps:

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)

Budget allotment: $1591

SPENT: $1000

REMAINING: $591

Will be spent completely by April 2026

2026-2027 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 ~$2217 for the 26-27 year will go to our new hire to aid this person in setting up their new curriculum and classroom for success.

Depending on the new hire / process, Plan B will be that the funds go to Sharon Conrad for the 26-27 year, and she will use them towards increasing literacy efforts in her language arts courses.

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.

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 has been taking Health and CTE courses and workshops throughout the year. Teresa Conrad regularly attends math and science workshops and webinars. Sharon Conrad has participated in administrative workshops, such as Cognia's Accreditation prep course.

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 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 a school email group. 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.

School Improving Policies

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 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.

Currently, we allow students to collect their phones during lunch time and return them to the office before the afternoon block of classes. However, it's likely SB69 will go into effect this summer, implementing the bell to bell device ban. We support this.

Positive Behaviors Plan & Digital Citizenship Curriculum

EskDale High School Positive Behaviors Plan 2025-2026

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	1st period	History JR / Math II / Guitar / Fin Lit/Comp Tech
8:25-9:00	2nd period	Choir
9:05-9:40	3rd period	English II / Earth Science / Orchestra JR
9:45-10:20	4th period	English I / Astronomy / Baker / CCA
10:25-11:00	5th period	English JR / Math 1 / Baker / 10th CCA
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 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 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 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 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

During the summer of 2024, the exterior door locking system and the associated single-entry camera system were installed. These systems have functioned effectively overall, with the exception of one exterior door that continues to experience consistent malfunctions. We understood that the company would return to provide a quote and installation of the requested interior system, but that hasn't happened.

The school has formally requested the installation of exterior cameras several times; however, no updated timeline has been provided. We have also been informed that the requested classroom cameras cannot be installed without the addition of a dedicated server room, which is not feasible at this time. Window requirements are changing and we are waiting for updated guidelines there as well.

The grant money expires June 2026, and it is likely several of these initially planned projects will not be fulfilled. However, we're hopeful that all the priority requests will be completed.

School Floor Plan

