

School TSSA Goal and Plan

School: SUNSET RIDGE MIDDLE SCHOOL

2025-2026 School Plan

John Dewey is credited with saying, "We don't learn from experience. We learn from reflecting on experience."

Reflect on 2024-2025 TSSA Plan -- Consider the following questions or create your own:

How has our TSSA plan supported our schools' vision, mission, and beliefs?

How has our plan supported the District's vision, mission, and beliefs?

How has our plan improved school performance and student academic achievement?

What action steps have had the greatest impact on school performance and student achievement?

What have we learned?

What are our next steps?

The 2024-25 TSSA plan was crucial in helping Sunset Ridge Middle achieve its vision of providing high levels of academic learning and nurturing social and emotional health in a safe environment. With the allocated funds, we were able to hire three part-time coaches and provide a .25 FTE for a Special Educator, along with 7th period authorizations to reduce class sizes. These efforts allowed us to offer more support for our students at SRMS.

Reflection: In the 2024-25 school year, Sunset Ridge continued its work with Task Forces, PBIS (Positive Behavioral Interventions and Supports), ML (Multi-Language Learners), and TA (Teacher Assistance) to support students and staff with clear schoolwide expectations. The PBIS Task Force aligns its training with our Falcon Values: Safe, Responsible, and Respectful, ensuring teachers feel supported and expectations remain clear. Sunset Ridge is in its fourth year with an ML Task Force, which supports teachers working with multi-language learners. This Task Force has implemented a schoolwide vocabulary initiative featuring 20 common academic terms to be used throughout the year. Each classroom has a word wall displaying these terms for visibility and review. Teachers can also select ten additional terms each quarter relevant to their subject area to highlight annually. The TA Task Force, now in its second year, supports student learning through interventions and our flex time, known as iFlight. It is rewarding that these Task Forces are led by teachers who collaboratively solve problems with a focus on student learning. Sunset Ridge also continues with Lunch School and Friday School during the school day to support learning, aided by our grade-level and Falcon Success Center aides.

Sunset Ridge continues to prioritize time for working in Professional Learning Communities (PLCs) and aims to refine our practices in this area. Since summer 2021, 47 teachers and five administrators have attended a Solution Tree PLC conference, which fosters both personal and professional growth, ultimately impacting student success. On May 17, 2024, the administration launched our plan for the 2024-25 school year with a professional development session on the importance of using data to determine where students are in their learning journey. Proficiency Scales and common assessments were mentioned as expectations for each quarter. We opened the year with intentional PD focused on proficiency scales and common assessments. The expectation was reiterated for each content team to develop at least one proficiency scale and one common assessment each quarter. We scheduled data meetings with each team to discuss their scales and assessment data, helping us identify each team's progress in refining this practice. Administrators are also conducting a Proficiency Scale book study with instructional coaches to better support teams. We plan to add a PLC coach to our coaching team and establish a guiding coalition leadership team within the next 1-2 years to further support PLC work at SRMS. Sunset Ridge Middle School recently completed the accreditation process (3/12/25). The visiting team acknowledged our efforts with Professional Learning Communities (PLCs) and proficiency scales, highlighting our effort and progress in these areas, even in our inaugural year of refining these practices. Research by Marzano and others indicates that high-functioning PLCs, which focus on clear learning targets, proficiency scales, and common assessments, have a significant positive impact on student learning. These elements promote consistency in teaching and help teachers identify and address student needs effectively. This acknowledgement from the accreditation team highlights our commitment to leveraging these proven strategies as we strive for increased student achievement and growth.

Sunset Ridge is committed to maintaining a 1:1 ratio with Chromebooks to ensure learning is accessible at any time. We offer ongoing professional development through Tech Tuesday classes led by our Digital Coach and PD Bites provided by our instructional coaches. We've also introduced "Lunch and Learns," PD opportunities for teachers during their lunch break. These have been well received in their inaugural year. TSSA funds have enabled us to work toward school goals by providing additional time and support for teachers through professional development and coaching. These funds also support student growth by funding access to a variety of experiences, including technology, after-school activities, Latinos in Action, and the HOPE Squad.

Sunset Ridge prioritizes the social and emotional well-being of both students and staff. We continue to support wellness spaces such as the Zen Den for students and the Zen Center for adults.

2025-2026 TSSA Plan

Gather and review evidence of school improvement and academic achievement to identify needs and create 2025-2026 TSSA plan and goals. Evidence could include: school vision and mission, existing school plans (Land trust, Accreditation, 60-day action plans, etc.), JELL Self-Assessment, PLC meeting notes, school data (Tableau dashboards, stakeholder surveys, benchmarks, Acadience, Data Gateway, etc.)

JELL Framework

Component 1: Safe, Supportive and Collaborative Culture

Component 2: Effective Teaching and Learning in Every Classroom

Component 3: Guaranteed and Viable Curriculum

Component 4: Standards-Referenced Instruction and Reporting

[USBE school report card status for 2023-24](#)

AREA	%	AREA	%	AREA	PTS
Achievement ELA	37.9	Growth ELA	49.6	Achievement	22
Achievement Math	35.1	Growth Math	47.1	Growth	28
Achievement Science	43.3	Growth Science	51.2	EL Progress	4
		Growth of Lowest 25%	63	Growth of Lowest	16
HIGH SCHOOLS ONLY			%		
ACT 18+		Readiness Coursework			
4-Yr. Graduation Rate				Postsecondary	
POINT SUMMARY					
TOTAL POINTS	70	1% INCREASE	1		

USBE Goal Expectation: School will increase the overall point score by 1% over the prior year.

Determine school goal

School goal using USBE reporting categories from above:

Sunset Ridge Middle School will increase the percentage of students achieving typical or above typical growth (SGP of 40 or more) in Language Arts, Math, and Science on the summative Rise and Aspire by 5%.

TSI SCHOOLS -- Targeted School improvement -- Identify school TSI subgroup(s)

☒	EL	Year of TSI (1, 2, 3, 4)	4
☒	SpED	Year of TSI (1, 2, 3, 4)	4
☐	Low SES	Year of TSI (1, 2, 3, 4)	
☒	Other	Year of TSI (1, 2, 3, 4)	1

TSI SCHOOLS -- Targeted School improvement Goal --

School goal(s) specifically addressing TSI subgroup(s):

Sunset Ridge Middle School will increase the percentage of students achieving typical or above typical growth (SGP of 40 or more) in Language Arts, Math, and Science on the summative Rise and Aspire by 5%.

JSD Board TSSA Framework: Schools will build, strengthen, or maintain a school-based coaching program, focused on new teacher induction, TSI, high-impact instruction, and digital learning.

JELL Alignment: 2.3.5 We provide instructional coaching as a method for educators to observe, practice, and discuss effective teaching.

Align Action Steps with Board Framework Component of Coaching

See detailed information regarding coaching within the Framework

[Elementary](#)

[Secondary](#)

[Coaching Budget Worksheet \(Optional\)](#)

Record the name and email of Instructional Coach(es) and funding source(s). Each individual listed as an Instructional Coach will be included in all Instructional Coach communication and trainings.

Instructional Coach (Name and Email)	T&L \$\$	OTHER
Melanie Leavitt (melanie.leavitt@jordandistrict.org)	☒	☒
Erin Fitzmaurice (erin.fitzmaurice@jordandistrict.org)	☐	☒
Skyler Warner (skyler.warner@jordandistrict.org)	☐	☒

Description

We plan to have three half-time instructional coaches, with one of them dedicating one period to digital coaching. These instructional coaches will enhance schoolwide Tier 1 instruction through observations and coaching cycles. This focus on solid Tier 1 instruction is expected to boost academic performance for all students. The digital coach will support teachers with blended learning instruction, improving the use of digital tools, increasing engagement, and advancing student learning.

With coaches as facilitators, we are offering "Lunch and Learns," PD opportunities for teachers throughout the second semester. We plan to have a PLC coach by Spring 2026. The administration is currently conducting a book study on proficiency scales with the coaches to deepen understanding.

TSSA funds will be used to pay for our Digital Coach and provide payments and stipends for teachers and instructional coaches. These funds are vital for supporting educators' work beyond their contract time. TSSA funding will also cover substitutes to facilitate coaching across the campus. Our mantra is, "The best way to improve student learning is one teacher at a time." The coaching model allows teachers to flourish as reflective practitioners. We need all teachers to feel supported, not isolated. The coaching model has been instrumental in achieving this goal.

Action Steps

- 1. Continued training for coaches through book studies, district training, state training, and national conferences. Meeting with administration following training. Classroom observations and feedback for teachers in order to improve Tier 1 instruction. Coaches will continue to be intentional about following up with teachers about how they are supporting the TSI subgroups each time they meet. Provide emotional and professional support to teachers and staff.**
- 2. Continue to increase classroom instruction and blended learning through professional development for teachers that will take place in groups and individually.**
- 3. Purchasing software to enhance learning including but not limited to: Math software, LA software (reading plus, Scholastic, A PBIS reward program, Gimkit, Go Guardian, LanSchool, etc.**

TSI SCHOOLS -- TSI Team to Address Goals

Possible TSI Team members: Instructional Coach (Name and Email), ELD Teacher Lead, Teacher Specialist	ESL Endorsed	In Progress	COMMENTS
Patti Hendricks	☒	☐	
Kim Christensen	☐	☐	
Becky Starr	☒	☐	

How will your TSI Team use coaching to address TSI subgroups?

Description

The TSI Task Force, along with coaches, will support the ML Task Force's school-wide vocabulary initiative and provide professional development (PD), using data to explain the "Why" behind these initiatives.

After the TSI Task Force provided professional development in January 2025, each core content team created a plan to support Multi-Language Learners (MLs), Students with Disabilities (SWD), and Pacific Islanders in their classes. Coaches will follow up with the content teams to report progress and highlight areas of success.

Each core content team, along with Special Ed and instructional coaches, will dedicate time to preparing for the end-of-year RISE and ASPIRE tests. Teachers will be compensated at the in-service rate for up to four hours spent outside of contract time preparing testing plans to support our TSI/ATSI students..

Action Steps

- 1. ML Task force is leading a school wide vocabulary acquisition initiative for all learners. Meet monthly with administrators and leadership team. Plan vocabulary acquisition lessons. Coaches will support this initiative by following up with teachers and teams on their progress.**
- 2. TSI Task Force will use data on our TSI groups and provide PD. Coaches will support the PD and participate in it.**
- 3. Each core content team developed and implemented a detailed RTI plan to assist MLs, SWD, and Pacific Islanders in their classrooms. Coaches will meet with teachers to support them with their invention plans to ensure they are making decisions based on data.**
- 4. Compensate teachers at the in-service rate for their time spent on test preparation to support TSI/ATSI students.**

Is this component implemented within your school land trust plan?

YES

Description

☐

Our land trust plan is tied to literacy growth. Coaching will help increase teacher capacity, which will in turn create growth in literacy.

JSD Board TSSA Framework: Schools will promote continual professional learning.

JELL Alignment: 2.3. District and School Administrators and School Leadership Teams provide opportunities for teachers to continually enhance their pedagogical skills.

Align Action Steps with Board Framework Component of Professional Learning

[See detailed information regarding Professional Learning as a Framework Component](#)

[Professional Learning Budget Worksheet \(Optional\)](#)

How will you use professional development to address your school goals?

Description

Our professional learning journey continues with a focus on PLC work. We offer dedicated PLC days for team collaboration and professional development opportunities, including local and national conferences, to help teachers enhance their practice. Key areas of emphasis at SRMS include: best practices of PLCs, specifically in proficiency scale development, common assessments, data collection and analysis, improving Tier 1 instruction, Response to Intervention (RTI) for all students, with a specific focus on our TSI/ATSI subgroups, and training on how to effectively utilize support aides to enhance student growth.

Action Steps

1. PLC days - for teachers to collaborate. One per quarter, per team. One day in the summer.
2. Send teachers and administrators to conferences both locally and nationally when applicable
3. Provide targeted PD on proficiency scales and PLC work and include a monitoring system for the work teachers are engaged in.
4. Provide targeted PD to support our TSI/ATSI subgroups.
5. Provide professional development for both certified and classified employees to enhance their effectiveness in supporting student learning.
6. Purchase professional development resources to support teachers and staff in areas such as PLC work, Response to Intervention (RTI), and social/emotional wellness.
7. Data dives each quarter with content teams

TSI SCHOOLS -- Professional Development to address TSI goals

How will you use professional development to address your school goals?

Description

As mentioned earlier, the PLC process, when executed with fidelity, significantly impacts student learning. The goals we've set are designed to support all learners, including those in our TSI/ATSI subgroups. Our professional learning journey emphasizes PLC work by offering PLC days and PD opportunities to enhance teaching practices. Key focus areas include Tier 1 instruction, RTI for all students, with a particular focus on TSI/ATSI subgroups, data analysis, and PLC best practices like proficiency scales and common assessments. Additionally, we provide training for staff on effectively using support aides to boost student growth.

Action Steps

1. Provide targeted PD for certified and classified classroom assistants to support our TSI/ATSI subgroups.
2. Provide professional development for both certified and classified employees to enhance their effectiveness in supporting student learning.
3. Modify PLC monitoring documents to reflect how teams are supporting our TSI/ATSI subgroups
4. Use funds to provide time and space for core teachers to create a testing plan to support TSI/ATSI subgroups leading up to RISE/ASPIRE
5. Data dives each quarter with certified and classified personnel

Is this component implemented within your school land trust plan?

YES

Description

☐

JSD Board TSSA Framework: Schools will promote continual professional learning.

JELL Alignment: 1.5. District and Schools encourage and support innovation and continuous learning

Align Action Steps with Board Framework Component of School-Based Initiative. Work with AOS to include school-based initiatives.

[See detailed information regarding the Framework Component of School-Based Initiative](#)

[School-Based Initiative Budget Worksheet \(Optional\)](#)

How will you use school-based initiative(s) to address your school goals?

Description

While the primary goal of this plan focuses on growth in ELA, Math, and Science, as measured by end-of-year state assessments, Sunset Ridge Middle School also values the contributions of non-state tested subjects to the whole child learning experience. We

Action Steps

- 1. Use up to 1.5 FTE for additional teachers or 7th period authorizations to lower class sizes or provide new opportunities for students based on their interests.**
- 2. Professional Development: Teachers and staff will attend various PD opportunities throughout the year and share their knowledge with their PLC teams and/or SRMS faculty. This includes covering registration costs, substitutes, and summer trainings.**
- 3. Provide additional support to assist non state tested subjects at different times during the year**
- 4. Purchase Technology: Acquire Chromebooks, teacher devices, projectors, Vivis, iPads, and document cameras to support teaching and learning.**
- 5. Purchase Software: Invest in software for Math, Language Arts, PBIS, GoGuardian, LanSchool, SEW programs, and other educational tools.**
- 6. TSSA Funding for Classroom Materials: Allocate funds for classroom materials, excluding general supplies like pencils, notebooks, and binders, to enhance learning opportunities. This funding can also cover activities, field trips, and student rewards to support all subjects at different times during the year.**

TSI SCHOOLS -- School-Based Initiative to Address TSI Goals (If applicable)

How will your school-based initiative address TSI Goals?

Description

Our school initiatives focus on supporting all students, with a particular emphasis on our TSI subgroups. We aim to enhance learning opportunities for our Multi-Language Learners (ML), Students with Disabilities (SWD), and Pacific Islander students by increasing their experiences and addressing their unique needs.

Our vocabulary initiative, planned to span 3-5 years, is designed to benefit all students by improving language skills and comprehension across various subjects. Additionally, by offering a wide variety of elective courses, we intend to increase student engagement and foster a stronger sense of belonging within the school community. This diverse curriculum allows students to explore their interests and develop new skills, contributing to a more inclusive and supportive educational environment.

Experience to enhance learning opportunities

Action Steps

- 1 Hire an additional 1.0 Special Education teacher to lower caseloads and class sizes, thereby providing better support for students with disabilities.**
- 2 Increase course offerings to provide more diverse learning opportunities for students.**
- 3 Fund classroom materials, activities, and experiences to boost student engagement.**
- 4 Fund classroom materials, activities, and experiences to boost student engagement.**
- 5 Allocate funds for after-school enrichment, including activities, field trips, and other experiences.**

Is this component implemented within your school land trust plan?

YES Description

☐

Complete budget description. (INCLUDE ONLY EXPENSES COVERED BY TSSA FUNDS)

Object Code	Expense Type	Brief Description	Proposed Budget
100	<i>Salaries</i>	Coaches, class size reduction (additional FTE) Support personnel, Stipends	\$350,000.00
200	<i>Employee Benefits</i>		\$80,000.00
300	<i>Prof Development (local conf reg, PD presenters, etc.)</i>	Professional Development, conferences, and PLC work	\$100,000.00
500	<i>Other Purchased Services</i>		\$25,000.00
580	<i>Travel</i>	Travel expenses allowing teachers to attend local and national conferences	\$20,000.00

600	Supplies, Technology, Software	Math Software, Gimkit, Go Guardian, Lan School, PBIS software, Reading Plus, teacher laptops, ipads, projectors, vivis, Chromebooks, classroom materials and experiences	\$80,000.00
		TOTAL PROPOSED BUDGET	\$655,000.00
		ALLOCATION	\$348,047.83
		Carry-Over from 24-25	\$363,598.95
		DIFFERENCE	\$56,646.78

Please indicate how you would use any additional allocation.

Additional allocations will be used to pay for professional development, substitutes, stipends, computers, chromebooks, and other technology and software.

By checking this box I state that I have finished my plan for the 2025-26 school year	☒
---	-------------------------------------

If an amendment is needed please state the reason, what changes you are proposing, and the \$ amount of those changes. Make the \$ changes above while doing this amendment.

DATE: