

## Sunset Ridge Middle School



**Designated in 2007 Redesignated in 2010, 2013, 2016**

- Sunset Ridge Middle School • Jordan School District
- Salt Lake County • Utah • Principal Lawrence Urry
- 8281 S. Skyline Arch Drive, West Jordan, Utah 84081
- Phone (801) 412-2175

## School Statistics

Enrollment: 1575  
 Grade Levels: 7 - 9  
 School Schedule: Traditional 7 period day, Monday through Thursday. Late start Friday with a 7 period day.

### Student Demographics

15%	Hispanic
71%	White
1%	African American
6%	Native American
2%	Asian
4%	Pacific Islander
11%	English Learners
10%	Special Education

### Percent Proficient on Utah Core Tests

Year	Math	Language Arts	Science
2014	38%	42%	43%
2015	42%	42%	46%

## Community Characteristics: Describe your school community in 50 words or less

Situated in the suburban community of West Jordan serving students from West Jordan City on the far West Side of the Valley. Just 8 years ago the land where the school now sits was distant farmland on the west side of the Salt Lake Valley.

West Jordan is the Northern-most city in the Jordan School district and has 100,000+ residents according to the US Census Bureau. West Jordan City boundaries stretch from I-15 on the East to the Oquirrh Mountains on the West. Sunset Ridge is the 4<sup>th</sup> Middle School inside West Jordan City and is the furthest north and west in the city/district. West Jordan is a growing community with 800 single family, medium density and low density housing units scheduled for completion within the Sunset Ridge Middle School boundary within the next three years.

## School Characteristics and Replicable Practices

### Academic Excellence

- Sunset Ridge Middle School has a school-wide disclosure that all teachers follow. This disclosure outlines grading, late work and make-up work policies as well as a school-wide behavioral policy and expectations.
- Students are expected to make up missing work and are afforded multiple opportunities to revise and resubmit work until mastery is achieved.
- Students are given common formative assessments in core academic areas that are based upon state standards. Students must demonstrate mastery on all formative assessments or are required

## Utah Schools to Watch *Sunset Ridge Middle School*

### Academic Excellence (*continued*)

- **Sunset Ridge Middle School emphasizes that students C.A.R.E – Students are critical thinkers, active learners, responsible citizens, and effective communicators. The traits are built in to curriculum, and incentive programs.**
- **Teachers use a variety of assessment types to allow students to demonstrate mastery on core academic objectives. Implementation of Mastery Connect in the 2015-16 year provides a way to implement formative and summative assessments giving teachers data regarding mastery of content. This information is used to plan reteach/reassessment and enrichment activities for students.**
- **Tutoring programs are offered throughout the year. Sunset Ridge’s iFlight is a time for student intervention based upon grades, mastery, and need. ASA – or Academic Skills Academy is provided to students during lunches, Friday mornings, and as assigned. Math Lab and Readers Workshop are provided as opportunities for students to increase mastery. Sunset Ridge uses NJHS students are peer tutors.**
- **Students 2 or more grade levels below in reading are able to take a reading class separate from other students that focuses on increasing reading skills.**
- **During the 2014-15 school year, Sunset Ridge Middle School incorporated and Standards Referenced Grading.**
- **Collaboration in grade level content, full grade level and interdisciplinary teams is provided weekly to develop common formative and summative assessments.**
- **Data analysis of common formative and summative assessments are used to direct instruction and intervention activities. Implementation of Mastery Connect software this year is used schoolwide to assist in the data collection and analysis.**
- **Students who have reached mastery on formative and summative assessments are provided with enrichment activities, while students who perform below proficiency participate in our iFlight intervention period and ZAP Program.**
- **Sunset Ridge Middle School implemented a 9th grade credit recovery program that is supported at school during one intervention period per week and for 2 hours every Friday morning providing students with the opportunity to make up credit prior to transitioning to the high school. Sunset Ridge Middle School focuses on academic progress for all students and has implemented a 9<sup>th</sup> grade credit recovery program for 9<sup>th</sup> grade students. This affords students who are credit deficit the opportunity to recover graduation credit prior to transitioning to high school.**

### Developmental Responsiveness

- **Sunset Ridge Middle School has a teacher advisory program that offers advocacy and support to students through their teacher. Our Falcon Traits and Falcons Against Bullying (F.A.B) program is taught during this time. Our Falcons Against Bullying Student Ambassadors (Ambassadors) travel to each elementary school that feeds to Sunset Ridge Middle School. All 5th and 6th grade students participate in an anti-bullying assembly that is presented by the Ambassadors. Following the assembly, all 6th grades students participate in a lesson related to the assembly that is taught by the Ambassadors. Two of the five feeder elementary schools have created a similar anti-bullying program based upon the SRMS program.**
- **Students in the 7<sup>th</sup> and 8<sup>th</sup> grades are organized into heterogeneous teams where the same 90 students rotate through their core academic subject. Students in the 9<sup>th</sup> grade are teamed loosely – where they share the same teachers but are not in heterogeneous teams.**
- **Vertical debriefing sessions were implemented August 2015 to provide teachers with information about students, their needs and implemented supports prior to the year beginning. This allows students to continue with individualized supports through all three years at SRMS.**
- **Counselors complete “High 5s” with every 7th grade student in a group meeting and they meet individually at least one additional time over the year.**

## **Developmental Responsiveness (*continued*)**

- Counselors meet annually with every 8th and 9th grade students for PCCR's. The focus of 8th grade meetings is on requirements for high school. 9th grade PCCR's discuss transition to the high school and continued graduation requirements.
- Students participate in student-led conferences versus the traditional parent-teacher conference model. This process gives students more ownership and investment in their education.
- A Falcon Summer Camp during the summer is provided for students who are identified as "at-risk". This program focuses on relationships with teachers, literacy and experiential learning.
- SRMS works with our feeder elementary schools in the transition to 7th grade and middle school. Every student visits SRMS with their 6th grade class where they attend an assembly, meet the administration, counselors and leadership groups, then tour the facility, and observe hall passing and lunch periods. These field trips are called Falcon Fly-bys.
- A mentoring program has been developed where an instructional assistant works 1:1 with students who are at risk for failing multiple classes. Instructional assistants work on classwork and acquisition of content with students preparing them to retake assessments and demonstrate proficiency and mastery.
- The Teacher Advisory Program has been modified to provide grade level specific character development topics. Teachers conduct the lesson in coordination with the Counseling Center that focus on grade level needs such as organizational skills, advocacy, cultural diversity and building relationships.

## **Social Equity**

- Sunset Ridge uses an inclusion model that includes all IEP students and ELL students in the regular education classrooms. Pull out is only done for students with IEP for math or are multiple grade levels below in Language Arts/reading.
- All students are part of our inter-disciplinary teaming model where student progress is tracked and intervention is done based upon individual academic needs.
- Respecting yourself and others is a main focus. Respect for others' culture, opinions, work and beliefs is focused upon and rewarded through a variety of programs ran through our F.A.B program (Falcon's Against Bullying) This program is used for educating students about bullying, online safety, respect, celebrating diversity, and empathy. A student written/produced play is an integral part of this program.
- Art, Geography, history and English classes integrate respect for diversity in their curriculum.
- Student recognitions and reward programs are built upon the effective best-practices.
- The school has broken discipline issues into major and minor infractions. Teachers follow a three-step process for continued minor infractions that leaves the expertise and ownership of student discipline with the teacher. Major offenses such as fighting are dealt with by the school administration.
- A focus on post high school opportunities have been incorporated into our iFlight Intervention Time and the Character Development Programs. College speakers complete presentations and opens the session to questions by the students. In an effort to support students who may not be interested in a four-year college experience, TA lessons that focus on "1, 2, 4 or more" provide students with options and information for advanced education and training outside the four-year college track. Site visits to the Jordan Applied Technology Centers and Salt Lake Community College have been scheduled for this school year.

## **Organizational Structures**

- The staff is fully committed to the PLC model, implementing middle level best practices and is committed to the vision and direction of the school. Teachers rooms are physically located next to each other to facilitate collaboration.
- The staff is fully supported by the administration to try new and innovative ways for delivering curriculum.
- The staff is a learning institution where reflection of curricular practices is the norm.

## **Organizational Structures** *(continued)*

- **A coaching model has been implemented to increase the effectiveness of practices and keep our progress toward a community of learners growing. The program is designed to support new teachers in their provisional years with a focus on instructional strategies and effective instruction.**
- **Professional development is ongoing for staff in an effort to provide teachers with the necessary tools to support student learning. The focus of professional development is on implementation of the PLC process and student learning.**
- **Collaboration in departments and teams is critical to the structure of the school. SRMS creates a master schedule to provide a common prep period for interdisciplinary teams and common prep time for math teachers.**