

## Southwestern Heights Junior High School

### Building Needs Assessment

2023-2024

#### Section 1: Students

- We have 131 students enrolled in the 6th, 7th, and 8th Grades
  - 6th Grade- 41 students
    - 23 Hispanic students
    - 18 White students
  - 7th Grade- 50 students
    - 34 Hispanic students
    - 15 White students
    - 1 Unclassified student
  - 8th Grade- 45students
    - 23 Hispanic students
    - 21 White students
    - 1 American Indian student
- Our pupil-teacher ratio is 16:1.
- We have a Counselor/Social Worker to address the social and emotional needs of our students. These needs have increased in recent years.
- We have implemented an After School program to address students that are failing, missing work, or need extra help and tutoring.
- We have 51 ELL students enrolled in our building.
- We have 19 students that have an Individualized Educational Plan. (IEP)
- We have a large number of students that are labeled At-Risk because of the following factors:
  - Low socioeconomic status.
  - Language barriers.

- Single Family Homes
  - Low Test Scores
  - High Absenteesim
- To address the nutritional and physical needs of our students, we have implemented a second chance breakfast program. For our students that stay after school, because of after school programs and activities, we have an after school snack program.
  - A high percentage of our students are bussed to school. The vast majority of our students live at least four miles away from school. This makes afterschool programs difficult for our families. To help alleviate this problem, we have three activity busses that operate each day after school.

#### Section 2: Staff

- All of our certified staff is highly qualified and properly assigned.
- 100% of the core teachers at Southwestern Heights Junior High School are ESOL certified or are on a program to become certified.
- We have 1 music paraprofessional, and 6 special education paraprofessionals in our building. (some of these paraprofessionals are shared with the high school).
- A district resource officer would be helpful to address student and staff safety, drug awareness and prevention, and to be a liason between the school and families.

#### Section 3: Curriculum

- All of our classrooms have Clear Touch touchscreen panels.
- Our instructional materials are appropriate, but we continue to enhance our materials to meet the needs of our students.
- We are in the process of updating our technology so that we can more effectively use intervention time and meet the needs of a diverse student body.
- We have implemented Fastbridge as a screening and diagnostic tool for Math, Reading, and Social-Emotional Health.

- We have implemented Character Strong to address student behavior, leadership, and social interactions.
- We are implementing Lexia to help provide tiered instruction, interventions, and enrichment for students in the area of reading. We are using Freckle to address the same needs in mathematics.
- Intervention and enrichment times are given to each student during the school day.

#### Section 4: Facilities

- The sizes of our classrooms are adequate. Our facility comfortably accommodates our student population.
- The appearance of the facility is warm and inviting.
- Computer access and internet access are adequate. The technology available to teachers and students is adequate for our educational needs.
- The hot water in the shower area needs to be addressed.
- The showerheads in the locker rooms need to be replaced.
- The roof leaks in multiple areas of the building.
- The carpets in certain areas of the building are not holding up well and will need to be addressed in the future.
- Certain areas of the building need to be painted.
- There are some lockers in the hallways and in the locker rooms that will need to be fixed.
- The condition of the grass on the game and practice field need to be addressed.

#### Section 5: Parent-School Relations

- Distance from home to school is a barrier for many parents.
- Communication with parents is difficult due to the high number of second language families. We have several faculty members that are able to translate for our parents.

- We have Parent-Teacher Conferences twice a year. These conferences are student-led. Translators are available for parents during the conferences.
  
- A high percentage of our students are bussed to school. The vast majority of our students live at least four miles away from school. This makes afterschool programs difficult for our families. To help alleviate this problem, we have three activity busses that operate each day after school.
  
- We utilize our school web site to provide information to parents. We use Swift K-12 to deliver messages to parents in both English and Spanish. Google Classroom is used to establish communication between parents and teachers. We use our school Facebook and Twitter pages to communicate with parents as well.