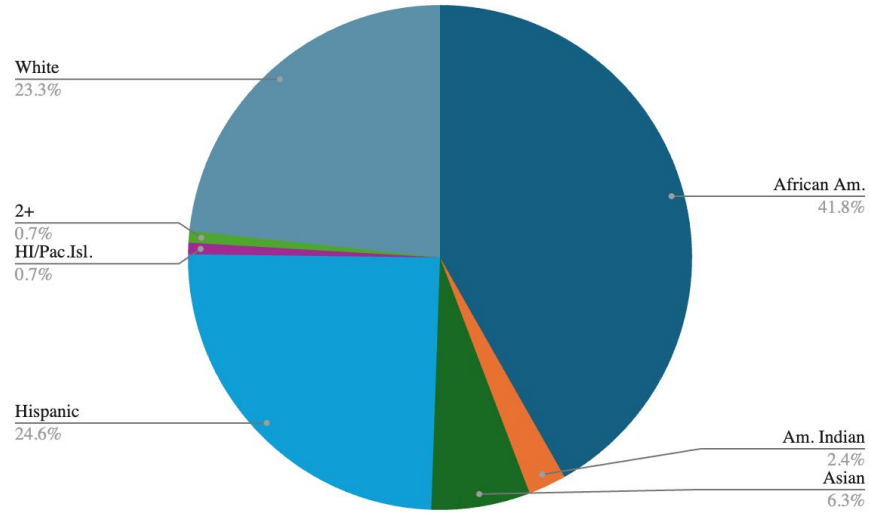
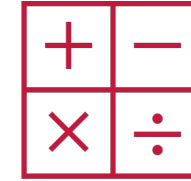


MSDE Community School-Kenmoor M.S.



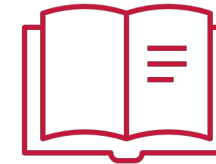
1025
Enrollment



26%
Math Student Growth



94.1%
Attendance Rate



43%
English Language Arts Student Growth



N/A
Graduation Rate



24.12%
English Learners Making Progress Towards Learning English

Students by the Numbers		Current partners engaged with the community...
15	ADA 504	15 Partners and Growing <ul style="list-style-type: none"> First Baptist Church of Glenarden Eastern Community Church Boys and Girls Club of Greater Washington Top Ladies of Distinction Inc
1025	FARMS/Economically Disadvantaged	
211	Multilingual Learners	
136	Students with Disabilities	
293	Talented and Gifted Students	



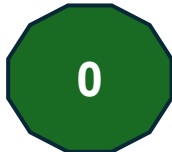
Who participated in our Assets and Needs Assessment?



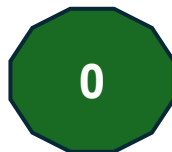
Students



Families



Staff



Community Members

MSDE Community School



What did we learn?



Student Feedback

- 38% of students always receiving extra help with learning and schoolwork when needed.
- 45.4% of students said they sometimes receive extra academic support.
- 60% of families indicated their child always receives needed academic support, with 0% selecting "sometimes."



Staff Feedback

N/A

Family Feedback

- Only 25% of families reported always having leadership and decision-making opportunities at the school; 0% selected "sometimes."
- Among staff, 11% reported always having these opportunities, while 22% selected "sometimes."



Community Feedback

N/A

Priorities and Opportunities

Rigorous, Community-Connected Classroom Instruction and Expanded, Enriched Learning Opportunities

According to the data collected, 35.8% of students reported always receiving extra help with learning and schoolwork when needed, while 45.4% reported receiving help sometimes. Among families, 60% indicated their child always receives extra academic support when needed, while 0% selected sometimes. In response to this feedback, the Community School Coordinator (CSC) will collaborate with the Steering Committee, community partners, and school staff to expand academic support. This includes creating additional learning opportunities designed to help students go beyond the classroom and further strengthen their academic success.

Collaborative Leadership, Shared Power, and Voice

Only 25% of families reported always having leadership opportunities and a chance to participate in decision-making at the school, while 0% selected sometimes. Among staff, 11% reported always having such opportunities, and 22% selected sometimes. To address this, the school will work to gather additional family feedback through surveys and focus groups. This input will be used to ensure family and staff voices are meaningfully included in key decisions related to the community school and overall school leadership.

Integrated Systems of Support

According to survey results, 42.6% of students reported that they always receive extra help with managing their feelings or worries when needed, while 29.9% said they sometimes receive such support. From the family perspective, 60% responded that their child always receives support in this area, and 20% said sometimes. In response, the school will focus on increasing support for families managing student behavior, emotional, and mental health challenges. This includes expanding youth mentoring programs and providing additional resources to assist parents and caregivers.



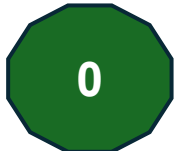
Who participated in our Assets and Needs Assessment?



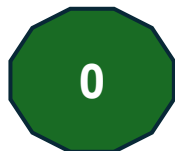
Students



Families



Staff



Community Members

MSDE Community School



What did we learn?



Student Feedback

- 38% of students always receiving extra help with learning and schoolwork when needed.
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Staff Feedback

N/A

Family Feedback

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- Among staff, 11% reported always having these opportunities, while 22% selected "sometimes."



Community Feedback

N/A

Priorities and Opportunities

Culture of Belonging, Safety, and Care

Survey data shows that 20.1% of students reported always seeing their culture reflected in their education, while 31.7% reported this sometimes. Among families, 25% responded always and another 25% sometimes. Notably, 0% of staff reported always seeing their culture represented in student education, with 44% responding sometimes. To address these findings, the school will focus on increasing cultural awareness and inclusivity. This includes providing more education around cultural sensitivity, incorporating multicultural themes into counseling lessons and PBIS initiatives, and using school surveys to better understand and represent the diverse backgrounds of our students and families.

Powerful Student and Family Engagement

When asked if their school has a parent leadership organization (such as a parent council or PTO), 66.7% of respondents from one group said yes, while 0% said no. In another group, 33.3% said yes and 33.3% said no, indicating inconsistency or a lack of awareness about the existence of such organizations.

To strengthen family engagement and better serve the school community, the school will work to expand and diversify its partnerships. By collaborating with a broader range of community organizations including mental health clinics, social service agencies, youth development programs, cultural centers, and recreational facilities, the school can provide greater access to essential resources, support services, and enrichment opportunities for students and families.