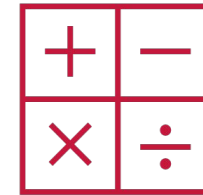
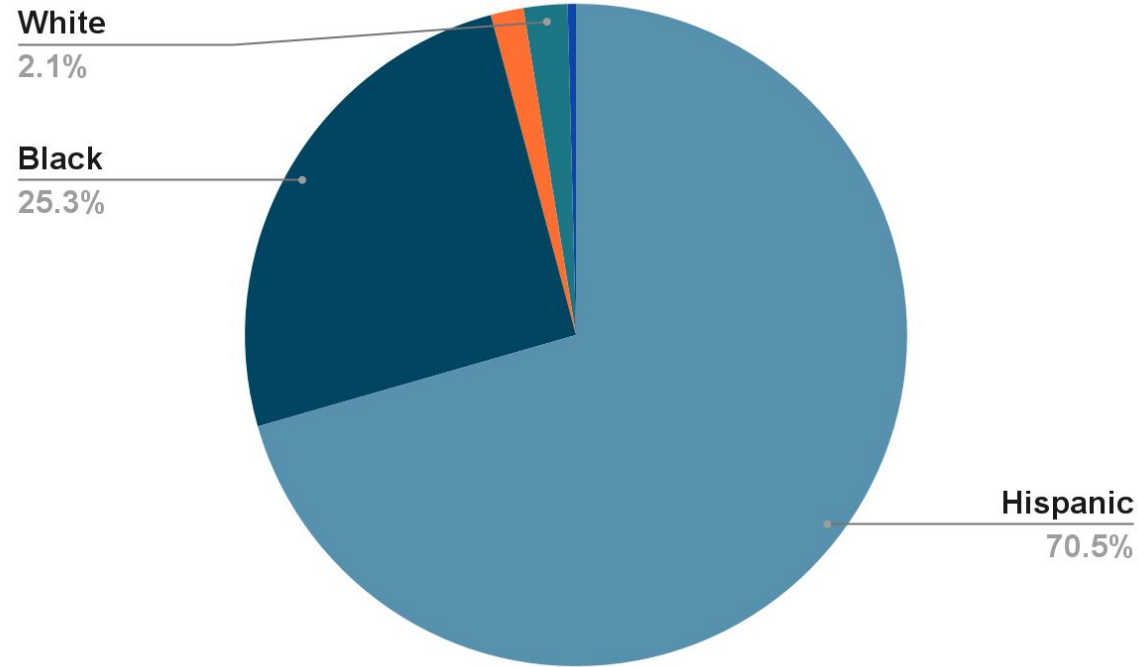
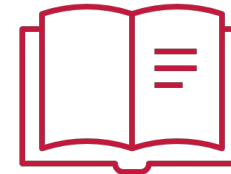


Port Towns Elementary School



49.5%
Math Student Growth



41%
English Language Arts Student Growth



747
Enrollment



N/A
Graduation Rate



45.1%
English Learners Making Progress Towards Learning English



89.3%
Attendance Rate

Port Towns Elementary School



Students by the Numbers

Current partners engaged with the community...

6

ADA 504

523

FARMS/Economically Disadvantaged

460

Multilingual Learners

54

Students with Disabilities

12

Talented and Gifted Students

25 Partners and Growing

- **Maryland Food Bank**
- Social Services Department
- Boys and Girls Club of Greater Washington
- University of Maryland, College Park
- Total Health Center
- SHABACH! Ministries
- Operation Warmth
- **Elizabeth Seton High School**
- **Bladensburg Police**
- Prince George's Police
- Port Towns Church
- Delta Sigma Theta
- LAYC
- **Mainstream Learning Group**
- Reid Temple
- Church Of Bethesda
- Bladensburg High School
- Defensores De La Cuenca
- Limitless Endeavors
- Ward 1 Council Member - Trina Brown
- Top Woman Of Distinction
- Bladensburg Community Center
- Advance Behavioral Service
- C21 Redwood (Realty)
- Priority Partners
- Healthy Living By Giant



Who participated in our Assets and Needs Assessment?



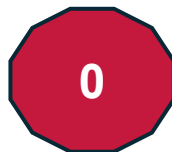
Students



Families



Staff



Community Members

Port Towns Elementary School



Student Feedback

- Students, families, and school staff were surveyed to assess perceived student needs at Port Towns Elementary School. A notable portion of students (12.5%) and families (55.1%) indicated that students did not require any of the listed supports. In contrast, none of the school staff respondents shared this perspective.
- When responses were aggregated, **33.8% of all stakeholders identified food insecurity as a primary area of need.** However, perceptions of the severity of this need varied significantly among the groups: 62.5% of students, 20.4% of families, and 58.8% of staff identified food insecurity as a concern, highlighting differences in how each group experiences or perceives this issue.



Staff Feedback

Surveys of students, families, and school staff at Port Towns Elementary School indicate that overall perceptions of the school's climate and culture are positive. However, some differences in perspective exist among the stakeholder groups.



Family Feedback

- Students, families, and school staff were surveyed to identify the perceived needs of families at Port Towns Elementary. While many family respondents indicated that their households did not require any of the listed supports, none of the responding school staff shared this view. The most frequently identified need across all respondents was support for food insecurity, cited by 29.7% of participants.



Community Feedback

N/A

Priorities and Opportunities

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



Parents, families, and student identified a need for expanded summer programs, more robust after-school programs, enhanced career support services, and consistent implementation of Positive Behavioral Interventions and Supports (PBIS). Across all groups, there was a shared concern about the need for additional support in learning opportunities for reading and writing.

Collaborative Leadership, Shared Power, and Voice



Solidify Parent Leadership Organization within the school, build upon existing student leadership opportunities and organizations, provide opportunities for increased partnerships with school and home.

Integrated Systems of Support



Created a trauma informed practices advisory committee to look at implementation of school wide strategies and resources.

Culture of Belonging, Safety, and Care



Define and share core values with the school community, promote Social Emotional Learning (SEL) schoolwide, enhance crisis support, provide wellness support.

Powerful Student and Family Engagement



Provide all stakeholders with a calendar of activities, offerings, and menu of needs for the upcoming school year.