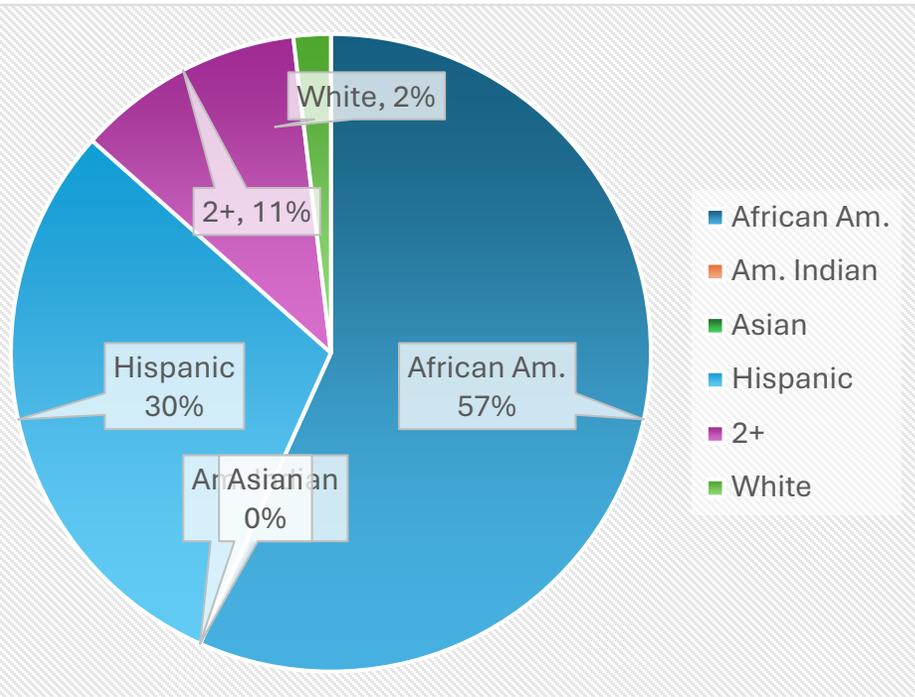
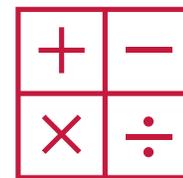


George Washington Carver Community School



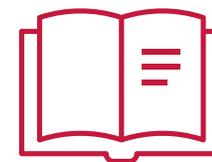
460
Enrollment



42%
Percent Proficient in Mathematics



91.4%
Attendance Rate



46%
Percent Proficient in English Language Arts



N/A
Graduation Rate



52.8%
Multilingual Learners Making Progress Towards Learning English

Students by the Numbers

69.3%	ADA 504
75.2%	FARMS/Economically Disadvantaged
18.6%	Multilingual Learners
5.8%	Students with Disabilities

Current partners engaged with the community...

65 Partners and Growing

- St. Mary's Caring
- Hollywood Church of the Nazarene/ To Tell The Truth Ministries
- St. Mary's County Health Dept.
- Alpha Kappa Alpha- Nu Zeta Omega/ Ivy Pearls of Southern Maryland
- Toiletry Company



Who participated in our Assets and Needs Assessment?



Students



Families



Staff



Community Members

MSDE Community School



What did we learn?



Student Survey Data

- 29.2% Social emotional support and therapy
- 14.9% Clothing needs
- 10.4% Food insecurities
- 14.6% vision/ hearing needs



Staff Survey Data

- 89.3% social emotional support/ counseling
- 60.7% food insecurity
- 50% clothes/ shoes needs
- 28.6% After school programs

Family Survey Data

- 22.6% safe neighborhood activities
- 6.7% family counseling/ individual counseling
- 6.5% accessible internet
- 5% Childcare programs



Community Feedback

- Behavioral/ Mental access and care
- Community engagement outreach
- Safe neighborhoods and accessible programming for the youth

	Priorities and Opportunities
Rigorous, Community-Connected Classroom Instruction and Expanded, Enriched Learning Opportunities 	Redefine rigor through relevance and engagement, integrate community as a learning resource, expand learning beyond the school day, co-design learning with students in OST programming, ensure equitable access to high-quality instruction, and support educators as designers of powerful learning.
Collaborative Leadership, Shared Power, and Voice 	Establish a shared vision and purpose, create leadership opportunities at every level (school, student, guardians, community members), ensure decision making is transparent and inclusive, intentionally elevate marginalized voices such as students of color, multilingual families, and/or students with disabilities, model and practice shared power, build structures for continuous feedback and reflections, celebrate contributions and foster collective ownership.
Integrated Systems of Support 	Adopt a Whole-Child approach, Establish and maintain a Multi-Tiered System of Supports (MTSS), use of data to drive decision making, coordinate across schoolwide roles and services offered, center equity in access and outcomes regardless of background and ability for students to receive the supports they need to succeed, investing in professional learning opportunities and networking, engaging families as collaborative partners, leveraging community partnerships.
Culture of Belonging, Safety, and Care 	Leading with relationships, foster inclusive identity affirming spaces, establish clear and compassionate expectations, prioritize physical and emotional safety, empower student voice and agency, engage families as partners in well-being, celebrating diversity and practice equity daily.
Powerful Student and Family Engagement 	Establishing a culture of relationship-building, ensure consistent and two-way communication, empower students and families as partners, removing barriers to participation, making learning visible and collaborative, honoring and leveraging community strengths, and using data as a shared tool for growth.