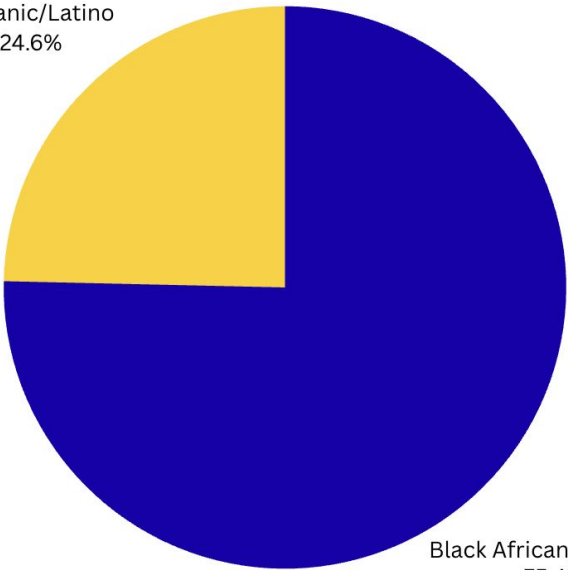




District Heights Elementary

Hispanic/Latino
24.6%

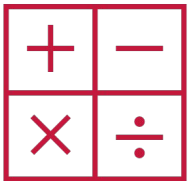


Black African/American
75.4%



351

Enrollment



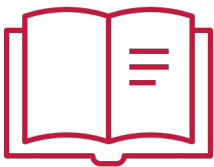
5.0%

Math Student Growth



86.8%

Attendance Rate



13.6%

English Language Arts Student
Growth



N/A

Graduation Rate



5.0%

English Learners Making Progress
Towards Learning English

Students by the Numbers

18	ADA 504
37	FARMS/Economically Disadvantaged
18	Multilingual Learners
18	Students with Disabilities
n/a	Talented and Gifted Students

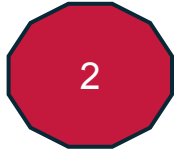
Current partners engaged with the community...

25 Partners and Growing

- The City of District Heights
- Hungry Harvest
- Family Youth Services Bureau
- Trinidad Baptist Church
- The City of District Heights Police



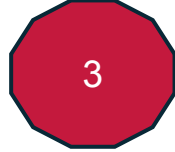
Who participated in our Assets and Needs Assessment?



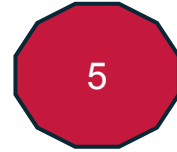
Students



Families



Staff



Community Members

District Heights Elementary



What did we learn?



Student Feedback

Student feedback reveals a strong desire for more engaging learning opportunities, particularly in STEM and creative arts, as well as a keen interest in leadership roles and participation in school activities like student councils. Students also expressed the need for additional academic support, especially in subjects such as math and reading. There is a call for a stronger sense of connection to the school community through more inclusive and culturally affirming activities, alongside requests for more flexible ways to engage with the school, including field trips and extracurricular opportunities.



Staff Feedback

Staff feedback emphasizes the need for clearer communication, more collaboration time, and stronger professional development to address instructional gaps. Teachers expressed a desire for additional support in differentiating instruction, especially for special education and English language learners (ELLs). Staff also highlighted the importance of consistent mental health training, trauma-informed practices, and the implementation of school-wide social-emotional learning (SEL) strategies to better support students' emotional and academic needs.

Family Feedback

Family feedback indicates a strong desire for more engaging academic and enrichment opportunities, particularly in STEM and afterschool programs. Families emphasized the need for clearer, more consistent communication from the school and more flexible ways to engage with school activities. There is also a request for increased support in addressing students' social-emotional needs, including more mental health resources and trauma-informed practices.



Community Feedback

The community feedback highlights a strong desire for more rigorous academic programs, particularly in STEM, as well as increased opportunities for student leadership and afterschool enrichment. Families expressed a need for clearer, more consistent communication and better support for social-emotional learning and mental health resources.

Priorities and Opportunities

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



Expanding academic and enrichment programs, particularly STEM, and increasing community involvement through real-world learning experiences, will strengthen student outcomes and prepare them for future challenges.

Collaborative Leadership, Shared Power, and Voice



Building more opportunities for student leadership and a stronger PTA/PTO will give stakeholders a sense of shared ownership and responsibility in school initiatives.

Integrated Systems of Support



Strengthening mental health services and referral systems will ensure a holistic support structure for both students and families.

Culture of Belonging, Safety, and Care



Strengthening mental health services and referral systems will ensure a holistic support structure for both students and families.

Powerful Student and Family Engagement



Strengthening mental health services and referral systems will ensure a holistic support structure for both students and families.