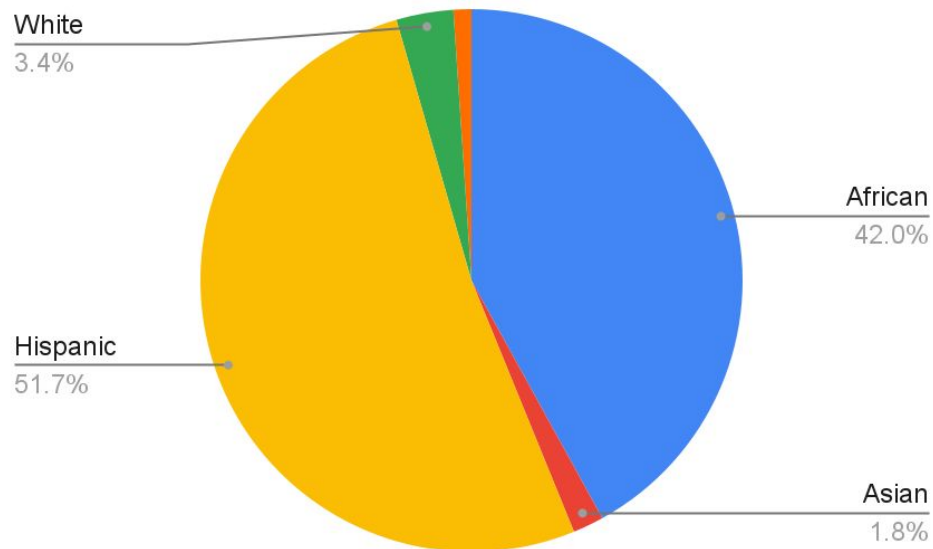




# Dwight D. Eisenhower Middle School

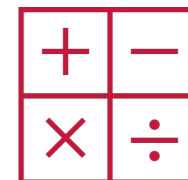
Where Eagles Are SOARing to New Heights



\*2024 Data



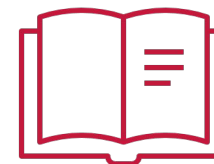
**1,033\***  
Enrollment



**45%\***  
Math Student Growth



**90.04%\***  
Attendance Rate



**38%\***  
English Language Arts Student Growth



**N/A**  
Graduation Rate



**8.0%\***  
English Learners Making Progress Towards Learning English

## Students by the Numbers

≥ 95%	Title 1
728	FARMs
340	Multilingual Learners
88	Students with Disabilities
585	Economically Disadvantaged

## Current partners engaged with the community...

**17 Partners and Growing**

- Prince George's County Public Library (Laurel Branch)
- Prevention of the Blind (Glass4Scholars)
- FAITH AME Church (Laurel)
- Washington Urban Debate League
- I SUPPORT THE Girls, Inc.



**Who participated in our Assets and Needs Assessment?**

**346**

**Students**



**17**

**Families**

**83**

**Staff**



## What did we learn?



- Many students desire more engaging, real-world learning experiences (e.g., STEM, field trips).
- Awareness of available support services (e.g., tutoring, mental health) is limited.
- Some students—especially English Learners—do not feel their culture is consistently represented in the curriculum.
- Only 21.7% of students feel they have leadership or decision-making opportunities at school.



- See strong needs for academic intervention in math and literacy.
- Report limited systems for identifying mental health needs (only 61.5% say one exists).
- Perceive a lack of culturally relevant materials and student leadership opportunities.
- Express the need for stronger engagement and partnership with families.



- Families are interested in being involved but are unclear about leadership roles and opportunities.
- Report barriers related to language, digital access, and awareness of available services.
- Many are unaware of enrichment programs but appreciate in-person or text communication.
- Food insecurity, healthcare, and legal/immigrant services are key concerns.



- Often provide in-kind support or event-based engagement (e.g., food baskets, supplies).
- Their voices were not deeply represented in survey data, indicating a need for deeper relationship-building.
- Offer potential for stronger integration into academic and health-related programming.

## Priorities

Academic Support & Instruction



Collaborative Leadership, Shared Power, and Voice



Integrated Systems of Support



Culture of Belonging, Safety, and Care



Powerful Student and Family Engagement



## Opportunities

Dwight D. Eisenhower Middle School (DDEMS) has several opportunities to strengthen academic performance, engagement, and support systems:

DDEMS will focus on expanding targeted interventions in math and literacy, introducing project-based learning, and increasing access to advanced coursework.

Identify and leverage students, families, and community members who would like to actively participate in leadership opportunities within the school and remove barriers that may prevent them from participating. DDEMS will enhance student voice and leadership, improve family awareness of services, and embed culturally responsive teaching.

DDEMS will leverage community school funds to strengthen mental health and wellness services, develop early warning systems for at-risk students, and improve access to wraparound supports.. DDEMS will address food insecurity with stronger community partnerships.

Leveraging community school funds, DDEMS plans to offer more professional development opportunities to staff to address school climate and culture. The school will also dedicate funds to create programming that focuses on building a positive school environment.

Enhance student voice and leadership, improve family awareness of services, and embed culturally responsive teaching. DDEMS will improve communication to boost event participation.