Gaywood Elementary School

Demographics

- 2+ 2.3%
- African Am. 24.6%
- Asian 2.3%
- Hispanic 67.4%

512 Enrollment

93.8% Attendance Rate
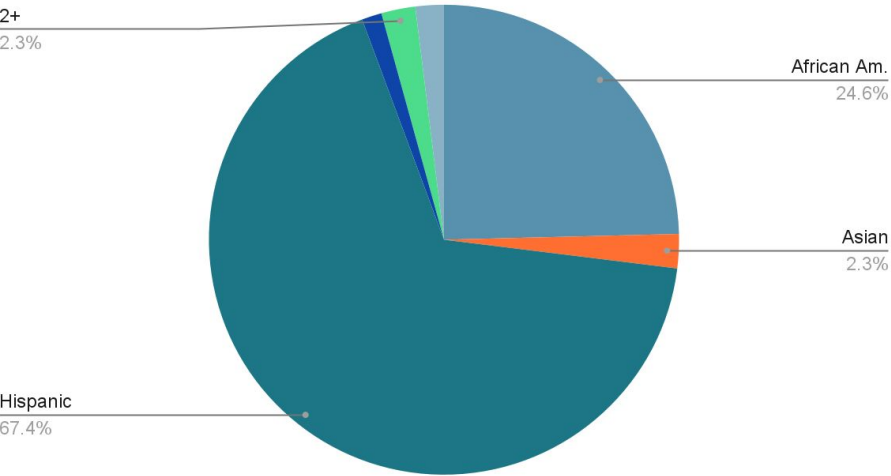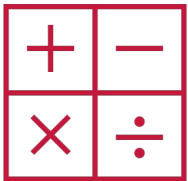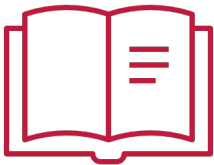
N/A Graduation Rate

45% Math Student Growth

36% English Language Arts Student Growth
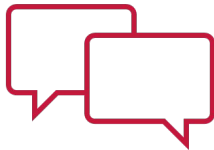
58.5% English Learners Making Progress Towards Learning English

Students by the Numbers	
5	ADA 504
386	FARMs/Economically Disadvantaged
247	Multilingual Learners
47	Students with Disabilities
15	Talented and Gifted Students

Current partners engaged with the community…

25 Partners and Growing

- Zion Church
- St.George Church
- SSAI
- Prince George's County Parks and Recreation
- AmeriGroup

Gaywood Elementary School

Who participated in our Assets and Needs Assessment?

| 138 Students | 135 Families | 46 Staff | 0 Community Members |

What did we learn?

Student Feedback

Academic Support Needs: While many students feel they can access help sometimes or always, about **29.8% report they "always" get help**, leaving room for improved consistency.

Mental Health and Emotional Support: Only **39.3% feel they always have access** to emotional support; others are unsure or unaware of how to get help.

Connection to Learning: Just **19.6% of students "always" see how their learning connects to real life**—a signal to strengthen relevance in instruction.

Voice and Agency: Only **25.8% feel they "always" have chances to help make decisions** at school.

Staff Feedback

Student Identification Systems: Staff report strong systems (over 97%) for identifying students struggling with academics, behavior, and attendance.

Mental Health Support: Only **46.3% say the school uses whole-school programs** for mental health—this area is less developed compared to academics or attendance.

Family Needs:

- **20.2% need English language instruction**
- **19.9% need help with food insecurity**
- **13.9% need clothing/shoes**
- **47.4% of staff agree English instruction is a priority need for families**

Community Feedback

-More opportunities to engage with families face to face

Priorities and Opportunities

Rigorous, Community-Connected Classroom Instruction and Expanded, Enriched Learning Opportunities	Integrate **multicultural texts**, family stories, and history relevant to Gaywood's diverse community (56% Latino, 25% African American). Use **home language supports** in science and math (anchor charts, bilingual word walls, multilingual family homework).
Collaborative Leadership, Shared Power, and Voice	Relaunch and rebrand the **Parent Leadership Organization (PLO)** Embed **student input surveys** after major school events or academic initiatives
Integrated Systems of Support	Develop a **School Health Resource Guide** (bilingual) to send home with every student Create a **"How to Get Help at Gaywood" visual guide** with icons and QR codes Use **preferred communication modes**—text, phone, and in-person—to share support options Train all staff on how to connect families to services through a **Support Referral Pathway Map**
Culture of Belonging, Safety, and Care	**Priority:** Help every student feel seen, valued, and included—every day. Create **"Student Identity Walls"** in classrooms where students showcase family, culture, hobbies, and languages Design a **"Family Belonging Wall"** featuring family photos, traditions, and student reflections on home culture
Powerful Student and Family Engagement	**Priority:** Build consistent, clear, and culturally responsive communication pathways between school and home. Reimagine events as **"Family Nights with Purpose"** (e.g., STEM & Soul Food Night, Culture & Coding Café, Game Night with Math) Offer **childcare, interpretation, and transportation** to remove barriers Recruit **family volunteers** as greeters, translators, activity leaders, and survey takers

Maryland STATE DEPARTMENT OF EDUCATION