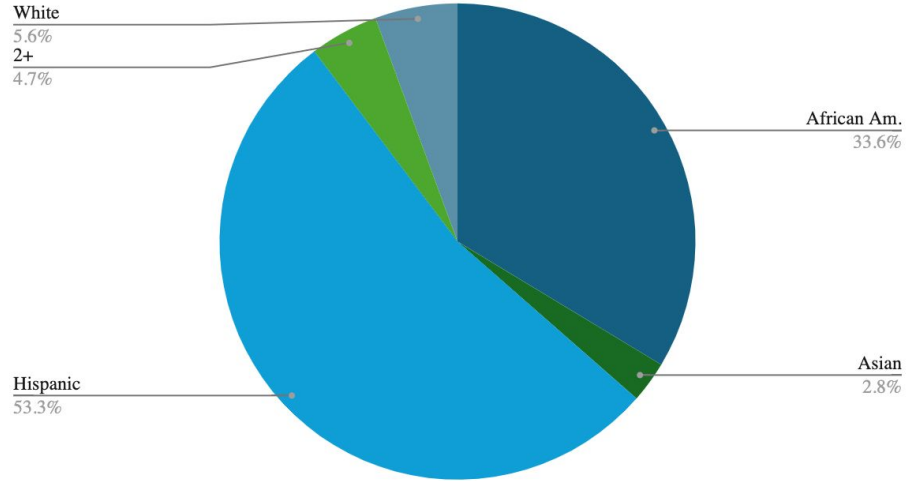


# James E. Duckworth Regional Community School



Number of students



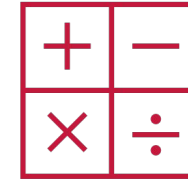
**107**  
Enrollment



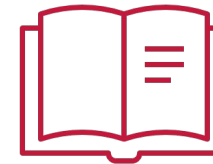
**85%**  
Attendance Rate



**N/A**  
Graduation Rate



**87%**  
Math Student Growth



**62%**  
English Language Arts Student Growth

## Students by the Numbers

66	FARMs/Economically Disadvantaged
55	Multilingual Learners
107	Students with Disabilities

## Current partners engaged with the community...

**10 Partners and Growing**

- Hungry Harvest
- Nemas Gardens
- PG Fire Station- Beltsville
- AOBA- Apartment & Office Building Association
- The Arc of Prince George's County
- Bowie Produce



# James E. Duckworth Regional Community School



Who  
participated in  
our Assets and  
Needs  
Assessment?

N/A

Students

7

Families

N/A

Staff

0

Community  
Members

## What did we learn?



- Families value the school's welcoming, inclusive environment and clear communication.
- There is a need for stronger academic support, particularly in reading, writing, and math.
- Awareness and access to available student and family support services vary.
- Families prefer direct, technology-based communication such as email and text messages.
- Key needs include food security, child care/after-school programs, special needs support, healthcare access, and improved community resources.

## Priorities and Opportunities

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



At James E. Duckworth School, there is an opportunity to further strengthen individualized academic interventions in reading and math to meet the diverse learning needs of students with disabilities. Action steps include reviewing curriculum for rigor and relevance to students' transition goals, developing small-group supports aligned with Individualized Education Programs (IEPs), and partnering with community organizations to provide inclusive enrichment activities.

Collaborative Leadership, Shared Power, and Voice



Increasing awareness and access to leadership roles could empower families to have a stronger voice in school decisions that directly affect students with disabilities. Action steps include conducting meetings through preferred communication channels, personally inviting families, and offering flexible meeting times to increase participation.

Integrated Systems of Support



There is also a need to strengthen connections to resources for basic needs such as food security, transportation, healthcare, and specialized therapies. Action steps include creating a visible, multilingual family resource guide, training staff to proactively connect families with internal and external supports, and implementing a system for tracking and following up on referrals to ensure services are effectively accessed.

Culture of Belonging, Safety, and Care



James E. Duckworth School aims to deepen cultural representation and ensure all families feel their perspectives are reflected in the school community. Action steps include expanding culturally responsive events, offering professional learning on disability-inclusive and culturally competent practices for staff, and gathering ongoing family feedback to guide efforts around safety, belonging, and representation.

Powerful Student and Family Engagement



There is an opportunity to strengthen two-way communication and expand meaningful family involvement in ways that support students' unique needs. Action steps include prioritizing technology-based communication methods, designing interactive family events that encourage dialogue and collaboration, and offering volunteer and advocacy opportunities.