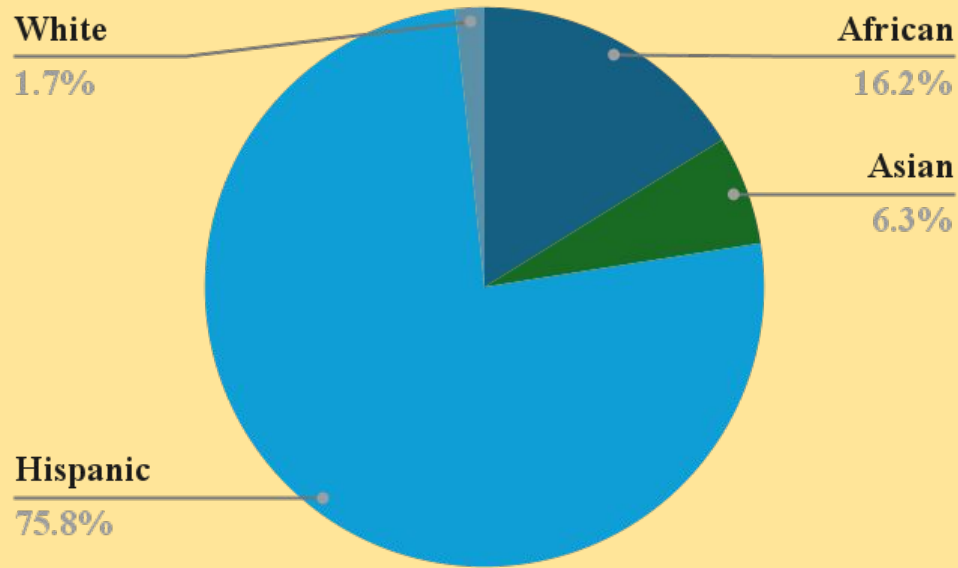
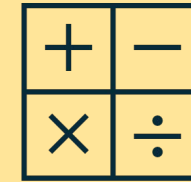


# Buck Lodge Middle School



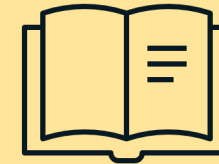
**1200**  
Enrollment



**45%**  
Math Student Growth



**N/A**  
Attendance Rate



**32%**  
English Language Arts Student Growth



**N/A**  
Graduation Rate



**17.5%**  
English Learners Making Progress Towards Learning English

Students by the Numbers		Current partners engaged with the community...
5	ADA 504	<b>15 Partners and Growing</b> <ul style="list-style-type: none"> <li>University of Maryland, College Park</li> <li>Advanced Behavioral Health, Inc.</li> <li>Nemas Gardens LLC</li> <li>EveryMind</li> <li>The Latin American Youth Center</li> </ul>
869	FARMS/Economically Disadvantaged	
568	Multilingual Learners	
114	Students with Disabilities	

# Buck Lodge Middle School



Who participated in our Assets and Needs Assessment?

792

Students

178

Families

70

Staff

## What did we learn?



### Student Feedback

- ❖ Want more help with math & reading
- ❖ Many struggle with emotional wellbeing
- ❖ Most rely on buses or cars for transportation



### Staff Feedback

- ❖ Most see gaps in mental health supports
- ❖ Believe students need more academic + behavioral interventions
- ❖ Want more family engagement & shared decision-making



### Family Feedback

- ❖ Prefer in-person or phone calls for communication (70%+)
- ❖ Top needs: English classes, food, healthcare access
- ❖ Many feel welcome, but some want stronger inclusion



### Community Feedback

- ❖ Value after-school and summer programs
- ❖ Desire more family events & volunteer opportunities

## Priorities and Opportunities

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



More field trips, enrichment, & real-world connections

34.3% of stakeholders say students “always” need more help with math, 24.1% with reading/writing

43.6% believe the school is “always” preparing students for college/careers, but ~14% say they don’t know

Collaborative Leadership, Shared Power, and Voice



Expand student/family decision-making opportunities

29.2% of respondents say students “always” have chances to help make school decisions; another 35.3% say “sometimes”

Families & staff note leadership opportunities, but many families are unaware of Parent Leadership Organizations (38.1% said “I don’t know”)

Integrated Systems of Support



Strengthen academic + mental health supports

Increase access to food, healthcare, vision/dental care

Strong systems exist for identifying academics (95.3%) and attendance struggles (92.2%)

Supports vary: academics mainly through whole-school programs (51.6%), while mental health relies more on small-group and individual programs

Culture of Belonging, Safety, and Care



62% say school feels welcoming

Families want communication in their home language 42.3% of families feel “always” included (language access, helpful staff), 25.6% say “sometimes”

Powerful Student and Family Engagement



Families value in-person connections Families prefer in-person (71.7%) and phone calls (71.2%) for communication; social media (9.6%) is least preferred

English language instruction is a top need (16.4%), food insecurity support (12.5%), healthcare access (10.4%)