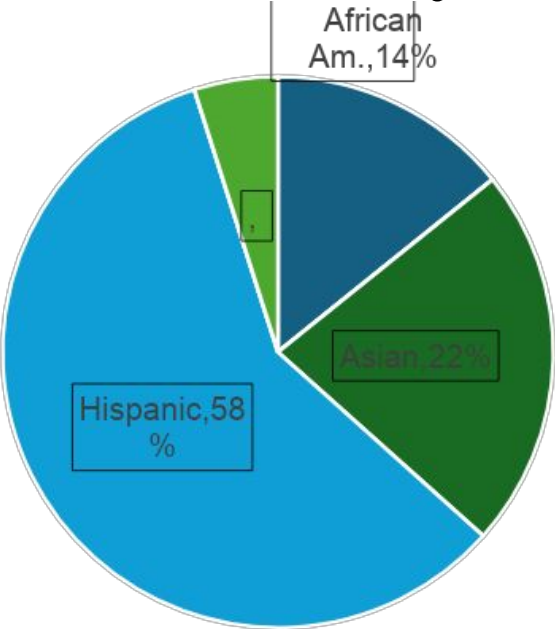


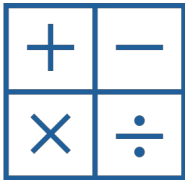
Templeton Community School



Templeton Elementary			
Problem Solving	Accountable	Wishing Well	Safety
P	A	W	S



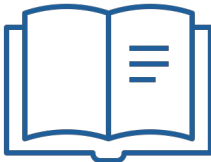
781
Enrollment



***9.4%**
Percent Proficient in Mathematics



92.2%
Attendance Rate



***18.7%**
Percent Proficient in English
Language Arts



N/A
Graduation Rate



***53.5%**
Multilingual Learners Making
Progress Towards Learning English

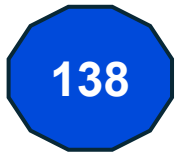
Students by the Numbers		Current partners engaged with the community...
750	Title I	<div>16 Partners and Growing</div> <ul style="list-style-type: none">Maryland Capital Food BankSolutions in Hometown Connections (SHC)Community HelpersUniversity of Maryland, College ParkToyota of Bowie
618	FARMS/Economically Disadvantaged	
542	Multilingual Learners	
35	Students with Disabilities	
23	Talented and Gifted Students	



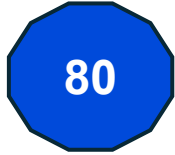
Templeton Community School



Who participated in our Assets and Needs Assessment?



Students



Families



Staff



Community Members

What did we learn?



Student Feedback

Student Supports Needed: Students want peer mediation and a space for reflection or prayer.

Unmet Needs: Some students face challenges with mental health, healthcare, food, transportation, and safety.

Access Gaps: Many aren't fully aware of available school support services.

Positive Climate: Most students feel safe, welcome, and able to talk to adults. **Positive Climate:** 83.2% feel welcome; 80.5% can be honest with adults; 74.8% understand school

Areas to Improve: Boost cultural inclusion, student voice, and family engagement.



Staff Feedback

Strong Academics: Staff praise TAG, STEM, field trips, and extended learning for boosting engagement and equity.

High Staff Perception of Needs: 58% report food insecurity, 57% need clothing, 53% need emotional health support for students and their families .

Welcoming Climate: 90% feel the school is inclusive; 73% feel supported; only 30% see consistent cultural reflection.

Low Leadership Awareness: Only 18% know of a parent group; 35% unsure.

Digital Communication Preferred: 41% use email/LMS; 49% call families; 57% rarely meet in person.



Family Feedback

Strong Academics: Families value TAG, STEM, field trips, and extended learning.

Basic Needs: 24% report food insecurity; 18% need transportation; 58% report no unmet needs.

Welcoming School: 92% feel welcomed; 85% trust staff; 71% feel supported.

Low Leadership Awareness: Only 25% know of a parent group; 65% are unsure.

Preferred Communication: Families prefer in-person (73%), phone (73%), and text (64%) over email or social media.



Community Feedback

N/A

Templeton Elementary			
Problem Solving	Accountable	Wishing Well	Safety
P	A	W	S

Priorities and Opportunities

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



Collaborative Leadership, Shared Power, and Voice



Integrated Systems of Support



Culture of Belonging, Safety, and Care



Powerful Student and Family Engagement



Strengths: TAG, STEM, and extended learning programs are widely valued and have led to academic success (e.g., Science Bowl wins).
Perception Alignment: Students, families, staff, and partners agree the school offers a rich, well-rounded education.
Equity Opportunity: Not all students feel their culture is reflected—highlighting a need to boost cultural responsiveness.
Access & Awareness: Ensure all students are aware of enrichment and support opportunities.
Opportunity: Expand TAG/STEM access, deepen community partnerships, and use regular feedback to drive inclusive, data-informed improvements.

Student Needs: Students want peer mediation and a quiet space for reflection or prayer.
Parent Leadership Gap: Only 25% of families and 18.3% of staff know of a parent group; most are unaware or unsure.
Engagement Disconnect: Lack of clear communication limits parent-staff collaboration and shared leadership.
Opportunity: Strengthen visibility and structure of parent leadership groups; actively invite and inform families.
Opportunity: Build inclusive practices by addressing student wellness needs and creating authentic family-staff partnerships.

Widespread Needs: Students (20.1%), families (24.1%), and staff (58.3%) report food, health, and emotional support needs for students and families.
Access Gaps: 15% across all groups lacked enough information to identify needs—indicating low awareness of services.
Staff Strain: Over half of staff need emotional or basic needs support, highlighting adult wellness as a priority.
Opportunity: Boost visibility and access to existing physical, mental, and basic needs support systems.

Welcoming Environment: Most students (83.2%), families (92%), and staff (90%) feel the school is welcoming and inclusive.
Communication & Support: 74.8% of students, 80%+ of families, and 73.3% of staff say school communication is clear; family events are well-attended (95.4% students, 81.7% staff).
Cultural Representation Gaps: Only 30% of staff and 36.8% of families feel culture is consistently reflected; 28% of students say it rarely or never is.
Limited Voice in Decisions: Just 18.3% of staff say students help make decisions; only 55% of families feel included in decision-making.
Opportunities: Strengthen culturally responsive practices and increase student and family voice in school decisions to deepen trust and equity

Parents prefer direct contact: Most parents favor **in-person** and **phone calls**, with **text messages** also popular. **Staff use digital most:** Staff rely heavily on **email** and **learning management systems**.
Communication gap: There's a mismatch, as parents prefer direct methods staff use less frequently.
Low use for newsletters/social media: Both groups show minimal engagement with these channels.
Recommendation: Schools should balance **digital tools** (email, LMS, text) with more **personal interactions** (in-person, phone)