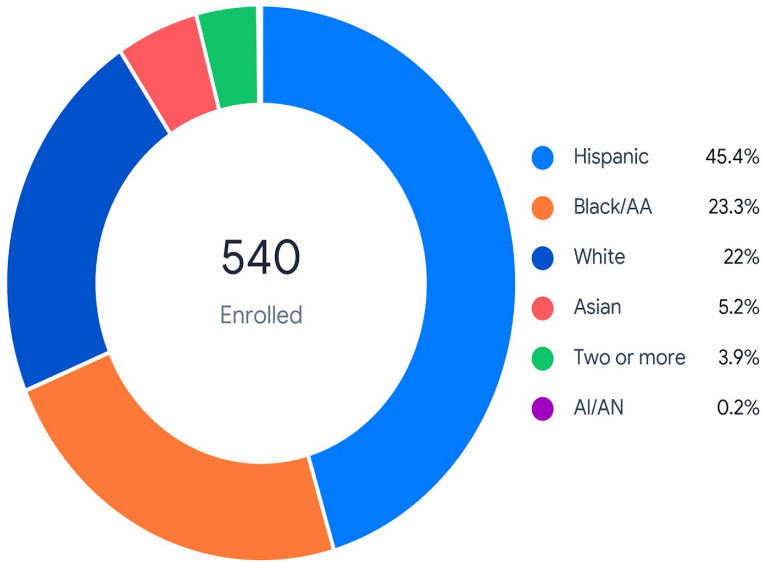


University Park Elementary School

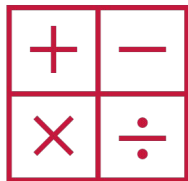


Race/Ethnicity

School race/ethnicity metrics



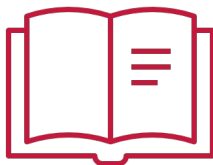
540
Enrollment



47.5%
Math Student Growth



72.6%
Attendance Rate



55.0%
English Language Arts Student Growth



N/A
Graduation Rate



50%
English Learners Making Progress Towards Learning English

Students by the Numbers

~5	ADA 504
311	FARMS/Economically Disadvantaged
182	Multilingual Learners
55	Students with Disabilities
63	Talented and Gifted Students

Current partners engaged with the community...

10 Partners and Growing

- Kaiser Permanente
- Hyattsville Library
- University of Maryland College Park
- The College Park Aviation Museum
- PGCPs Parks and Planning
- Coaching Salud Holistica
- NCNW Prince George's County
- University of Maryland Center for Community Engagement & Community School
- SAMU First Response



Who participated in our Assets and Needs Assessment?



Students



Families



Staff



Community Members

University Park Elementary School



What did we learn?



Student Feedback

- Express an overall positive feeling about school and feel safe, welcomed, and respected by teachers and staff.
- Appreciate having trusted adults, counselors, and teachers to turn to for social, emotional, and personal support.
- Enjoy school activities but express a strong desire for more engaging, hands-on learning, STEM experiences, and field trips.
- Share mixed feelings regarding academic challenge: some feel work is not challenging enough, while others report needing additional individualized help.
- Identify logistical barriers—specifically a lack of transportation and after-school options—that prevent them from participating in extracurricular programs.
- Express a desire for more formal opportunities to share their ideas, offer input, and have their voices heard in school decision-making.

Staff Feedback



- Establish clear, schoolwide expectations for academic intervention and small-group instruction to ensure consistent delivery across all classrooms.
- Expand structured enrichment programs (STEM activities, literacy-based projects, and educational field trips) aligned directly with classroom instruction.
- Balance technology use with interactive, hands-on, and real-world learning experiences.
- Address transportation and logistical barriers to allow equitable student participation in extended-day and after-school enrichment programs.
- Leverage university partnerships (e.g., University of Maryland) and local organizations to provide tutoring, research, and out-of-school learning experiences.

Family Feedback

- Highlight a welcoming, inclusive, and diverse school environment where families feel valued and respected by staff.
- Praise strong relationships with teachers and administrators, noting that staff know students and families personally.
- Value existing social-emotional supports, counseling, and early childhood (Pre-K/Kindergarten) workshops.
- Request greater academic rigor, less reliance on technology/screen time, and a stronger focus on hands-on, literacy-based learning.
- Report communication challenges, including an overreliance on multiple platforms/emails, language access barriers, and intimidating front office interactions.
- Emphasize the need for reduced barriers to engagement (e.g., providing transportation, childcare, and flexible/virtual meeting options for PTA and steering committee meetings).



Community Feedback

- Observe a strong foundation of trust, a welcoming climate, and positive relationships between the school, students, and families.
- See significant opportunities to collaborate on expanding hands-on learning, STEM enrichment, tutoring, and field trips.
- Identify a lack of clear, centralized communication structures regarding available school resources, roles, and alignment of services.
- Note logistical barriers—primarily transportation and childcare—that limit student and family participation in off-site and after-school programming.
- Express a readiness to participate in structured, ongoing collaborative planning, decision-making, and community engagement initiatives.

Priorities and Opportunities

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



Ensure equitable access to high-quality, culturally responsive instruction. Expand Out-of-School Time (OST) programming, co-designed with student input. Bridge access barriers (such as transportation, after-school scheduling, and childcare needs) to enable participation in enriched activities. Support educators as designers of powerful, community-aligned learning experiences.

Collaborative Leadership, Shared Power, and Voice



Create structured leadership pathways (e.g., Student Advisory Boards, Community School Steering Committees). Intentionally center and elevate marginalized voices, including students of color, multilingual families, and students with disabilities. Practice transparent decision-making through clear communication channels (e.g., "You Said, We Did" reporting).

Integrated Systems of Support



Maintain a robust Multi-Tiered System of Supports (MTSS) driven by real-time data. Coordinate seamless partnerships across school staff and external service providers (such as health centers, local food banks, and social services). Ensure equitable, non-stigmatizing access to essential basic needs and mental health care.

Culture of Belonging, Safety, and Care



Prioritize physical, emotional, and social safety across the campus environment.

Celebrate diversity and integrate student identities into the school environment and everyday practices.

Establish clear, compassionate expectations and promote student agency and voice.