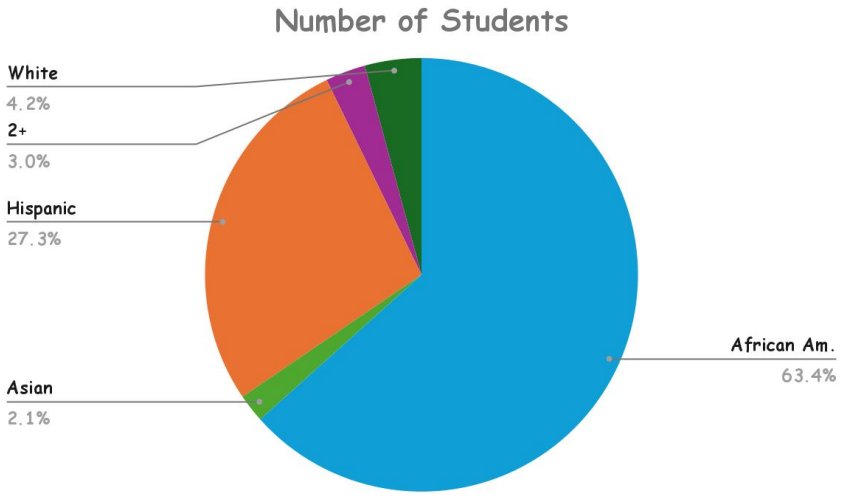
Montpelier Elementary School



571
Enrollment

18.2%
Math Student Growth

92.7%
Attendance Rate

36.9%
English Language Arts Student Growth

N/A
Graduation Rate

7.1%
English Learners Making Progress Towards Learning English

Students by the Numbers

2	ADA 504
397	FARMs/Economically Disadvantaged
113	Multilingual Learners
38	Students with Disabilities
	Talented and Gifted Students

Current partners engaged with the community…

12 Partners and Growing

- Alpha Kappa Alpha Sorority, Incorporated® - Psi Epsilon Omega Chapter
- Dentistry for Children/ Specialists in Orthodontics
- Faith AME Church
- Josie's Closet
- Queens Chapel United Methodist Church
- Swing Phi Swing Social Fellowship, Inc.®
- Top Ladies of Distinction Patuxent River Chapter
- USDA Material Management Service Center

Montpelier Elementary School

Who participated in our Assets and Needs Assessment?

176	42	33
Students	Families	Staff

What did we learn?

Student Feedback

- Academic and emotional help is available but students are unsure about health and attendance support.
- Generally positive feelings about the school but see room for more cultural representation and real-world connections in learning.
- Students feel comfortable talking to adults and want more say in school decisions.
- Students feel welcomed and say the school offers events and programs, though not all attend.

Family Feedback

- Children can get help with academics and behavior, but many are unsure about access to health and mental health services.
- Positive environment but want more cultural reflection and clearer college/career connections..
- Feel welcomed and attend school events occasionally, but few are aware of leadership opportunities.
- Need help with English language learning, vision, healthcare, and basic necessities.

Staff Feedback

- Systems are in place to identify and support students struggling with academics, attendance, behavior, and mental health.
- Staff view the school culture positively and believe students feel included, supported, and represented.
- Staff believe many students need help with emotional issues, food, vision, and clothing—even though families often don't report these needs.
- Staff see unmet needs in areas like English language learning, clothing, housing, and emotional support for family members.

Priorities and Opportunities

Rigorous, Community-Connected Classroom Instruction and Expanded, Enriched Learning Opportunities	Strengthen academic support in reading, writing, and math by increasing connections between classroom learning and real-life experiences. Build on strong after-school and summer program offerings. Expand culturally relevant curriculum to improve cultural representation in learning. Incorporate project-based or community-based learning to enhance relevance and engagement.
Collaborative Leadership, Shared Power, and Voice	Increase student participation in school decision-making and awareness and participation in parent leadership organizations. Formalize student leadership roles and decision-making bodies. Actively invite and support parent involvement in school governance and PTO activities.
Integrated Systems of Support	Address gaps in awareness and access to health, mental health, and attendance supports and strengthen individualized interventions for behavior, mental health, and attendance. Improve communication about available services (e.g., health clinics, therapy, social services). Expand school-based access to vision, hearing, dental, and emotional support services. Use existing staff tools to identify struggling students and proactively offer tiered supports.
Culture of Belonging, Safety, and Care	Ensure all students consistently feel culturally represented and safe. Address emotional and basic needs that some staff see going unmet despite family reports.
Powerful Student and Family Engagement	Increase participation in family events and decision-making opportunities by Improving communication consistency between staff and families, promoting events in multiple languages and formats to reach more families, and leveraging high interest in face-to-face interaction to build deeper school-home partnerships.