

School Performance Plan At-a-Glance Executive Summary SY24-25

Introduction

In alignment with the goals and priorities of Prince George's County Public Schools (PGCPS), the School Performance Plan (SPP) allows for a transparent and collaborative school improvement process with a focus on student achievement.

The School Performance Plan was developed this school year as the continuation of the detailed work and planning completed in the previous school year. The SPP focuses schools on engaging in disciplined inquiry cycles through the use of Plan, Do, Study, Act. Through the successful utilization of Plan, Do, Study, Act, schools are able to plan, assess, and study school improvement actions to impact student achievement and teacher practice.

School Profile		School Code	School Designation
School Name	IMAGINE FOUNDATIONS AT LEELAND PCS	1521	Community - No
School Address	14111 OAK GROVE Rd, UPPER MARLBORO,MD - , UPPER MARLBORO MD 20774		Title I - No
Local Education Agency (LEA)	Prince Georges County Public Schools		CSI - No
Grades Served	00K - 08		ATSI - No
Principal's Name	Sherilyn Reid-Williams		Sustainability -Yes
Principal's Email Address	Sheril.ReidWilliams@pgcps.org		
School Phone Number	3013831899		
Principal Supervisor's Name	Hall, Chevonne		
Principal Supervisor's Email	Chevonne.Hall@pgcps.org		
Vision	Imagine Foundations at Leeland's vision is to create a school environment that helps students gain academic confidence, strong character, determination, and the academic skills necessary for entrance into university.		
Mission	Imagine Foundations at Leeland's mission is to develop dynamic individuals through hard work, academic achievement, and character education.		

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<p style="text-align: center;">SMART Goals (A targeted aspiration that serves as the focal point for collective improvement efforts.) Specific; Measurable; Achievable; Realistic; Timebound</p>	<p style="text-align: center;">Change Idea (strategy) (A specific, actionable idea or technique that school teams will use to address the SMART Goal.)</p>
<p>1-Math Imagine Visionary Goal: By the end of the school year, the SGP of the lowest quartile 1 in math will grow from 24 last year to 50 (an increase by 26) this year, as measured by annual STAR Renaissance scores.</p> <p>SMART Goal #1: By June 2025, the percentage of students who score proficient or distinguished will increase by 5% on MCAP Math.</p>	<p>Teachers will implement the 4E Framework to strengthen lesson internalization and execution, with a heightened focus on the Engage component to spark student interest and participation. Instruction will be enhanced through the TDC framework (Try It, Discuss It, Connect It) and intentional small group instruction to ensure targeted support and mastery of grade-level learning targets.</p>
<p>2-RELA/ELA By June 2025, Imagine Leeland will increase the percentage of students scoring at the Proficient or Distinguished levels on the MCAP Reading assessment from 47% to 57%, reflecting a 10-percentage point improvement.</p> <p>By the end of the school year, the SGP of the Q 4 in reading will grow from 41 last year to 50 this year, as measured by annual STAR Renaissance scores.</p>	<p>Teachers will implement the 4E Framework to strengthen lesson internalization and execution, with a heightened focus on the Engage component to spark student interest and participation. Instruction will be enhanced through the use of the Wit and Wisdom Content Stages—Wonder, Organize, Reveal, Distill, and Know—to scaffold and deepen student understanding. Additionally, intentional small group instruction will be incorporated to provide targeted support, ensuring that all students achieve mastery of grade-level learning targets.</p>
<p>3-Wholeness By June 2025, scholars in grades 5 -8 will increase scholars' agreement rate by 10% in specific questions identified with a 60% or lower agreement percentage.</p>	<p>We will introduce designated "Collaborative Learning Sessions" within the schedule across all grade levels to address the need for structured, intentional spaces for meaningful discussions and collaboration. These sessions will be structured to promote emotional safety, focusing on developing social-emotional skills such as empathy, active listening, and conflict resolution. During these sessions, students will engage in guided activities and discussions emphasizing respect, inclusivity, and open communication.</p>

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	Collaborative Learning Sessions will aid in increasing students overall attendance and reducing chronic absenteeism.
Additional Targeted Support and Improvement (ATSI) Intervention (If applicable)	
To improve student attendance rates and reduce chronic absenteeism through regular monitoring and structured attendance meetings involving students, parents, and school staff.	