

# 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 LINCOLN PCS	0662	Community - Yes
School Address	4207 NORCROSS St, TEMPLE HILLS,MD - , TEMPLE HILLS MD 20748		Title I - Yes
Local Education Agency (LEA)	Prince Georges County Public Schools		CSI - No
Grades Served	00K - 08		ATSI - Yes
Principal's Name	Ronald Richardson		Sustainability -No
Principal's Email Address	ronald.richardson@pgcps.org		
School Phone Number	3018085600		
Principal Supervisor's Name	Hall, Chevonne		
Principal Supervisor's Email	Chevonne.Hall@pgcps.org		
Vision	The vision of Imagine Lincoln Public Charter School is to develop world-class leaders for tomorrow.		
Mission	The mission of Imagine Lincoln Public Charter School is to provide scholars with a world-class learning opportunity by creating a caring learning environment, developing the intellect and morality of our scholars and preparing our scholars for lives of leadership in a rapidly changing world.		

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<b>SMART Goals</b> (A targeted aspiration that serves as the focal point for collective improvement efforts.) Specific; Measurable; Achievable; Realistic; Timebound	<b>Change Idea (strategy)</b> (A specific, actionable idea or technique that school teams will use to address the SMART Goal.)
<p><b>1-Math</b> By June 2025, the percentage of students who score proficient or distinguished will increase by 10 percentage points on MCAP Mathematics from 7.79% to 17.79%. This requires 49 or more students to score proficient or distinguished on MCAP Mathematics.</p>	<p>Focus on: Tier 2 Vocabulary - words that are needed in an academic context and provide access to more complex topics Type II (Reasoning) and III (Modeling) MCAP questions? These questions are often 3-4 points on the assessment. Strategies for solving multi-step real-world problems</p> <p><b>MATH PROBLEM OF THE WEEK:</b> Example: How many pounds of chocolate will each person receive if 3 people share <math>\frac{1}{2}</math> lb of chocolate? (6.R.2)</p> <p>In a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. (8.SP.A.3)</p>
<p><b>2-RELA/ELA</b> By June 2025, the percentage of students who score proficient or distinguished will increase by 10 percentage points on MCAP ELA from 36.07% to 46.07%. This requires 120 or more students to score proficient or distinguished on MCAP ELA.</p>	<p>Explicitly teach phonics - 30 minutes (Modified RELA block)</p>
<p><b>3-Attendance</b> By June 2025, the percentage of students who have displayed a pattern of chronic absenteeism will decrease by five percentage points from 25% to 20%</p>	<p>Proactive monitoring is a strategy that continuously monitors systems and infrastructures. It helps identify and address issues before they become critical.</p>
<b>Additional Targeted Support and Improvement (ATSI) Intervention (If applicable)</b>	

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Evidence-based strategies: progress monitoring (PM) & differentiation. "Use of a PM System to Enable Teachers to Differentiate Mathematics Instruction"

The effects of the program are a function of intervention integrity; when PM & instructional management practices are implemented w/ high fidelity/integrity, the mathematics performance of all students is significantly enhanced.