

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	INDIAN QUEEN ELEMENTARY	1233	Community - Yes
School Address	9551 FORT FOOTE Rd, FORT WASHINGTON,MD - , FORT WASHINGTON MD 20744		Title I - No
Local Education Agency (LEA)	Prince Georges County Public Schools		CSI - No
Grades Served	0PK - 05		ATSI - No
Principal's Name	Aundrea McCall		Sustainability -Yes
Principal's Email Address	Aundrea.McCall@pgcps.org		
School Phone Number	3017494250		
Principal Supervisor's Name	Hardy, Sheena		
Principal Supervisor's Email	Sheena.Hardy@pgcps.org		
Vision	Our vision for Indian Queen Elementary is to guide individual student learning and equip the students with the proper tools necessary to become academically proficient as well as open-minded leaders. We also strive to guide students to become empathetic and respectful lifelong learners so that they will successfully adapt to a growing social, global, and technological world.		
Mission	We strive to have 63% of our students reading on grade-level by the end of SY24-25.		

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SMART Goals (A targeted aspiration that serves as the focal point for collective improvement efforts.) Specific; M easurable; A chievable; R ealistic; T imebound	Change Idea (strategy) (A specific, actionable idea or technique that school teams will use to address the SMART Goal.)
1-Math During 24-25 school year, the percent of 3-5 students scoring proficient or higher will increase by 5 points as measured by 24 MCAP. Actual (2023) 22% Actual (2024) 27% Does not include current 6th graders MLs including exited, 19% ~ SWDs, 11% Projected (2025) 32% MLs including exited, 24% ~ SWDs, 16%	We will provide professional learning in the areas of 7 Key Strategies and UDL. We decided upon 2 strategies to provide ongoing professional learning that is observable through 1C Designing Coherent Instruction and 3D Engaging Students in Learning. The 2 strategies are providing visual supports and differentiated sentence frames evidenced in observation, anchor charts and/or student work samples.
2-RELA/ELA During 24-25 school year, the percent of 3-5 students scoring proficient or higher will increase by 5 points as measured by 24 MCAP. Actual (2023) 58% Actual (2024) 53% Does not include current 6th graders MLs including exited, 39% ~ SWDs, 35% Projected (2025) 58% MLs including exited, 44% ~ SWDs, 40%	We will provide professional learning in the areas of 7 Key Strategies and UDL. We decided upon 2 strategies to provide ongoing professional learning that is observable through 1C Designing Coherent Instruction and 3D Engaging Students in Learning. The 2 strategies are providing visual supports and differentiated sentence frames evidenced in observation, anchor charts and/or student work samples.
3-	
Additional Targeted Support and Improvement (ATSI) Intervention (If applicable)	
Math: The evidenced-based strategy being used for ATSI continues to be the district provided tool, Dreambox. Reading: The evidenced-based strategy being used for ATSI continues to be the district provided tools, K-3 Lexia or 4-5 IReady.	