

**Kettering Elementary School Performance Plan At-a-Glance
Executive Summary
SY19-20**

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 SPP is designed to engage school leaders and stakeholders in a structured data analysis process that leads to the creation of SMART Goals targeted to impact student achievement. Through the successful utilization of the SPP, schools are able to assess, plan, and monitor targeted improvements in challenge areas.

School Profile			
Kettering Elementary School Performance Plan		School Code	School Designation
School Name	Kettering Elementary	01324	TSI: English Learners; Students w/ Disabilities; Hispanic/Latino
School Address	11000 Layton Street, Upper Marlboro, MD 20774		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	PreK and K - 5		
Principal's Name	Joel L. Nelson		
Principal's Email Address	Joel.nelson@pgcps.org		
School Phone Number	301-808-5977		
Principal Supervisor's Name	Susan Holiday		
Principal Supervisor's Email	susan.holiday@pgcps.org		
School Vision & Mission			
Vision	The vision of Kettering Elementary School is to provide a nurturing learning community of academic excellence for all young scholars and to promote a college and career readiness culture at the foundational level. Each student will acquire the skills to become life-long learners and contributing citizens within the local, state, national, and global arenas.		

Red font indicates the MSDE State Requirement for Targeted Support and Improvement Schools

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Mission	<ul style="list-style-type: none">● This vision will be realized with the collaborative interactions amongst all stakeholders (school, parents, community, and business partners) in the learning process.● It is our vision that all students demonstrate leadership in character development through consistency of common protocols and that all students will be actively engaged in their learning process.● We understand that technology is a necessity in the 21st century, must be maximized in each classroom, and further promotes student achievement.● We are dedicated to ensure that each student academically rigorous instruction and engages in high cognitive demand activities in every classroom

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Identification of 3 Priority Challenges, SMART Goals, & Focus Area Identification		
Identify Prioritized Challenges Statements	SMART Goal	Focus Areas
What are the 3 prioritized challenge statements?		What will we focus on to address this challenge?
<p>1 Student Profile: Discipline/Attendance 3 Subgroups have 33% or more that are chronically absent and missing instruction.</p>	<p>By May 2020, using the May Apex, Chronically absent, will decrease by 4% from 2018-2019sy to 2019-2020sy.</p> <ul style="list-style-type: none"> ● TSI Group: Hispanic, Students with Disabilities (SWD), English Learners (ELI)(Chronic absenteeism will decrease by 4%) Note: SY18 MSDE Report card data: TSI Groups Hispanic, 48%- SWD, 42.4%- ELL, 33.3% 	<p>Attend.Disc.:</p> <ul style="list-style-type: none"> ● Professional Learning Communities based on PBIS and attendance data ● Professional Development for Attendance team (Team to include routine work with the Pupil Personnel Worker)
<p>2 MCAP Mathematics Student/Black or African American student performance in mathematics show decreases (or limited gains and plateau) over the past three years.</p>	<p>On May 2020 administration of the MCAP math, students in Grade 4 meeting or exceeding/expectations will increase by 3% .</p> <ul style="list-style-type: none"> ● TSI Group: Hispanic/Latino (3% increase) 0%- 3% ● TSI Group: SWD (3% increase) 0%- 3% ● TSI Group: ELL (3% increase) 0%- 3% 	<p>MCAP Math:</p> <ul style="list-style-type: none"> ● Mathematics achievement in all grades ● Professional learning communities facilitated ● Professional Development

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3	<p>MCAP ELA/DRA DRA:</p> <ul style="list-style-type: none"> ● First graders in ‘16- ‘17 did not show an increase on the DRA in ‘17- ‘18. ● Between the 16-’ 17 & 18’19 SPED performance decreased significantly ● TSI Groups: Hispanic/Latino; SPED; ELL 	<p>On May 2020 administration of the MCAP ELA, students meeting or exceeding/expectations will increase by 3%.</p> <ul style="list-style-type: none"> ● <i>TSI Group: Hispanic/Latino (3% increase) 0%- 3%</i> ● <i>TSI Group: SWD (3% increase) 0%- 3%</i> ● <i>TSI Group: ELL (3% increase) 0%- 3%</i> 	<p>MCAP ELA/DRA</p> <ul style="list-style-type: none"> ● Professional Learning Communities ● Professional Development (running records)
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