

**Kettering Middle 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 Middle School Performance Plan		School Code	School Designation
School Name	Kettering Middle School	01326	
School Address	65 Herrington Drive		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	6-8		
Principal's Name	Denise Dunn		
Principal's Email Address	denise.dunn@pgcps.org		
School Phone Number	(301) 808- 4060		
Principal Supervisor's Name	Kelvin Moore		
Principal Supervisor's Email	kelvin.moore@pgcps.org		
School Vision & Mission			
Vision	Kettering Middle School: A positive learning environment equipping students to become successful and productive citizens who are well prepared for college and careers while seizing opportunities for lifelong learning in an ever-evolving world.		
Mission	The mission of Kettering Middle School is to provide for all students a strong instructional program within a professional learning community so students become responsible, productive citizens in a technological and diverse society		

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Identification of 3 Priority Challenges, SMART Goals, & Focus Area Identification		
Identify Prioritized Challenges Statements	SMART Goal	Focus Areas
<p>What are the 3 prioritized challenge statements?</p>		<p>What will we focus on to address this challenge?</p> <p><i>These focus areas will be used to craft the SMART goal for this challenge area.</i></p>
<p>1 The percentage of ineffective teachers at the school is high compared to that of the school district</p>	<p>During the 2019-2020 SY, new teachers rated ineffective will decrease by 5% on the final evaluation (professional practice)</p>	<ul style="list-style-type: none"> ● Professional Learning Communities (PLCs) to build the capacity of all teachers but especially new teachers ● Monitor the implementation of department and grade level collaborative planning as well as new teacher academy ● Teacher performance-evaluation, formal and informal observations, and student growth measures
<p>2 Our suspension rate is above the district average</p>	<p>During the 2019-2020 SY there will be a 2% decrease in the percentage of suspensions on the Discipline Apex Summary Report.</p>	<ul style="list-style-type: none"> ● Identify causes of suspensions-correlation between behavior and academic difficulty, repeat offenders ● School Culture -continued implementation of PBIS highlighting positives, disincentivizing negative behaviors ● Cultivate teacher practice through small PLCs to manage student

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			behavior and engage students
3	On average, less than 11 % of all students who took the Math MCAP in the last three years met expectations	At the end of SY2020 KMS will increase student mathematics performance by 5% on the SLO MCCR assessment (second administration)	<ul style="list-style-type: none"> ● Proper implementation of Math Department collaborative planning ● Teacher attendance and respect for collaborative planning time ● Job embedded professional development to build teacher capacity in mathematics content and pedagogy-peer observation and learning walks ● Math achievement in all grades