

**Kenmoor 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			
Kenmoor Middle School Performance Plan		School Code	School Designation
School Name	Kenmoor Middle School	1330	
School Address	2500 Kenmoor Drive, Landover, MD, 20785		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	6-8		
Principal's Name	Maha Fadli		
Principal's Email Address	mfadli@pgcps.org		
School Phone Number	301-925-2300		
Principal Supervisor's Name	Janice Briscoe		
Principal Supervisor's Email	jbriscoe@pgcps.org		
School Vision & Mission			
Vision	Our vision is to connect to powerful dreams and positive values for our students, staff, and parents. Kenmoor Middle School is a teaching and learning community where learning is a differentiated process and teaching is based on reflective judgment and student engagement. All stakeholders are focused on rigorous instruction and academic success for all. Teachers collaborate to improve instruction, learn new techniques and apply best practices. Staff and Administration are collegial team members that “Care to Make a Difference in Every Child’s Life.” We respect and appreciate diversity and strive to make parents our partners by having strong parental involvement.		

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Mission	Our mission is to improve academic achievement. We will take advantage of professional development opportunities, utilize formative and summative assessments to drive instruction, and build a strong base of skilled professionals.
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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? <i>These focus areas will be used to craft the SMART goal for this challenge area.</i>
1	Reinforce the PBIS program and progressive discipline within that program so that minor discipline issues are handled at the classroom level, freeing administrators for more serious infractions and providing greater instructional support and leadership.	During the 2019/20 school year will reduce student suspension by 5% as measured on the APEX suspension report.
2	Increasing the performance of 8th grade students on the MCAP would also impact the all sub groups performing below expectations, including special ed, ELL, FARMS, and Hispanic and African American populations.	During the 2019-2020 SY, increase student reading performance by 3% on the MCAP.
		<ul style="list-style-type: none"> ● Devise and implement a consistent working PBIS program across the school. Use a Google Doc for each team that tracks student infractions/successes. ● Administrators work in instructional leadership capacity instead of minor discipline referee.
		<ul style="list-style-type: none"> ● Increase support for students through intervention classes, tutoring, goal setting, and data conferences. ● Increase support for staff members providing targeted pd, modeling data conferences,

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			<p style="text-align: center;">setting up teacher partnerships</p> <ul style="list-style-type: none"> ● Increase MCAP achievement
<p>3</p>	<p>Reducing chronic absences for students would result in greater class instruction. This might increase student grades and test scores. In an effort to help reduce absences, we can create new google form(s) that capture parent contacts from teachers, counselors, and the PPW. We need teachers, counselors, and the PPW to increase and improve their efforts to contact families when their student(s) are not at school. Have bi-weekly SIT meetings to discuss student attendance by team.</p>	<p>During the 2019/20 school year we will decrease chronic absences to 7% (from 10%) through the use of bi-weekly SIT meetings and an improved communication tracking between home and school.</p>	<ul style="list-style-type: none"> ● Bi-weekly SIT meetings that include a discussion of student attendance. ● Create and maintain a Google Doc that tracks school to home communication related to attendance to be completed by teachers, counselors, and PPWs. ● Counselors review the Google Doc and meet with students that are frequently absent.