



PERRY G. KEITHLEY MIDDLE SCHOOL

12324 12th Ave S, Tacoma, WA 98444

253-298-4300

Tom Edwards, Principal

School Performance Report for 2015-2016

A Message from the Principal ~ Dr. Tom Edwards

The results of perception survey data, student discipline data, and achievement data (both benchmarking and Smarter Balanced Assessment) indicated a need to “reboot” our efforts at Keithley this year. Our August training had this very theme, “Reboot.” We are intentionally refocusing on our shared beliefs and the intentionality with which we work collegially and with our students. We are in our third year of PBIS Subteams, with new and changed team foci each year. This year, every certificated staff member and paraeducator is on one of these teams working toward school improvement in the following areas: common areas, START on Time!/Attendance, Inclusive School, PBIS lesson planning and data review, Equity, On-going regard, Multiculturalism, Parent engagement, and Meaningful Work. In addition to this work, Keithley is in the second year of implementing AVID schoolwide. This year’s focus is “Organize to Overcome,” which entails schoolwide binder implementation. All students are required to carry a binder to increase organization and educational success. Continuous improvement is the goal of all we do and we monitor our progress on a regular basis via Academic and Behavior Checkpoint meetings with teacher teams.

Keithley Student Demographics

Enrollment		
October 2015 Student Count		737
May 2016 Student Count		726
Gender (October 2015)		
Male	351	47.6%
Female	386	52.4%
Race/Ethnicity (October 2015)		
American Indian/Alaskan Native	7	0.9%
Asian	27	3.7%
Native Hawaiian/ Other Pacific Islander	55	7.5%
Asian	27	3.7%
Black	100	13.6%
Hispanic	204	27.7%
White	240	32.6%
Two or More Races	104	14.1%

Special Programs		
Free or Reduced-Price Meals (May 2016)	586	80.7%
Special Education (May 2016)	101	13.9%
Transitional Bilingual (May 2016)	31	4.3%
Migrant (May 2016)	2	0.3%
Section 504 (May 2016)	19	2.6%
Foster Care (May 2016)	2	0.02%
Other Information		
Unexcused Absence Rate (2015-2016)	3347	2.8%

Keithley Teacher Information

Classroom Teachers	50
Average Years of Teacher Experience	8.8
Teachers with at least a Master's Degree	80.0
Total number of teachers who teach core academic classes	38
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	161



Keithley 2015-2016 Guidelines for Success/Mission Statement

Kolts to the **C.O.R.E.** Collaboration empowers us as professionals to meet our **O**bligation to our students, to ensure that we are **R**elentless in our pursuit of **E**xcellence on their behalf, both in classroom instruction and as mentors outside the classroom.

2015-2016 Keithley Beliefs Statements

“We believe every student can learn and wants to be successful.”

- 1) We will create a culture that fosters high quality academics while promoting responsible citizenship.
- 2) We will encourage our students to believe in their ability to reach their full potential.
- 3) We will promote the belief in each student that he or she can overcome any obstacle to success. We will partner with our community to strengthen a culture of mutual respect.
- 4) We will use effective strategies based on student assessment to engage students in learning.



Kolts to the CORE

Guidelines for Success/Mission Statement

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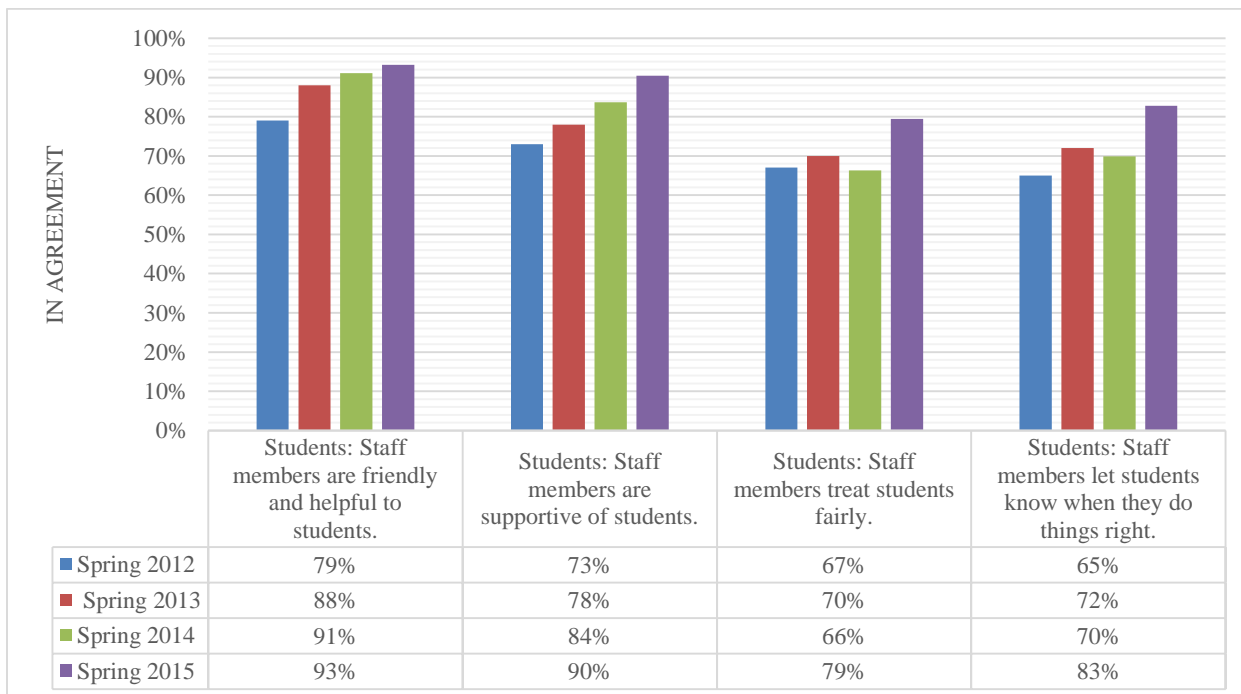
Facility Information



Perry G. Keithley was built and opened in 1961. Additional space was added in 1967 and we became a middle school in 1985. We are named for Perry G. Keithley, Jr. who served as a principal and superintendent in our district. The school was completely remodeled during the summer of 1999.

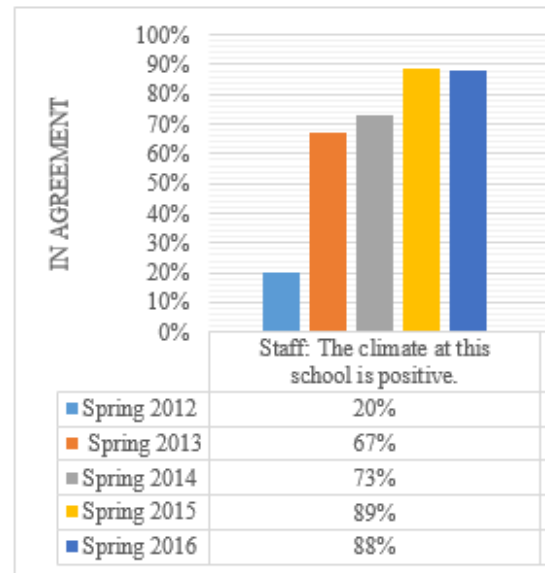
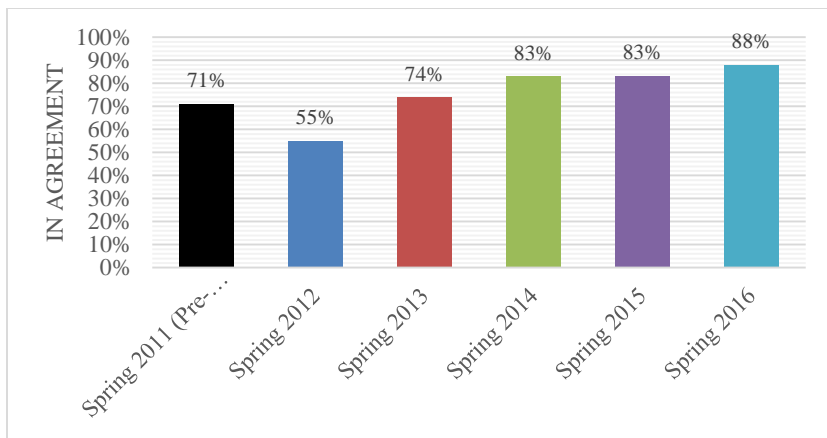
Our building facility is used by the community, Franklin Pierce Schools, and parent groups for meetings and activities. Keithley's fields are also used by many sport teams including the Summit Parkland Youth Association and Pierce County Parks. Approximately two hundred dates a year are reserved for use of our facility by various groups for a variety of activities. Keithley Commons is the third newest building in the district. The new building serves as the central kitchen for all Franklin Pierce elementary schools as well as feeding Keithley students. The Commons' performing arts stage, band room, and multipurpose computer lab are a showcase for the District.

Keithley student perceptions of staff as evidenced by student climate survey

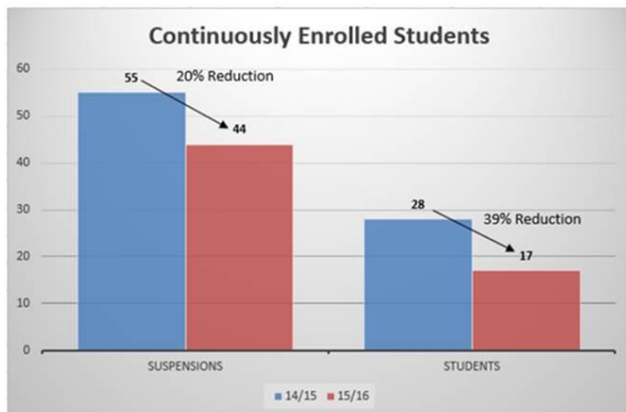


Organizational health as evidenced by Staff Perceptions of Behavior and Discipline Survey

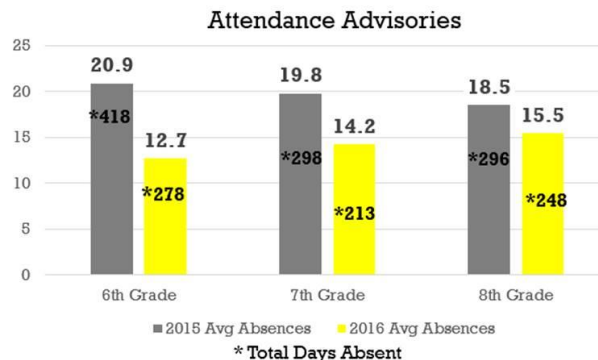
"I have trust in my administrator's ability to lead us through change."



- Reduce the suspension percentage of 14/15 suspended student subgroup (now 7th and 8th graders) by 30%.



- Decrease chronically absent students from 9.5% (14/15) to 8% or less (15/16) of total enrollment



72% of Keithley Students have "Regular" Attendance (fewer than 10 absences)

Strategies and Action Steps in place to increase academic achievement for each grade level

- Effective analysis of student achievement data for Multi-Tiered System of Supports and professional development.
- Tier 1 Core Programs
 - Standards Based Instruction and Assessment
 - Common Assessments analyzed in Professional Learning Communities
 - AVID: Cornell Notes and Binders for organization schoolwide (Theme: "Organize to Overcome")
 - Sheltered Instruction Observation Protocol (SIOP) and AVID strategies to increase academic language development
 - Big 8 engagement strategies: Expectations, Time Limits, Cueing, Attention Prompts, Proximity, Signals, Voice, and Tasking.
 - Differentiated Instruction
 - Oral Reading Fluency (ORF) and Math Computation (MCOMP) Curriculum-Based Measure (CBM) benchmark testing of all students for data for staff to provide instructional decisions and monitor growth.
- Intensive intervention programs in place for students who have failed to meet standard with core instruction:
 - Direct Instruction literacy programs for tier three reading students (120-minute block)

- Math support- students identified as needing additional assistance in math receive instruction in Direct Instruction curriculum in small groups with support of Title 1 Learning Specialist as well as UWT Interns teaching math facts small groups.
- Level 1,2 ELL for beginning English learners
- Subgroup interventions tracked by grade level teams
- Progress monitoring via AIMSweb for all students in strategic and intensive interventions
- Professional development for instructional initiatives:
 - Training and implementation activities for AVID, led by AVID Site Team.
 - Instructional Coach providing support for Professional Learning Community data analysis, professional development and individualized teacher observation and feedback cycle.
 - Learning Specialist position to support MTSS data process and instruct small group intervention classes.
 - Training and implementation activities for Explicit Instruction and the following components: Levels of Questioning, Guided Practice, Independent Practice, Reading in Content Area (close reads, short reads), Increased Opportunities for Student Responses, and Vocabulary.
 - Support for Direct Instruction provided by University of WA - Tacoma
 - Common planning and collaboration professional learning community model: staff focus on the five essential PLC components: focus on learning, create a collaborative culture, clearly define what students must learn, constantly measure effectiveness, and respond collectively when students do or don't learn.

2016-2017 District Budget

District Fund Balance

16-17 Beginning Fund Balance	\$8,650,543
Income	\$102,233,801
Expenses	-\$101,664,054
16-17 Ending Fund Balance	\$9,220,290

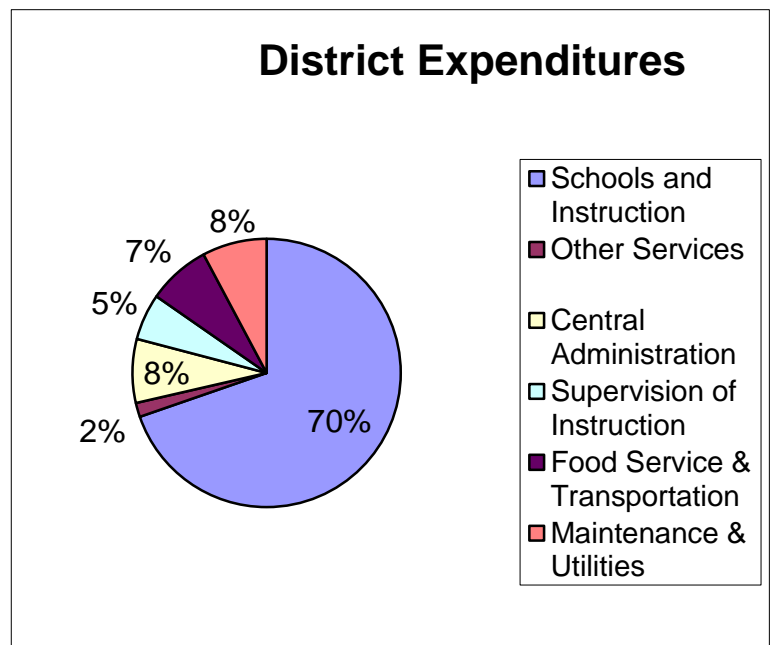
General Fund / Income

Tax Base (Local Property Tax)	\$24,349,144
State Support	\$69,420,819
Federal Support	\$8,344,338
Other Sources	\$119,500
Total	\$102,233,801

Expenditures Per Student

Teaching Activities	43.76
Teaching Support	9.25
Food Service	3.09
Transportation	2.66
Building Administration	4.24
Building Operation	5.92
Central Administration	5.85
Other Support Services	1.29
Total Cost Per Day	76.07

Schools and Instruction	69.70%
Other Services	1.70%
Central Administration	7.69%
Supervision of Instruction	5.58%
Food Service & Transportation	7.55%
Maintenance & Utilities	7.78%
Total	100.00%



2015-2016 Performance Report

District Fund Balance

15-16 Beginning Fund Balance	\$7,822,017
Income	\$98,330,970
Expenses	<u>-\$97,732,471</u>
15-16 Ending Fund Balance	<u><u>\$8,420,516</u></u>

General Fund / Income

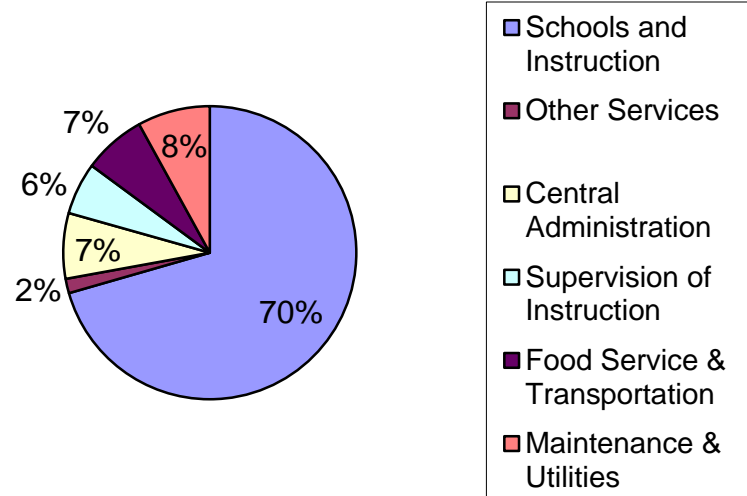
Tax Base (Local Property Tax)	\$22,923,799
State Support	\$66,554,450
Federal Support	\$8,737,221
Other Sources	<u>\$115,500</u>
Total	<u><u>\$98,330,970</u></u>

Expenditures Per Student

Teaching Activities	43.52
Teaching Support	9.14
Food Service	2.80
Transportation	2.34
Building Administration	4.28
Building Operation	5.97
Central Administration	5.40
Other Support Services	1.19
Total Cost Per Day	74.64

Schools and Instruction	70.55%
Other Services	1.59%
Central Administration	7.23%
Supervision of Instruction	5.74%
Food Service & Transportation	6.89%
Maintenance & Utilities	8.00%
Total	100.00%

District Expenditures



District Vision

Every student graduates from high school prepared to succeed in post-secondary education.

District Core Business

Engage all students in rigorous, relevant, high quality work.

District Beliefs

We Believe

- Every student can learn to think, reason, and achieve at high levels.
- Every student can learn more every day.
- Every student has potential for educational and economic success beyond high school.
- Every teacher is a “leader of learning” whose primary job is to engage students in meaningful experiences that result in desired learning.
- Every staff member has the ability to build positive relationships with students that contribute to learning.
- Every school principal is a “leader of leaders”.
- Every staff member has the responsibility to support the core business.

District Mission

To provide students an engaging educational environment, built upon proven academics and high standards, resulting in successful and contributing citizens.

District Goals

1. Increase academic achievement of all students.
2. Prepare students for success beyond high school.
3. Maintain safe and caring schools.
4. Promote family and community involvement in our schools.