

Perry G. Keithley Middle School

12324 12th Ave S
Tacoma, WA 98444
253-298-4300
Dr. Tom Edwards, Principal

School Mission Statement

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

School 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.

A Message from the Principal

At PG Keithley Middle School, our staff is collectively invested in our "why" (at right). I'd like to take this opportunity to describe and celebrate the impactful work our staff is doing. Each staff member is a member of one of our six 'Foundations Subteams', each of which focus on an important school improvement effort:

Alternatives to Suspension

Purpose: Reduce student exclusion and increase effective use of alternatives to suspension.

Why: The evidence is clear that school exclusion has alarmingly detrimental impact on students' future success. Members of this subteam will engage in a book study of *Don't Suspend Me* to inform the behavior Multi-tiered System of Supports (MTSS) at PGK through implementation of the book's three-pronged approach to higher level student behavior incidences: restoration, reflection, and instruction.

Diversity (LGBTQ/Culture/Race)

Purpose: To ensure each student, regardless of background, experiences a supportive and inclusive learning environment.

Why: The team will use an "Inclusive School Scan" to identify and prioritize needs and develop next steps for students to see and feel their diversity and cultures are represented in Keithley's culture. The team may consider how we communicate to family members who do not speak English. Do we need some of our policies and procedures translated, and if so, in what languages? How can we celebrate the cultures represented at our school? How do we consider ALL stakeholders in our day-to-day decision making, as well as our system wide choices? Diversity sub-team will create opportunities for learners to excel, educators to dismantle a deficit mindset, and build bridges with parents and community partners as we all work together to realize and benefit from the value of diversity through increasingly equitable and inclusive practices. Diversity sub-team members may also have the opportunity to work on the district level Equity team.

Ongoing Regard

Purpose: Create opportunities for staff to celebrate and express appreciation of each other.

Why: Regular expression of genuine appreciation of behavior is the language of on-going regard. The intention is to enhance the quality of a special kind of information: Informing the person about our experience of him or her. It is practice of non-characterizing, non-attributing communication. "We all do better at work if we regularly experience that what we do matters, that it is valuable, and our presence makes a difference to others."

PGK 101

Purpose: Provide support in the first year at a new school.

Why: Whether you are a first-year teacher or have had successful teaching experiences, being a teacher can feel overwhelming. PGK 101 supports new staff at Keithley in several unique and intentional ways. The BEST mentors provide training and support in the eVAL process using modules and collaboration. There are several activities taken from the book "Fostering Resilient Learners" that provide opportunities for deep reflection and heartfelt sharing. The Problem of Practice is addressed using a specially designed process we call STOIC PLC. Teachers learn to use data to design a class-wide function-based intervention to regain lost instructional minutes.

Recognition

Purpose: Promote recognition.

Why: An integral part of a Positive Behavior Interventions and Supports (PBIS) initiative is to recognize the positive behavior shown by our students. Once appropriate behaviors have been taught, they should be acknowledged on a regular basis. Rewards and recognitions are a core

feature of building a positive school culture. They make a difference during the initial behavior change and when reinforcing a sustained behavior change (Doolittle, 2006). At PGK we focus on the behaviors we want to see in students. We will work to keep this part of the PBIS system at the forefront to create a positive and supportive school climate.

Self-Care and Mindfulness

Purpose: Promote a culture of health to counteract the demands of being a teacher and working in education.

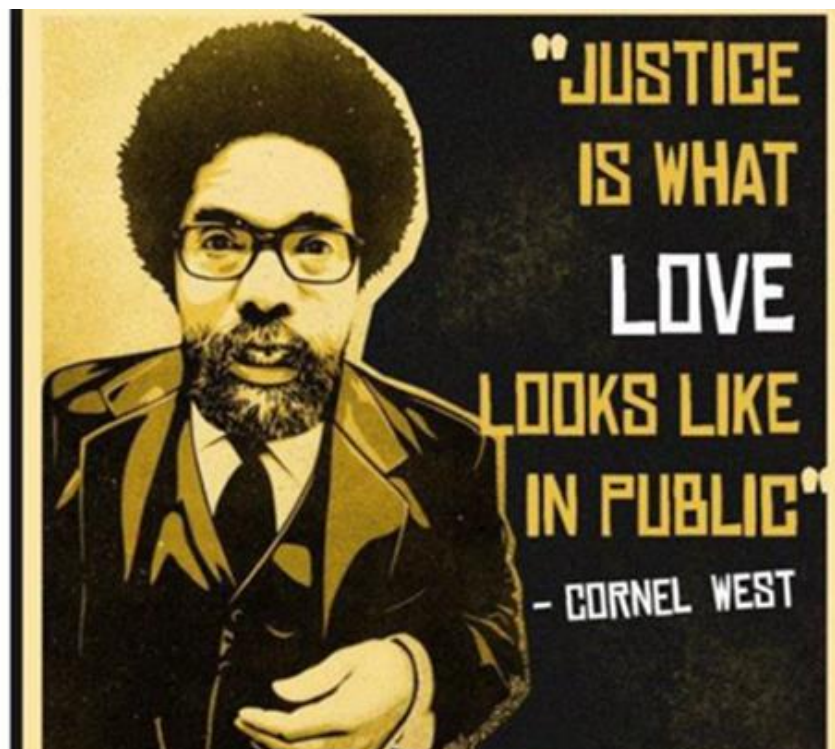
Why: Professional development and teaching go hand in hand. Educators are constantly evolving, changing, and incorporating the latest studies and practices for the betterment of their students. Among the topics that are high on the list are both mindfulness and self-care in the classroom. Since mindfulness and self-care benefit us and our students in many ways, we will work to bring new methods to staff so they can embed these skills in their teaching practices and personal lives.

These sub teams meet monthly and drive the important work forward for students and staff alike. We at PGK, are proud of this work and look forward to seeing the positive change each individual is able to realize as a collective!

OUR WHY

- **SOCIAL JUSTICE**
- **Urgent Instruction:** Student Engagement; STOIC
- **Community Engagement:** PGK and Greater Parkland

Kolts to the CORE!



2018-2019 School Information



868

Students Enrolled



87.6%

Students Regularly Attend



22.0% **38.3%**

Met Math Standards

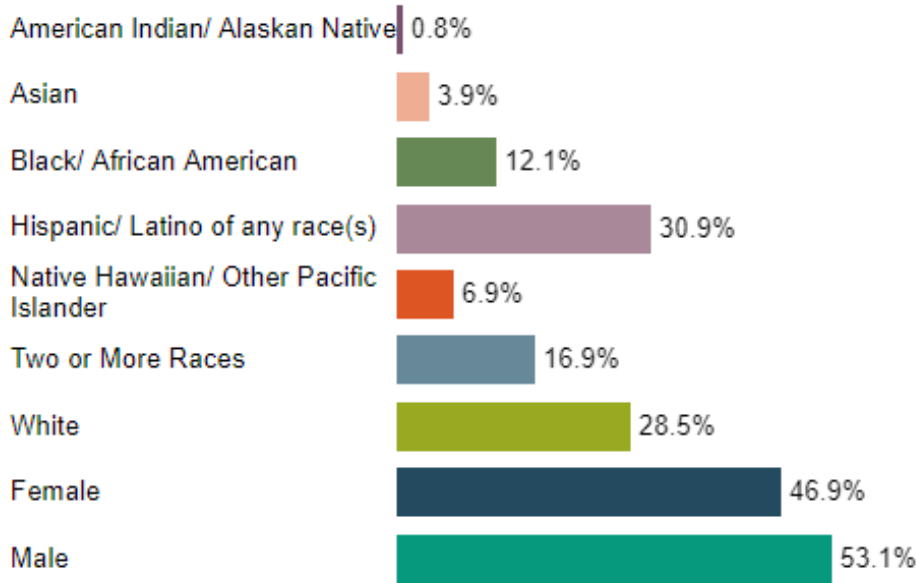
Met ELA Standards



\$14,204

Per-pupil Expenditure

Enrollment by Student Demographics



To view the complete report visit:

<https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/102277>

Perry G. Keithley Facility Information

Perry G. Keithley 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 Keithley. The Commons' performing arts stage, band room, and multipurpose computer lab are a showcase for the District.

Parent/Community Feedback Summary

For the fifth consecutive year, more than 90% of parent/guardians reported being proud their student attends Keithley (93%). In the 2018-19 academic year, PGK had an intentional focus on partnering with community organizations as well as families. The 2018 Back-to-School night hosted 20 community partner organizations that showcased their resources to 251 family members. Community organizations included Molina Healthcare, Lindquist Dental Clinic for Children, Parkland-Spanaway Library, Shared Housing and others. Following response to a community survey about family interests, PGK partnered with PTSA to host two family movie nights and a family training. Both movie nights were well attended by 50 plus parent/guardians and students.

Plans for Learning Improvement

For English-Language Arts, our staff is working to implement Self-regulated Strategy Development (SRSD), an instructional approach designed to help students learn, use, and adopt the strategies used by skilled writers. It is an approach that adds the element of self-regulation to explicit, scaffolded instruction for writing. Our teachers have noticed after the first year of implementing the new Pearson *My Perspectives* ELA curriculum, that explicit writing instruction was missing. We are excited about SRSD and how it pairs what we are learning about adolescent brain science with quality instruction for writing!

For mathematics, our team is engaged in a three-part improvement process: (1) Increase in public documentation of student work, (2) Unified lesson design template, and (3) Common summative tasks and grade book alignment. Now, you can walk into any math classroom at Keithley, and see similar lesson design resulting in students doing math at the board, on individual white board and even their desks and tables! Engagement in math tasks is the focus and it is visible each and every day. Within the scope and sequence of learning improvement, there is also a concerted effort to increase monthly family engagement opportunities, including three evening events focus on the needs of the English Learner (EL) community, supported by grant funds from the WA State Office of System and School Improvement.

Fall: The first EL parent night was held in conjunction with Back to School Night, September 26. The goal was to provide parents and guardians of ELs resources for their own language learning or education, as well as resources to support their child's language and literacy development at home. We explicitly taught and demonstrated literacy-building strategies that can be done at home, like read-aloud, using pictures to predict, fluency practice in a game format, and retelling each other what they have read. Reading materials were provided for families to take, along with reminders on checking out books from their ELL class, school library, and local libraries. We provided lists of books that are both at different readability levels and reflect a range of cultures and genres. Parents had the opportunity to ask questions about the school's policies and procedures.

Winter: The goal of the winter and spring family engagement events is to cultivate the feelings of belonging and pride in our EL students and their families, acknowledging their value as multi-lingual members of our school community. The winter evening event will be a holiday/end of year celebration meant to showcase the diversity of cultures represented at our school through food, music, games, and entertainment. This event would also promote lines of communication among the families and school.

Spring: For the spring event, EL students will have the opportunity to share samples of their original written work and art created in or out of school. The evening would include an open mic portion as well as a gallery of displayed student work to provide a meaningful context in which students can demonstrate their learning, growth, talent, and creativity to their families and school community. Sample student work like their six-word-memoirs, personal growth quotes, and representational art would all be displayed. A community member will be asked to speak around the theme of "the value of multi-cultural identities".

Through these three evening events, we hope to provide EL students and their families a bridging of worlds in which parents and guardians can recognize each other as a resource and support network, and their children can further embrace and integrate their school life as part of their growing identities.



Franklin Pierce Schools District Statements

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 Mission

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

District Goals

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

2018-2019 FPS District Budget

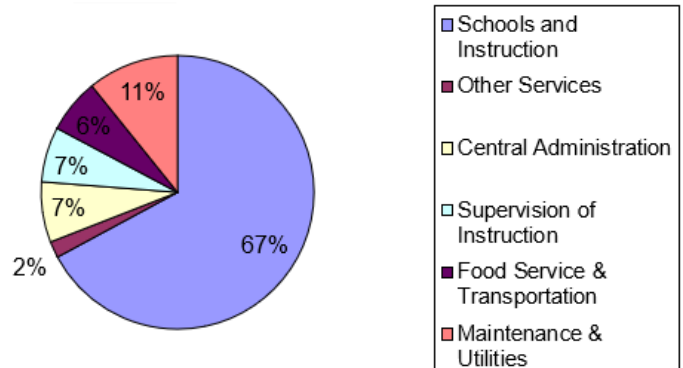
District Fund Balance	
18-19 Beginning Fund Balance	\$18,208,020
Income	\$121,213,531
Expenses	-\$127,907,104
18-19 Ending Fund Balance	\$11,514,447

General Fund / Income	
Tax Base (Local Property Tax)	\$16,560,665
State Support	\$95,352,446
Federal Support	\$9,298,420
Other Sources	\$2,000
Total	\$121,213,531

Expenditures Per Student	
Teaching Activities	\$50.61
Teaching Support	\$11.03
Food Service	\$2.91
Transportation	\$3.00
Building Administration	\$5.99
Building Operation	\$9.92
Central Administration	\$6.57
Other Support Services	\$1.78
Total Cost Per Day	\$91.81

2018-2019 FPS District Expenditures

Schools and Instruction	67.14%
Other Services	1.94%
Central Administration	7.15%
Supervision of Instruction	6.53%
Food Service & Transportation	6.43%
Maintenance & Utilities	10.81%
Total	100.00%



Volunteer Engagement

Education is truly a cooperative effort among parents, students, staff, and the community. Your support and help are needed and appreciated. We invite you to attend our many public programs, including sports competitions, plays, concerts, and other special events.

If your business is interested in establishing a school/business partnership, please contact the Superintendent's Office at 253-298-3000.

If you are interested in volunteering at Perry G. Keithley School, please contact the office manager at 253-298-4300 to learn about what opportunities are available. Volunteer applications must be completed online at www.fpschools.org. All individuals assisting with student activities are required to complete the online volunteer application and be cleared by the Washington State Patrol. Examples of volunteer activities would be field trips, dances, and helping in classrooms. Volunteer applications are good for the current school year only and must be updated after July 31st each year in order to remain an active volunteer.

Non-Discrimination Statement

Franklin Pierce Schools does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Questions and complaints of alleged discrimination should be directed to Mr. James Hester, Compliance Coordinator for State and Civil Rights Laws; Wendy Malich, Title IX Officer; or John Sander, 504/ADA Coordinator at 315 129th St S, Tacoma, WA 98444-5099 or at 253-298-3000.

