

# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

<b>Title:</b>	<b><u>Building Student Achievement: Marysville School District and the Tulalip Tribes</u></b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input checked="" type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant to Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	<p>SBE's 2011-14 Strategic Plan calls for the Board to provide policy leadership for closing the academic achievement gap. SBE established objectives related to closing gaps, stating that it would:</p> <ul style="list-style-type: none"> <li>• Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English Language Learners.</li> <li>• Monitor how the Required Action and the Merit school process is working in closing the achievement gap.</li> <li>• Advocate to the Legislature for state funding of all-day Kindergarten and reduced class sizes.</li> <li>• Promote early prevention and intervention for grades K-3 students.</li> </ul>	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Marysville School and District leaders and a Tulalip Tribes representative will present an overview of their initiatives to partner together to support students, close achievement gaps, and implement School Improvement Grants at three schools. Marysville's work intersects with the SBE's strategic plans and responsibilities in multiple ways:</p> <ul style="list-style-type: none"> <li>• Marysville received School Improvement Grant funds for Tulalip Elementary and Totem Middle School beginning in 2010-11 and Quil Ceda Elementary beginning in 2011-12.</li> <li>• Marysville School District's work in partnering with the Tulalip Tribes serves as a potential model for closing achievement gaps.</li> <li>• Tulalip Elementary receives state funding for a full-day Kindergarten program.</li> <li>• The SBE just approved a waiver request for the 2010-11 school year for Quil Ceda and Tulalip Elementaries.</li> </ul>	

## *Marysville School District and The Tulalip Tribes – Partnerships and Initiatives 2011*

### ***Support for Tulalip Students***

- **K-4 staffing** for smaller class sizes at Tulalip and Quil Ceda Elementary
- **Math and Literacy** training, coaching, and materials for Tulalip and Quil Ceda
- **Math Recovery** partnership with Native American Center in Wyoming
- **Additional staffing and programs** at Tulalip Heritage High School. Artist in residence, reading program specialist, credit retrieval teacher, math coach, WITS consultant, field trips, supplies, FIRE specialist.
- **Gates Grant for Heritage:** Funding for Tulalip and Marysville to work together to develop a shared vision.
- **Liaisons, Youth Advocates, and SRO** at schools with larger Native enrollments
- **Parent Meetings:** Monthly meetings are coordinated by Chrissy Dulik Dalos, Indian Education Manager. Teachers and administrators make a special effort to attend.
- **Early Learning:** With the sale of Tulalip Elementary, the Tulalip Tribes will utilize the site for an Early Childhood Learning Center to serve 500 preschool students.
- **Lushootseed** is taught at Tulalip Elementary.

***Sovereignty Curriculum:*** Tulalip Tribes has worked with the district to develop special units at:

- 3<sup>rd</sup> grade: Field trips to Tulalip
- 4<sup>th</sup> grade: Native history and culture units
- 5<sup>th</sup> grade: Lushootseed story telling units
- 8<sup>th</sup> grade: Native American unit in Washington State History

### ***District Wide Support - \$1.26 million grant***

- **Multicultural Respect:** Dr. Stephanie Fryberg, Tulalip member and nationally recognized leader/researcher in Native education, serves as a consultant/advisor to the district respect work. Their recent work included looking at the growth mindset work of Carol Dweck.
- **Curriculum and Instruction:** The Tulalip grant will pay for needed middle-level science curriculum and professional development; math materials, teacher training, and two district math coaches; a new data system to better track/analyze student achievement/discipline.

### ***Additional***

- **Shared Facility Agreement:** The district and the Tulalip Tribes hold a mutual agreement on space utilized for student learning such as; Early Learning at Tulalip, Move Up (online learning) at Tulalip Tribes.
- **Online Learning:** Move Up is our online learning program with Advanced Academics. Bruce Campbell, Home-School teacher, acts as tutor for students and their online learning and supports students in their efforts.
- **Turnaround Schools to share campus:** With the sale of Tulalip Elementary, the staff and students will relocate to Quil Ceda Elementary. The Tulalip sale will save the district \$400k a year in operating costs.
- **Board to Board meetings:** The Marysville School District and Tulalip Tribes board/staff meet several times per year to discuss initiatives, successes, items of mutual interest and concern.

## Totem Math Work

Our literacy work over the last three years produced impressive gains. Our math scores however, were not moving. Our Quick Wins this year focused on improvement of math instruction and intervention strategies for struggling students. We hired an extra math teacher to lower class sizes in the 6th and 7th grade math classes. Totem also hired a half-time math coach to work with teachers on instruction, student engagement, and standards-based lesson planning.

**MAPs Testing:** Totem used the Measurement of Academic Progress (MAP) assessment identify student needs, select additional support and inform instruction. Ninety-nine 8th graders took the Algebra EOC (more than the other two middle schools combined). MAPs data was used to identify those 120 students who needed the most help. Principal met individually with each student. Seventy percent of these lowest performing students passed the regular math class.

**More Time for Math:** Every student received two periods of math. Students with greater needs had three periods of math. To make this work, every teacher in the school teaches a math intervention class during the last period of the day – called PRIDE time. Students above grade level get an enrichment class, those at grade level get a pre-teaching lesson and those below grade level get a math skills class. Teacher teams met every Thursday after school to look at student data and interventions in the PRIDE classes. At the Semester, students were reassessed and moved up based on their skill levels. Five classes of students (150 students) moved from basic skills to grade level work. Two classes of students (60 students) moved from on level to enrichment.

	Sixth Grade			Seventh Grade			Eighth Grade		
	From	To	Change	From	To	Change	From	To	Change
Enrichment	2	3	+1	2	3	+1	2	2	0
Pre-teach	3	4	+1	4	6	+2	3	4	+1
Math Skills	5	4	-1	3	0	-3	3	2	-1

### Biggest Lessons Learned.....

**Quick Cycle Times:** Our Quick Wins (12 week goals) helped us make mid year changes. When something didn't work, we changed it. Several times this year we made plans that did not work. Instead of just sticking with those plans and hoping things improved, we made a change in structure, strategy, or content. All decisions were based on data and what students needed in order to succeed.

**Progress Monitoring** informed teachers' instructional decisions AND raised student engagement and effort. All teachers charted student progress in math skills in their PRIDE classes. Students looked forward to the weekly progress assessments and tried to beat their previous scores. This created an academic environment where students were encouraging each other to try harder.

**Hard Work:** ALL students can learn at high levels. All of Totem students were in grade level math classes or higher. Those students that struggled were identified and assigned additional math intervention classes for support. There was NO dumbing down of the curriculum. We needed to accelerate the learning of those students identified through our formative assessments as needing more skill based work to support their work in the regular grade level classes.

**Collaboration Time:** Time for teacher collaboration is essential. Teachers have two planning times: one for planning their lessons and one for collaboration. Collaboration time provides opportunities to review data, look at student work together and use data to inform instruction.

Robert Kalahan, Principal \* Totem Middle School \* Marysville School District

## ***Joint Resolution***

WHEREAS, there is a need to work together to increase awareness and understanding about Native American Tribes, people, culture, history and governance; and

WHEREAS, there is an opportunity to further Native American student achievements in high school, post secondary and career education; and

WHEREAS, the Tulalip Tribes, the Tulalip Foundation, the Washington Office of Superintendent of Public Instruction, and the Marysville School District have entered into a memorandum of understanding as a first step to help raise academic achievement and make students life-ready by improving scores in academic assessments and increasing graduation rates; and

WHEREAS our plan will focus on high risk children who are underrepresented at graduation; determine when these children disengage from the education process; and align plans, programs, curriculum, educator and counselor understanding and other support to stimulate and improve academic achievement and boost career and technical skills; and

WHEREAS, the strategy of this collective group is to raise resources and funding for high-interest, hands-on Career and Technical Education program offerings; to introduce high-quality curriculum materials that prepare students for success in high school, career and postsecondary education; to seek partnerships that provide internships, apprenticeships and early college opportunities for students; and to expand awareness and appreciation for Native American cultures, tradition, history and governance; and

WHEREAS programs are already underway such as the new science curriculum for middle and high schools; and maximizing interest and participation in existing Career and Technical Education (CTE) programs starting with Digital Design and Wearable Metals and Jewelry Design programs at Heritage High School; and

WHEREAS our partnership includes new resources from the Tulalip Tribes (\$20,000); the Marysville School District (\$15,000); the Office of Superintendent of Public Instruction (\$20,000); the Bill and Melinda Gates Foundation (\$40,000);

**BE IT RESOLVED THAT** all parties will collaborate under this plan to refine and expand curriculum, process and understanding to raise academic achievement and increase graduation rates in the district.

Marysville School Dist.	State OSPI	City of Marysville	Tulalip Foundation	Tulalip Tribes
Heritage High School	Bill & Melinda Gates Foundation	Rep. XXXXXX	Rep. XXXXX	Sen. XXX
_____	_____	_____	_____	_____

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## **Building Strong Relationships with Tribal Nations**

**Every culture is unique and wonderfully complex. No culture can be reduced to a few do's and don'ts without over-simplifying. At the risk of omitting the true intricacies of a rich culture, these are a few of the things that I keep in mind as I continue to learn how to interact respectfully across cultures.**

*- Larry Nyland*

<ul style="list-style-type: none"> <li>Do make yourself accessible at all levels: from superintendent, cabinet, principals to all tribal people from Chairman of the Nation to the "auntie" or grandma who may be calling to advocate for one of the children.</li> </ul>	<ul style="list-style-type: none"> <li>Don't ignore requests to get involved and don't be too quick to delegate. Taking personal interest earns trust and builds bridges to the community.</li> </ul>
<ul style="list-style-type: none"> <li>Do build new relationships as a learner; observe, notice and then ask questions quietly and privately while seeking to understand.</li> </ul>	<ul style="list-style-type: none"> <li>Don't ask too many questions publicly and don't come across as attempting to "fix," "save," or "know what 'you people' need."</li> </ul>
<ul style="list-style-type: none"> <li>Do refer to students respectfully as "our children/students" or _____ Tribal people.</li> </ul>	<ul style="list-style-type: none"> <li>Don't refer to "those children" or "those people."</li> </ul>
<ul style="list-style-type: none"> <li>Do expect all relationships will take a lot of time, trust, respect and give and take.</li> </ul>	<ul style="list-style-type: none"> <li>Don't expect one or two meetings per year will build deep relationships.</li> </ul>
<ul style="list-style-type: none"> <li>Do prepare to hear hard things: listen to past hurts and hardships; keep an open mind; and, acknowledge past mistakes in communication and actions.</li> </ul>	<ul style="list-style-type: none"> <li>Don't ignore the history of strained relationships; memories linger and matter.</li> </ul>
<ul style="list-style-type: none"> <li>Do show you care by attending Tribal activities; funerals, celebrations, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Don't assume that business relationships stand apart from caring emotional ties.</li> </ul>
<ul style="list-style-type: none"> <li>Do start small: find things you can do together (smaller MOUs) and follow through on all commitments.</li> </ul>	<ul style="list-style-type: none"> <li>Don't assume that one meeting or one partnership will lead immediately to something bigger (a 1495 agreement).</li> </ul>
<ul style="list-style-type: none"> <li>Do recognize Tribes', groups' and individuals' contributions to your district and its communities ... by saying "thank you."</li> </ul>	<ul style="list-style-type: none"> <li>Don't assume that they know how you feel.</li> </ul>
<ul style="list-style-type: none"> <li>Do think about respect and protocol: recognize sovereign nation status and make contacts through school district superintendent or board chair. Take subordinates to invited meetings but don't send them in your place.</li> </ul>	<ul style="list-style-type: none"> <li>Don't take on airs or portray in any way that the district is more important than the Tribal Nation.</li> </ul>
<ul style="list-style-type: none"> <li>Do be aware of protocol and dress accordingly; business casual is often more appropriate than formal coat and tie.</li> </ul>	<ul style="list-style-type: none"> <li>Don't dis-respect by over or under dressing.</li> </ul>
<ul style="list-style-type: none"> <li>Do schedule regular meetings to discuss items of common interest. Developing informal agendas together may be more appropriate than bringing (mental check lists) may be more appropriate than detailed to do lists.</li> </ul>	<ul style="list-style-type: none"> <li>Don't take printed agenda's which may appear (unintentionally) to be controlling the meeting.</li> </ul>
<ul style="list-style-type: none"> <li>Do follow up after regular meetings with a brief email meeting summary to the Leader(s) on what was discussed ...</li> </ul>	<ul style="list-style-type: none"> <li>Don't slant the minutes; reflect accurately all points of view shared.</li> </ul>

reinforcing the partnerships.	
<ul style="list-style-type: none"> <li>Do your homework; know your district's data; bring spreadsheets when requested</li> </ul>	<ul style="list-style-type: none"> <li>Don't assume that Tribal representatives will know about district programs or student success.</li> </ul>
<ul style="list-style-type: none"> <li>Do pick up the phone and call immediately if there is a serious issue with a Native student and/or district employee.</li> </ul>	<ul style="list-style-type: none"> <li>Don't assume that there won't be a problem or that it will blow over.</li> </ul>
<ul style="list-style-type: none"> <li>Do expect that there is a range of human interests (as there is in any group of people); ALL families want their children to do well, however how they measure success may vary.</li> </ul>	<ul style="list-style-type: none"> <li>Don't assume that all families think or feel the same on any given issue.</li> </ul>
<ul style="list-style-type: none"> <li>Do make sure you know those you are working with, the department and family they represent, and the name they wished to be called; protocol, position and hierarchy are extremely important.</li> </ul>	<ul style="list-style-type: none"> <li>Don't assume that position is the only factor that matters.</li> </ul>
<ul style="list-style-type: none"> <li>Do recognize the power of two way communication. Listen for understanding, clarify what you heard and be as clear as possible in stating your issues/needs. Note: Montgomery County MD, does joint parenting books with parents who help craft joint messages and sign the title page.</li> </ul>	<ul style="list-style-type: none"> <li>Don't assume that we have all the answers.</li> </ul>
<ul style="list-style-type: none"> <li>Do listen to elders; each elder that speaks will often echo and build on a common circular theme.</li> </ul>	<ul style="list-style-type: none"> <li>Don't assume that you can cut to the chase by being autocratic or super focused.</li> </ul>
<ul style="list-style-type: none"> <li>Do recognize that Tribal governance – just like a school district – has many separate departments; relationships in one department may or may not carry over to other departments. Eg: <ul style="list-style-type: none"> <li>Tribal board: chair, vice-chair, and committees</li> <li>Indian Education committee; parent education committee</li> <li>Education leaders (staff) for: pre-school, native history and culture, liaisons, advocates, summer programs, education.</li> <li>Charitable table contributions to the community.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Don't assume that one department knows about efforts underway with a different department.</li> </ul>
<ul style="list-style-type: none"> <li>Do seek out and get to know individuals in each of the above areas.</li> </ul>	<ul style="list-style-type: none"> <li>Don't assume that one set of relationships will be sufficient.</li> </ul>

# Learning Environments

## What Works and What Doesn't – in Multi-Ethnic Schools and Classrooms

Failure - What doesn't work	Success – What does work
<p>1. <u>Depersonalized school context</u>—"industrial" "school-as-factory"</p> <ul style="list-style-type: none"> <li>• "Professional distance" from students by adults</li> <li>• School environments with <u>little connection, no sense of community and belonging</u> for students of color/in poverty</li> </ul>	<p>1. Foster <u>relationships</u></p> <ul style="list-style-type: none"> <li>• Act as "Warm Demander": Everything is about <u>caring</u></li> <li>• Build school environments that promote <u>connection, a sense of community and belonging</u></li> </ul>
<p>2. <u>Individualistic, competitive cultural norms</u> in schooling</p> <ul style="list-style-type: none"> <li>• Classrooms conforming to <u>individual definition of success</u>, "bell curve" with winners/losers, shallow cooperation</li> </ul>	<p>2. Build more <u>cooperation</u> in learning</p> <ul style="list-style-type: none"> <li>• Structure <u>culturally appropriate cooperative learning</u> using explicit teaching, gradual release of responsibility; "Groupwork"</li> </ul>
<p>3. <u>Failure identities</u>—"the self-fulfilling prophecy" of low expectations</p> <ul style="list-style-type: none"> <li>• Constant reinforcement of <u>stereotype threat</u> (failure orientation)</li> <li>• <u>Fixed understanding of intelligence</u> (innate, not learned IQ,)</li> <li>• Exclusively <u>white mainstream role-models of success</u></li> </ul>	<p>3. Build <u>successful identities</u> for students of color as learners</p> <ul style="list-style-type: none"> <li>• Build <u>identity safety</u> (success orientation) vs. stereotype threat (failure orientation)</li> <li>• Teach <u>developmental vs fixed understanding of intelligence</u>: "Brainology"</li> <li>• Use <u>multicultural images, role-models of success, and content</u></li> </ul>
<p>4. <u>Exclusion of diverse communication patterns</u></p> <ul style="list-style-type: none"> <li>• <u>Monocultural/monolingual dominant approach</u> resulting in punishment of differences</li> </ul>	<p>4. Accommodate <u>diverse communication patterns</u></p> <ul style="list-style-type: none"> <li>• <u>Bi-cultural/bi-lingual approach</u> vs. punishing differences</li> </ul>
<p>5. Development of <u>oppositional perspective</u> toward schooling—assumption by students of schools' negative intent</p> <ul style="list-style-type: none"> <li>• Development of <u>resistance</u> toward schooling by constant communication of inferiority of intelligence, home culture</li> </ul>	<p>5. <u>Re-shape oppositional perspective</u> toward education and schooling</p> <ul style="list-style-type: none"> <li>• Develop student <u>assent</u> vs. resistance toward schooling through relationship building, development of success identity</li> </ul>
<p>6. <u>Ineffective discipline practices</u> that alienate students of color</p> <ul style="list-style-type: none"> <li>• No understanding how <u>culture governs behavior</u> resulting in low expectations, assumption of cultural inferiority</li> </ul>	<p>6. Develop <u>effective discipline practices</u> that work for all students</p> <ul style="list-style-type: none"> <li>• Understand how <u>culture governs behavior, impacts</u> effective discipline and responsible/respectful/cooperative conduct</li> </ul>
<p>7. Disconnect between <u>diverse families</u> and schools</p> <ul style="list-style-type: none"> <li>• Assumption of school's <u>negative intent</u> by parents</li> <li>• <u>Monocultural definition of parent involvement</u></li> </ul>	<p>7. Create <u>connections</u> between <u>diverse families</u> and schools</p> <ul style="list-style-type: none"> <li>• Develop <u>assent</u> for teaching their children vs. resistance</li> <li>• Find <u>culturally relevant ways of involvement in student learning</u></li> </ul>

# Academic Practices

## What Works and What Doesn't – in Multi-Ethnic Schools and Classrooms

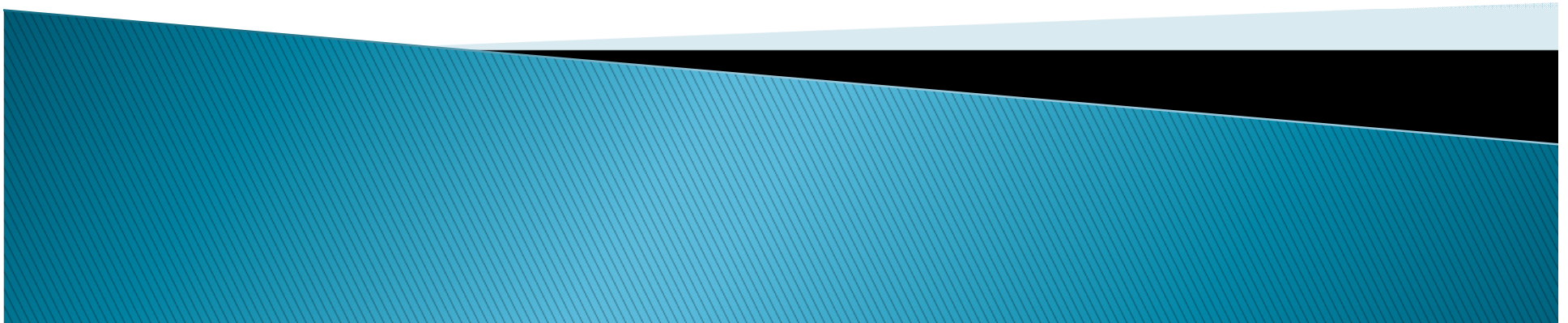
Failure - What doesn't work	Success – What does work
<p>1. For unsuccessful students of color, <u>meaningless</u>, one-way “transmittal” instruction; <u>exclusion from higher-level thinking</u>, <u>rigorous curriculum</u>:</p> <ul style="list-style-type: none"> <li>• No connection to <u>background knowledge</u> with content only relevant to mainstream learners</li> <li>• Learning defined as <u>low level memorization</u> of factual content, procedures</li> <li>• Reading limited to <u>basic skills</u></li> <li>• Writing limited to <u>basic skills</u></li> <li>• Mathematics presented as <u>memorization of procedures</u></li> <li>• Science and social studies presented as <u>memorization of content</u></li> </ul>	<p>1. Promote high quality “<u>teaching for meaning</u>”, develop “21<sup>st</sup> Century” skills/abilities based on <u>critical thinking</u>. Students learn to:</p> <ul style="list-style-type: none"> <li>• Access/build on/bridge diverse <u>background knowledge</u></li> <li>• Expanded instruction of <u>transferable skills</u> in all areas</li> <li>• Read for <u>meaning</u>—Effective Instruction, Balanced Literacy</li> <li>• Write for <u>relevant and authentic purposes</u></li> <li>• Present mathematics as <u>thinking</u></li> <li>• Teach science and social studies as <u>inquiry</u></li> </ul>
<p>2. Lack of rigor, <u>low expectations</u> and <u>inadequate student support</u></p> <ul style="list-style-type: none"> <li>• <u>Low expectations</u>, letting students off the hook for learning</li> <li>• Teach students with <u>dumbed-down content</u></li> <li>• “To” and “by”, with <u>little “with”</u>, leading to failure</li> </ul>	<p>2. Hold <u>rigor</u>, high expectations and provide appropriate student support</p> <ul style="list-style-type: none"> <li>• Act as “Warm Demander”: <u>high expectations</u>, not letting students off the hook for learning</li> <li>• Teach students into <u>challenging content</u></li> <li>• Scaffold into rigor—<u>gradual release of responsibility</u></li> </ul>
<p>3. Limited <u>modalities</u> of learning</p> <ul style="list-style-type: none"> <li>• Sole emphasis on <u>verbal and abstract</u> modality, no scaffolding</li> </ul>	<p>3. Address <u>different modalities</u> of learning</p> <ul style="list-style-type: none"> <li>• Incorporate <u>all modalities and intelligences</u>, including mainstream, using scaffolding and explicit teaching</li> </ul>
<p>4. No <u>relevance</u> in learning</p> <ul style="list-style-type: none"> <li>• <u>No connections</u> to students’ background knowledge</li> <li>• <u>No connections</u> to home community in learning</li> <li>• <u>Discrete learning out of context</u></li> <li>• Predominantly <u>mono-cultural curriculum content</u> <ul style="list-style-type: none"> <li>• <u>“Sanitized”, non-threatening treatment</u> of history and current issues of race</li> <li>• <u>Silence on race, oppression, social justice</u></li> <li>• No images of <u>successful people of color</u> in academics/life</li> </ul> </li> </ul>	<p>4. Promote <u>relevance</u> in learning</p> <ul style="list-style-type: none"> <li>• Make <u>explicit connections</u> to students’ background knowledge</li> <li>• Make <u>connections</u> to home community in learning</li> <li>• Create <u>project-based, integrated</u> vs. discrete learning</li> <li>• Infuse <u>multicultural content</u> into the curriculum <ul style="list-style-type: none"> <li>• Include <u>history and current issues of race</u></li> <li>• Focus explicitly on <u>race, oppression, social justice</u></li> <li>• Feature images of <u>successful people of color</u> in academics and life</li> </ul> </li> </ul>





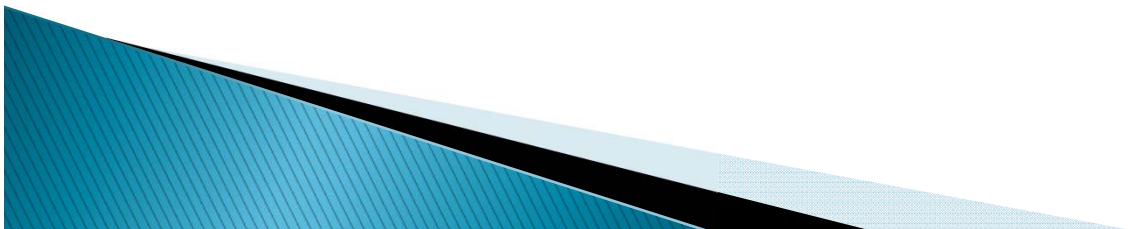
# Marysville – Tulalip: Partners in Student Learning

State Board of Education  
July 14, 2011



# Welcome

- ▶ Stephanie Fryberg, *University of Arizona, Tulalip Tribes, and Marysville Schools*
- ▶ Robert Kalahan, *Principal, Totem Middle School*
- ▶ Kristin DeWitte, *Principal, Quil Ceda Elementary*
- ▶ Larry Nyland, *Superintendent, Marysville Schools*



# Marysville Schools

- ▶ Marysville = 12,000 students
- ▶ Native Students = 1000 students
- ▶ Free/Reduced = 46% (up 26% in 10 yrs)
- ▶ Diversity = 33% (nearly double in 10 yrs)
- ▶ Moving up on state achievement index
- ▶ One of “most improved” MERIT schools



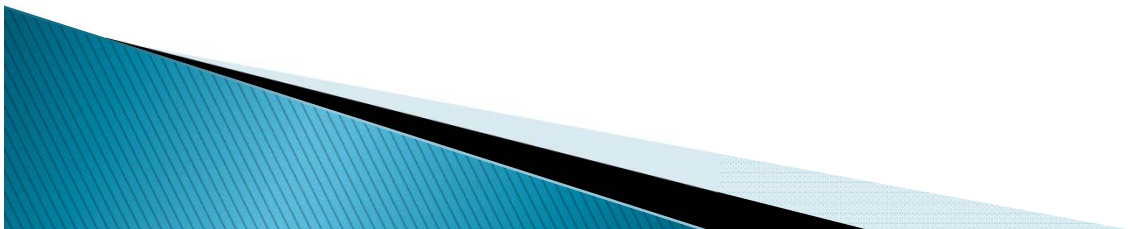
# Tulalip Tribes

- ▶ One of 29 Tribal Nations in Washington
- ▶ Historic location of regional boarding school
- ▶ Quil Ceda Village = Federal City
- ▶ 4100 Tulalip Tribes members
- ▶ 2300 age 18 and under
- ▶ Opening new early learning center for 500 preschool age children
- ▶ Highly supportive of education



# Two Part Presentation:

- ▶ Part 1 – Larry and Robert
  - Tribal Nation Partnerships
  - MERIT Schools
- ▶ Part 2 – Stephanie and Kristin
  - Culture and Learning for Native Students
  - Creating a Growth Mindset School



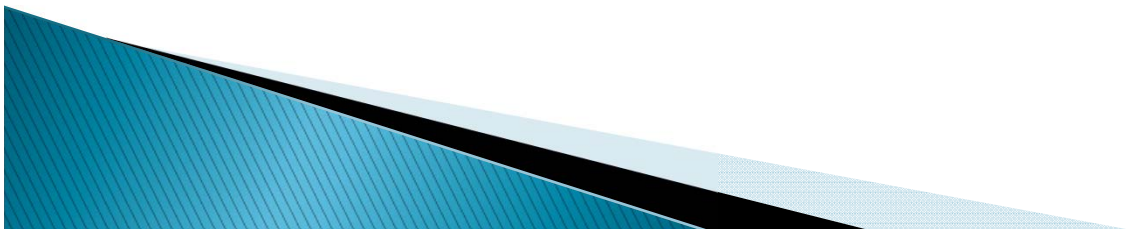
# Part 1

- Tribal Nation Partnerships
- MERIT Schools



# *Tribal Nation Partnerships*

- ▶ Meet frequently:
  - Board to board;
  - Leadership; management; staff
- ▶ MOUs (a dozen or more):
  - Culture district-wide,
  - Staffing, support for Tulalip Schools (\$800,000).
- ▶ Grant for district achievement (\$1.26M)
- ▶ Sale of Tulalip Elementary (\$1.8M)



# External Partnerships

- ▶ **Early learning –**  
Federal grant will help convert Tulalip Elementary to Early Learning Center for 500 preschool kids.
- ▶ **School Improvement –**  
Joint planning helped get MERIT grants for Tulalip, Quil Ceda and Totem.
- ▶ **Heritage Strategic Plan –**  
Grants from Gates and OSPI to develop common vision for Heritage High School.





# Lessons Learned

- ▶ Grow relationships step by step over time
- ▶ Meet as equals
- ▶ Listen and learn
- ▶ Build on successes
- ▶ Embrace and work through challenges
- ▶ *Results: Most Native Graduates Ever*

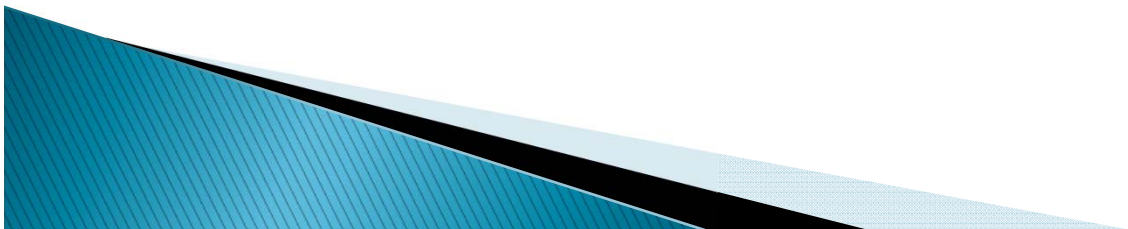


# *MERIT Schools*

Washington creates uneven playing field:

- ▶ Rich pay 4%; Poor pay 18% in state tax
- ▶ Growth management concentrates wealth
- ▶ Rich districts pay 1 / 10 of what poor districts pay.

Federal Government then calls out poor schools ... for being underfunded.



# Turnaround Schools

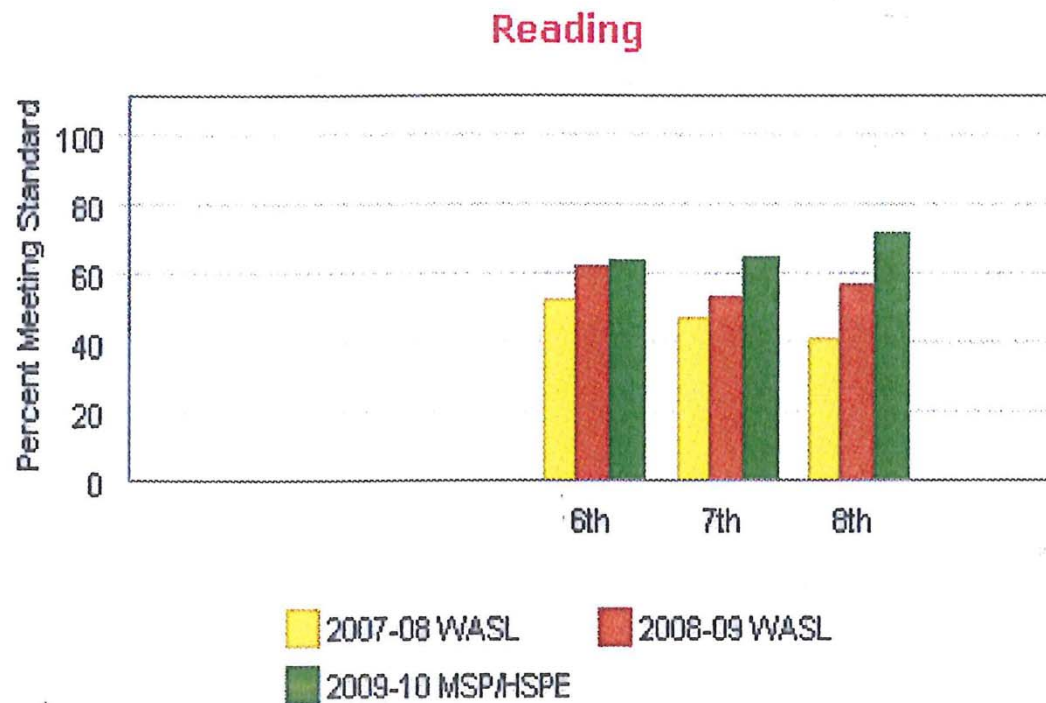
## Lessons from University of Virginia:

- ▶ Quick Wins (10 week goals) increase urgency; focus on data; and refocus in the middle of the year.
- ▶ Leadership = Drive for Achievement and Drive for Influence.
- ▶ Operational Flexibility = Think YES we can
- ▶ Data: Use data to target instruction/learning



# Totem Middle School

- ▶ Recognized as most improved by SBE
- ▶ Becoming a learning community



# Totem Middle School

- ▶ Crisis #1 = Accreditation Self Study 2003
- ▶ Crisis #2 = Middle School Conversion 2007
- ▶ Crisis #3 = Student Walkout 2008
- ▶ Crisis #4 = Bottom 5% 2010

*“Most Improved”  
Achievement 2011*



# Math Focus

- ▶ Use of data =
  - Placed students according to their need
  - Used data to inform instruction
  - Met 1 on 1 with 120 lowest students
- ▶ More time =
  - Two math classes for every student
  - Three for neediest students
- ▶ *Results:*
  - *70% of lowest group passed regular math class*
  - *85% of all 8<sup>th</sup> grade students will take Algebra*



# Native Focus

- ▶ Leadership Camp
  - ▶ Liaisons / advocates (Native representation)
  - ▶ Staff attend parent meetings
  - ▶ Conferences on reservation
  - ▶ Notebooks with Native student history
  - ▶ Address social / emotional needs
  - ▶ Increasing cultural competence of teachers
- ▶ *Results: 65% will be in 8<sup>th</sup> Grade Algebra*



# Lessons Learned

- ▶ Quick Wins – Quick cycle time – stop doing what doesn't work
- ▶ Use data to inform instruction
- ▶ Accelerate learning to grade level
- ▶ FOCUS – three initiatives or less
- ▶ Strong leadership – Public Impact
- ▶ Urgency to own / solve problems
- ▶ Invest in teacher practice – not programs
- ▶ Collaboration time ... with structure/guidance
- ▶ Use of resources to support FOCUS





# Part 2

- Culture and Learning for Native Students
- Creating a Growth Mindset School



# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

## Marysville School District

Total Students: 11,570 (as of May, 2010)

2010 Academic Achievement Awards: Totem Middle School - Improvement

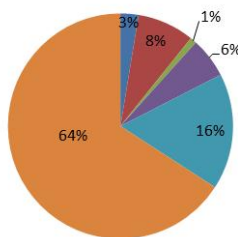
School Improvement Grants (SIG) Summary:

		School Year 2010-11	School Year 2011-12	SIG Model*
SIG Cohort 1	Tulalip ES	\$871,708	\$680,663	Transformation
	Totem MS	\$1,232,488	\$810,428	Turnaround
SIG Cohort 2	Quil Ceda ES		\$374,625	Transformation
	District funds		\$41,625	
<b>Totals</b>	<b>Marysville SD</b>	<b>\$2,104,196</b>	<b>\$1,907,340</b>	

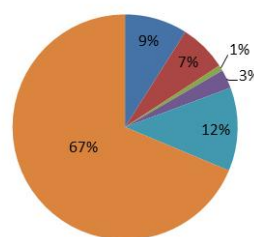
\*Of the 28 SIGs and Required Action Districts (RADs) funded over the past two years, four schools are implementing the turnaround model; one opted for closure and the other 23 are implementing the transformation model.

Marysville SIG schools have high percentages of Native American/Alaskan Native and low-income students compared to Marysville School District and Washington State:

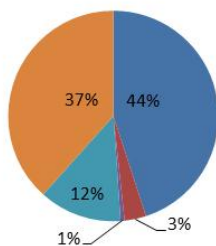
State of WA



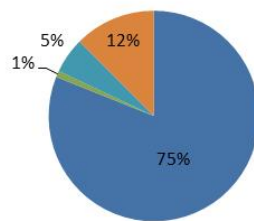
Marysville SD



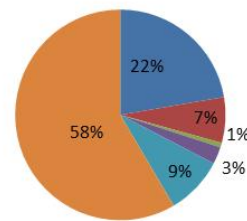
Quil Ceda Elementary



Tulalip Elementary



Totem Middle School



■ American Indian/Alaskan Native  
■ Asian  
■ Pacific Islander  
■ Black  
■ Hispanic  
■ White

% eligible for FRPL** (May 2010)	
State of Washington	42%
Marysville School District	43%
Quil Ceda ES	70%
Tulalip ES	83%
Totem MS	43%

\*\* Free and Reduced-Price Lunch



## dx<sup>w</sup>lilap x̌alalʔtx<sup>w</sup> Tulalip Elementary School



*"The education of our children is of great importance to us  
and to the future of the Tulalip Tribes."*

– Tulalip Tribal Elder Stan Jones

Every summer, the Tulalip Canoe family joins with families from other Coast Salish Tribes and sets out on a canoe journey traveling through parts of Puget Sound. This intertribal journey seeks to connect the Native culture formed and developed in the past with the hope and promise of the future for Indian peoples. That hope and promise is deeply connected to the education of Tulalip children: learning the ways of the past and of a proud people, learning the ways of the modern world to ensure the Tribes' future. The stories of Tulalip Elementary and Totem Middle School, both serving large numbers of Tulalip children, reflect the Tulalip people's journey from the past, to the present, and forward to a future that is connected by culture and community – through the canoe journey.

### **Tulalip's Journey**

Tulalip Elementary sits deep in the reservation. The student population at the school is 75% Native American, with 82.8% of the students qualifying for free/reduced lunch. Tulalip people refer to this school as being in the heart of the reservation, figuratively and literally. Many adults and parents too young to have gone to boarding schools went to Tulalip Elementary themselves. They have fond memories of the teachers there. They are proud of the history and the heritage of this school. But they are not proud of the current picture portrayed of Tulalip – low academic achievement, students unprepared for middle and high school, student misbehavior – the school seemed to be navigating rough waters. Over the last 15 years, turnover has been high at Tulalip; staff have not stayed long enough to set down roots and keep firm their connections.

But 3 years ago that picture began to change. Staff immersed themselves in the school and the community, and most have been at Tulalip for 5 years. They have engaged in improving their practice in literacy instruction through professional development. Intervention support and a new math program were instituted. The goal now was to become a model for other schools serving large numbers of Native students. They tried different programs and strategies to address student behaviors, but with little agreement or success. There was still a lack of agreement on a clear direction for the school. There was little sense of collaboration and no feeling of community. With a new principal this year, the school climate has improved, staff is again hopeful and committed. The principal has immersed herself in learning about Tribal culture and attending community events. And she has both a huge heart and high expectations for the children. Additionally, Tribal leaders and the District are working together for Tulalip Elementary's future with a common vision and common goals.

### **Tulalip – Our Plan**

#### Year One: 2010-2011

- Literacy and math job-embedded/studio model of professional development
- Full-time literacy and math coaches
- Small group instruction
- Strength in Number math support
- Expand Math Recovery intervention
- Culturally responsive teaching PD
- Develop data collection system-MAPS
- Early Head Start and ECEAP on site
- Units of Study developed in Reading and Writing
- Extended student day – 45 minutes
- Greater family and community involvement

#### Year 2: 2011-2012

- Review 1st year data – revise plan
- AVID – 5th grade – 2nd yr
- Turnaround leaders training – U of VA
- Revised evaluation and incentives system in place

#### Year 3: 2012-2013

- Review data – revise plan
- Develop sustainability plan

The mission of the Marysville School District –

100% of all students . . . Every student . . .

- 100% proficient in literacy and math
- Graduating on time
- Prepared for success in college, career, responsible citizenship



## TOTEM MIDDLE SCHOOL HOME OF THE THUNDERBIRDS

### Totem's Journey

In some important ways, the journey of Totem Middle School is in sharp contrast to that of Tulalip Elementary. Totem sits in the heart of downtown Marysville. Totem demographics are: 21% Native American, 8.4% Latino, 7.3% Asian, 0.7% Pacific Islander, 1% Multiracial, 2.8% Black, 57.2% White and 45.6% free/reduced lunch (OSPI 2010). Previously, Totem was Marysville Junior High School, serving students in grades 8 and 9. Three years ago, the entire district restructured, adding consistency to its middle school configuration as it opened a new elementary and broke into smaller learning communities at the high school level. Totem Middle School was created out of that restructuring and began its own journey. In partnership with Tribal leaders, it was decided the two elementary schools serving the highest numbers of Native American students would feed into Totem. The school ran into rough waters right away. The first spring of its existence there was a large student walkout in protest of student behavior that disrupted learning time and gave the perception of Totem as an unsafe school.

The staff and principal responded with honesty, openness and courage. The community, including District and Tribal leaders, wrapped around the school as it changed course and began to work on a plan to change school culture for staff and students at Totem. Two years later, they have had much success. At Totem, students are taught the Totem Way – using the acronyms POWER for behavior expectations and PRIDE for academic expectations, using Safe and Civil Schools as the model. The principal formed a Native American Advisory Council that meets once a month to help support and advise the direction for Totem. As a result of ongoing professional development for two years, the literacy achievement has increased significantly on state assessments – 11% – but Totem is still below the state bar. Student progress in math has been more illusive and math has become a stronger focus this year. But we are not yet where we want to be – in three years meeting standard in all areas – 90% or better.

Staff at Totem are committed to continuous improvement in student achievement. One of the important elements to make that happen is to become more culturally responsive in our teaching. Staff are committed to learn and understand more about Native culture and Tulalip people. They attend Tulalip community events including the quarterly Indian Ed Parent Committee meetings. At the first meeting of this group last September – there were more teachers in attendance than there had ever been – Tulalip leaders and parents took note. At Christmastime, the Tribal General Manager visited Tulalip and Totem schools, and, as a thank you from her and the Tribe, presented each staff member with a \$250 gift card. Teachers cried in gratitude. Totem is a transformation school that has started its turnaround journey. The SIG resources will provide the means to ensure that journey gets to its desired destination – 90% of all students meeting state and federal standards by 2014.

### Setting a New Course

A new phase of this journey has begun for both schools. Staff members at both schools are intent on forging a stronger partnership with parents and Tribal leaders. Staff are willing to do what is needed to help students not only achieve at high levels, but to recognize the possibility of high expectations students can have of themselves and of what is possible for their future. We will do this by implementing the transformation model at both schools, with planning this spring and implementation beginning this summer.

Culture, commitment, community – and a clear destination as well as the expectation that everyone get there – are images of the annual Tulalip Canoe Family's journey. The same image serves to remind us of what we need to do to ensure that our children at Tulalip Elementary and Totem Middle School get to a good place. That need is characterized by a solid education and the knowledge, skills, and leadership to take the Tulalip Tribes – and the Marysville Community – into the future, prepared and confident in creating success for our children – all children – every child. The Tulalip Tribes, the Marysville Community, and the Marysville School District are full partners in this important work. This is not a partnership borne of necessity; it is one created out of hope and possibility.

### **Totem – Our Plan**

#### Year 1: 2010-2011

- Literacy and math job-embedded/studio model
- Half-time literacy and math coaches
- Culturally responsive teaching PD
- Develop data collection system-MAPS
- Units of Study developed in Integrated Reading and Writing and Social Studies
- New science curriculum
- Extended student day – 30 minutes
- Summer school with PD studio model
- Greater family and community involvement
- Technology-based reading and math intervention support

#### Year 2: 2011-2012

- Summer transition activities 5th–6th grade
- Summer school
- AVID in 8th grade
- Turnaround leaders training – U of VA
- Revised evaluation and incentives system in place

#### Year 3: 2012-2013

- Develop sustainability plan

*"Let us put our minds together and see what kind of life we can make for our children." – Sitting Bull*