

## Project Abstract Form Dated February 13, 2013

1. **Applicant Organization (fiscal agent partner):** Western Washington University
2. **Address:** 516 High Street, Bellingham, WA 98225-9038
3. **Title of Project:** The Whole School Success Partnership
4. **Project Director Contact Information (if there are co-directors, list information for all):**

Name: **George Nelson**

Title: **Project Co-Director**

Academic Unit: **Science, Mathematics and Technology Education**

Address: **516 High Street, Bellingham, WA 98225-9155**

Phone: **360-303-4473**

Email: [George.Nelson@wwu.edu](mailto:George.Nelson@wwu.edu)

Name: **Emily Borda**

Title: **Project Co-Director**

Academic Unit:

Address:

Phone:

Email: [Emily.Borda@wwu.edu](mailto:Emily.Borda@wwu.edu)

Name: **Shannon Warren**

Title: **Project Director**

Academic Unit: **Science, Mathematics and Technology Education**

Address: **516 High Street, Bellingham, WA 98225-9155**

Phone: **360-650-3373**

Email: [Shannon.Warren@wwu.edu](mailto:Shannon.Warren@wwu.edu)

5. **Project Duration:** July 1, 2012, June 30, 2015
6. **Primary Project Focus (mathematics, science, mathematics and science):** Mathematics and Science
7. **Is there also an English Language Arts focus (yes or no)?** Yes
8. **Educators Served (must be consistent with numbers in Partnership Summary):**
  - a. Number of high-need school districts served: **1**
  - b. Number of other school districts served: **2**
  - c. Number of teacher participants served by project (and grade levels taught): **37 middle school teachers and 24 high school teachers**
  - d. Hours of face-to-face professional development provided per year to each teacher participant: **72 per hour**
  - e. Hours of online professional development provided per year to each teacher participant: **8 per year**
  - f. Number of principal/assistant principal participants served by project: **8**
  - g. Hours of face-to-face professional development provided per year to each principal/assistant principal participant: **24 hours per year**

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- h. Hours of online professional development provided per year to each principal/assistant principal participant: **0**
- i. Number of students impacted by project<sup>1</sup>: **1867**
  - Math students:
  - Science students:
  - English Language Arts students:

**9. Total Budget: \$ 848,324**

**10. Project Summary (1,000 words or less):**

Include a summary of project objectives, project activities, and what content and concepts, including Common Core State Standards concepts as well as Framework concepts (if applicable), will be addressed. When summarizing project activities, include the professional development interventions or models implemented (summer institutes, online, distance learning, university courses, follow-up activities, and others).

The Whole School Success Partnership (TWSSP) is concentrating on improving student achievement in five schools in three districts through changing instructional, leadership, and collaborative practices. TWSSP builds on two previous grants, the North Cascades and Olympic Science Partnership (NCOSP) and the College Readiness in Science Partnership (CRISP). Though the TWSSP schools have varied contexts, student populations and success as measured by state achievement tests, graduation rates, and post secondary education, each school was chosen because it has the capacity to build a strong vision linking shared leadership to whole school success.

TWSSP has two overarching goals:

- 1) Improve teachers' subject-matter knowledge in the academic subjects that the teachers teach.
- 2) Improve principal and assistant principal's subject matter content and instructional leadership skills specific to mathematics, science and English Language Arts (ELA).

TWSSP professional development activities include Summer Institutes during which math, science, and ELA teachers will increase their content and pedagogical content knowledge in their disciplines. Immersion topics in 2012 will be probability and statistics for math, evaluating arguments for ELA, and earth history for science. In 2013, immersion topics will be geometry for math, conducting and presenting research for ELA, and cell processing for science. In 2014, immersion topics will be number systems for math, writing narratives for ELA, and waves and electromagnetic radiation for science. In addition to increasing teachers' content knowledge, teachers will also increase their understanding of effective instructional practices. Teachers will learn about the research behind the formative assessment process and become familiar with the strategies. Higher education faculty will model research-based instructional strategies and breakout sessions will provide opportunities for teachers to think about application to their own classrooms. Additional experiences will include spending time with the appropriate content area standards and planning implementation with current instructional materials. The last day of the

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<sup>1</sup> This is the sum of students who were taught in participating teacher's mathematics, science, or English Language Arts classes. Sum the students across all teachers. For example, if a math-only project serves 10 participating mathematics teachers who teach 48, 43, 57, 52, 49, 47, 53, 45, 51, and 46 students in their respective mathematics classes; the number of math students reported in item 8i would be 491.

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Summer Institute will provide opportunities for teachers and principals to plan their school year professional learning community (PLC) work. Planning sessions will increase participant's understanding of the research around mindsets and motivation and effective collaboration. PLCs will be provided with structures and protocols that will guide their school year work. Each building will generate a unique PLC schedule that works for their context.

TWSSP school year activities include Whole School Workshops, PLC meetings, and online collaboration. Two Saturday Whole School Workshops each year will provide opportunities for project leaders to introduce instructional strategies and begin to look at the areas of overlap among math, science, and ELA standards and practices. Separate principal sessions will focus on increasing instructional leadership skills including preparing principals to engage in the Washington State mandated teacher evaluation program. Principals will share ideas about how to collect high quality data through classroom observations, how to provide effective feedback to teachers based on those observations, and how to allocate professional development resources to areas of need as identified by the data they collect. PLC meetings are scheduled each month for two hours in configurations that vary from school to school to meet the needs of teachers and students. Each month, PLC members will identify areas of improvement for their own instruction and develop an action plan, shared with other PLC members. Project leaders attend the majority of PLC meetings in each school, either in person, or via Face Time, in order to provide support. With assistance from Northwest Educational Service District, project leaders created an Edmodo group for online collaboration. This space is a private space for TWSSP members from all three districts to share resources and discuss their successes and challenges as they go about the difficult work of changing classroom practice.

The combination of the Summer Institute with academic year activities allows teachers and principals to participate in a cycle of continuous improvement and reflection, supported by project leadership. Each year, professional development activities will be impacted by formative and summative evaluation. TWSSP professional development activities are guided by a logic model that relates administrative reform to impacts on school policies and teachers practices that in turn impacts classroom instruction and student performance. The primary outcome is to have students experience high-quality math, science, and ELA instruction because of improvements in teachers' subject-matter knowledge and principals' instructional leadership skills in math, science, and ELA.

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**11. Partnership summary**

Provide the partner information required in the table below (add rows as necessary) and put an asterix by the fiscal agent organization's name.

Category of partner (asterix the fiscal agent institution name)	Partner information
<b>Category 1: Required teacher/principal preparation partner</b>	
Institution name	Western Washington University
Academic unit name	Woodring College of Education
Unit's role in project (provide at least 3 descriptive bullets)	<ul style="list-style-type: none"> <li>• Faculty to plan and instruct Summer Academy and Saturday workshops</li> <li>• Faculty to provide on site support for Professional Learning Communities</li> <li>• Faculty to plan and instruct principal sessions related to Teacher Principal Evaluation Pilot (TPEP)</li> </ul>
Faculty involved (list name and role of each, e.g. project director, instructor, etc.)	Don Burgess- Science Instructor Tracy Coskie- English Language Arts Instructor Bruce Larson- Principal Instructor
<b>Category 2. Required mathematics or science department partner</b>	
Institution name	Western Washington University
Academic unit name	College of Science and Technology
Unit's role in project (provide at least 3 descriptive bullets)	<ul style="list-style-type: none"> <li>• Faculty to plan and instruct Summer Academy and Saturday workshops.</li> <li>• Faculty to provide on site support of Professional Learning Communities</li> <li>• Faculty to plan and instruct principal sessions related to Teacher Principal Evaluation Pilot (TPEP)</li> </ul>
Faculty involved (list name and role of each, e.g. project director, instructor, etc.)	George Nelson- Project Director Emily Borda- Project Director Jessica Cohen- Math Instructor
<b>Category 3. High-need school district (add rows as necessary to accommodate multiple high-need school districts)</b>	
District name	Cape Flattery School District
Role in project (at least 1 bullet)	<ul style="list-style-type: none"> <li>• Assisting with identifying and recruiting teachers</li> <li>• Linking project work to individual teachers' professional development plans</li> <li>• Providing time for professional learning communities</li> <li>• Providing breakfast for participants for Cape Flattery based workshops</li> </ul>
Number of teacher participants and grade level taught	6 middle school teachers and 8 high school teachers
Number of principal and assistant principal participants	2
<b>Category 4. Other school district or nonprofit private school (add rows as necessary to accommodate multiple non-high-need school districts and private schools)</b>	
District or nonprofit private school name	Blaine School District
Role in project (at least 1 bullet)	<ul style="list-style-type: none"> <li>• Assisting with identifying and recruiting teachers</li> </ul>

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	<ul style="list-style-type: none"> <li>• Linking project work to individual teachers' professional development plans</li> <li>• Providing time for professional learning communities</li> </ul>
Number of teacher participants and grade level taught	17 middle school teachers and 16 high school teachers
Number of principal and assistant principal participants	4
<b>Category 4. Other school district or nonprofit private school (add rows as necessary to accommodate multiple non-high-need school districts and private schools)</b>	
District or nonprofit private school name	Mount Vernon School District
Role in project (at least 1 bullet)	<ul style="list-style-type: none"> <li>• Assisting with identifying and recruiting teachers</li> <li>• Linking project work to individual teachers' professional development plans</li> <li>• Providing time for professional learning communities</li> </ul>
Number of teacher participants and grade level taught	14 middle school teachers and 16 high school teachers
Number of principal and assistant principal participants	2
<b>Category 5. Other partners (add rows as necessary to accommodate additional partners)</b>	
Institution or organization name	NWESD
Academic unit name if applicable	
Role in project (provide at least 3 descriptive bullets)	<ul style="list-style-type: none"> <li>• Provide expertise related to implementation of CCSS mathematics</li> <li>• Provide expertise related to implementation of CCSS ELA</li> <li>• Provide expertise related to implementation of NGSS</li> <li>• Provide technical assistance related to online collaboration</li> </ul>
Key personnel involved (list name and role of each)	<p>Beth Niemi- English Language Arts Standards implementation and technical assistance</p> <p>Adrienne Somera- Science Standards implementation and technical assistance</p> <p>Jeanette Grisham- Math Standards implementation and technical assistance</p> <p>Joanne Johnson- Science Standards implementation and technical assistance</p>

Possible unit/district/organization roles include: lead organization, project management and administration, design professional development, identify and recruit teachers for professional development and/or comparison group, provide professional development, participate in/receive professional development, provide mentors/coaches/teacher leaders, project evaluation, collect and/or provide data, analyze data, provide technical assistance to teachers and/or project, provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders), advise project, and other (please specify what "other" is).

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Possible faculty roles include: project director or co-director, provide math education instruction for workshops, provide math content instruction for workshops, provide science education instruction for workshops, provide science content instruction for workshops, provide English Language Arts education instruction for workshops, provide English Language Arts content instruction for workshops, professional learning community facilitator, online learning facilitator, coach, conduct academic year site visits, provide professional development for principals/assistant principals, evaluation, and other (please specify what “other” is).