

WWHS WRITING PLAN FOR 2006-07

MISSION

Walla Walla Public Schools, in partnership with the community, is committed to excellence in personalized learning which challenges and supports all students in becoming effective writers.

CORE TEAM MEMBERS: Mira Gobel, Casey Monahan, Mary Matau, Kim Cassetto, Julie Gaffney, Carina Stillman, Mindy Meyer, Gay Buissink

❖ Responsibilities

- Collect writing samples from content areas
- Ensure all the writing GLE's are being met at Wa-Hi
- Liaison to the District Writing Committee
- Provide Professional Development to each department on purposeful teaching and scoring of the Writing GLE's
- Establish and share common writing vocabulary

WA-HI WRITING COMMITTEE: Above members and a teacher from each content area (this committee will be established by September 25, 2006).

❖ Responsibilities

- Liaison between Core Team and department
- Writing leader for each department
- Provide Professional Development to each department on purposeful teaching and scoring of the Writing GLE's
- Help establish common writing vocabulary

GOAL 1: Develop a 21st century learning community that supports continuous learning through relevant and aligned curriculum, instruction, assessment, and professional development.

1. Create a safe and nurturing learning environment for all students.
 - a. Commit to personalized learning to meet the diversity of student writing needs to increase student achievement as measured by the Washington Assessment of Student Learning.
 - i. Develop department writing goals
2. Ensure a rigorous education program of study which builds a connection between writing and the "real world."
 - a. Align current 9-12 writing curriculum, instruction, and assessment to professional and state standards as evidenced by curriculum documents, resources, and assessments.
(WWHS-WCT)
 - i. Use GLE's to provide writing curriculum alignment in buildings and across grade levels and subject areas.

- ii. Create common writing vocabulary to include six traits, modes, forms, and writing process.
- 3. Study research based instructional writing strategies.
 - a. Define and publish effective instructional practices that guide instruction, coaching, and supervision.
 - i. Focus professional development on effective writing instructional practices.
 - ii. Provide collaboration time to examine student writing outcomes that effect instructional practices.
- 4. Use data to drive decisions for certificated and classified staff, students, administrators, parents, and the community.
 - a. Pilot grades 9 and 10 common writing assessments that guide writing instruction and improve student achievement as measured.
 - i. Assess students 3 times: September pre-assessment, January mid-assessment, and June end assessment.
 - ii. Analyze data to evaluate instructional practices and report to staff.
- 5. Establish priorities for writing professional development in writing instruction.
 - a. Create a professional development calendar and timeline.
 - b. Provide PD on the WASL Writing Modules to the English Department.
 - c. Professional development
 - i. Train 3 content teachers to be experts in Six Trait Writing
 - ii. Bring Six Trait Writing training for each department and address content writing.
 - iii. Provide mini-sessions in writing tips.
 - iv. Identify the writing needs for each department and provide trainings in specific content.