

WALLA WALLA PUBLIC SCHOOLS STRATEGIC PLAN FOR THE INSTRUCTION OF WRITING 2005-2008

OUR VISION

Centers of learning meeting the writing instructional needs of all students.

OUR 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.

OUR GOALS

GOAL I: 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, and thereby increase student achievement, as measured by classroom based assessment and the Washington Assessment of Student Learning.
 - i. Develop students as thinkers.
 - ii. Develop students who understand and use the Writing Process
 - iii. Provide students with specific, positive feedback to build their writing successes.
2. Ensure a rigorous education program of study that builds a connection between writing and the “real world.”
 - a. Align current preschool to Grade 12 writing curriculum, instruction, and assessment to professional and state standards, as evidenced by curriculum documents, resources, and assessments.
 - i. Use GLEs to provide writing curriculum alignment in buildings and across grade levels and subject areas throughout the district.
 - ii. Create and implement a Kindergarten to Grade 4 plan to enable fourth grade ELL and bilingual students to reach the WASL writing targets in fourth grade.
 - iii. Implement the K-12 Special Education writing programs as they relate to state standards.
 - iv. Create common writing vocabulary to include, but not be limited to, Writing Process, modes, forms/genre, and/or six traits.
 - v. Evaluate handwriting curriculum (manuscript and cursive) and develop district guidelines.
3. Study research based and validated instructional writing strategies.

- a. Identify and publish effective instructional practices that guide instruction, coaching, and supervision.
 - i. Establish District Writing Committee.
 - ii. Establish District Writing Steering Committee from District Writing Committee.
 - iii. Focus professional development on effective writing instructional practices.
 - iv. Provide collaboration time across Preschool to Grade 12 to examine student writing outcomes that affect instructional practices.
4. Use data to drive decisions for certificated and classified staff, students, administrators, parents, and the community.
 - a. Implement district-wide classroom based assessments that guide writing instruction to improve student achievement, as measured by local and state assessment.
 - i. Assess students three times a year.
 - ii. Analyze data to evaluate the effectiveness of instructional practices.
 - iii. Maintain and/or implement alternative instructional practices.
 - iv. Select and/or develop writing prompts based on state standards.
 - v. Replicate research-based Spanish prompts and anchor papers.
 - vi. Utilize state developed WASL checklists for students.
5. Establish priorities for professional development in writing instruction.
 - a. Develop and publish a comprehensive district professional development plan for writing instruction.
 - i. Study and evaluate instructional practices to include, but not be limited to, Six-Trait, Jane Schaeffer, Structure and Style (Pudewa), Four Square, Step Up to Writing, High Performance Writing, Adventures in Language, and Reasoning and Writing.
 - ii. Identify district trainers in effective programs, which may include or exclude, but not be limited to, Six-Trait, Jane Schaeffer, Structure and Style (Pudewa), Four Square, Step Up to Writing, High Performance Writing, Adventures in Language, and Reasoning and Writing.
 - iii. Create a yearly professional development calendar and timeline.
 - iv. Prioritize and protect time for writing collaboration, training, learning, and feedback as they relate to the enhancement of writing instruction.
 - v. Establish specific District Writing Committee monthly professional development and collaboration calendar.-

GOAL II: Improve communication among certificated and classified staff, students, administrators, parents, and the community.

1. Establish and promote an understanding of the goals, needs, and accomplishments of the district's writing focus and program.
 - a. Increase understanding and support of the district's writing mission by certificated and classified staff, students, administrators, parents, and the community.
 - i. Present vision, mission, and belief system to district staff at Back to School Kick-Off meeting.
 - ii. Publish and communicate district writing plan through FOCUS, Writing Committee Newsletter, and/or brochures.
 - iii. Establish online site supporting the teaching and learning of writing.

- iv. Assure that the elementary report card accurately reflects classroom instruction in writing.
 - v. Provide opportunities for teachers to be released from their classrooms to model, observe, and/or spread effective writing.
 - vi. Provide funding for District Writing Committee representatives to attend OSPI January conference and other writing seminars/trainings.
2. Communicate frequently and effectively to improve student writing.
- a. Provide evidence of improved student writing progress to certificated and classified staff, students, administrators, parents, and the community.
 - i. Publish information gleaned from district-wide writing assessments.
 - ii. During parents events, provide information and resources that may enable families to help support and improve their students' writing progress.
 - iii. During parent/teacher conference, provide information on individual student's writing progress as it relates to State and District standards.
 - iv. Conduct periodic stakeholder surveys (i.e. Zoomerang survey for teachers).

GOAL III: Use technology to enhance writing skills and opportunities.

- 1. Provide staff development and student learning opportunities in the use of technology to improve writing instruction.
 - a. Integrate technology into writing instruction.
 - i. Research best practices and create design standards to support the integration of technology into student writing curriculum.
 - ii. Utilize state-of-art learning environment based on available funding.
 - iii. Design shared folders to share information about writing instructional methodology, strategies, and tools.
 - b. Train certificated and classified staff, students, administrators, parents, and the community to become efficient, productive users of technology.
 - i. Provide training and resources to staff and students in the use of technology rich facilities and learning environments as they support writing.
 - ii. Post information and resources on the District's web site that may enable families to help support and improve their students' writing progress.

OUR BELIEFS

Students are the focus of all our efforts.

Trust is essential for effective communication.

Student mastery of core writing content and skills is essential for success in a rapidly changing world.

Writing is a lifelong process. All students, recognizing differences, must be given equitable opportunities to reach their potential and to develop a love of writing.

Writing is an art that can be scientifically developed to focus on a final product.

Professional development is critical to building and maintaining an understanding of effective writing and the process by which it is taught.

Staff members learn best when they are validated and given the opportunity for a free exchange of ideas.