Aloha Writing Team - Thank you for all your hard work and getting the project up and running! There have been many exciting things going on and we want to catch you up on all the details.

In addition, we would also like to welcome Julianna, the Academy’s Health and Transition teacher, to the project. She has worked diligently to catch up on the content of the Summer Academy and learn more about the mini modules.

**Mini-Modules**

We are pushing to get a completed version of all mini-modules to you as soon as possible. Thank you for your understanding and patience as we work through this initial development process. Final copies of all modules will be burned on to a CD as soon as they all are completed. We have Reflecting and Analyzing to finish and 3 of the 4 Genre left to write.

Below is a list of names of colleagues and what mini modules have been taught to students.

- Leah: Six Traits Overview, Ideas, and Organization
- Greg: Six Traits Overview
- Bobbye: Six Traits Overview and Ideas
- Marc: Questioning
- Koren: Note taking
- Julianna: Goal Setting

Please take some time to review the paper copy of the slide show so you can reinforce what the students initially learned. Remember they need multiple opportunities to interact with this new knowledge and both familiar and unfamiliar situations (e.g., Marzano’s work and the Rigor & Relevance Model).

For those in the academy, please think about how you can reinforce the skills that students have already been taught. For example in Note Taking, it is important that you use consistent language such as “Cornell” Notes, and require the same format and location where specific content information is placed on the form. Letting your students know you are aware that they have already received instruction on note taking is also powerful.

In addition, please review the content of all mini modules, so that you can integrate the target skills into your teaching as well. For example, Marc taught students about the Question Matrix and had them glue a copy into their science booklet. Even though you did not teach it initially, you’ll want to reinforce the asking of higher-order questions as you teach (which again relates to the Rigor and Relevance Model)

Additionally, remember to use the 6 trait rubric when evaluating students' writing. The more consistent we are in evaluating their writing progress, the more they will learn our collective expectations.
Thank you Shiloh, Greg, and Leah for administering the pretest called Lesson Learned. You can go online at myaccess.com to review your specific students' writing scores. Below is a general overview of all 9th graders' writing scores from MyAccess. Shiloh's graph represents the academy, Leah's denotes students identified as Gifted/Talented and or in her General Education classroom. The scores of students identified as having disabilities are listed next to Greg's name.

Please be thinking about how you can use MYAccess as a supplemental writing tool to enhance your students writing across all subject areas. For example, Leah will be using a new prompt this week to measure her students' writing progress as it relates Ideas and Organization in the 6 traits (which she just finished introducing to her students).

As you recall, on day four of Summer Institute you jotted down the names of several prompts for possible use in integrating writing with your subject-area more explicitly. New prompts are added monthly, so remember to visit the Resources section on an on-going basis.

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### Castle High School

**Cumulative Average Holistic Scores from 08/01/2009 to 08/15/2010**  
(most recent scored submissions for active groups, sorted by teacher, six-point scale)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Average Holistic Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOBBYE YAMAMOTO</td>
<td>2.8</td>
</tr>
<tr>
<td>GREG MCCALL</td>
<td>1.7</td>
</tr>
<tr>
<td>KOREN UYEMURA</td>
<td>2.8</td>
</tr>
<tr>
<td>LEAH COOPER</td>
<td>3.2</td>
</tr>
<tr>
<td>MARC LACHANCE</td>
<td>2.8</td>
</tr>
<tr>
<td>SHILOH RICHARDSON</td>
<td>2.6</td>
</tr>
</tbody>
</table>

### Classroom Observations

Remember, all project teachers are observed on a weekly basis. This is not to evaluate you, but to provide technical assistance on the core components of our model -- instruction, practice, feedback, and progress monitoring. The weekly calendar is posted on Google Docs. Let us know if you are having difficulties accessing it online.
Thank you to Greg, Bobbye, and Leah for administering the TOWL. We are in the process of scoring them and will update you when we are done. We have scheduled a make-up session for Monday, August 30. There are about 34 students who have not taken the TOWL and we will send out a list of who these students are within the next couple of days.

We truly appreciate your ability to “flex” with us as we start this National Demonstration RTI Writing Project. If you have questions or concerns, please email or call. We always love hearing from you.

Remember
It's not when you start that matters, it's where you finish!