



Bath County High School

School Based Decision Making Policy

Policy Topic Description:

Writing Program Policy

Council Policy Type (Check One):

By-Laws (Council Operations Policies)

Function (School Operational Policies)

Policy Number:

14.00

Policy Statement:

The Bath County High School SBDM council shall

- Be responsible for approving and monitoring the school's writing program in accordance with KRS 158.6453 and the Kentucky Core Academic Standards.

A literacy team shall

- Be organized to analyze and evaluate strengths and needs of the writing program;
- Determine the professional development needs for the program based on the analysis and evaluation and make recommendations to the school administration;
- Work collaboratively to develop and implement the school's writing plan. The writing plan shall be a living document revised annually to address changing program needs and changing student needs; and
- Report annually to the SBDM council to make recommendations regarding policy.

The school's writing/communications program shall

- Be developed and implemented as a component of the school's literacy program;
- Provide regular, developmentally-appropriate opportunities for students to use writing to learn, writing to demonstrate learning, and writing to publish across the curriculum. Instruction in writing for publication shall be organized to address a variety of audiences and purposes and shall represent the growth and interests of students over time. "Publication shall be considered in the larger 21st century literacy context (e.g., writing and delivering speech, use of multi-media within writing samples, electronic/digital publications); and
- Be horizontally and vertically aligned ensuring student mastery of core academic standards.

Policy Statement (Continued):

Teachers will

- Provide purposeful and meaningful literacy and writing instruction;
- Utilize 21st century technologies to support the teaching of communications and writing standards; and
- Analyze student writing and provide feedback for improvement for student progress and the writing program as a whole.
- Use writing to help students self-critique and reflect upon their progress and growth in writing and communication;
- Provide students instruction on how to be good peer critics and give them opportunities to provide and receive feedback about writing;
- Utilize multiple forms of assessment as appropriate for the learning goals (e.g., formative assessment during the writing process; summative assessment after publication; student self-assessment as reflection);
- Evaluate writing based upon the criteria for effective writing identified in the current Kentucky standards (e.g., focus, audience, organization). A variety of rubrics based on the criteria (e.g., teacher-made, student-made, the Kentucky Writing Scoring Rubric) shall be utilized appropriately to evaluate student writing; and
- Provide students regular feedback (e.g., conferencing, descriptive feedback, electronic comments, rubrics) about their writing throughout the writing process (e.g., prewriting through publication).

Students shall

- Be actively engaged in using communication skills regularly in every class, across all grades and content areas.
- Write and use communication skills regularly in all classes utilizing 21st century technologies to support their learning; and
- Collect their writing and communications utilizing multiple methods of storage (e.g., paper portfolios, electronic storage) as appropriate.

Portfolio Analysis

A. Instructional Portfolios

Student Instructional Portfolios will

- contain drafts
- contain completed pieces
- contain conferencing notes
- consist of 3 types of writing (writing to learn, writing to demonstrate learning, writing for publication)
- contain student choice/Interests
- contain communication to a variety of audiences
- contain communication for a variety of purposes
- consist of authentic forms of writing/communication
- follow students from grade to grade and from school to school
- be reviewed by teachers and used for instruction as formative assessment on an on-going basis throughout the year

Policy Statement (Continued):

- contain writing chosen by students twice a year as their best work to be reviewed by the teachers and the literacy team based upon the Kentucky Writing Scoring Rubric. Students analysis of their own portfolio pieces for the review will enhance their revision skills as well as self-assessment skills which in turn will contribute to each students learning and growing as writers.

B. Portfolio Review

The school shall

- Organize a team to review student portfolios up to twice a year.
- Determine recommendations for instructional planning and/or professional development for the next school year.
- Use instructional portfolios to identify whole school instructional strengths and areas for growth.

Program Implementation

Administrators shall

- Actively support the implementation of the writing program according to the school's writing plan.
- Serve as active members of the school's literacy team.
- Engage in on-going professional development opportunities to enhance their understanding of literacy related instructional needs.

The school shall

- Align the curriculum according to the Kentucky Common Core Standards.
- Provide professional development based upon identified areas of growth determined by the literacy team.

Date Adopted: 05/13/2014

Signature: _____

Paul W. Prater

Council Chairperson

Date Revised: 03/10/2011