

POLICY #20

Writing Policy

The passing of Senate Bill 1(2017) requires each school-based decision making council or, if there is no school council, a committee appointed by the principal, to adopt policies that determine the writing program for its school and submit the policy to the Department of Education for review and comment

DEVELOPMENT AND DECISION-MAKING

The school-based decision making 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 that analysis and evaluation and make recommendations to the school administration;
- implement an "End of the Year Review" with each grade level to determine strengths and needs for the upcoming school year
- work collaboratively to develop 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.

TECHNOLOGY & COMMUNICATION SKILLS

"The writing program shall incorporate a variety of language resources, technological tools, and multiple opportunities for students to develop complex communication skills for a variety of purposes." Sec (7)(c)(2)

Teachers will

- Intentionally schedule time within the instructional day for writing instruction and experiences and note this time within weekly lessons submitted to administrators
- provide regular, developmentally-appropriate opportunities for students to use **writing to learn, writing to demonstrate learning** and **writing for publication** addressing **opinion/argument, informative/explanatory, and narrative writing** across the curriculum. Instruction 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 a speech, use of multi-media within writing samples electronic/digital publications) and
- shall be horizontally and vertically aligned ensuring students mastery of Kentucky Core Academic Standards.
- provide opportunities to write AND communicate in all content areas and for a variety of purposes across all grade levels
- provide students opportunities to use technology to enhance their writing and to create products unique to their communication needs. (e.g., use of multi-media within writing samples, electronic and digital publications)

- create lesson plans that allow a variety of authentic communication opportunities and that teach these communication skills (e.g. plays, brochures, Readers' Theater, writing and delivering speeches) across all content areas.
- provide students with opportunities to publish written work within the classrooms, the school and beyond
- allow students opportunities to share their writing in a variety of forums i.e. morning meetings, classroom presentations, peer and small group sharing, hallway displays, school's websites, leadership projects, etc.
- teach and expect students to use higher-order thinking skills, document this in lessons and provide student work samples
- Assign students to read and analyze a variety of print and non-print materials including persuasive, literary, and informational and practical/workplace materials using these readings and materials as models for student writing.
- A variety of technological tools are used in the writing process that allow students to:
 1. Communicate and/or evaluate using critical thinking skills.
 2. Seek a new or deeper understanding based on inquiry around a topic.
 3. Demonstrate new understanding through collaborating, creating and making global connections.

Administrators will

- ensure that students are provided opportunities to write and effectively communicate in all content areas and for a variety of purposes.
- ensure that resources are available for students and teachers to write and effectively communicate in all content areas.

USE OF FEEDBACK ON WRITING AND COMMUNICATIONS

“Descriptive feedback can focus on strengths or weaknesses; feedback is most effective when it points out strengths in the work as well as areas needing improvement.”

Classroom Assessment for Student Learning: Doing it right – using it well. Rick Stiggins et al.

“When we use assessment to meet students’ informational needs while there is still time for them to take action on the information to influence the final grade, we increase students’ motivation to achieve.”

Classroom Assessment for Student Learning: Doing it right – using it well. Rick Stiggins et al.

Teachers will

- provide students w/ timely and descriptive feedback in writing based on a common rubric/scoring guide used to assess writing i.e. live scoring, peer scoring, teacher feedback on drafts, etc.
- provide students w/ the criteria in which they will be assessed prior to and during the writing process (i.e. common scoring rubrics)
- allow students opportunities to conference with peers and adults and to revise their work based on these conferences, implement a “No Excuses” revising system that is uniform for all grades.
- provide students opportunities to reflect on writing and how their writing has improved i.e. students will review their writing portfolios to reflect on growth from one year to the next
- Provide appropriate resources for writing driven by various instructional purposes with different audiences for the student to consider

- Provide opportunities for students to demonstrate, through strands of literacy, an understanding of cultural differences and work effectively with people from a range of social and cultural backgrounds to build on and articulate ideas, i.e. whole group, small group, Nearpod, collaborative work.

Administrative Responsibilities

- ensure that all teachers are familiar with and using a common scoring rubric, which is based on the Kentucky Core Academic Standards, for analysis of student writing.
- provide a weekly, common planning time for the evaluation of student writing.
- review writing assessments to ensure rigor and congruency to the Kentucky Core Academic Standards.
- develop a monitoring system to provide descriptive feedback to teams for instructional growth in writing.
- review writing lesson plans on a weekly basis and provide descriptive feedback to the teachers.

Students will

- use a rubric and/or checklist to analyze their own work and provide peer feedback
- annotate their samples for strengths and weaknesses
- improve their writing samples based on teacher, peer and self-evaluations

REVIEW AND INSTRUCTIONAL USE OF PORTFOLIOS

“Writing portfolios shall remain a required and important instructional tool, but shall not be included in the accountability index.” Sec 16

“Writing portfolios, consisting of samples of individual student work that represent the interests and growth of the student over time, shall be a required part of any writing program in primary through grade twelve.” Sec 2(7)(c)(3)

Teachers will

- provide ample opportunities to write to learn and to demonstrate learning through:
 - Learning logs
 - Admit slips
 - Exit slips
 - Research projects
 - Constructed responses
 - Creative projects
 - Journals
- plan writing opportunities to allow students to write for a variety of purposes and over time, such as writing to narrate, inform or persuade (the purposes found in the on-demand writing assessments).
- provide opportunities for and encourage students to research and write about topics they find interesting and of their choosing.
- assess student writing w/ team and submit analysis to administrator during the writing process and after summative assessments on a regular basis
- use on-going formative analysis of writing samples to inform classroom instruction and identify areas of strength and need

- maintain student working writing folders beginning in kindergarten through grade 6 and utilize work existing in the writing folders
- complete grade level focus pieces to be included in the student's working folder that demonstrate all parts of the writing process

Administrators will

- supervise the collection and movement of working writing folders

Students will

- complete grade level focus pieces and submit their best work for review with, at regular intervals indicated within the writing plan
- Use past writing pieces included in their writing folder to reflect on writing and how their writing has improved

IMPLEMENTATION OF THE WRITING PROGRAM

Teachers will

- ensure that students have a wide variety of writing and communicating opportunities as established by the Kentucky Core Academic Standards.
- attend professional development as needed

Administrators will

- ensure that the writing curriculum is aligned vertically and horizontally.
- assess professional development needs in the area of writing for teachers
- make knowledgeable teachers, mentors and resources available for the planning and implementation of the writing instruction

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: February 21, 2012

Date Reviewed or Revised: January 15, 2019 Council Chairperson's Initials JS

Date Reviewed or Revised: _____ Council Chairperson's Initials _____