

## **EDYTHE J. HAYES MIDDLE SCHOOL**

FIRST READING: MAY 25, 2010

SECOND READING: JUNE 23, 2010

APPROVED ON: JUNE 23, 2010

AMENDED ON: SEPTEMBER 21, 2010

AMENDED ON: NOVEMBER 30, 2010

AMENDED ON: JUNE 21, 2011

AMENDED ON: JANUARY 24, 2012

AMENDED ON: MAY 27, 2015

AMENDED ON: JULY 31, 2018

AMENDED ON: JANUARY 29, 2019

REVIEWED ON: MAY 28, 2019

AMENDED ON: SEPTEMBER 24, 2019

REVIEWED ON: MAY 26, 2020

REVIEWED ON: MAY 28, 2021

REVIEWED ON: MAY 24, 2022

REVIEWED ON: MAY 23, 2023

## **WRITING POLICY**

### **REQUIRED LAW THAT POLICY MEETS (IF APPLICABLE)**

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Senate Bill 1: Each school-based decision making council or if there is no school council, a committee appointed by the principal, shall adopt policies that determine the writing program for its school.

### **POLICY**

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#### **I. Writing Expectations for our Students**

The E. J. Hayes Middle School writing curriculum is vertically and horizontally aligned to the Kentucky Academic Standards. Students will be able to engage in writing to learn, writing to demonstrate learning, and writing for publication. Time is intentionally scheduled within the instructional day for writing instruction, and all students will experience authentic writing at all grade levels. In order for our students to be successful in the 21st century we will make sure our students:

- a) Use a combination of print, non-print and digital resources to compose a variety of argumentative, informative/explanatory, narrative and research products.
- b) Gather, evaluate, synthesize and cite sources using critical thinking skills in order to develop and organize clear, coherent products that are appropriate to task, purpose and audience.
- c) Utilize 21st century technology to develop and research authentic/real-world, meaningful writing and independent thinking at all grade levels.
- d) Utilize a variety of language resources for learning that are embedded within writing instruction that allow students to read and analyze a variety of print and non- print materials (artwork, photographs, data, maps, etc).
- e) Reflect on own experiences and areas of interest and growth to develop ideas for writing.
- f) Experience the writing process at all grade levels (brainstorming, drafting, revising, editing, publishing, and reflecting upon writing).
- g) Demonstrate written expression through formative and summative assessment tasks, multi-draft process pieces, and responses to On-Demand, Extended Response and Short Answer Response writing tasks at all grade levels.
- h) Create writing based on research driven data utilizing technology and hands-on experience.
- i) Read and analyze writing of both authors and student work exemplars as models to enhance students' writing skills and strategies.
- j) Question, infer and communicate information through shared inquiry to develop independent thinking and seek deeper understandings of content.
- k) Demonstrate new understanding through collaborating, and creating/making global connections.

#### **II. Instructional Expectations**

To provide multiple opportunities for students to develop complex communication skills for a variety of purposes, teachers will:

- a) Teach, practice and reinforce the writing process at all grade levels (brainstorm, draft, revise, edit and publish).

- b) Incorporate 21st century technology into authentic, meaningful writing across the curriculum and grade levels.
- c) Scaffold instruction as needed for all students to complete the writing process and utilize technology as needed.
- d) Provide ample opportunities (at the minimum three times during the school year) for students to write for a variety of purposes and audiences.
- e) Incorporate writing using the content for both On-Demand and writing over time.
- f) Provide descriptive, written feedback and descriptive oral feedback or conferencing on students writing by teachers or peers.
- g) Provide time for students to revise based on feedback from teacher and published pieces.
- h) Calibrate their evaluation of student writing using the Kentucky On-Demand Writing Rubric in PLCs focused on writing. PLC practices include identifying student strengths, weaknesses, and next-steps for developmental improvement.
- i) Use common language when instructing students through the writing process (i.e. R.A.C.E., Claim, Evidence, Reasoning, Structure of an Essay).
- j) Provide evidence of implementing the E. J. Hayes Middle School Writing Continuum in PDSA.

### **III. Expectations for School Wide Structures and Monitoring**

In order to make sure all students each year produce writing that incorporates three categories of writing (narrative, informative/explanatory, and argumentative) to demonstrate the students' interests and growth over time, the administration will:

- a) Ensure teachers receive ongoing, job-embedded professional development based on calibration and analysis of student work as necessary to improve writing instruction.
- b) Ensure teachers align instructional practices based on Kentucky Academic Standards.
- c) Ensure teachers document writing instruction in the PDSA.

### **IV. Expectations for Reflection, Assessment and Feedback**

In order to ensure that students and teachers are using reflection, assessment and feedback consistently the following will be met:

- a) School will implement the Kentucky On-Demand Scoring Guide for writing, where appropriate.
- b) Teachers will utilize the R.A.C.E. strategy in all classrooms for effective response development to fully develop ideas.
- c) Teachers will provide access to exemplary student and professional writing models to enhance students' writing skills and strategies.
- d) Teachers will provide students with access to graphic organizers, planning and revision guides, and other scaffolded materials to enhance their writing skills and products.
- e) Teachers will document proof of writing in the PDSA.

### **V. Expectations for Policy Evaluation**

We will evaluate the effectiveness of the school writing plan through our committees, departments and the School Improvement Planning Process.