

**Jackson Independent School
School-Wide Writing Policy**
January 18, 2011



Approved

Purpose of our Writing Program

Through our writing program, we are striving for our students to be college and career ready with 21st century learning skills.

Definition of Writing

Writing is defined as “a complex, multifaceted act of communication” and not just on paper. It includes a variety of purposes, audiences, and forms, including speech and media.

Administrative Leadership and Support

In order to continually develop, review, and update our K-12 writing program at JCS, a writing curriculum / resource teacher will be named as well as a group of teachers and an administrator to serve as the writing committee. These individuals will represent all grade levels and content areas and will be responsible for making recommendations to our SBDM for our writing program. (See attached Appendix A). They will also be responsible for conducting an annual program review and making recommendations for continual improvement in the program.

The school principal shall be responsible for seeing that all adopted policies are being implemented and followed during each school year. Monitoring by the principal shall take place through classroom observations / walk-throughs, teacher evaluations, periodic review of assessments and student work, and review of analysis sessions.

Instruction for Writing

Each teacher in grades K – 12 shall follow the writing and language requirements of the Kentucky Core Academic Standards. During the 2010 – 2011 school year, teachers should begin making a transition from the former Core Content to the new Core Standards. (A crosswalk is provided on KDE’s website). Our specific school curriculum will continue to be developed and revised as we roll out the standards in our state. Once curriculum is in place, it will be presented to SBDM. (See attached Appendix B for standards).

Teacher responsibilities in the teaching of writing should include:

- Engage students in using communication skills regularly in every class, across all grades and content areas.
- Include the 3 types of writing (to learn, to demonstrate learning, and for publication) regularly in classroom instruction. A classroom working folder should be kept in all classrooms to document this.
- 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.
- Provide opportunities for students to write which include real-world communications and use of technological tools. “Publication” shall be considered in the larger 21st century literacy context including speeches, multi-media, and electronic publications.
- Develop writing assignments that flow naturally from the content being taught and grade level curriculum expectations. These should be developed within regular units of study.
- Provide assessments that allow students to demonstrate knowledge of content by communicating answers in clearly written responses. (constructed response).
- In Language arts / English classes provide assessments that allow students to demonstrate communication skills developed through writing instruction (on demand) and in revising and editing skills (MC assessment).
- Provide experiences of writing in both on-demand and writing over time situations (published writing).
- Provide instruction on and follow the writing process to produce and revise published works
- Use readings of a variety of print and non-print materials to serve as models for student writing.
- Use the KY Writing Scoring Rubric to analytically score published student writing and On Demand writing assessment.
- Provide formative / descriptive feedback to students regarding their communication skills.
- Regularly analyze student writing to identify “next-step” lessons.
- Use writing to help students self-assess and reflect upon their progress and growth in writing and communication.

- Maintain collections of student work as addressed in the communications folder section of this policy.

COMMUNICATIONS FOLDER

Each classroom teacher in grades K – 3 and all language arts / English teachers in grades 4 – 12 shall maintain collections of student work related to writing skills. (See definition of writing). This shall be referred to as the school-wide COMMUNICATIONS FOLDER. All teachers shall contribute at least one published piece each semester per class to the COMMUNICATIONS FOLDER. By the end of the semester, all teachers should pass from their classroom working folder one selected published student writing to the English / Language Arts teachers for the COMMUNICATIONS FOLDER with documentation that it has been scored appropriately using the KY Writing Scoring Rubric. All LAMP / Enrichment classes shall instead complete one on demand or first draft writing per class each semester. These should be passed on to the appropriate language arts / English teachers by grade level.

Communication folders should pass from grade to grade and school to school as required by SB 1.

Development and Feedback:

COMMUNICATION FOLDERS should include the following at all grade levels:

- Evidence of writing completed throughout the year, representing all types of writing and from all content areas.
- Evidence that instruction and opportunities for writing for a variety of purposes and audiences and use of technological tools have been provided by teachers.
- Evidence that the writing process has been followed for published pieces
- Evidence that regular formative feedback has been given to improve student performance and to identify strengths and weaknesses in writing.
- Evidence that students have been given opportunities to improve their writing and communication skills based on feedback and have been given opportunities for self-assessment and reflection on their communication skills.

- Evidence that students have had opportunities to provide feedback on the work of others.
- Evidence that the types of writing as required in the KY Core Academic Standards / local school curriculum have been completed. Types of writing as indicated in the Core Standards include:
 - *Narrative to develop real or imagined experiences or events
 - * Argument / Opinion writing to support claims
 - * Informative / Explanatory texts.
 - * Standards also indicate completing research to build and present knowledge.
- A table of contents / log sheet as provided to the teacher by the school-wide writing curriculum teacher to document types of writing contained within the folder.
- **Students taking college courses who do not have a regular English class will still maintain a writing folder. The School-wide Writing Curriculum teacher will be responsible for those students.

Ongoing Feedback and Analysis

Teacher Level: Students should be provided feedback in a manner which is both supportive and informative. Feedback should be clear and descriptive and provided on a regular basis, allowing time for revision. Teachers should regularly analyze the writings of their students to direct instruction and promote improvement in their writing skills.

Team Level: Teachers should meet in teams assigned by the principal to review student's writing and communication samples. These teams should involve ALL teachers and should be developed in groups of similar grade levels. This team should be responsible for analyzing student work by using the "Writing Portfolio Analysis Data Sheet" and the "Writing Portfolio Analysis Reflection Sheet" provided by KDE. This data and reflection will be used to inform the school's writing program and impact student learning. Documentation of these meetings will be submitted to the school principal.

School Level / Annual Review: The school writing committee shall review the recommendations made by staff and shall review data across grade levels to see if JCS students are progressing as they should be to meet grade level expectations. The committee will then plan any needed revisions to the school's writing and communications program. This committee will look at all areas of our writing program and will follow the guidelines set forth by KDE to conduct an annual program review. Recommendations for any additions or changes to writing policy will then be presented to our SBDM who will revisit this policy annually.

End of Year Procedures

During the final grading period of the school year, classroom teachers in grades K – 3 and all language arts / English teachers in grades 4 – 12 shall allow students to select from their Communications folders three (3) “best samples” of published writing for a final reflection and collection of writing growth for the current school year. These three selections should include writing which aligns with the KY Core Academic Standards and therefore should include a piece from each category: Narrative, Argument / Opinion, and Informative / Explanatory. One of the 3 samples should demonstrate research standards. Additionally, one of the 3 samples should demonstrate writing in a content area besides English/Language Arts.

All other writing samples from the current school year may be removed from the Communications folder at this time.

At the end of 3rd, 8th, and 12th grades, students may review through the “best samples” pieces of prior grade levels and select one best piece from each grade level to represent their writing growth through the years. Therefore, at the end of 3rd, 8th, and 12th grades, there should only be one piece of writing to represent each grade in school. Students should choose pieces to represent a variety of categories and to demonstrate their growth as a writer.

Professional Development

Based on needs assessments during team level and school level reviews, professional development concerning writing instruction, development, and assessment will be made available to teachers as needed.