

Jane Hite Elementary Writing Policy

Policy Statement – Revised 2014

STUDENTS' WRITING EXPERIENCES

In order to provide *multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources*, we will make sure students:

- Work reflects Common Core Standards focus.
- Maintain a working writing folder, a collection of student work including samples from all content areas that demonstrate growth over time.
- Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher (which includes reflective and on-demand), and writing for publication.
- Experience authentic, meaningful writing at all grade levels:
 - Writing for a variety of purposes including their own experiences, learning, reading, and inquiry to complete writing tasks.
 - Writing for a variety of audiences.
- Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Experience writing in all curriculum areas.
- Read and analyze a variety of print and non print materials and resources including persuasive, literary, personal, informational, and practical/workplace materials.
- Read authentic samples as models for student writing.
- Create, publish, and demonstrate learning using a variety of technological tools and resources.
- Develop skills in response to prompts through short answer and extended response questions.

INSTRUCTIONAL WRITING STRATEGIES GUIDELINES

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

- Provide authentic, meaningful writing experiences at all grade levels and in all curriculum areas.
 - Writing for a variety of purposes including their own experiences, learning, reading, and inquiry to complete writing tasks.
 - Writing for a variety of audiences.
- Assign three categories of writing: writing to learn, writing to demonstrate learning to the teacher (which includes reflective and on-demand), and writing for publication.
- Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Teach higher-order thinking skills.
- Assign students to read and analyze a variety of print and non print materials and resources including persuasive, literary, personal, informational, and practical/workplace materials.
- Use a variety of authentic models for student writing.
- Allow student choice and exploration.
- Analyze student work in PLCs and develop intervention and enrichment strategies.
- Provide immediate and effective feedback using formative assessment techniques.
- Common Core ELA Standards and Program Review requirements guide planning modeling, and implementation of writing instruction in all curriculum areas.

SCHOOLWIDE STRUCTURES AND MONITORING

In order to ensure that every student has a *working writing folder that includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends*, the principal will:

- Provide opportunity for vertical teams to develop a written plan for implementing and monitoring working writing folders.
- Ensure the plan includes guidelines for incorporating student and teacher *use of technology tools*.
- Ensure the implementation of the writing plan.
- Ensure that the SBDM Council annually reviews, revises (if necessary), and approves the writing plan by May of each year.
- Provide opportunity for writing instruction growth through professional development, support from Goal Clarity Coach, vertical teams, and PLCs.
- Ensure vertical and horizontal alignment of the writing curriculum.
- Ensure the plan is communicated with all stakeholders.

REFLECTION, FORMATIVE AND SUMMATIVE ASSESSMENT, AND FEEDBACK

In order to ensure that the writing process include reflection, assessment, and feedback, the writing plan will incorporate:

- The use of the working writing folder for referencing student performance in written communication.
- The procedures for evaluating the working writing folder in alignment with Common Core Standards, Program Review, and district guidelines.
- Guidelines to provide students with effective feedback on the working writing folder.
- Opportunities for students to improve their writing and communication skills based on self-reflection, teacher feedback, goal setting, and the use of rubrics.
- The use of the Holistic Writing Scoring Guide for students to monitor their written communication, and for teacher feedback.

POLICY EVALUTION

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

Date of First Reading: 5/19/10

Date of Second Reading: 8/25/10

Date Adopted: 8/25/10

Date Revised: 3/19/14

Signature: _____


SBDM Council Chairperson