

**BULLITT EAST HIGH SCHOOL**  
**SITE-BASED DECISION MAKING COUNCIL**  
**SCHOOL-WIDE WRITING POLICY**



**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:

- Engage in writing in three categories:
  - Writing to learn
  - Writing to demonstrate learning
  - Writing for publication
- Engage in writing for a variety of purposes:
  - Inform/Explain
  - Narrate
  - Argue
- Writing for a variety of audiences.
- Develop and refine a writing process among all grade levels including, but not limited to:
  - Planning
  - Drafting
  - Peer Conferencing
  - Revising
  - Editing
  - Publishing
  - Reflection
- Experience writing in both timed, on-demand sessions and full process writing.
- Write as a natural outcome of content studied in all curriculum areas.
- Learn and use a variety of resources for writing including print and non-print materials for different instructional purposes in a variety of situations.

**INSTRUCTIONAL WRITING STRATEGY GUIDELINES**

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

- Teach higher order thinking skills.
  - Set high expectations for oral and written responses
  - Facilitate classroom discussion to construct meaning and make connections about a variety of texts

- o Challenge students to communicate complex written and spoken arguments and to support claims clearly.
- Assign writing among three categories:
  - o Writing to learn
  - o Writing to demonstrate learning
  - o Writing for publication
- Provide authentic, meaningful writing at all grade levels:
  - o Writing for a variety of purposes and audiences
  - o Provide experiences that reveal ownership and independent thinking
  - o Writing in which students draw on their own experiences, learning, reading and inquiry to complete writing tasks
- Teach a writing process among all grade levels including, but not limited to:
  - o Planning
  - o Drafting
  - o Peer Conferencing
  - o Revising
  - o Editing
  - o Publishing
  - o Reflection
- Assign students to read and analyze a variety of print and non-print material including persuasive, literary, informational, and practical, workplace materials using these readings and materials as models for student writing.
- Instruct and develop communication skills by integrating the strands of literacy (reading, writing, speaking, listening, and language use) across all content areas.
- Focus on strategies that will help students apply their skills in a variety of situations:
  - o Academic
  - o Workplace
  - o Civic life
  - o Personal life
- Encourage student choice in what they explore, research, and communicate while using a variety of inquiry and research skills.
- Incorporate 21<sup>st</sup> century skills through a variety of experiences and use of technology.

### **SCHOOLWIDE STRUCTURES AND MONITORING**

To ensure that every student has a writing portfolio 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:

1. Ensure curriculum is vertically and horizontally aligned to Kentucky Core Academic Standards
2. Assign a literacy team to develop a written plan for implementing and monitoring writing portfolios.
3. Ensure the plan includes guidelines for incorporating student and teacher use of technology tools as a way to enhance writing instruction and student communication.
4. Ensure the implementation of the writing policy and plan.

Policy Reviewed on: January 26, 2016 / 1<sup>st</sup> Reading: February 22, 2016 / 2<sup>nd</sup> Reading: \_\_\_\_\_

5. Ensure teachers receive embedded professional development needed to improve writing instruction.
6. Ensure the policy and plan are reviewed annually and revised when necessary.

### **CRITERIA FOR THE WRITING PLAN**

Writing plans will be separate from this policy and will be specific for each level. These plans will reflect this policy and will be adjusted depending on what the data from testing and the writing program review indicates.

To ensure the writing process includes reflection, assessment and feedback, the writing plan will incorporate:

1. Active participation of students in decision making about the contents of the portfolio.
2. The use of portfolio for determining student performance in communication.
3. The procedures for reviewing the portfolio in order to determine strengths and weaknesses in student writing and the overall writing program.
4. The procedures for grading the portfolio including feedback to inform instruction.
5. Guidelines for providing student descriptive feedback on the portfolio.
6. Opportunities for students to improve their writing and communication skills based on their portfolio feedback.
7. At least one communication opportunity for each student in every class.

### **POLICY EVALUATION**

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_

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