



Wurtland Middle School Writing Policy

Rationale

KRS 158.6453 (Senate Bill 1) requires that all public schools develop a school-wide writing program and submit policies for that program to the Kentucky Department of Education (KDE) for review and comment.

Wurtland Middle School recognizes that writing is part of literacy, a necessary communication skill for students, and should be authentically taught and practiced in all content areas. The writing curriculum will be designed so that all students achieve at high levels. The curriculum will comply with all applicable state and federal statutes and regulations.

For the purposes of the school's writing program, "writing" is defined broadly, to include oral and written texts, multi-media communications, and communications through technology.

I. Student Expectations:

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:

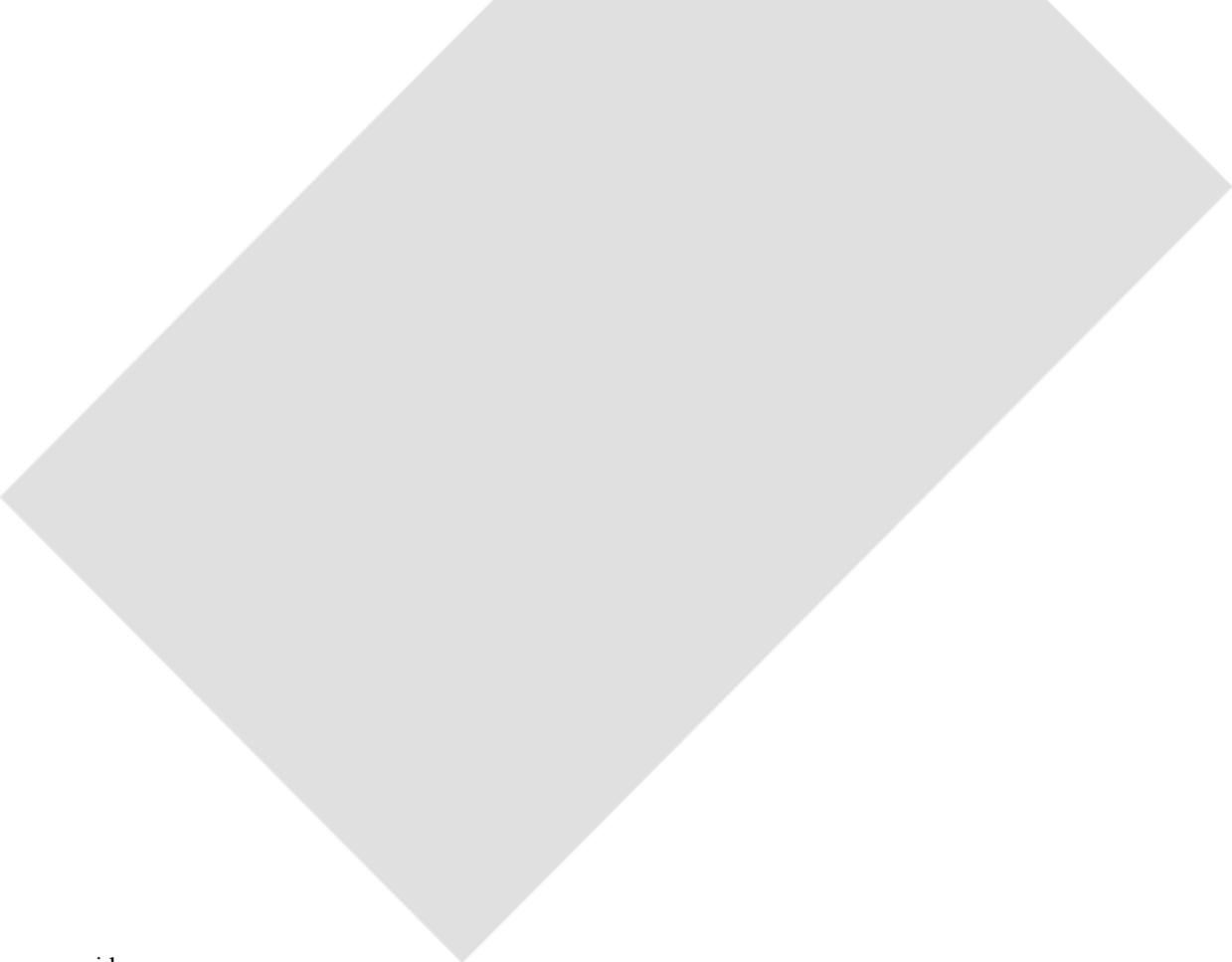
- Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Engage at all grade levels three text types: narrative, informative/explanatory, argumentative.
- Experience authentic, meaningful writing at all grade levels:
 - Writing for a variety of purposes and audiences.
 - Experiences that reveal ownership and independent thinking.
 - Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
- Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Experience writing in both on-demand and writing over time situations.

- 
- Write as a natural outcome of the content being studied in all curriculum areas.
 - Read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3 D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
 - Learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
 - Develop communication skills through use of a variety of language resources.

II. Instructional Expectations:

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

- Teach higher-order thinking skills and promote inquiry learning through the use of research-based instruction.
- Assign three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Provide authentic, meaningful writing at all grade levels:
 - Writing for a variety of purposes and audiences.
 - Experiences that reveal ownership and independent thinking.
 - Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
- Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Provide both on-demand and writing over time assignments.
- Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
- Assign students to read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3 D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including narrative, informative/explanatory, and argumentative samples. These samples will be used as models for student writing.
- Provide appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to



consider.

- Provide student choice and exploration.
- Provide descriptive, written feedback and descriptive oral feedback/conferencing on students writing by teacher and by peers.
- Provide time for students to reflect on their writing.
- Provide a variety of language resources to all students in order to develop communication skills.

III. School-wide Structure and Monitoring

The principal shall appoint a writing review team or committee responsible for guiding the school-wide writing program.

Members shall include an administrator from the building, the lead writing teacher, a collaborating special education teacher, a teacher from each content area, and others as the principal sees fit.

Team responsibilities shall include:

- Developing a written plan for implementing and monitoring communication/writing portfolios.
- Ensure the plan includes guidelines for incorporating student and teacher use of technology tools.
- Ensure the implementation of the writing plan.
- Ensure that the council annually reviews, revises (if necessary), and approves the writing plan each year following annual report of program reviews and audit.
- Identifying instructional implications based on analysis of student work
- Recommend to SBDM the needed professional development based on analysis/review of students' writing/communications portfolio.

Principal responsibilities shall include:

- Ensure teachers align instructional practice based on Kentucky Core Academic Standards.
- Ensure communication with stakeholders.

- 
- Ensure implementation of the writing plan and that resources including technology are available to staff and students.
 - Ensure the district guidelines for collecting and monitoring of portfolios are followed.
 - Ensure teachers receive on-going professional development needed to improve writing instruction based on analysis of student work and reviews/audits.

IV. Reflection, Assessment and Feedback

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

- School will implement a state-approved analytical scoring guide for writing as well as teacher/student-generated rubrics, where appropriate.
- School will follow all district and state guidelines for writing reviews/audits of instructional portfolio folders and report findings by deadline dates.
- Consistent evidence will be shown of descriptive, written feedback and through oral feedback/conferencing on student work.
- Evidence of allowing students time to revise based on descriptive feedback and student reflection.
- School will follow any state required procedures for grading instructional portfolios.
- Evidence of providing multiple opportunities, by teachers for students, to develop complex communication skills.
- All teachers will meet during PLCs to analyze data and student work samples to adjust instruction as needed.

V. Plan implementation

Wurtland Middle School will ensure that a pass along portfolio will follow each student through grades six through eight. This portfolio may be kept electronically and will be readily accessible for stakeholder review. The following is our implementation guidelines. Although specific portions of the writing guidelines are required by certain classes/content areas, this is in no way intended to imply that these classes/content areas are to be the only places in which these writings are to take place.

	ELA	Math	Social Studies	Science	Arts
Grade 6	All three purposes and multiple forms	Demonstration	Informational and Argumentative	Informational and Argumentative	Reflective Piece
Grade 7	All three purposes and multiple forms	Demonstration	Informational and Argumentative	Informational and Argumentative	Reflective Piece
Grade 8	All three purposes and multiple forms	Demonstration	Informational and Argumentative	Informational and Argumentative	Reflective Piece

For each piece student and teachers are to ensure that the all three components (writing to learn, writing to demonstrate learning, and writing for publication) are evidenced within the portfolio.

VI. Policy Evaluation

We will evaluate the effectiveness of this policy through our Writing Committee/Program Review audit process.

Date Adopted: __12/04/2017__

Date Reviewed or Revised: __10/30/2017__

Date Reviewed or Revised: __12/04/3017__

Council Chairperson's Initials: AP _____

Council Chairperson's Initials: __AP__