

Wurtland Middle School
Council Policy
Writing Program
KRS 158.6453(7)(c)

Policy Number	
14	
Type:	Required

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. The SBDM council at each school is required to adopt policies, forward them to the district for review, and then, in the fall/winter of 2010, send the policies to the KDE for review and comment. Policies should address state regulations, core standards, and guidelines for program reviews. Educators should study these key resources and draw conclusions about policies appropriate for their school or district. Policies will be formed and revised over time and used in on-going planning, implementing, and monitoring the program.

Writing/Communication is defined broadly, to include oral and written texts, multi-media communications, and communications through technology. The program shall provide opportunities for students at all grades and across the curriculum to develop complex communication skills for a variety of purposes and contexts. Students at all grades and cross curricular shall develop communications that are narrative, informative/explanatory, and argumentative in purpose and shall write to learn, write to demonstrate learning, and communicate for realistic purposes and audiences in a variety of real-world forms/modes. The focus of the program is on helping all students develop communication skills that will serve them in their lives.

School-Based Decision Making Council

With school leaders and the school's writing team, the SBDM shall determine policies for the school's writing/communications program and shall monitor and annually review the program to ensure its on-going development and to ensure that it meets state requirements/standards/program guidelines and students' needs. The duration for membership of the team, as determined by the principal, shall be two (2) years

The responsibilities for the team include the following:

- Reviewing documents relevant to the Kentucky regulations, KDE guidelines for program reviews, Kentucky core standards, Kentucky assessments, and other state guidance tools.
- Planning a program that meets state regulations and guidelines as well as local needs.
- Communicating with the council, faculty, parents, and community about the program and state requirements and guidelines for the program.
- Developing the school's writing plan as well as analyzing it and revising it. The team will meet throughout the year to review and analyze on-going

progress of the writing/communications program as well as submit an action plan annually to the principal and council.

- Recommend professional development for the benefit of the writing/communications program. Program Component/Requirement Policies

Program Components

1. Developing Students' Communications Skills: Curriculum and Instruction
 - 1.1. School plans, curriculum maps, and teachers' lesson plans shall show instruction for the writing/communications program.
 - 1.2. School leaders and teachers shall collaborate in aligning curriculum and instruction for the writing/communications program vertically and horizontally with state regulations, relevant Kentucky Core Standards, state guidelines for writing programs, and needs of local students.
 - 1.3. Students shall communicate for multiple purposes appropriate to the content area, using a variety of appropriate forms of media.
 - 1.4. Teachers at ALL grade levels and across all content areas shall provide effective instruction to help ALL students develop communication/writing skills.
 - 1.5. The principal shall monitor instruction and provide feedback to teachers on their practices of writing/communications.
 - 1.6. Teachers will collect samples of students' writing/communications to show that students at all levels are engaged in developing communication skills. These portfolios will be included in the review of the program.
2. Use of Technology to Help Students Develop Communication Skill
 - 2.1. The principal, SBDM council, and other technology staff shall arrange for access to a variety of technology for teachers and students to use.
 - 2.2. Teachers shall design instruction to include student use of technology to develop communication skills.
 - 2.3. The annual program review shall include analysis of technology.
 - 2.4. School leaders and teachers shall provide documentation of use of technology.
 - 2.5. School leaders shall develop procedures for electronic portfolios.
3. School Writing/Communication Portfolio
 - 3.1. At each level, the following work shall be included in the school's portfolio:
Informative/Explanatory Texts (at least one piece)
Persuasive/Argumentative Texts (at least one piece) Non-Fiction and Fiction Narrative Writing (at least one piece) Writing Relevant to State/National Assessment (ex: open/constructed response/short essay).
 - 3.2. The writing/communications portfolio shall demonstrate writing to learn, writing to demonstrate learning and writing for realistic/authentic purposes.
 - 3.3. The principal, working with teachers, shall determine a procedure for collecting students' work in the school portfolio and passing it on to the next grade or school. At appropriate points, the school portfolio shall be

- purged and condensed to make the system manageable. The procedure for the portfolio shall be communicated with the entire faculty.
- 3.4. At appropriate times, students and family shall have opportunities to review portfolios. Portfolios shall be used to help students reflect on their skills.
 4. Feedback and Assessment
 - 4.1. Teachers shall provide appropriate feedback and formative and summative assessment to help students develop communication skills.
 - 4.2. Feedback shall focus on processes, as well as products, and shall be provided in a variety of methods. Feedback shall include students' own reflection, self-assessment, and planning. Feedback is aimed at helping students.
 - 4.3. Teachers and school leaders shall provide opportunities to provide feedback on their own and others' work.
 - 4.4. Rubrics and scoring guides shall reflect criteria from state assessment and classroom tasks; students shall collaborate with teacher in developing rubrics to develop communication skills.
 - 4.5. Appropriate grading practices shall be indicated in teachers' lesson plans and curriculum maps, which shall be reviewed routinely by principal. Student performance expectations shall be communicated clearly with students and others.
 - 4.6. Students shall review models of good writing and samples of other students' writing/communication, including samples representing different levels of performance.
 5. Professional Development
 - 5.1. All teachers and school leaders shall participate fully in professional development regarding writing instruction. Professional development shall be based on school needs for writing instruction.
 - 5.2. Following writing program review, school leaders shall develop a plan for professional development based on needs.
 - 5.3. Review of the school's programs, including analysis of students' work, shall assess the impact of professional development. School leaders shall form appropriate plans to address needs.
 - 5.4. The school's principal shall maintain records of professional development and plans for professional development, to be available especially in the review of the school's program.
 6. Administrative Support and Monitoring
 - 6.1. School leaders, including the school council, shall provide appropriate support and supervision of the writing/communications program.
 - 6.2. School leaders shall develop and implement a monitoring system for the writing program to provide feedback to teachers and students as well as to review the program and implement the action plan.
 7. Communication/Collaboration with Families and the Community
 - 7.1. At designated times, students and family members shall have opportunities to review writing/communications program and/or portfolio.