



South Laurel Middle School Writing Program Policy

The SBDM Council shall form policies for the school's writing program and with school leaders and the school's writing team, shall monitor and annually assess the program to assure its on-going development, to meet state requirements/guidelines, and to address students' needs.

POLICY STATEMENTS

South Laurel Middle School will provide multiple opportunities for students to develop complex communication skills for a variety of purposes and for a variety of audiences across grade levels and content areas ensuring students...

- experience a curriculum that is vertically and horizontally aligned to Kentucky Academic Standards and to the district's Writing Structures Continuum.
- engage in the three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- utilize—across content areas—a variety of genre specific materials including but not limited to argumentative, informational, and literary.
- have intentionally scheduled time within the instructional day for writing instruction and writing experiences.
- write as a natural outcome of the content studied in all content areas.
- experience authentic, meaningful writing at all grade levels that include writing for a variety of purposes and audiences as specified by Kentucky Academic Standards: argumentative, informative/explanatory, and narrative.
- experience writing that reveals ownership and independent thinking.
- draw on own experiences, learning, reading, and inquiry to complete writing tasks.
- demonstrate, through strands of literacy, an understanding of cultural differences and work effectively with people from a range of social and cultural backgrounds to build on and articulate ideas.
- experience the writing process at all grade levels: planning, drafting, revising, editing, publishing and reflecting upon writing.
- receive consistent and timely feedback throughout the writing process to guide and improve writing skills.
- experience writing in both on-demand and writing-over-time situations.
- apply appropriate writing skills to oral communication skills and real world and creative communication experiences.

South Laurel Middle School will ensure a variety of language resources are embedded within writing instruction that allow students to read and analyze a variety of print and non-print materials including...

- appropriate resources driven by various instructional purposes with different audiences for the student to consider such as: print materials, technology, observations, etc. and multimodal text such as 2D and 3D artwork, photographs, electronic text, graphics, illustrations, web images, maps, multimedia, etc.
- instructional strategies and models that assist achieving specific learning objectives including differentiated strategies that make instruction accessible to all students and exemplars to use as models for writing.

South Laurel Middle School will ensure a variety of technological tools are used in the writing process that allow students to...

- evaluate or communicate using critical thinking skills.
- seek a new or deeper understanding based on inquiry around a topic.
- demonstrate new understanding through collaborating, creating and making global connections.

South Laurel Middle School administration, in order to ensure every student has a writing/communications portfolio that includes samples from all grade levels and all contents, will establish a cross-curricular writing team including a representative from the administration to...

- ensure the implementation of the writing policy and plan.
- ensure the writing policy and plan are reviewed annually and revised if needed.
- evaluate and monitor the school's writing program.
- lead the review of student writing/communications portfolio contents for types of writing, content areas represented, quality of feedback, and student use of feedback.
- report findings (successes and issues) to the site-based council annually or as requested.
- lead PLC meetings and/or train PLC leaders to lead their PLC in productive analysis of writing/communications portfolios, writing assignments/assessments, writing data, etc.

South Laurel Middle School will ensure students are afforded multiple opportunities to receive and use descriptive feedback from individual classroom teachers and peers across all grade levels and content areas to improve writing skills by...

- developing and implementing a plan to monitor that
 - writing is an on-going, routine part of instruction and assessment across all grade levels and content areas.
 - feedback is both quality and timely.
 - students are using feedback to improve writing skills.
 - evidence of feedback is included in the writing/communications portfolio.

South Laurel Middle School will maintain a writing/communications portfolio—hard copy and/or digitally—for every student. The portfolios will be passed from grade level to grade level and will contain a minimum of one piece of writing from each of the three types of writing (writing to learn, writing to demonstrate learning, and writing to publish) at each grade level for a total minimum of 9 entries by the end of the student's eighth grade year in order to...

- ensure feedback is given to students.
- show student growth as a writer over the course of a school year.
- show student growth as a writer from grade level to grade level.
- review portfolio contents to make well-informed decisions concerning instructional needs, staff training/professional development needs, and the need for resources.
 - SLMS teachers and administration will participate in professional development to address needed areas of growth in writing instruction, feedback, etc. as needs arise.

South Laurel Middle School will develop a writing plan separate from this policy and specific to each grade level. The plan will reflect this policy and will be adjusted based the school's test data, classroom data, and program appraisal data to ensure...

- the writing process includes prewriting, drafting, feedback, editing, and revision at all grade levels and in all content areas.
- active participation of students in decision making about contents of the portfolio.
- procedures for reviewing the portfolio are in place in order to determine strengths and weaknesses in student writing and overall communication.
- guidelines are in place for incorporating student and teacher use of technology tools when available and when deemed appropriate to the writing task.

South Laurel Middle School will evaluate the effectiveness of this policy through the school improvement planning process.

Date of First Reading: 07Nov2018 **Date of Second Reading:** Not needed per SLMS SBDM By Law & Policy information regarding unanimous agreement

Signature:



Sean Swinney

SBDM Council Chairperson

DATE ADOPTED: 07Nov2018