Curriculum Policy 1.6

**DAWSON SPRINGS JR/SR HIGH SCHOOL**

**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 three categories of writing: writing to learn, writing to demonstrate learning

 to the teacher, and writing for publication.

• Experience authentic, meaningful writing at all grade levels:

o Writing for a variety of purposes and audiences.

o 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.

• 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 3D),

 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.

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**INSTRUCTIONAL WRITING STRATEGIES GUIDELINES**

To provide multiple opportunities for students to develop complex communication skills for a

variety of purposes, teachers will:

• Teach higher-order thinking skills.

• 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:

o Writing for a variety of purposes and audiences.

o Experiences that reveal ownership and independent thinking.

o Writing in which students draw on their own experiences, learning,

 reading, and inquiry to complete writing task.

• 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 3D), photographs, electronic text, graphics, illustrations, web images,

 maps, multimedia) including persuasive, literary, informational, and

 practical/workplace materials. Use reading 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.

• Allow student choice and exploration.

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**SCHOOL WIDE STRUCTURES AND MONITORING**

To ensure every student has a ***cumulative 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:

* Assign a school literacy team to meet to for an annual review of the writing program by going through the Kentucky Writing Program Review process.
* Ensure the implementation of the Dawson Springs Writing Plan (copy attached). The principal will use Walkthrough data and a Writing files checklist created by district administration.
* Ensure teachers receive professional development needed to improve writing instruction.

THE TEACHER WILL:

* Provide a cumulative writing folder for each student to include a variety of writing pieces (see Writing Plan for examples)
* Review students’ working writing folder by participating in grade level team/content team meetings with administration annually to continually assess the writing pieces and process and adjust instruction accordingly.
* Work in grade level and content area teams to create rubrics and scoring guides to assess the students’ cumulative writing folder to determine student performance and progress in communication.
* Follow the Dawson Springs Writing Plan for providing feedback on the portfolios through conferencing.
* Work with students to use formative assessment feedback and conferencing to improve their writing and communication skills.
* Work with the student to have a complete cumulative writing portfolio to give over to the next grade level.  This cumulative writing folder must include:
	+ pieces that have been taken through the writing process (planning, drafting, revising, editing and presenting) AND/OR
	+ pieces relevant to student’s content-area study AND/OR
	+ pieces based on student inquiry and research AND/OR
	+ pieces that demonstrate a variety of purposes in different texts types: narrative, informative/explanatory, and argumentative. AND/OR
	+ review the plagiarism policy and penalty for plagiarism. (student will receive a failing grade)

**POLICY EVALUATION**

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

Process.

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

Date Reviewed or Revised: 081413 Council Chairperson’s Initials: kms

Date Reviewed or Revised: 061516 Council Chairperson’s Initials: kms

Date Reviewed or Revised: 041018 Council Chairperson’s Initials: kms

Date Reviewed or Revised:121218 Council Chairperson’s Initials: TEM