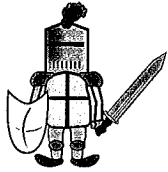


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## Florence Elementary

*Writing Committee Policy*



**May, 2017**

### **Student 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 **all students:**

- Engage in meaningful opportunities to write on a daily basis:
  - Writing to learn: Strategies to increase learning in content areas (learning log, exit slips, response journals)
  - Writing to demonstrate learning: short answer, extended response
  - Writing to communicate: dialogue, questioning
  - Writing for publication: incorporate into instructional units in each mode
- 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.
- Engage in experiences with all students to demonstrate increasing sophistication in all traits of writing:
  - Organization
  - Ideas
  - Voice
  - Word choice
  - Sentence fluency
  - Conventions
  - Presentations

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## Instructional Writing Strategies Guidelines

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

- Utilize the Writer's Workshop model to include teacher-student conferencing, reflection and goal setting with individual students.
- Give students opportunities to write routinely over shorter and extended time frames for various tasks, purposes and audiences.
- Incorporate writing across the curriculum as a natural outcome of the content being studied in all curriculum areas.
- Participate in intentionally planned literacy opportunities to explore ideas and design products across all content areas. Literacy (writing, reading, speaking, listening) across all content areas should be designed to instruct and develop communication skills for real-world settings locally and/or globally.
- ○ Explicitly instruct and develop communication skills by integrating the strands of literacy (reading, writing, speaking, listening, and language use) across content areas.
- 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.
- Teach the organization skills needed for cohesive writing by employing school-wide *Thinking Map* strategies and 6+1 writing resources as determined for each grade level by the Writing Committee.
- Teach and reinforce school-wide short and
- extended response practice using R.A.C.E. (grade appropriate posters provided for each classroom).
- Teach students to use grade appropriate CLAW structure for narrative, informational and expository writing.

### SCHOOLWIDE STRUCTURES AND MONITORING

To ensure 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:

- Assign a literacy team to develop a written plan for implementing and monitoring writing portfolios.
- Develop a school-wide approach to reviewing assessments for alignments with academic core standards which includes representation across all grade levels and content areas. Revisit at designated PLCs.

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- Ensure the plan includes guidelines for incorporating student and teacher use of technology tools as a way to enhance writing instruction and student communication.
  - Ensure the implementation of the writing plan.
  - Ensure that the council annually reviews, revises (if necessary), and approves the writing plan each year.
  - Ensure teachers receive embedded professional development needed to improve writing instruction and communication skills appreciate for every content and student.
  - Analyze data, including formative and summative assessment data, demonstrating implementation of the school's writing and communication program to determine the writing program's effectiveness.
  - Teacher is responsible for the collection of student writing to show as evidence in the student portfolio.

## REFLECTION, ASSESSMENT, AND FEEDBACK

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

- The use of the portfolio for determining student performance in communication.
  - Students read and talk about their own writing.
  - Students are asked to self-assess and reflect on their writing and their progress as writers.
  - Teachers Guide students in the development of rubrics aligned with standards.
  - Teachers engage students in reflection on their writing and their progress.
  - Formative and summative assessments reflect a progression of skills within the classroom and across the grade level for each student.
- Guidelines for **providing students feedback** on the portfolio.
  - Students receive appropriate response to their writing from the teacher, fellow students, and others
  - Teachers provide opportunities for students to evaluate their own and others work.
  - Implementation of student and teacher co-developed rubrics will be used when appreciate to the lesson taught. Teachers will conference individually with students to strengthen literacy skills.
- Opportunities for **students to improve their writing and communication skills** based on portfolio feedback.
  - Students use the feedback from conferencing and formative assessments. Students then can make appropriate adjustments in writing, listening, reading, and speaking
  - Teachers design writing instruction and mini lessons in response to student's needs
  - Teachers allow multiple revisions of writing and products as well as opportunities for choice in their writing.

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## POLICY EVALUATION

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

Date Adopted: 6/20/17

Date Reviewed or Revised: 6/20/17 Council Chairperson's Initials JH

Date Reviewed or Revised: \_\_\_\_\_ Council Chairperson's Initials \_\_\_\_\_

  
This sample policy includes all Senate Bill 1 writing policy requirements. Senate Bill 1 writing program and policy requirements are in bold italics in this sample policy.