

Writing Plan

KRS158.6453(7)(c)

Students' Writing Experiences – All students' writing experiences will be reflective of high quality literacy instruction that is implemented in all classrooms. Students will:

1. Participate in intentionally planned literacy learning, including writing, reading, speaking, and listening opportunities across content areas.
2. Use equipment and materials designed to meet their needs, as determined by data collection.
3. Demonstrate higher-order thinking skills while writing to learn, writing to show learning, and writing for publication.
4. Experience authentic, meaningful writing at all grade levels and across content areas:
 - a. For a variety of purposes and audiences
 - b. To demonstrate students' interests and to integrate writing and communication skills across content areas and over time.
 - c. To reveal ownership and independent and critical thinking.
 - d. To practice collaboration, creativity, problem-solving, and communication skills that connect students to real-world experiences.
 - e. To work effectively with others from a range of social and cultural backgrounds.
 - f. To draw upon their own experiences, learning, reading, and inquiry to complete writing tasks.
5. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting on their writing.
6. Experience writing in both on-demand and over-time situations.
7. Write as a natural outcome of the content being studied in all curricular areas and shall be actively engaged in using communication skills regularly in every class, across all grade levels, and content areas.
8. Read and analyze a variety of print and non-print materials (e.g., artwork, photographs, electronic text, graphics, illustrations, web images, maps, multimedia), including argumentative, literary, informational, and practical/workplace materials
9. Use readings as models for writing
10. 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.
11. Communicate using 21st century technologies.

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Instructional Strategies – In order to provide multiple opportunities for students to develop complex communication skills for a variety of purposes, teacher will:

1. Assign writing to learn, writing to demonstrate learning, and writing for publication.
2. Provide authentic, complex, and meaningful writing at all grade levels and across content areas, for a variety of purposes and audiences so that students can:
 - a. Demonstrate their interests and the integration of writing and communication skills across content areas and over time.
 - b. Reveal ownership and independent and critical thinking.
 - c. Practice collaboration, creativity, problem-solving, and communication skills connecting students to real-world experiences.
 - d. Draw on student experiences, learning, reading, and inquiry to complete writing tasks.
3. Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting on writing.
4. Provide both on-demand and over-time writing assignments.
5. Incorporate writing as a natural outcome of the content being studied in all curricular areas and help students to be actively and regularly engaged in communication skills across all grade levels and content areas.
6. Provide appropriate opportunities for students to be assessed throughout the writing process including both effective feedback and reflection.
7. Assign students to read and analyze a variety of print and non-print materials (e.g., artwork, photographs, electronic text, graphics, illustrations, web images, maps, multimedia), including argumentative, literary, informational, and practical/workplace materials.
8. Use readings as models for writings.
9. 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.
10. Utilize 21st century technologies to support teaching communication and writing standards, as well as publish student work.

Teacher Responsibility – Teachers across all content areas shall:

1. Use writing to help students self-assess and reflect upon their progress and growth in writing and communication.
2. Utilize multiple forms of assessment as appropriate for the learning goals (e.g., formative assessment during the writing process – conferencing and revising, student self-assessment, and summative assessment following publication.)

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3. Evaluate writing based upon the criteria for effective writing identified in the current academic content standards.
4. Appropriately utilize a variety of rubrics, both to inform and evaluate student writing.
5. Provide students with regular feedback (e.g., conferencing, descriptive feedback, electronic comments, and rubrics) about their writing through the writing process in order to improve their communication skills.
6. Instruct students through collaboration with teachers, peers, and others to inform the writing process, improve student products, and provide means to publish/share work.

Student Responsibility – Students shall:

1. Write and use communication skills regularly in all content areas utilizing 21st century technologies to support their learning.
2. Collect their writing and communications utilizing the most feasible and effective methods of storage.
3. Refer to works of quality and substance as models in order to inform their work.
4. Assess, evaluate, and constructively criticize their personal work, as well as the work of their peers.

School-Wide Structures and Monitoring – School leadership ensures that:

1. Teachers have access to necessary resources to implement the writing program.
2. Decisions related to the writing program are based on student needs and interests.
3. They will communicate and involve the school staff, parents, and community in making decisions about the school's writing program.

Policy Evaluation – The effectiveness of this policy shall be evaluated through the School Improvement Planning Process.