

Pembroke Elementary School-Wide Writing Program Policy



Developing Students' Communication Skills:

1. *School leaders, including the SBDM council, shall ensure that students at all grade levels and across the curriculum engage in developing complex communication skills for a variety of purposes and audiences and in a variety of real-world forms/modes. For the school's writing folders and the school's program review, "writing" will be defined broadly to include oral and written texts, multi-modal communications, and communications through technology.*
 1. a. School plans, curriculum maps, and teachers' lesson plans shall reveal instruction at all grade levels and across the curriculum in communication skills, making appropriate connections with and integrating the strands of literacy: reading, writing, speaking, listening, observing.
 1. b. Curriculum and instruction for the writing program shall align vertically and horizontally with state regulations, relevant Common Core State Standards, state guidelines for writing programs, and needs of local students.
 1. c. Addressing Common Core State Standards in Literacy, teachers at all grade levels and across the curriculum shall engage students in communicating for a variety of purposes/contexts, producing narrative, informative/explanatory, argumentative, and literary texts, and shall help students use writing to learn, demonstrate learning, and communicate for realistic purposes with authentic audiences in a variety of forms/modes. Communication will be relevant to students' interests and to learning in the discipline.
 1. d. Teachers at all grade levels and across the curriculum shall provide effective instruction to help ALL students develop communication skills. Instruction shall focus on text types, writing techniques and processes, criteria for effective communication, and language use, as well as other subjects and shall include student use of models and other resources. Instruction shall enable students to discuss their work with peers and others, shall provide effective feedback, including descriptive feedback, to students, and shall help students use feedback to develop their communication skills.
 1. e. Teachers shall employ and arrange for students to use competently available technology, communication tools, applications, and resources to develop communication skills. A variety of technological tools shall be used. Teachers and school leaders shall encourage innovative and creative uses of technology to develop communication skills.
 1. f. Students shall engage in inquiry/research relevant to their study and interests and shall produce communications based on their research.
 1. g. Students shall employ the writing process to produce some writing over time and shall produce other writing within shorter time frames, including a single sitting. Students shall have many opportunities to share/publish their writing with appropriate/authentic audiences.
 1. h. The principal/instructional supervisor shall monitor instruction and provide feedback to teachers on their practices.
 1. i. Teachers shall discuss practices in weekly professional learning communities.

School Writing/Communications Team:

2. *The principal shall appoint a team or committee responsible for guiding the writing program - Curriculum Specialist, writing leader, primary, intermediate, and special education teacher.*

Use of Technology to Help Students Develop Communication Skills:

3. *The school principal, SBDM council, and others shall arrange for teachers and students to have access to and use competently a variety of forms of technology (ipads, laptops, smartboards, etc...)*
 3. a. *Teachers shall design instruction to include student use of relevant technology to develop communication skills and shall seek innovative ways to help students use technology to develop communication skills. Technology will be embedded throughout the school year.*
 3. b. *The annual program review shall include analysis of student/teacher access to and use of technology to help students develop communication skills, and reviewers shall form appropriate plans to enable students to use technology in developing communication skills.*
 3. c. *School leaders and teachers shall provide documentation of use of technology, for example, in a school-wide writing plan, curriculum maps, lesson plans, etc.*

School Writing Portfolios/Folders:

4. *The school shall arrange for individual student writing folders to be developed at each grade level.*
 4. a. *Contents of the student writing folders at each grade level shall indicate that students are developing communication skills for a variety of purposes and audiences in a variety of forms/modes. For the school's folders and the school's program, "writing" will be defined broadly to include oral and written texts, multi-modal communications, and communications through technology. School folders are a required part of the school's instructional program. Refer to attached writing plan for grade-specific instructional activities.*
 4. b. *The principal, working with teachers, shall determine a procedure for collecting students' work in the school writing folders and passing the folders to the students' next grade or school. At appropriate points, the school writing folders will be purged to make the system manageable. The procedure shall be communicated with all faculty, who shall cooperate in managing this process.*
 4. c. *At appropriate times, students and family members shall have opportunities to review the folders, and the writing folders shall be used in instruction to help students reflect on their work and develop communication skills.*
 4. d. *School writing folders shall be included in the review of the writing/communication program.*

Feedback and Assessment:

5. *Each teacher shall provide appropriate feedback and formative and summative assessments to help students develop communication skills.*
 5. a. *Feedback may be provided in a variety of methods. Feedback shall be focused and constructive and shall include students' own reflection, self-assessment, and planning; student use of models; feedback from the teacher and peers, and descriptive feedback aimed at helping students revise their work, understand/apply important criteria, and develop communication skills.*

5. b. Formative and summative assessments of students' communication shall be provided. Appropriate grading practices shall be indicated in teachers' lesson plans and curriculum maps, which shall be reviewed routinely by the principal and/or designee (e.g., curriculum resource teacher, instructional coach, lead writing teacher, etc.). Student performance expectations shall be communicated clearly with students and others (parents, other teachers, etc.).
5. c. Students shall review models of good writing and samples of other students' writing/communication, including samples representing different levels of performance.
5. d. Students shall engage in self-assessment and reflection (oral and written).

Professional Development:

6. *Each teacher and school leader shall participate fully in professional development regarding writing instruction provided by the district, school, or other qualified resources. Professional development and plans shall reflect a long-term vision for on-going professional learning aimed at developing the school's writing/communications program.*
 6. a. The school/district shall provide a variety of appropriate professional development on writing instruction and assessment for teachers to grow professionally in their literacy teaching. Professional learning opportunities shall strive to meet diverse needs in the staff.
 6. b. The school and district shall work to develop leadership within the faculty by using local expertise to provide the training and also shall request the instruction of external writing experts as necessary.
 6. c. Review of the school's program, including analysis of students' work, shall assess the impact of professional development. School leaders shall form appropriate plans to address needs.
 6. d. The school's principal or designee shall maintain records of professional development and plans for professional development, to be available especially in the review of the school's program.

Administrative Support and Monitoring:

7. *School leaders, including the school council, shall provide appropriate support and supervision of the writing/communications program. Areas of support include ensuring alignment of the program with state regulation, Common Core State Standards, and state guidelines; staffing; helping to provide appropriate language resources and technology; encouraging innovative use of technology; helping develop intervention methods and means of supporting advanced learning; monitoring curriculum and instruction; helping develop a positive school culture; arranging and participating in professional development; communicating with staff, parents, and the community about the program, promoting collaboration among faculty, parents and community to create a strong program, etc.*
 7. a. The SBDM council, working with school leaders and the writing team, shall review the program annually referring to state regulation, standards, and program guidelines and shall form and implement an action plan to refine the program.

Curriculum and Instruction

8. a. Students will have equitable access to high quality curriculum and instruction. Curriculum will encompass reading, speaking, writing, observing, and listening opportunities.
8. b. Students will follow an aligned and rigorous curriculum which will provide access to a common academic core for all students as defined by state standards.
8. c. Teachers will implement instructional strategies that provide a variety of activities and access for all students.

8.d. Students will follow the following schoolwide writing strategies:

Extended Response Schoolwide Strategy:

Restate- restate the questions

Answer- answer the question in your own words

Cite- cite evidence from the text to support your answer

Explain- explain your answer

On- Demand Writing Strategy:

Form- choose what type of writing you will do

Audience- identify who you are writing to

Purpose- narrative, descriptive, expository, persuasive

Site Based Approval:

November 26, 2018