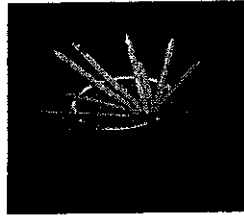


Liberty Elementary Writing Policy



Building a Community of Writers

Liberty Elementary
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Liberty's Writing Mission Statement: The staff at Liberty Elementary strive to create an environment where writing is viewed as a natural process embedded in all content areas. We will prepare our students for writing in the real world through the use of technology and inquiry based learning. Students will discover, explore, and create meaningful writing pieces. In achieving our mission, students will develop as writers and learn content through the use of effective writing.

In order to achieve our mission, Liberty adopts the following policy:

Policy Components:

- I. **Writing Experience:** The staff at Liberty Elementary will provide multiple opportunities for students to develop complex communication skills for a variety of purposes and use of language resources.
- II. **Technology:** The staff at Liberty Elementary will provide multiple opportunities for use of technology for different writing purposes.
- III. **Instructional Writing Strategies:** The staff at Liberty Elementary will provide meaningful writing instruction and opportunities to the students.
- IV. **Monitoring/Assessment:** The staff at Liberty Elementary will consistently monitor and assess the development of writing and student writing collections. We will use the procedures developed by Liberty's Literacy Team for monitoring student writing collections for the 2010-2011 school year.

- V. *Reflection and Feedback:* The staff at Liberty will provide specific feedback regarding student's writing and communication skills; providing teachers and students the opportunity to reflect and grow throughout the school year and after the working folder review.

Component I: 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*, the staff at Liberty Elementary will ensure that students:

- View writing as a natural **process** as opposed to a **product** by:
 - Engaging students in writing in **all** content areas on a daily basis.
 - Utilizing all 3 types of writing: writing to learn, writing to demonstrate learning, and writing for authentic purposes. The authentic writing pieces will include the following:
 - Informative/explanatory
 - Narrative
 - Opinion
 - Using the writing process steps, “Liberty’s Focus Four:” Prewriting, Drafting, Revising/Editing, and Publication in correlation with the 6+1 Traits of Writing
 - Experience meaningful writing that requires students to think at higher levels, pose questions, and/or form opinions.
 - Engage in meaningful writing that reveals ownership, inquiry research results, and independent thinking aligned with the Kentucky Core Academic Standards.
 - Write for various purposes and to a variety of audiences through the use of inquiry-based learning.
- Engage in reading and analyzing “quality” student writing using writing supports
- Experience “real world” writing with on-demand tasks and other authentic writing opportunities.
- Experience technology and other resources available for different writing purposes (see list in technology component) for students to use during the process of writing.

- Engage in writing opportunities throughout the steps of the 6 + 1 Traits of Writing and be given opportunities to self assess using those rubrics.
- Experience explicit teaching of the mechanics aligned with the Kentucky Core Academic Standards.
- Provide opportunities for students and teachers to utilize Liberty's flexible access library for research and exploring various forms of quality writing.
- Utilize the reading content as a springboard for writing in the classrooms.

Component II: Technology

In order to provide students with *multiple opportunities for the use of technology for different writing purposes*, the staff at Liberty Elementary will:

- Explicitly teach research skills using technology.
- Intentionally teach how to publish polished writing pieces using technology.
- Engage students in inquiry based learning where they will use technology resources to explore, discover and create meaningful writing pieces.
- Utilize the following technology/online sources to engage students in meaningful writing and content learning:
 - Digital Storytelling using narration
 - Graphics/Illustrations/Photographs and Captions
 - Research skills/articles from reliable websites
 - Electronic Texts
 - Maps
 - Videos
 - Personal Interviews and Surveys from online sources
 - Power point
 - Templates/formats for writing pieces

- Online flip books, outlines, and graphic organizers

Component III: Instructional Writing Strategies

In order to provide *meaningful writing experiences* at Liberty Elementary, the teachers will:

- Incorporate writing opportunities in the content areas that make writing a natural process in the classroom.
- Teach higher order thinking skills through the use of inquiry based learning (research), engaging students in meaningful writing opportunities, and giving students experience in analyzing **quality** student writing pieces.
- Provide opportunities for students that require them to think independently, show ownership, form opinions, and pose questions.
- Explicitly teach writing skills (sentence structure, grammar, punctuation, etc.) on a daily basis.
- Assign writing tasks that engage students in the 3 types of writing: writing to learn, writing to demonstrate learning and authentic writing in **all** content areas.
- Teach “Liberty’s Focus Four” writing process steps and monitor the use through individual conferencing, peer conferencing, and teacher feedback.
- Provide opportunities for real-world writing and publishing.
- Provide opportunities for students to explore technology and writing resources to assist with writing tasks.
- Teach and assess student writing consistently throughout the school through the use of the 6 + 1 Traits of Writing Program and Rubrics for each grade level.
- Utilize the reading content as a springboard for writing.

Component IV: School-Wide Monitoring/Assessment:

In order to *consistently monitor and assess the development of writing and students’ collections of writing*, the staff at Liberty will:

- Assign a literacy team to develop a written plan for implementing and monitoring writing portfolios.
- Assess the students using a pre-test and post-test of language skills and use the results to drive individual and whole group language instruction.
- The principal and writing coach will be analyzing writing instruction and ensuring the implementation of the writing plan throughout the year. We will make changes or conduct ongoing professional development opportunities in the areas of needed improvement.
- The student writing pieces will be assessed using the 6+1 Traits of Writing rubrics (one for k-2 and one for 3-5- see attachment) in the classrooms to assess writing progress.
- Students will be taught how to self and peer assess writing pieces using the same rubrics and will be provided with the opportunity to do so in the classrooms.
- Students will choose the pieces (either paper or digital) that go in the writing folder at the end of each school year.
- The individual working folders (either paper or digital) will follow the students with each grade.
- Conduct a review of the writing working folders three times a year (October, January, and April) to monitor the use of the writing process and implementation of the writing plan.
- The writing coach will visit classrooms according to a schedule to assist with writing instruction, i.e. model lessons, conference with students, etc.

Component V: Reflection and Feedback

To ensure proper feedback and the opportunity for reflection, the staff at Liberty Elementary will:

- Use the assessment of the writing working folder to determine student performance in communication and writing ability.
- Provide a time during faculty meetings for teachers to reflect on writing instruction.
- Ensure that the teachers and students of Liberty receive specific feedback in a timely manner in regards to instruction and writing pieces.

- Provide individual conferencing in the classroom with students using the rubric and the supports for writing as a guide.
- Teaching, monitoring, and providing opportunities for student self-assessment and peer conferencing in the classrooms.
- The writing coach will meet with the teams regularly with an agenda to discuss writing instruction and to provide resources or assistance as needed.
- Teachers will use the guidelines for *providing students specific feedback* on student writing pieces.
- Opportunities for *students to improve their writing and communication skills* based on specific feedback.

Policy Evaluation

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

Date Adopted: 9-15-2010

Date Reviewed or Revised: 2-16-2010

Council Chairperson's Initials V.B.