

School-Based Decision Making Policy

School: duPont Manual High School

Subject of the Policy: Writing Policy

Policy Statement

STUDENTS' WRITING EXPERIENCES

In order to provide multiple opportunities to develop complex communication skills for a variety of purposes and to use a variety of language resources, duPont Manual High School administrators and faculty will make sure students at all grade levels and across all content areas:

- Maintain a writing portfolio*, a collection of student work including samples from all three categories that demonstrate growth over time.
- Engage in the three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Experience authentic, meaningful writing:
 - 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.
 - Writing to prepare students for the skills needed for successful communication in college and the world of work.
- Experience the writing process: 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.
- Read and analyze a variety of print and non-print materials (e.g., artwork [2D and 3D], photographs, electronic texts, graphics, illustrations, Web images, maps, multimedia), including persuasive, literary, personal, informational, and practical/workplace materials. Use reading materials 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.
- Receive instruction in English classes and reinforcement in other content areas on the meaning and consequences of plagiarism.

INSTRUCTIONAL WRITING STRATEGIES GUIDELINES

To provide multiple opportunities for students to develop complex communication skills for a variety of purposes, teachers at all grade levels and across all content areas will:

- Teach higher-order thinking skills.
- Assign the three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Provide authentic, meaningful writing experiences:
 - 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.
 - Writing to prepare students for the skills needed for successful communication in college and the world of work.
- Teach the writing process: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Provide both on-demand and writing-over-time instructions and assignments.
- Incorporate writing as a natural outcome of the content being studied.
- Assign students to read and analyze a variety of print and non-print materials (e.g., artwork [2D and 3D], photographs, electronic texts, graphics, illustrations, Web images, maps, multimedia), including persuasive, literary, personal, informational, and practical/workplace materials. Use reading materials 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.
- Provide instruction in English classes and reinforcement in other content areas on the meaning and consequences of plagiarism.
- Follow the requirements and guidelines of the writing plan.

SCHOOLWIDE STRUCTURES AND MONITORING

To ensure that 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 portfolios.
- Ensure the plan includes guidelines for incorporating student and teacher use of technology tools.
- Ensure implementation of the plan.
- Ensure the council annually reviews, revises (if necessary), and approves the plan by the second SBDM meeting of the school year.
- Ensure administrators and all teachers receive professional development needed to improve writing and communications instruction across all content areas and all grade levels.
- Ensure vertical and horizontal alignment of the writing curriculum.
- Ensure the plan is communicated with all stakeholders.

REFLECTION, ASSESSMENT, AND FEEDBACK

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

- The use of the portfolio for determining student performance in communication.
- The procedures for reviewing the portfolio.
- The procedures for analyzing the portfolio.
- Guidelines for providing students with feedback on the portfolio.
- Opportunities for students to improve their writing and communication skills based on portfolio feedback.

POLICY EVALUATION

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

*Point of clarification: from this point on “writing portfolio” refers to the working writing folder that follows each student from grade level to grade level; it does not refer to the compilation by seniors of their four best pieces of writing.

duPont Manual Writing Rotation Policy

To fulfill the requirements of SB 1 and to ensure all of our students are ready for college and career writing, all teachers will include all three types of writing in their instruction. Teachers will submit to their assistant principals by the date indicated the appropriate models of writing according to the rotation explained below. Teachers are encouraged to submit models of all three types of writing; however, they are only required to submit the one indicated by the yearly cycle.

3 TYPES OF WRITING:

- writing for publication (WFP)
- writing to learn (WTL)
- writing to demonstrate learning (WTDL)

GROUP A	GROUP B	GROUP C
Communications	Music	Business/technology
Dance	PE/Health	FCS
Design & Production	Science	Math
Humanities	World Languages	Theatre
Social Studies	Musical Theatre	Visual Art
Due: last week of February	Due: 3rd week of March	Due: 2nd week of April

CYCLE 1	CYCLE 2	CYCLE 3
Group A—WFP	Group B—WFP	Group C—WFP*
Group B—WTL	Group C—WTL	Group A—WTL
Group C—WTDL	Group A—WTDL	Group B—WTDL

*During Cycle 3 the math department is exempt from submitting writing for publication; however, math teachers are required to submit either writing to learn or writing to demonstrate learning instead.

CYCLE	SCHOOL YEAR
Cycle 1	2014-2015
Cycle 2	2015-2016
Cycle 3	2016-2017
Cycle 1	2017-2018
Cycle 2	2018-2019
Cycle 3	2019-2020
Cycle 1	2020-2021
Cycle 2	2021-2022
Cycle 3	2022-2023

duPont Manual Writing Rotation Instructions

- SB 1 still requires that all teachers use all 3 types of writing in their instruction; this rotation merely makes the collection of pieces more manageable.
- If you cannot meet your deadline, discuss the problem with your Assistant Principal to set a new deadline for your specific case.
- Submissions may be the original hand-written copies or Xeroxed copies, except for writing for publication which should be typed and portfolio-ready.
- The content area cover sheet should be completed by the student, signed by the teacher, and stapled on top of the student's work. [Only the top section and the section for the appropriate type of writing should be completed.]
- Students should also label the piece as writing for publication, the writing to learn, or writing to demonstrate learning. Students should staple their pages together (along with assignment page, if available).
- Sort the student writing into stacks according to English teacher. Do not alphabetize. You can order according to (English) block, if you like.
- Submit one copy of the assignment and rubric for each English teacher for the writing for publication piece.
- Submit a content area cover sheet for a student even if he/she does not submit work. Just check the no-work-submitted box.
- Turn your stack of writing in to your assistant principal by the date indicated.