

Madison Southern High School Literacy – “Writing” Policy

Rationale: Madison Southern will implement the requirements stated in Senate Bill 1 “Each school-based decision making council or if there is no school council, a committee appointed by the principal, shall adopt policies that determine the writing program for its school.”

Response: The MSHS SBDM Council agrees to form a Literacy Committee.

- The Literacy Committee shall be a standing committee appointed annually by the school’s administration for the purpose of increasing student literacy through the analysis and evaluation of strengths and needs of the writing program.
- The committee will be data driven and will work collaboratively to develop the school’s writing plan. The writing plan shall be a living document revised annually to address changing program needs and changing student needs.
- Based on review of data, the literacy committee, along with SBDM, will determine the professional development needs for the writing program.
- The literacy committee will report annually to the SBDM council to make recommendations regarding policy.

Organization: The committee should be chaired by the writing leader and include representatives from each grade level, a resource teacher, a related arts teacher, a reading interventionist/specialist, a principal, and a guidance counselor.

Purpose: The Literacy Committee shall create a school-wide literacy plan and recommend it to council for adoption. In addition the literacy committee will monitor the school’s writing program in accordance with KRS 158.6453 and the Kentucky Core Academic Standards.

Literacy Policy in Compliance with KRS 158.6451

- Each school-based decision making council shall adopt policies that determine the writing program for its school and submit it to the Department of Education for review and comment.
- Writing is considered a purposeful act of thinking and expression that uses language to explore ideas and communicate meaning to others. Writing is a complex, multifaceted act of communication.
- The writing program shall incorporate a variety of language resources, technological tools, and multiple opportunities for students to develop complex communication skills for a variety of purposes.
- Writing portfolios, consisting of samples of individual student work that represent the interests and growth of the student over time, shall be a required part of any writing program in primary through grade twelve (12).

- A writing portfolio shall be maintained for each student and follow each student from grade to grade and to any school in which the student may enroll.
- A school’s policies for the writing program shall address the use of the portfolio for determining a student’s performance in
 - A. Communication
 - B. Grading procedures and feedback to students regarding their writing and communication skills
 - C. The responsibility for review of the portfolios and feedback to students; and
 - D. Other policies to improve the quality of an individual student’s writing and communications skills.

I. Communication Skills / The School Literacy Program will

- Be developed and implemented using writing as a component of the school’s literacy program which includes multiple opportunities for students to develop complex communication (oral)skills for a variety of purposes.
- Provide regular opportunities flowing naturally from the content being taught and grade level expectations which encourage students to use real world and creative opportunities in **writing to learn, writing to demonstrate learning, and writing for publication** across the curriculum. Writing will be evaluated using Kentucky Core Academic Standards.
- Ensure all writing and literacy lessons / units will be aligned with Kentucky Core Academic Standards to include the 3 text types addressed in the standards. (Argument, Informative / Explanatory and Narrative)
- Include writing for publication as a part of the student’s portfolio and provide meaningful evidential data reflecting the student’s application of learned material through authentic text types for authentic audiences and purposes
- Organize instruction in writing for publication to address a variety of audiences and purposes and shall represent the growth and interests of students over time. “Publication” shall be considered in the larger 21st century literacy context (e.g., writing and delivering a speech, use of multi-media within writing samples, power point presentations, visual aids, blogs, internet research, electronic/digital publications, digital storytelling)
- Will be horizontally and vertically aligned ensuring students mastery of core academic standards.

Teachers will:

- Provide regular opportunities for students to engage students in meaningful literacy and writing instruction.
- Provide models as samples for students to use which demonstrate mastery of learning objectives and communication skills in literacy.
- Provide opportunities for students to learn and make connections through reading, writing, speaking, listening and observing.
- Design units and lessons that provide authentic opportunities to write to learn, write to demonstrate learning and writing for publication.
- Adapt units and lessons aligned with KCAS and include the student's use of authentic text types (argument, informative / explanatory and narrative) and authentic purposes.
- Integrate authentic learning and student choice activities that develop communication skills on a regular basis.
- Utilize 21st century technologies to support the teaching of communications and writing standards.
- Collaborate with other content and cross-curricular teachers to align, assess student learning targets.
- Provide open response writing opportunities that focus on the student's ability to demonstrate knowledge of content by fully communicating his/her response in a clearly written response.
- Provide on -demand writing opportunities for students to independently demonstrate the communication skills they have developed. These include: identifying a purpose and audience, developing ideas, planning and revising, proofing and editing.

Students will:

- Be actively engaged across grades and contents with learning activities that promote using communication skills, the writing process and the use of technology regularly in every class.
- Complete grade-level writing and communication literacy requirements to meet the needs of the students and expectations of KCAS.
- Participate in activities designed to promote feedback on communication skills through reading, writing, speaking, listening and observing.
- Create original, real-world writing demonstrating ownership for authentic purposes and audiences.
- Include technology as a tool for inquiry, research and presentation considering. "Publication" in the larger 21st century literacy context (e.g., writing and delivering a speech, use of multi-media within writing samples, power point presentations, visual aids, blogs, internet research, electronic/digital publications, digital storytelling).

II. Feedback on Writing and Communications**Teachers across the curriculum will:**

- Provide students on-going, descriptive feedback (individually and whole class) on their progress in their writing /communication skills on a regular basis in every content area (conferencing, descriptive feedback, electronic comments, rubrics) about their writing throughout the writing process prewriting, drafting, editing and publication).
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- Use writing to help students self-assess and reflect upon their progress and growth in writing and communication
- Communicate the student's strengths in the writing / communication and identify areas where improvement could enhance the quality of the writing.
- Model strategies that promote self assessment and reflection of the writing and the writing process.
- Utilize multiple forms of assessment as appropriate for the learning goals (formative assessment during the writing process, summative assessment after publication, student self-assessment as reflection).
- Evaluate writing based upon the criteria for effective writing identified in KCAS (Purpose, audience, idea development, organization)
- Assist students in reflective activities and provide descriptive feedback through a variety of rubrics based on the *Kentucky Writing Scoring Rubric criteria* (teacher-made and student-made rubrics).

Students will:

- Participate and apply lessons from assessment, self-assessment and reflection activities to develop writing /communication skills.
- Work in cooperation with their teachers to design rubrics aligned with Kentucky writing standards as the criteria to evaluate and revise their writings and for students to provide feedback to other students.
- Revise writings and communication skills regularly(revisions will be made on each full cycle writing/communication project) based on participation and feedback from peer conferences, teacher conferences, self assessment and the teacher's written assessment using KCAS writing guidelines as a foundation for the scoring rubric
- Collect their writing and communications utilizing multiple methods of storage (e.g., paper portfolios, electronic storage) as appropriate.
- Reflect on previous writing /communication goals and establish additional individual writing and communication goals and evaluate progress at the beginning, middle and end of the year.

- Work with teachers, students, family and community partners to assist in revision practices and utilizing 21st Century technologies to support their writing / communication.
- Self-select exemplary pieces of work and provide justification to why their selections best represents their development and growth as a writer / communicator.

III. Review and Instructional Use of Portfolios

Guiding Principles:

- Portfolios will meet grade level expectations and align with the Kentucky Core Academic Standards.
- Portfolios are part of the required criteria for the program review and audit process. “Writing means a purposeful act of thinking and expression that uses language to explore ideas and communicate meaning to others.
- Writing is a complex, multifaceted act of communication.”
- Writing communication is not limited to writing on paper. It can be developed through digital text, multi-media presentations, speeches, voice recordings, on-line communications and other mediums.
 - Students at each grade level will compile a writing folder in his/her English class. Writing collections will reflect the student choice, interest and growth over time.
 - The writing folder will be used by students as a part of on-going formative assessment in by the students and all teachers involved.
 - The writing folder will enable students to develop their writing and see their growth.
 - Students and teachers will use the portfolio to identify instructional strengths and areas of need in for the student, the whole class and whole school.
 - The folder can be a manila folder, two pocket folder, or any other types of binder or folder that allows a student to organize his/her writing activities. If the student has an electronic folder, a web page, blog site or other electronic communication activities, these will be referenced in the class folder.
 - Folders will be kept in the current student’s English class
 - Writing folders will be accessible to the students’ content teachers, administrators and the English teacher.
 - Writing folders will contain writing products flowing naturally from the content being taught and grade level expectations.
 - Portfolio entries will encourage creativity and student choice, as well as real world forms and audiences.
 - Students will have opportunities to develop **writing to learn, writing to demonstrate learning**, and authentic **writing for publication** across the curriculum. Many writing activities will include the 3 text types addressed in the standards. (Argument, Informative / Explanatory and Narrative) and will be evaluated using Kentucky Core Academic Standards.
- All writing activities will be aligned with Kentucky Core Academic Standards.

- Writing folders can contain
 - Graphic organizers
 - Pre-writing strategies and planning sheets
 - Samples used as models
 - Guidance sheets (transition lists, topic guides, strong verbs)
 - Drafts
 - Final drafts
 - Open response items
 - On-demand writings
 - Quick writes
 - Entrance/exit slips
 - Class notes
 - Evidence from teacher \student conferences, peer reviews and self assessments
 - Scoring guides aligned with KCAS
 - Examples of any writing to learn, writing to demonstrate learning or writing for publication.
 - Other appropriate items
- The English teacher along with content area teachers will conference with students regarding writing activities placed in the working folder. The frequency of items placed in the working folder is dependent on the writing plan and writing expectations for each course. In general at least one full cycle writing activity will be added each 9 week period. Other learning activities which exemplify student growth will be added by the students during each instructional unit.
- The students' current English teacher will guide the students in selecting items for their writing folder and ensure these writing samples are included. Students shall submit their best work for review ("best" is defined by based on KCAS writing criteria).
- In addition to on-going formative conferences throughout the course, at the end of each 9 weeks grading period the English teacher will conference with the students. Both the instructor and the student will complete an evaluation/reflection of the piece. Both evaluations will be kept with the student's writing. Together they will select writing that exemplifies the student's interests and growth as a writer / communicator.
- Teachers will meet in grade level or content teams to analyze and evaluate student writing samples. These meetings will result in the identification of student strengths and areas of need in the writing program. The school literacy team will use this data to plan needed professional development.
- Students will self assess their progress and reflect on their growth as a writer. This will be evidenced by the student selecting items to purge and items that reflect alignment with KCAS, student interest and growth over time.

- **The cumulative writing folder:** At the end of the year students will conference with their English teacher and content area teachers to select 1 writing that will serve as an exemplary writing for publication. This piece should reflect effective student writing and/or literacy in the content area, targeted feedback from instructor and evidence of growth through revision and editing.
- The cumulative writing folder will also contain 1 writing to demonstrate learning and 1 writing to learn sample.
- The literacy team will work with the entire faculty to organize a review team to analyze student portfolios at the end of each school year. Each cumulative folder will be reviewed using a rubric based on KCAS writing criteria. The review team will provide summative feedback to the student and determine recommendations for school wide writing instructional planning for the next school year.
- The students' instructional portfolios will follow them from grade to grade and school to school and shall be reviewed regularly and used during instruction by teachers of the respective students.
- The lead teacher in the English department will provide guidance and oversee the review process.
- The lead teacher in the English department will establish the time and location of the review. The English lead teacher will collect and transport all writing folders to the review and store the cumulative folders with the students' working folders.
- The SBDM working in cooperation with the literacy team and other school leadership teams and committees will annually review the literacy/writing program at its July meeting to ensure alignment with state curriculum documents.

IV. Implementation of the Writing Program

A. How is school curriculum aligned to KCAS?

- All teachers at Madison Southern will align their curriculum to KCAS to ensure students have multiple opportunities to develop complex communication skills for a variety of purposes.
- The curriculum for each content is founded on KCAS and is evidenced through curriculum maps, unit plans, I can statements, and common assessments.
- All teachers will provide students with feedback and instruction which using the Kentucky analytical scoring guide as common criteria.
- All teachers meet monthly in professional learning communities to discuss student progress in literacy based on KCAS.

- All teachers will integrate technology into classroom instruction and student productions to provide real-world application of literacy skills.

B. How is on-going professional learning supporting the school's writing program?

- Teachers and school leaders will participate in professional development opportunities related to literacy within the school, district and through other qualified resources.
- All teachers will participate in monthly PLC to monitor student growth and make necessary adjustments in the curriculum based on these meetings and other relevant student data.
- The school administration will provide on-going support for teachers through professional development and providing instructional resources related to literacy in order to improve student performance.
- School administrators will focus professional development opportunities on analysis of student data in relationship to KCAS, student literacy needs and literacy plan goals.
- Literacy team will facilitate literacy -based professional development reflecting school-wide and individual teacher needs revealed through student data.
- Teachers will use professional literature, media and technology resources to gain further knowledge of literacy instruction.

C. How does school administration and leadership support the school's writing program?

The Administration will:

- Appoint a literacy team for the school. (At least one administrative member will serve on the literacy team).
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- Create a culture of literacy in the school by communicating all faculty become involved in the on-going analysis of the students' literacy development.
- Provide opportunities for faculty to become involved in professional development opportunities related to the writing/literacy plan.
- Monitor the schools writing /literacy program and school curriculum as necessary to ensure student learning and to meet state regulations, standards and guidelines. (classroom observation, lesson plans, curriculum maps, I can statements, data collection, discussion from professional learning communities).

- Monitor assessments of students' writing skills formative and summative assessments.
- Provide opportunities for teachers to assist students in using a variety of forms of technology in developing literacy skills.
- Collaborate monthly with all content area teachers to plan, evaluate and review student progress and growth over time.
- (Based on monthly reviews) make appropriate changes using data to drive literacy instruction.
- Ensure horizontally and vertically aligned curriculum based on KCAS.
- Communicate available data related to the schools writing/ literacy program to parents/guardians and community on an on-going basis.
- Report evidence to the SBDM reflecting the goals of the writing program on an on-going basis rather than only after the end review process.
- Work closely with the Lead English teacher to implement a schedule to review student selections illustrating student interest, reflection and growth over time.
- Involve all faculty members through participation in the final review (review guidelines will be based on KCAS and Kentucky Writing criteria).

Adopted 6-14-10
Amended 2-15-11

Council Chairperson Signature: _____