

Southgate Independent School District

Writing Policy

At Southgate Independent School District, students will be provided with multiple opportunities to develop complex communication skills for a variety of purposes and a variety of language resources.

The following responsibilities outline the role of the administrators, teachers and students in supporting the school writing policy. The principal shall communicate and monitor implementation of the responsibilities. The school council shall revisit this policy annually.

Administration Responsibilities

- Ensure writing curriculum is aligned to Common Core Standards.
- Ensure implementation of the school writing plan.
- Identify knowledgeable teachers as literacy leaders.
- Support literacy leaders in their roles.
- Provide time and resources for scoring writing pieces.
- Ensure that all teachers are familiar with the Kentucky writing expectations early in the school year.
- Oversee the collection and movement of portfolios.
- Provide professional development and resources to help support and improve writing instruction.

Teacher Responsibilities

- Ensure writing curriculum is aligned to KCAS and implemented in the classroom. (i.e. arguments to support claims, informative/explanatory texts, narratives)
- Model and practice with students writing to demonstrate learning. (i.e. open response and/or on demand writing prompts quarterly); writing to learn; writing for publication.
- Provide opportunities for students to publish written work both within and outside of school and to write for a variety of audiences.
- Ensure that students' work is placed in traveling portfolio and placed in designated area at the end of the school year.
- Provide a variety of real world communication and technology tools (i.e. not limited to paper form)

- Guide students in the development of authentic pieces by teaching the writing process at all grade levels: planning, drafting, revising, editing, publishing and reflecting upon writing, including reflection, assessment and feedback.
- Provide students with a chance to read and analyze a variety of both print and non-print materials. (artwork, photographs, graphics, illustrations, electronic text).

Student Responsibilities

- Apply criteria of KCAS.
- Ensure that written work is their own, avoiding plagiarism.
- Select work that best represents their development and growth as communicators.
- Use a variety of real world communication and technology tools (i.e. not limited to paper form)
- Reflect upon writing at various points in the writing process.
- Select topics for writing.
- Take ownership for setting goals, self-assessment and self-reflection.
- Learn to use appropriate resources for writing.
- Understand criteria used to evaluate their writing and communication skills.

Component: Student Writing Experiences

Rationale: Students need multiple opportunities to develop complex communication skills for a variety of purposes.

Plan (What are the specifics of the plan? What do you want to do?)	Time line (When will this start? How long will it take? How often is it to be done?)	Method of Monitoring (Who is responsible for checking? How will it be checked? When?)	Needs (What will your school or district need to provide in order to make this successful?)	Evidence (What work product(s) will you see as a result of this part of the plan?)
Students experience the writing process (pre-write, draft, edit, revise, publish) at all grade levels.	On going	Classroom teachers	Yearly PD training to support best practices.	Writing Portfolios Grade level Planning Sheets
Students engage in writing to learn, write to demonstrate learning, and writing for publication at all grade levels.	On going	Classroom teachers Principal walk through	Yearly PD training to support best practices	Writing portfolios Grade level planning sheets
Students experience authentic, meaningful writing at all grade levels.	On going	Classroom teachers Principal walk through	Yearly PD training to support best practices	Writing portfolio Student samples Grade level planning sheets

Component: Use of Technological Tools

Rationale: Students need to know how to use technological tools

Plan (What are the specifics of the plan? What do you want to do?)	Time line (When will this start? How long will it take? How often is it to be done?)	Method of Monitoring (Who is responsible for checking? How will it be checked? When?)	Needs (What will your school or district need to provide in order to make this successful?)	Evidence (What work product(s) will you see as a result of this part of the plan?)
Teachers instruct students in the use of technology as a tool to research, organize, and communicate information.	On going	Classroom teachers	The district will need to give technical support and training for new programs and equipment.	Student work. Grade level planning sheets
Students will create products using technology.	On going	Classroom teachers	District will need to supply the school with materials necessary.	Student work. Grade level planning sheets.

Component: Instructional Strategies

Rationale: Students will be given multiple opportunities to develop complex communication skills for a variety of purposes.

Plan (What are the specifics of the plan? What do you want to do?)	Time line (When will this start? How long will it take? How often is it to be done?)	Method of Monitoring (Who is responsible for checking? How will it be checked? When?)	Needs (What will your school or district need to provide in order to make this successful?)	Evidence (What work product(s) will you see as a result of this part of the plan?)
Students will be challenged to clearly communicate written and spoken arguments	On going	Classroom teachers	Yearly PD training to support best practices	Grade level planning sheets Writing portfolios Oral presentations
Teachers encourage higher-order thinking by posing questions that promote inquiry, expand thinking, and increase curiosity.	On going	Classroom teachers	Yearly PD training to support best practices	PD sign in sheets Lesson plans On Demand prompts. ORQ
Teachers model writing with their students to explicitly teach strategies throughout the writing process.	On going	Classroom teachers Principal walk through	Yearly PD training to support best practices	Teacher made samples Four Square Writing

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Teachers will use models to clarify expectations of literacy products.	On going	Classroom teachers	Kentucky Marker Papers Literary resources	Kentucky Marker Papers A wealth of literary resources in the classroom
Students will revise current and past work to apply and refine skills.	On going	Classroom teachers	Writing portfolios	Writing portfolios Writing journals
Students are given authentic writing, reading, listening, and speaking experiences.	On going	Classroom teachers	Principal will share available communication opportunities with teachers	Student work varies with each writing, reading, listening, and speaking experience.

Component: School-wide Structures and Monitoring

Rationale: Each student will have a writing portfolio showing growth over time that follows him or her from grade to grade and school to school.

Plan (What are the specifics of the plan? What do you want to do?)	Time line (When will this start? How long will it take? How often is it to be done?)	Method of Monitoring (Who is responsible for checking? How will it be checked? When?)	Needs (What will your school or district need to provide in order to make this successful?)	Evidence (What work product(s) will you see as a result of this part of the plan?)
Student work samples will be collected at the kindergarten through eighth grade level in a school-wide writing portfolio.	On going	Classroom teachers	Writing portfolios	Writing portfolio Working portfolio
School-wide writing portfolios follow students from grade to grade, and will be stored in the student's current classroom.	On going	Classroom teachers	Writing portfolios	Writing portfolio
When a student moves to a new school, the writing portfolio is sent to the new school.	When the student moves	Classroom teachers Secretary	Address of new school	School records requests

Component: Reflection, Assessment and Feedback

Rationale: The Writing Portfolio will determine the students' performance in communication. This component will explain how teachers will determine the grading procedures and feedback given to students to improve their individual writing and communication skills.

Plan (What are the specifics of the plan? What do you want to do?)	Time line (When will this start? How long will it take? How often is it to be done?)	Method of Monitoring (Who is responsible for checking? How will it be checked? When?)	Needs (What will your school or district need to provide in order to make this successful?)	Evidence (What work product(s) will you see as a result of this part of the plan?)
Grade level teachers will decide which pieces will be taught based on KCAS for the writing portfolio for their level.	Revisited each year.	Classroom teachers	Collaboration time	Writing plan sequence sheet
Grade level teachers will develop and use rubrics aligned with standards to analyze the writing required at their grade level.	Revisited each year.	Classroom teachers	Collaboration time	Teacher developed rubrics for each required piece at each grade level.
Teachers will provide opportunities for students to evaluate their own and others work with peer conferencing.	On going	Classroom teachers Principal walk through	District will provide PD.	Peer conferencing sheets

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Teachers will provide descriptive feedback on writing using coaching and conferencing.	On going	Classroom teachers		Conferencing sheets Observation Lesson Plans Journal
Teachers will design writing instruction and mini lessons in response to student's needs.	On going	Classroom teachers	Collaboration time	Lesson plans
Teachers will meet regularly to discuss instructional strategies, to analyze student work.	On going	Classroom teachers Principal	Collaboration time Faculty Meetings	Sign in sheet
The school will provide PD and resources to support improved writing in the school using best practices.	Yearly	Principal District	PD and resources to support improved writing in the school.	Sign in sheet
Grade level teachers will score their own students' work using teacher designed rubrics	Yearly	Classroom teachers	Collaboration time	Grade level rubrics Writing Portfolios

Plan (What are the specifics of the plan? What do you want to do?)	Time line (When will this start? How long will it take? How often is it to be done?)	Method of Monitoring (Who is responsible for checking? How will it be checked? When?)	Needs (What will your school or district need to provide in order to make this successful?)	Evidence (What work product(s) will you see as a result of this part of the plan?)
Students will assist teachers in choosing which pieces will be published.	On going	Classroom teachers	Writing Portfolios	Writing Portfolios

Writing Sequence
Southgate Independent School
Grade-Level Focus Pieces

These are the minimum required pieces to be placed in the writing folder that follows the student from year to year. Teachers will do a variety of pieces in addition to the pieces listed.

GRADE	Extended Response/Short Answer	Argumentative	Informative/Explanatory	Narrative	Opinion
K			Informative Report (Appendix C, p. 7)	Narrative (Appendix C, p. 9)	Opinion (Appendix C, p.6)
1	ER in math and ^{or} reading and		Informative Report (Appendix C , p. 11)	Narrative (Appendix C, p. 13)	Opinion about a work of literature (Appendix C, p. 15)
2	ER Questions in Content Areas in math and reading		Informative Report (Appendix C, p. 18)	Narrative (Appendix C, p. 17)	Opinion about a work of literature (Appendix C, p. 15)
3	ER in the content areas		Informative Report (Appendix C, p. 18)	Narrative (Appendix C, p. 22)	Opinion about a work of literature (Appendix C, p. 15)

4	One or more ER from each subject area: reading, math, science, social studies			Informative Report (Appendix C, p. 18)	Narrative (Appendix C, p. 27)	Opinion Letter (Appendix C, p. 25)
5	One or more ER from each subject area: reading, math, science, social studies	Argumentative Letter Editorial? (Appendix C, p. 36)	Author Response (optional) Article (Appendix C, p. 29) Lab Report	Personal Memoir Short Story (Appendix C, p. 31)		
6	One or more ER from each subject area: reading, math, science, social studies	Argumentative Essay (Appendix C, p. 38) Argumentative Letter (Appendix C, p. 36)	Article Lab Report	Narrative		
7	One or more ER from each subject area: reading, math, science, social studies	Speech Argumentative Letter	Speech Lab Report Literary Analysis (Appendix C, p. 49)	Narrative		
8	One or more ER from each subject area: reading, math, science, social studies	Speech Argumentative Letter Compare/Contrast (example--book to movie, Appendix C, p. 57)	Speech Lab Report Essay Literary Analysis (Appendix C, p. 49)	Narrative (Appendix C, p. 52)		