**Todd County Schools’**

**Writing Plan**

**2017**



**Todd County Schools**

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**KRS 158-6453 requires that all public schools develop a school-wide writing program and submit school policies for that program to the Kentucky Department of Education for review and comment. The Site-Based-Decision-Making Council (SBDM) at each school is required to adopt policies.**

#  Introduction

This plan was developed by the District Writing Committee (teacher and administrator representatives from each school) to help the faculty and staff of Todd County Schools to build a strong writing program culminating in the development of students as critical thinkers and independent writers for the 21st century.

Writing, like reading, is a tool to be used for the purpose of learning across the curriculum as we strive to enable every student to be independent thinkers/communicators.

This plan contains the state regulations and the procedures for collecting and maintaining a cumulative writing collection and a classroom writing folder within each classroom as well as addressing the needs of the writing program review in each school.

# Important Terms

**Official writing collection -** the student’s official writing collection that shows evidence of all types of writing across the curriculum and across all grade levels and fulfills the state regulations. A student’s work will represent a variety of genres and purposes from a variety of content areas at ***every*** grade level (K-12). A senior’s official writing collection, for instance, will house representative work he’s done from kindergarten through high school, including writing to learn, writing to demonstrate learning, and writing to publish for authentic purposes.

**Classroom writing folder –** the writing folder for each student in a given grade/subject area. This is the work in progress: prewriting, graphic organizers, drafts, revisions, research, editings. Students pull this folder regularly as it houses their current writing samples. Samples of writing to learn, writing to demonstrate learning, and writing to publish for authentic purposes.

**Literacy** – Connection of all aspects of learning: reading, writing, speaking, listening, observing, inquiry, and use of technology. This also includes grammar and mechanics.

**Writing to Learn** – writing that has the purpose of enhancing learning, such as note-making, exit slips, learning logs, interactive student notebooks, etc. It fosters critical thinking and helps students internalize core content with depth of knowledge. In this form of writing, the student is the audience.

**Writing to Demonstrate Learning** – writing that has the purpose of assessing learning, such as essay questions, constructed responses, traditional lab reports, etc. It fosters critical thinking and helps students internalize core content with depth of knowledge. In this form of writing, the audience can be the teacher or any other expert reader.

**Writing to Publish for Authentic Purposes** - writing that has the purpose of publishing/sharing learning to an outside audience, such as blogs, emails, speeches, essays, newspaper articles, editorials, letters, etc. In order to be 21st century thinkers, publishing writing demands that students are accountable to audiences outside of the classroom or school.

**Site-Based Decision-Making Council**

The SBDM Council shall form policies for the school’s writing/communications program and, with school leaders and the school’s writing team/committee, shall monitor and annually assess the program to assure its on-going development and to meet state requirements/guidelines and students’ needs.

The SBDM Council, working with school leaders, shall develop a professional development action plan aimed at meeting the needs of teachers and administrators in delivering an effective communications program.

1. **Curriculum and Instruction**

**Student Access - All students have equitable access to high quality writing curriculum and instruction. Full implementation of a writing curriculum encompasses reading, speaking, listening, and language opportunities.**

* The school provides equitable access for all students through intentionally scheduling time within the instructional day for writing instruction/experiences.
* All students have equitable access to planned learning opportunities that occur naturally across content areas to explore ideas and design products.
* All students have equitable access to instruction of the complex processes, concepts, and principles of literacy using differentiated strategies that make instruction accessible.
* All students have equitable access to literacy opportunities provided by collaborations between teachers and collaborations with community, business, and postsecondary partners.

**Aligned and Rigorous Curriculum - An aligned and rigorous curriculum provides access to the Kentucky Academic Standards (KAS) for all students as defined by state standards. Full implementation of a writing curriculum encompasses reading speaking, listening, and language opportunities.**

* The enacted writing curriculum is aligned vertically and horizontally to the Kentucky Academic Standards (KAS).
* The enacted writing curriculum is reviewed annually and revised as needed.
* The school’s writing curriculum provides opportunities for students to apply technology effectively as a tool throughout the entire writing process, not to simple use word processing for final copies.

**Student Performance - All students have opportunities to participate in performances and display products.**

* Students craft (through writing) communications distinctive to specific disciplines and purposes.
* Students demonstrate, through the strands of literacy (speaking, listening, reading, writing, and language use), an understanding for cultural differences (audience awareness) and work effectively with people from a range of social and cultural backgrounds (face-to-face or virtually) to build on and articulate their own ideas.

**II. Formative and Summative Assessment**

**Assessments/Expectations for student learning - Teachers use multiple assessment processes to inform, guide, develop, and revise instructional strategies and curriculum to enhance student learning and achievement. Teachers communicate high expectations and use common standards for student learning.**

* Teachers use on-going formative and summative assessments that are clearly aligned to the Kentucky Academic Standards for individual students and groups to authentically measure a specific concept, understanding, and/or skill that leads to student growth.
* Teachers provide regular and meaningful opportunities for students to revise and apply new learning before summative products are assessed.
* Teachers, peers, and others (principals, community members, support staff, etc.) provide timely and constructive feedback on students’ products as part of a constructive feedback process.
* Teachers regularly and consistently utilize exemplars/models to encourage students to demonstrate characteristics of rigorous work in instructional lessons.
* Teachers use and share with their students, learning targets, and objectives aligned to state standards.
* Teachers use rubrics/scoring guides that are clearly defined; students have input on success criteria and/or rubrics when appropriate.

**III. Professional Learning**

**Opportunity and Participation - Professional learning opportunities are planned according to the Kentucky Standards for Professional Learning. The teachers’ learning needs are kept in mind in response to data available about current teacher practice and student learning in the co**

* School leadership ensures regular and consistent access to job-embedded and program specific professional learning opportunities in writing.
* School leadership allocates regular and consistent time within the school calendar for teachers to collaborate on programmatic improvements and to exchange ideas about the writing program with other educators.

**IV. Leadership: Support and Monitoring**

**Policies and Monitoring - School leadership establishes and monitors implementation of policies, provides adequate resources, facilities, space and instructional time to support effective instructional programs. School leadership is defined as SBDM/principal/principal designee.**

* School leadership ensures teachers have access to necessary resources to implement the writing program.
* School leadership ensures that decisions related to the writing program are based on student needs and interests.
* School leadership communicates and involves the school staff, parents, and community in making decisions about the school’s writing program.
* School leadership creates procedures for developing, storing, and monitoring classroom folders and cumulative writing collections consisting of samples of the individual student work.

**Related Team/Committee Responsibilities:**

* Review and plan a program that meets state regulations and guidelines and local needs
* Communicate with SBDM and faculty about the program and state requirements and guidelines for writing programs
* Team develops a specific school writing plan that reflects the developmental levels and interests of the students at each school
* Analyze the program, form plans for its continued development, and communicate with all stakeholders.

 **Writing Guidelines**

1. All children can and should write. Written language is one of the prime ways of advancing reading achievement and mastering the conventions of language. Writing is one of the most complex and important of academic abilities, but purposeful writing should be used as one of the tools for learning other skills, rather than competing for time with content areas during the day.
2. Teachers must help students find real purposes to write. When the topic matters to them, children work hard to express themselves and craft their work.
3. Students need to take ownership and responsibility. Writing means making choices and students must be encouraged to choose their own topics and to look critically at their work.
4. Effective writing programs involve the complete writing process. Teachers must help children understand the steps of writing by using classroom activities appropriate to each step.
5. Teachers can help students get started. Skillful teachers help student writers gather and organize material for writing through pre-writing activities.
6. Teachers help students draft and revise. Students need to know that there are stages to the writing process and that revision is about thinking and communication not just correcting mechanical details.
7. Grammar and mechanics are best learned in the context of actual writing. Decades of research have shown that isolated skill and drill grammar lessons simply do not transfer to actual writing performance. Grammar should be integrated into the later stages of the writing process and connected with writing that is important to students, such as expressing their views.
8. Students need real audiences and a classroom of shared learning. Publication of student writing to a variety of audiences is vital, for example, making bound books, cataloging student work in school libraries, and creating displays in the classroom and other settings outside of school.
9. Writing to learn and writing to demonstrate learning, as well as authentic writing, should extend throughout the curriculum. Students value writing and use it more when it becomes part of many other learning activities. Writing is one of the best tools for learning any material since it activates thinking. Writing for other subjects need not take large amounts of class time—spontaneous and exploratory efforts can easily be used to make learning content areas more engaging and efficient.
10. Effective teachers evaluate writing constructively and efficiently. They give guidance in brief oral conferences, use folder systems for evaluating cumulatively, focus on one or two types of errors at a time, involve students in goal setting and evaluation, and officially grade only selected, fully revised pieces.

# Official Writing Collection/Classroom Folder

***What is the Official Writing Collection?***

The official cumulative writing collection is a compilation of a student’s work in which the student and others (e.g., principals, teachers, parents) can see evidence of growth in writing over time. The cumulative writing collection is used to keep samples of student work as they move from grade-to-grade and shows evidence of alignment of a school’s writing program to the Kentucky Academic Standards and demonstrators from the Writing Program Review.

The official writing collection contains a variety of dated samples of writing that addresses a variety of writing tasks across all content areas as well as multiple drafts of authentic writing. On a regular basis, the student should review and reflect upon what has been placed in the official writing collection in order to make decisions about what to select to carry on to the next grade level. The collections will include a Table of Contents for school year, meaning each student will have 12-13 sections by their senior year.

The Kentucky Academic Standards state that students in all grade levels will write for “a variety of authentic purposes and audiences”, write to learn, write to demonstrate learning and that samples of these types of writing shall be included in the collection. Samples should be included from content-area study, inquiry and research, pieces that have been taken through the full writing process, pieces that have communicated a variety of purposes in different text types,(e.g. narratives, informative/explanatory, argumentative) etc.

***Where will the official writing collections be located?***

This is to be determined by individual schools.

***How will these official writing collections be purged?***

At the end of each semester and/or at the end of each school year (specific date TBD) of each school year, ***students will be involved*** in the selection of pieces from the classroom writing folder, keeping in mind the kinds of samples required to represent every grade level, genre, and content area according to the school’s program in order to add to the official writing collection.

***When should the official writing collection be ready for the next level?***

By the end of each semester and/or by the end of May (specific date TBD) of each school year, all writing examples designated by each school should be included in the official collection.

***What will the overseeing of this process entail?*** Principals along with their school writing team will decide how the process will look in each school.