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.
* 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 students the change to engage in three categories of writing: writing to demonstrate learning, writing to learn and writing for publication.
* Include the three types of writing outlined in Common Core Standards. (i.e. arguments to support claims, informative/explanatory texts, narratives)
* Provide opportunities for students to publish written work both within and outside of school.
* Participate in scoring training and scoring portfolios.
* Ensure that students’ work is placed in traveling portfolio and placed in designated area at the end of the school year.
* Allow the number of portfolio pieces to be prorated for the transient population according to the student’s enrollment date.
* 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.

* Provide students the opportunity to write for a variety of audiences.
* Provide students with a chance to read and analyze a variety of both print and non-print materials. (artwork, photographs, graphics, illustrations, electronic text).
* Provide multiple opportunities for students to develop complex communication skills for a variety of purposes.
* Provide experiences for students to apply appropriate writing skills to oral communication skills.
* Ensure implementation of the school writing plan.
* Ensure the writing process includes reflection, assessment and feedback by incorporating:
	+ Active participation of students in decision making about contents of the portfolio.
	+ The ***use of the portfolio for determining student performance in communication.***
	+ The ***procedures for reviewing the portfolio*** in order to determine strengths and weaknesses in student writing and the overall writing program***.***
	+ The ***procedures for grading the portfolio*** including feedback to inform instruction***.***
	+ Guidelines for ***providing students*** descriptive ***feedback*** on the portfolio.
	+ Opportunities for ***students to improve their writing and communication skills*** based on portfolio feedback.

**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 twice yearly (mid year, end of year)
* 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.