

Frankfort High School
Writing Policy
Adopted: April 20, 2020

Background

Senate Bill 1 (2017) states, “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.”

SB 1 (2017) states that the policy must provide:

- Multiple opportunities are provided for students to develop complex communication skills for a variety of purposes.
- A variety of language resources are embedded within writing instruction.
- A variety of technological tools are used in the writing process.

Development and Decision Making

The school-based decision-making council shall:

- Be responsible for approving and monitoring the school’s writing program in accordance with KRS 158.6453 and the Kentucky Core Academic Standards.

A literacy team shall:

- Be made up of teachers across grade levels and content areas and administrators.
- Be organized to analyze and evaluate the strengths and needs of the writing program;
- Determine the professional development needs for the program based on that analysis and evaluation and make recommendations to the school administration;
- Work to horizontally and vertically align the curriculum to ensure student mastery of core academic standards;
- 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
- Report annually to the SBDM council to make recommendations regarding policy.
- Ensure curriculum is vertically aligned across grade levels and horizontally aligned across content areas

Administration Responsibilities:

- Ensure that teachers are familiar with the writing policy early in the school year.
- Provide professional development opportunities to help support and improve writing within the school.
- Guide the literacy team

Teacher Responsibilities:

- Ensure that there is at least one writing-based Final Product in all Social Studies, Science and English courses.
- Ensure that there is at least one timed write included in each English course.
- Provide descriptive feedback for all student writing.
- Provide students opportunities to self-assess.
- Provide students with direct instruction in writing skills including Argumentative Claim, Counterclaims, Explanation of Evidence, Informational/Explanatory Thesis, Integration of Evidence, Introduction and Conclusion, Narrative, Organization (Transitions, Cohesion, Structure), and Selection of Evidence.
- Guide students digitally storing written works
- Utilize 21st-century technologies to support the teaching of communications and writing.

Student Responsibilities:

- Apply the criteria of Cognitive Skills Rubric to complete and self-assess writing.
- Ensure that written work is his/her own, avoiding plagiarism.

Writing and Communications**Opportunities to Develop Communication**

- Based on the specific project needs, teachers will provide students with a variety of opportunities to write across the three categories: writing to learn, writing to demonstrate learning, and writing for publication.
- Over the course of their high school career, students will have opportunities to write in Social Studies, Science, and English in the following ways:
 - Writing for a variety of purposes:
 - Opinion (elementary)/argumentative (secondary) to support claims
 - Informative/explanatory texts
 - Narrative to develop real or imagined experiences or events
 - Writing for a variety of audiences.

- Writing about experiences that reveal ownership and independent thinking.
- Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
- Scoring of writing across content areas will follow a scaffolded rubric that requires growth over time.

Language Resources Embedded

- Based on the specific project and needs, teachers will provide the following:
 - Print materials, technology, personal interviews, observations, artwork, photographs, electronic text, graphics, illustrations,
 - web images, maps, multimedia, etc.

Technological Tools Used

- Students will be assigned projects which require them to:
 - Evaluate or communicate using critical thinking skills.
 - Seek a new or deeper understanding based on inquiry around a topic.
 - Demonstrate new understanding through collaborating, creating, and making global connections.
- Students will utilize 21st-century technologies to produce writing that allow them to learn skills transferable to the post-secondary setting.