Randall K. Cooper High School Writing Policy

BOONE COUNTY SCHOOL DISTRICT

COOPER HIGH SCHOOL

WRITING/COMMUNICATIONS PLAN

I.   WRITING AND COMMUNICATIONS PLAN RATIONALE

With the coming of the 21st Century, the explosion of digital technology has created a society in which writing and writers are everywhere. As society becomes more technologically focused, computer-based, job related writing, and social communications (i.e., social media, blogging, emailing, texting, discussion boards) are now commonplace. In response, **KRS 158.6453** (Senate Bill 1) requires all public schools to develop a school-wide writing program that provides opportunities for students to develop complex communication skills for a variety of purposes and contexts.

Cooper High School recognizes that writing remains an essential skill of the 21st century. Addressing the Senate Bill 1 call to action, we have developed a writing program that ensures all students experience a rich, intellectually rigorous curriculum filled with multiple opportunities for authentic writing that connects classroom work to real world situations our students will encounter throughout their lifetimes. We seek to prepare Cooper High School students to become citizen writers of our world whether they are writing on the page or on the screen – to each other, for national/international platforms, or for work - our students will face their future prepared to write.

In addition to meeting the requirements of Senate Bill 1, this Writing/Communications Plan is designed to support the School's CSIP and the Boone County Schools 2015 Strategic Plan. In order for young adults to be college and career ready, they must be able to employ the tools outlined in the BCS Strategic Plan and work toward attainment of the three centralized goals of student empowerment, world-class education, and resource optimization. This writing plan requires that the necessary tools of creativity, collaboration, compassion, community connections, critical thinking, character, challenge, communication, cultural competence, and choice be present and taught throughout the plan in order to meet Cooper High School's SIP goals and the Strategic Plan for the Boone County District.

II.   COMPONENTS OF THE WRITING PLAN

Teacher unit plans and school curriculum maps document evidence of writing and communication instruction and products at all grade levels and content areas in the following ways:

A.   Cooper High School provides multiple opportunities for students to develop complex communication skills for a variety of purposes.

1. Teachers provide regular opportunities in the classroom for students to build communication skills fundamental to college and career readiness. Those skills include oral, visual, written, verbal and nonverbal communications.
2. Communication skills are considered to be a valuable *career enhancer*. Teachers will continue to develop communication experiences in their classrooms that are content/career specific.
3. Teachers encourage students to use communication-related technologies to access, manage, evaluate, and create different types of multimedia essential to the development of 21st century communication skills.
4. Teachers ensure students have a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.
5. Teachers create opportunities for students to work together collaboratively building intrapersonal and interpersonal skills; these are the primary drivers of effective communication in any form.

B. Cooper High School provides access to digital literacy and communication tools.

1. Teachers collaborate to design writing tasks not limited to writing on paper but including an assortment of technological mediums (e.g. digital text, multi-media presentations, speeches, voice recordings, on-line communication, and other mediums) that students can manipulate and integrate in a variety of ways to express themselves creatively through the three modes of writing: expository/informative, narrative, and persuasive/argumentative.
2. Teachers innovatively integrate the use of technology to support, enhance, and enrich their teaching strategies with writing in the classroom.
3. Teachers use technology to measure student growth and drive instruction. This data will derive from formative and summative assessments.

C. Cooper High School provides access to and use of language resources.

1. Teachers provide a print-rich learning environment and print-rich learning opportunities that allow students to articulate their thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
2. Teachers build written and oral vocabulary through effective instruction.
3. With the assistance of the Library Media Specialist (LMS), student instruction includes media literacy to help make students educated consumers of digital information.
4. Digital literacy is defined as the ability to effectively and critically navigate, evaluate, and create information using a wide range of digital technologies. Digital literacy components are embedded into all courses.
5. Teachers ensure students are actively engaged in using communication skills – reading, writing, researching, speaking, listening and observing – regularly in every class.

D. Cooper High School provides support for staff as they develop themselves as instructors of 21st Century literacy skills.

1. Content area teachers design and implement a variety of discipline-specific writing/communication tasks that are challenging and of high interest to a diverse group of students.
2. Unit plans are designed to engage all students in innovative, flexible opportunities for writing practice and communication across all content areas.
3. Content area teachers, in collaboration with ELA teachers, teach writing to learn, writing to demonstrate learning, and writing for publication or authentic writing.
4. Content area teachers design writing tasks to include a purpose for writing in one of the three modes: narrative, informative/expository, argumentative/persuasive.

5. Content area teachers collaborate with ELA teachers, the LMS, and instructional coach to produce student writing tasks relevant to state/national assessments (e.g., On-Demand Writing Test, including writing to inform, persuade, and use narrative to inform or persuade, and Open/Constructed Responses).
6. Content area teacher unit plans, in regard to developing writing/communication tasks, are vertically and horizontally aligned to Kentucky Core Academic Literacy Standards.
7. ELA teachers collaborate with content area teachers to help guide upperclassmen in writing/communication work produced over time including time for research, reflection, and feedback for revision. Additionally, both the LMS and instructional coach are available to collaborate and assist content area teachers.
8. A digital writing portfolio is maintained for each student within our learning management system (LMS), Canvas. A system for teacher review and feedback across all content areas is in place, including a system for monitoring to ensure equity and consistency.
9. Teachers may incorporate Literacy Design Collaborative (LDC) strategies within their content to support reading and writing literacy.
10. The writing process is taught at all grade levels: exploration, planning, drafting, revising, editing, publishing, and reflecting upon writing.

E. Cooper High School maintains procedures for developing and monitoring digital portfolios.

1. Individual ePortfolios are kept for all students throughout their high school careers within our LMS, Canvas. These writing portfolios are collections of authentic works from all content areas.
2. Physical writing folders from elementary and middle grades (K-8) are kept in a common area and are accessible to all teachers to facilitate student writing development reflective of interests and growth over time.
3. Teachers from all content areas oversee student submissions to Canvas. Individual content area teachers are responsible for ensuring pieces are submitted. The ePortfolio houses the students' work for the duration of their high school career and can be downloaded upon graduation.
4. When designing quality writing communication pieces, teachers promote student interest in writing and the writing process through inquiry methods that provide students with choice, expand their thinking, and increase their curiosity in exploration and research.
5. Content area teachers will submit evidence of student ePortfolio submissions to their evaluating administrator for each course they teach.

F. Cooper High School provides descriptive feedback to students regarding the writing and communication skills demonstrated in their writing portfolio.

1. Teachers across all content areas provide evidence of multiple forms of descriptive feedback (group/peer conferencing, student self-assessment, peer assessment, ethical markings) on student writing and products allowing for multiple revision opportunities.
2. Teachers across all content areas guide their students in the effective use of descriptive feedback and how to make appropriate adjustments in their writing and communications products.
3. Teachers across all content areas use models to clarify expectations of literacy products.
4. Opportunities for publishing work through multiple modalities are provided when available.
5. Teachers across all content areas provide rubrics (developed by the teacher or co-developed with the students) aligned to standards to guide and define the characteristics of quality in writing and communications as designated by the writing program review.

The Cooper High School Writing Program Review Team, made up of designated Instructional Learning Teams (ILTs), will review the implementation of the writing policy and the writing plan. Additionally, the committee will report progress annually to the SBDM Council to make recommendations regarding policy, professional development needs, and other relevant information regarding the school's writing program.

COOPER HIGH SCHOOL WRITING PROGRAM
III.   THE WRITING PROCESS

9th	10th	11th	12th
→ → → Writing Skills → → →			
• Comparison Writing (students focus on outlining and transition skills while comparing/contrasting different texts/types of text/mediums) • Argumentative Essay (students incorporate the 5 elements of an argument, the structure of writing, the use of transitions, and choosing/narrowing a topic) • Literary Analysis Writing (students use textual evidence to support an analysis) • Research Presentation (students integrate research to present historical and thematic aspects represented in a text/novel)	• Synthesis (students research and integrate sources as evidence to support a claim) • Reflective Writing (students use personal experience) • Narrative – fiction and non-fiction (students use literature to support and express a cultural perspective) • Argumentative (students research and integrate sources to defend a position on a topic) • Research Presentation (students integrate research to present cultural aspects represented in a text/novel) • Literary Analysis Writing (students use textual evidence to support an analysis)	• Persuasive Speeches (students research and integrate source information to support/defend a position) • Literary Analysis Writing (students use textual evidence to support an analysis) • Rhetorical Analysis (students analyze a given text focusing on rhetorical devices and how they contribute to the overall meaning of the text)	• Literary Analysis Research Essay - fiction and non-fiction (students use literary perspectives and/or support an argument for interpretation of a text) • Script Writing (students write a script to transform and reflect upon a literary perspective) *AP ONLY* • Argumentative Essay (students defend a position) • Reflective Writing (students use personal experience) • Real World Writing (Resumes and Cover Letters)
Basic Steps of the Inquiry Research Method			
• **Identify and define the problem, question and/or topic** • **Identify various types of sources of information to answer the question/problem/topic** • **Locate and select the best sources of information (narrow/refine)** • **Read and evaluate source information (does source help answer the question/problem or provide credible/reliable/authoritative/relevant information on the topic)** o **analyze → synthesize → evaluate** • **Organize relevant source information (i.e. – make notecards, outline, etc.)** • **Cite information (APA format)** • **Begin writing:** o **draft → revise → edit → publish → reflect**			
→ → → Research Skills → → →			
• Introduce inquiry research process to students across all content areas • Introduction to research lessons taught to all freshmen through collaboration between ELA and social studies teachers and the LMS (where to find information, best types of sources, source evaluation process, etc.) • Introduce basic APA formatting/citations across all content areas (core and elective) 1-2 page research paper completed in English class (Regular and Honors)	• Continued focus on the inquiry research process and evaluation of sources (using a variety of source information) • Continue to teach APA citation style across all content areas (including components such as title page, in-text citations and resource/reference list pages) 1-3 page research paper completed in English classes (Regular and Honors)	• Students move from novice level to apprentice researchers (know the steps of the research process, are able to locate sources to meet their research needs, evaluate sources and cite what they use) • APA citation refinement (across all content areas) 3-5 page research paper completed in English classes (Regular, Honors and AP)	• Students demonstrate proficiency in the inquiry research process. Are able to locate and evaluate source information and utilize information found to draw conclusions and construct new understandings. • Demonstrate APA proficiency 4-6 page research paper completed in all English classes (Regular, Honors and AP)

IV.   THE WRITING PORTFOLIO

1.   Every student at Cooper High School keeps a working ePortfolio in Canvas. This portfolio is created by each freshmen student within their English class. Once created, this portfolio will not be deleted.
2.   Individual classroom teachers may choose to keep a "working" physical writing folder that allows students to organize, revise and synthesize their writing. New material can be added to the folder as new lessons are presented, creating a "toolbox" for students to use as they develop writing and communication pieces for their ePortfolio.
3.   Students have opportunities to review their previous year's submissions as a way to reflect on their growth as writers. Students may also review physical writing pieces from grades K-8 upon request to the Library Media Center.
4.   Individual content area teachers (along with the assistance of the instructional coach and the LMS) are responsible for ensuring pieces are submitted to Canvas.
5.   In reference to the Writing Portfolio Chart:
     • All teachers at Cooper High School embed in their units: mini writings, constructed response, on-demand writings, writing to learn, writing to demonstrate learning, and writing to publish/authentic writing on a regular basis. In other words, writing to learn, writing to demonstrate learning and authentic writing should be practiced continuously throughout the year.
     • All 2-semester courses (elective or core) adhere to the writing portfolio chart.
     • All 1-semester elective courses will complete at least one writing assignment.
     • Exclusions from the chart include: any remedial classes and/or off-campus courses or courses with outside instructors such as dual enrollment, Gateway, or ATC.
     • Special Education teachers will modify all writing assignments based on the specially designed instructional accommodations specified on a special education student's IEP or 504 plan.

Writing Portfolio Chart

Note: The writing portfolio chart below reflects only the specific texts content area teachers could use in order to meet the student writing portfolio component. One content piece for each category of writing per course for the school communications portfolio component will be completed by the end of the second semester. It is important to remember that student communication portfolios are just <u>one</u> part of a school-wide writing communications program. Teachers at all grade levels across all content areas use writing to learn or writing to demonstrate learning activities and formative and summative assessments.

KEY:	Writing to Learn- WTL	Writing to Demonstrate Learning- WTDL	Authentic Writing- AW

Content Area	Writing Examples *(Examples in **bold** are more suitable to be submitted as pieces to the ePortfolio)*
English/Language Arts	**WTL-** exit slips, check for understanding, double entry journal, graphic organizer (SOAPSTONE, RAFT, TPCAST, SIFT, etc.), response journal, **literary critique/perspective (i.e. – 12th *Frankenstein*)** **WTDL-** constructed responses , on-demand, short answer, **book report**, **academic essay (i.e. – 9th *Romeo and Juliet*)**, timed writing prompts, **presentations** **AW- narrative (short stories, scripts, letters, personal narrative, persuasive, expository, reflective analysis), argumentative writing (letter, speech emphasis, analytical pieces), informative/explanatory (analysis essay, on-demand), literary analysis definition essays**
Math	**WTL:** notes, admit and exit slips, journals, graphic organizers (i.e. Frayer), foldable and formula cards, editorial activity, constructed responses, compare/contrast (attributes of shapes), concept definition map, GIST (Generating Interactions between Schema and Text), test corrections, self-evaluation **WTDL- argumentation (develop/prove claim using logical reasoning and examples), write your own problem** **AW- informative (geometry), informative/explanatory writing (editorials), letters, proposals, analytical, argumentative**
Science	**WTL-** notes, journals, graphic organizers, learning logs, observation logs **WTDL-** constructed responses, admit/exit slips, **traditional lab reports**, written formative and summative assessments (i.e. CER formulated responses) **AW- informative/explanatory (speech, lab reports, letters, scientific journals, feature articles), electromagnets, brochures, scientific journal articles**, on-demand
Social Studies	**WTL:** exit slips, admit slips, t-charts, double entry journal, graphic organizers, reflection logs, journals, notes, sketch journals, constructed responses **WTDL:** academic paragraph, short answer, ERQ (looking for content) book notes, admit/exit slips, constructed responses **AW- informative/explanatory text (speech emphasis), brochure, feature article, presentation, letter, argumentative (speech)**, on-demand, **narrative (news broadcast script, personal essay), analytical** (AP DBQ, **brochures**)

KEY: **Writing to Learn- WTL**   **Writing to Demonstrate Learning- WTDL**   **Authentic Writing- AW**

Content Area	Examples
Health Science/PE	**WTL-** observation logs, journals, notes, admit/exit slips **WTDL-** admit/exit slips, constructed response **AW- argumentative text (legalization of marijuana, lowering of drinking age), informative/explanatory text (safety and feature article booklet**, on-demand), **narrative (poems or raps)**
CTE	**WTL-** observation/learning logs, journals, notes, admit/exit slips, graphic organizers (fishbone, flowchart – i.e. new product development, procedure, foldable), concept definition map, compare/contrast, think-pair-share, GIST, RAFT **WTDL- argumentation (develop/prove claim using logical reasoning and examples)**, constructed response, essay tests, **presentations** **AW- brochures, proposals, informative/explanatory text, presentation, articles ("how-to"), reviews (books, games, events, movies), business plans, product evaluations, resumes/cover letters**
World Languages	**WTL-** observation logs, journals, notes, admit/exit slips, word fields (write associations to a given word or topic), list making (general list built around a topic, list that corresponds to a picture/object of a certain theme), **visuals (write an ending to a comic strip, students respond to a story (i.e.- popular fairy tale) and describe in written form which story they were given**, write a creative story about a picture from a magazine**, completing charts/forms, spelling activities, written dialogs, **letters**, **postcards**, **or email responses**, descriptions of pictures, objects, or texts, circumlocution **WTDL-** admit/exit slips, constructed response **AW- informative (travel brochure, feature article)**

Fine Arts	**WTL-** observation logs, journals, notes, admit/exit slips
	
	 WTDL- admit/exit slips, constructed response, notes, admit/exit slips, on-demand (artwork style)
	
	 AW- argumentative (design a logo and present your design to the client, critique), informative/explanatory (statement about chosen piece, sculpture, visual description of a work – 2D or 3D, compare/contrast pieces of art), informative (music – band, tuning process, practice log)
	
	      Other Art: formal analysis of a piece, sociological essay on artist/social group/society, biographical essay, iconography (symbols in a work of art)
	
	      Other Music: summary (outlines/describes significant features of a concert, era in musical history), critical response/reaction paper (music event or composition)

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 9/10/10

Date Reviewed or Revised: 3/8/2011   Council Chairperson's Initials _____

Date Reviewed or Revised: 8/9/2015   Council Chairperson's Initials _____

Date Reviewed or Revised: 2/21/2018   Council Chairperson's Initials _____

Date Reviewed or Revised: 2/20/2019   Council Chairperson's Initials _____