

Pulaski County High School

Literacy Plan

Developed Spring 2014

Rationale

Senate Bill 1 Requirements:

From p. 12 (c) Writing.

2. Each school-based decision making council “shall adopt policies that determine the writing program for its school and submit it to the Department of Education for review and comment. The Writing Program shall incorporate a variety of language resources, technological tools, and multiple opportunities for students to develop complex communication skills for a variety of purposes.”
3. Writing portfolios, consisting of samples of individual student work that represent the interests and growth of the student over time, shall be a required part of any writing program in primary through grade 12. Portfolios shall be a part of the required criteria for program review need audit process relating to the writing program under this paragraph. Individual student scores on portfolios shall not be included in the accountability system.
4. A writing portfolio shall be maintained for each student and follow each student from grade to grade and to any school in which the student may enroll.
5. A school’s policy for the writing program shall address the use of the portfolio for determining the student’s performance in
 - a. Communication
 - b. Grading procedures and feedback to students regarding their writing communication skills.
 - c. The responsibility for review of the portfolios and feedback to students.
 - d. Other policies to improve the quality of an individual student’s writing and communications skills.

Pulaski County High School Literacy Mission Statement

The mission of the Pulaski County High School’s Literacy Plan is to ensure that all students are provided opportunities to read, write, speak, listen, and observe as part of their academic program in each content area to improve their communication skills. This mission will be accomplished, as outlined in this document, through aligning curriculum, presenting multiple assessments, providing interventions, seeking family and community partnerships, offering professional development, and creating literate environments in every classroom for our students.

Components of Literacy Plan

Pulaski County High School will provide students with multiple opportunities to develop complex communication skills for a variety of purposes.

- Instruction in every classroom will provide regular opportunities for reading, writing, speaking, listening, and observing.
- Instruction in every classroom will provide students with specific literacy strategies, such as using summary statements for informational texts.
- Students will read from a diverse set of topics and fictional and non-fiction genres.
- Students will write in multiple genres, depending upon the needs of the particular classroom. Informational, argumentative, and narrative writing will be of focus.
- Classroom instruction will naturally incorporate the three types of writing (writing to learn, writing to demonstrate learning, writing for authentic purposes).
- Inquiry and research are essential components of classroom instruction.
- Classroom instruction will teach students to become critical consumers of information: critical thinkers, listeners, and viewers.

Pulaski County High School will provide access to and use of technology tools to enhance students' literacy skills.

- Students will be provided opportunities to use technology as a vehicle for learning.
- Technology will be integrated into classroom instruction in the forms of word processing, PowerPoint presentations, digital storytelling, blogs, podcasting, calculators, etc. to enhance literacy skills.
- Students will use technology as a tool for research, inquiry, and communication.
- Teachers will use technology as a tool for instruction, formative and summative assessments, and communication with parents and students.

Pulaski County High School will provide access to and use of language resources.

- Students will be provided print-rich learning opportunities.
- Instruction will incorporate media literacy to make students educated consumers of information.
- Teachers will integrate vocabulary instruction into each content area.
- Teachers will provide students with a wide variety of content-appropriate reading materials (i.e. content-area literacy bookroom.)

Pulaski County High School will provide procedures for developing and monitoring writing folders.

- Teachers set high expectations for student responses (working writing folder, on-demand, open response, essays, quick writes, and journaling).
- Teachers should use best practices for writing instruction.
- Classroom instruction should provide authentic opportunities to write for specific purposes in appropriate genres.
- Teachers should teach strategies for idea development using specific details and research-based information for support.
- Classroom instruction provides students with a variety of revision skills and strategies to improve writing.

The Student Writing Folder

The student writing folder is a “working” folder that allows students to organize their writing in a central location for use. New material is added to the folder as new lessons are presented, creating a “toolbox” for students to use as they develop their writing throughout the year.

- Every student will keep a working writing folder in his or her current English teacher’s classroom.
- The folder can be a manila folder, two-pocket folder, or other type of folder that allows the student to organize his/her writing.
- Writing folders **can contain** items such as
 - Graphic organizers
 - Prewriting strategies and planning sheets
 - Genre samples for students to use as models
 - “Help” sheets (spelling lists, topic lists, strong verb lists, etc.)
 - Rough draft pieces of writing
 - Final pieces of writing
 - Evidence of writing conferences
 - Scoring guides and benchmarks/samples/models
 - Examples of writing to learn and writing to demonstrate learning
 - Other items as appropriate
- English teachers will have students periodically clean out their working folders to make room for new materials, but samples from each grade level and a variety of content areas should be present.
- Students should have an opportunity to review their previous year’s writing folders as a way to reflect on their growth as writers.
- Content area teachers will provide writing opportunities for students. Student work will then be placed in the appropriate English teacher’s mailbox by the assigning content area teacher. That work will be filed in the student’s working writing folder.
- At the end of the school year, the English teacher will file student writing folders in the appropriate filing cabinet located in the library’s visual media room.
- Writing folders will be accessible to administrators.

Proficiency in Writing

*Maintains an authentic focused purpose throughout

*Communicates with the audience

*Uses appropriate tone/voice

*Demonstrates depth of idea development with specific, pertinent details

- *Adheres to the characteristics of the genre for which it is written
- *Demonstrates logical organization
- *Applies effective transitions throughout
- *Controls and varies sentence structure
- *Controls grammar and usage
- *Uses acceptable word choice keeping the audience in mind
- *Demonstrates control of errors

Proficiency in Reading

- *Identifies and explains the main idea of a passage
- *Identifies and explains the characteristics of literary readings

- *Identifies and analyzes the use of literary elements and devices
- *Makes predictions, draws conclusions, makes inferences based on reading passage
- *Identifies and explains author's purposes
- *Analyzes and evaluates content, reasoning, and claims in diverse formats
- *Analyzes texts for structure, purpose, and viewpoint and how they strengthen a reader's understanding of a passage

Writing Instruction

Students will be engaged in all three types of writing in all grade levels in all content areas:

- Writing to learn
- Writing to demonstrate learning
- Writing to an authentic audience for an authentic purpose

Writing to Learn

****It is critical for students to have daily opportunities to process and to reflect on their learning experiences through writing. These opportunities build writing fluency, enhance learning, and provide practice in answering open response questions.**

Through writing to learn activities such as note-making, exit slips, learning logs, journaling, etc., a student develops critical thinking skills and internalizes core content with depth of knowledge. The audience is the student, himself.

Writing to Demonstrate Learning

Writing to demonstrate learning enables students to demonstrate what they have learned. Students may complete such writing activities as summaries or textbook exercises to demonstrate their understanding of content knowledge. Constructed response writing should be incorporated regularly to assess content knowledge and application of skills. Opportunities to write on demand should be embedded into the curriculum and used as a regular means of assessment.

Constructed Response Writing

Constructed response questions measure complex skills in a given content area by requiring the student to produce the correct answer through writing instead of choosing from a list of possible responses. Students are therefore required to utilize higher order thinking skills. Still yet, content knowledge is the focus of this assessment rather than writing skills. Constructed responses are varied in length, depending upon the prompt, and are scored with a rubric. Constructed response questions should be used regularly as both formative and summative assessments. Final exams for End of Course classes (such as English 2) will require constructed response writing equal to 10% of the student's assessment score.

On Demand Writing

- Students will write independently under monitored conditions and within time limitations throughout the year.
- Students will choose from two prompts.
- Purposes for writing shall be to persuade, inform, or narrate.
- Student responses will be evaluated by reference to criteria in a specific rubric or analytical scoring guide and receive descriptive feedback in a timely manner.

Writing for Publication

- Throughout the year, students will write on topics related to their field of study for authentic audiences and purposes (e.g., persuade a reader, inform an audience, or entertain the readership).
- Teachers will receive instructional support from the district literacy specialist, educational recovery specialist, program review specialist, or English teachers for each genre as needed.
- Teachers will analyze student writing using the Kentucky Scoring Guide and will design further writing instruction based on student writing strengths and weaknesses.

Writing Process

To communicate effectively, students should engage in the various stages of the writing process including focusing, prewriting, drafting, revising, editing, publishing, and reflecting.

Focus

To focus, students will

- Connect to content knowledge
- Connect with prior learning and experience
- Initiate an authentic reason to write
- Think about a subject, an experience, a question, an issue or a problem to determine a meaningful reason to write.

Prewriting

Students will

- Establish a purpose and central/controlling idea or focus
- Identify and analyze the audience
- Determine the most appropriate form to meet the needs of purpose and audience
- Generate ideas (e.g., mapping, webbing, note taking interviewing, researching and other writing-to-learn activities)
- Organize ideas – examining other models of good writing and appropriate text structures to match purpose and organize information

Drafting

Students will

- Write draft(s) for an intended audience
- Develop topic, elaborating, exploring sentence variety and language use
- Organize writing

Revising

Students will revise for specific criteria:

Content

Draft 8

- Reflect to determine where to add, delete, rearrange, define/redefine or elaborate content
- Conference with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine or elaborate content
- Check for accuracy of content
- Consider voice, tone, style, intended audience, coherence, transitions, pacing
- Compare with rubric criteria and anchor papers/models
- Consider effectiveness of language usage and sentences to communicate ideas

Idea Development

- Narrow topic for selected writing
- Compose a topic sentence of a paragraph that is purposefully placed to enhance reader awareness
- Select appropriate supporting details relevant to a specific writing category (e.g., dialogue, predictions, findings from research, needed definitions, causes and effect, comparison, contrasts, reference to concepts)
- Delete extraneous/irrelevant materials

Organization

- Correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position
- Compose effective and subtle transitions
- Develop effective introductions and closures for writing
- Apply appropriate usage of parallelism (e.g., word forms, lists, phrases, clauses, sentences, organization, idea development)

Word Choice

- Eliminate redundant words and phrases
- Apply the most specific word for use in a sentence

Editing

- Check for correctness with self, teacher or peer(s) regarding language, sentence structure, spelling, capitalization, punctuation, abbreviation and documentation of sources
- Use resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks)

- Edit for correctness regarding verb tenses, agreement concerns, and usage problems

Reflecting

Students should reflect in many ways upon many learning experiences including

- Progress, growth, and goals as a writer
- Literacy skills
- Who or what has influenced progress and growth
- Approaches used when composing (e.g., free-writing, mental composing, researching, drawing, webbing, outlining)

Conferencing

- A writing conference and a revision shall be directly linked to the skills being taught during the instruction of the writing assignment.
- A writing conference shall be used as an instructional tool to support a student's learning of particular skills associated with a writing assignment.
- A teacher may use individual, small group or whole group conferencing sessions to address common patterns of errors (for example, literacy techniques, organizational problems, and confusion about conventions).
- A teacher and other conferencing partner shall limit a conference's focus to one (1) or two (2) areas of need, addressing patterns of errors or problems that occur frequently in an individual student's writing.
- A conferencing partner shall understand and be familiar with the writing needs of the student and shall address the instructional needs of the student writer during conferences but shall not take ownership of the student's writing process by requiring an arbitrary number of revisions. A teacher and other conferencing partners shall respect the individual student's preferences when encouraging revisions so that the student retains ownership of the work.
- A teacher or other conferencing partner may indicate the type and position of errors (for example: circle errors, highlight mistakes, and put checks in margins of lines where errors occur) on student writing; however, a teacher or other conferencing partner shall not correct errors on papers that might be included in the student's portfolio.

**Pulaski County High School will use the
following standards to guide literacy programs within the school.**

Standard One: Aligned Curriculum

1. The curriculum aligns with Common Core State Standards for Literacy.
2. The curriculum allows for continuous progress for all students and meets the students' individual needs through a differentiated curriculum (e.g., learning styles, developmental variations, culturally responsive curriculum)
3. The curriculum allows for student conversations (e.g., literature circles, book clubs, author studies, Socratic circles) around a variety of texts to help students construct meaning.
4. The curriculum blends the five literacy strands (reading, writing, speaking, listening, observing) with inquiry and technology-as-communication in order to build a wide range of literacy experiences for a variety of authentic purposes and audiences.
5. The curriculum develops students' abilities to identify and apply a variety of appropriate reading strategies to make sense of a variety of print and non-print for various authentic tasks.
6. The curriculum focuses on selected reading and writing strategies implemented school-wide (i.e. summary statements, 3-2-1 admit slip, student-friendly writing rubric.)
7. The curriculum guides students' use of available and emergent technology to gather, organize, manipulate and express ideas and information for a variety of authentic purposes and audiences.
8. The curriculum includes reading that is reflective of the types of writing expected.
9. The curriculum includes students' use of the reading and writing process and application of these processes for effective reading and writing development over time and in various situations.
10. The curriculum reflects collaboration between language arts and content area teachers.
11. The curriculum includes writing for a variety of purposes (e.g., writing to learn, writing to demonstrate learning) and audiences (e.g., writing for authentic purposes and audiences).
12. The curriculum is based on Common Core State Standards and is aligned horizontally and vertically within the school to provide a fluid transition from class-to-class and grade-to-grade.
13. The curriculum is assessed both formally as summative assessments (e.g., tests, on demand writing, working writing folder) and informally as formative assessments (e.g., dialogue journal entry, reading response journal, retellings, running records, checklists, anecdotal records, conferencing).
14. The curriculum is challenging and develops students' abilities to think critically at high levels.
15. The curriculum is student-centered and allows for opportunities to extend the curriculum through inquiry-based projects (e.g., webquests, blogs, student-generated projects).

16. The curriculum is systematically monitored, evaluated, and reviewed.

Standard Two: Multiple Assessments

1. The school allows for continuous progress for all students by meeting students' individual needs through a differentiated curriculum (e.g., learning styles, developmental variations, culturally responsive curriculum).
2. The school allows students to demonstrate learning through varied and differentiated assessments (e.g., formative assessment processes, summative, diagnostic, pre-assessments).
3. The assessment process includes self-reflection by students as well as informal and formal assessments on their strengths and weaknesses as readers and writers.
4. There is evidence that assessments are aligned horizontally and vertically within the school to provide a fluid transition from class-to-class and grade-to-grade. Assessments are embedded within instruction.
5. Assessments are designed to measure effective instructional practices.
6. Assessments are directly related to Common Core State Standards and to the goals of the school's Literacy Plan.
7. Progress monitoring demonstrates that students are effectively learning the strategies they have been taught.
8. Leadership ensures the school has a systematic schedule of assessment.
9. The results of assessments are made available to parents/guardians in a timely fashion.
10. The results of formal multiple assessments guide instructional decisions and selection of appropriate strategies.

Standard Three: Instruction and Targeted Intervention

1. Teachers allow for continuous progress for all students and meet the students' individual needs through differentiated instruction (e.g., learning styles, developmental variations, culturally-responsive teaching) and materials.
2. Teachers include reading, writing, speaking, listening and observing activities in class on a regular basis.
3. Teachers collaborate across grade levels to focus on targeted literacy strategies.
4. Teachers provide regular appropriate experiences for students to engage in conversations about reading, writing, speaking, listening and observing.
5. Teachers intentionally format lessons to engage students before, during, and after reading instruction.

6. Teachers monitor student performance, provide timely feedback, and adjust instruction accordingly.
7. Teachers are familiar with and use the Common Core State Standards to guide curriculum.
8. Teachers promote the development and application of critical thinking skills.
9. Teachers provide explicit instruction on reading, writing, speaking, listening and observing in their content area.
10. Teachers provide targeted interventions when necessary.
11. Teachers provide opportunities for students to engage as active partners in the learning process (e.g., self-selected texts, independent inquiry).
12. Teachers provide opportunities for students to use a variety of technology tools to extend their learning.
13. Teachers revise their instruction based on analysis of student work.
14. Teachers use various forms of grouping (e.g., whole group, small group, paired, partner) to meet individual students' diverse needs.
15. Teachers' classrooms are adequately equipped for literacy instruction.
16. Teachers' instruction balances new learning and review work, supervised class work, and independent homework.
17. Teachers' instruction focuses inquiry on essential questions related to Common Core State Standards.
18. Teachers' instruction includes students' use of instructional resources and strategies and research tools to access ideas and information in order to learn to communicate ideas for authentic purposes and to accomplish literacy goals.
19. Teachers' unit plans are intentional, rigorous, and provide meaningful instructional experiences for students.

Standard Four: Literate Environment

1. All teachers value reading and writing as tools to help students understand the content.
2. All teachers understand how their work supports the school wide literacy program.
3. All stakeholders take responsibility for improving the literacy performance of students.
4. The class/school environment is visually inviting and stimulating.
5. Informal conversations about literacy experiences occur regularly between adults and students, as well as between students and students.
6. The Library Media Center is a key component of literacy efforts and reflects literacy as a priority in the school through various activities (e.g., student readings, posting of student work, book clubs, book fairs, and content area literacy book room).

7. The school provides parents with trainings on reading aloud to their children and lists of age-appropriate books to read with their children.
8. Students have access to appropriate, engaging and accessible texts.
9. Students hear fluent adults model reading, thinking and writing.
10. Students see adults reading and writing for various purposes.
11. Student work is displayed prominently with accompanying rubrics.

Standard Five: School, Family and Community Partnerships

1. Adults read frequently with students.
2. The school encourages community involvement and support of the literacy programs.
3. The school stressed the importance of literacy skills in community employment.
4. The Family Resource and Youth Service Center (FRYSC) forms partnerships to bridge the gap between the community and the school.
5. The school encourages parents and community volunteers' visibility in the school and encourages parents and community volunteers to play a key role (e.g., reading aloud, listening to students read, mentoring) in the literacy program.
6. The school encourages formal and informal literacy partnerships with families as well as the private and public sectors (e.g., businesses/industries, faith-based organizations, civic organizations or associations) of the community to provide training that supports reading and writing.

Standard Six: Professional Development

1. Adequate time and financial resources are designated to support professional development experiences.
2. Administrators demonstrate instructional leadership by participating in and supporting literacy professional development experiences.
3. Analysis of student work/performance, in relation to state standards, is a key facet of professional development.
4. The design of the professional staff development experiences is based on data that reflects school-wide and individual teacher needs and relates to the aligned curriculum.
5. Professional development includes an evaluation component that reflects the KDE Professional Development Standards.

6. Practical application opportunities allow teachers to use professional literature, membership in professional organizations, media and technology resources (e.g., KYVL, KVS) to access further knowledge.
7. Teachers participate in professional development experiences to learn about multiple approaches for meeting individual students' literacy needs.
8. A wide range of intentional and differentiated professional development experiences with clear, focused goals and objectives are offered that address teacher Professional Growth Plans and result in improved literacy instruction.

Standard Seven: Literacy Team

1. The SBDM/ Advisory council establishes policy to form a Literacy Team and monitors its work through committee reports to the SBDM Council.
2. The SBDM/ Advisory council establishes and maintains a strong, 6-8 member Literacy Team which represents the school's demographics.
3. The Literacy Team's objective is to develop a unified, balanced approach to literacy and to facilitate the school's goal of increasing the number of proficient readers and writers.
4. The Literacy Team meets regularly to plan. The team advertises meeting dates in advance, records and collects minutes, and makes the minutes accessible for public review.

Standard Eight: Valuable Resources

1. The school allocates fiscal resources to support high performance in literacy.
2. The school locates and organizes human resources to support high performance in literacy.
3. The Library Media Center has a variety of current reading materials to meet the needs of all students.
4. The master schedule reflects the belief that literacy is the foundation to a successful life beyond school.
5. The SBDM/ Leadership has policies in place that ensure funding efforts for literacy that are based on identified student needs.
6. Parents have literacy resources available to them.
7. The school use resources (e.g., ESS, FRYSC, university personnel, technology, KYVL, KVS, Library Media Center) to maximize literacy efforts.

8. Teachers have professional materials for professional learning communities and time set aside for the purpose of planning for literacy instruction both horizontally and vertically.
9. Students have uninterrupted blocks of time available for literacy to maximize student learning.

**Standards adapted from Literacy PERKS Planning Booklet*