CARTER COUNTY DISTRICT

EAST CARTER HIGH SCHOOL

POLICY NO. 16.01

WRITING/COMMUNICATIONS PROGRAM

KRS 158.6453 (Senate Bill 1) requires that all public schools develop a school-wide writing program and submit policies for that program to the Kentucky Department of Education (KDE) for review and comment. Policies will be formed and revised over time and used in ongoing planning, implementing, and monitoring the program.

In the school's writing/communication program, "writing" is defined broadly, to include oral and written texts, multi-media communications, and communications through technology. The program shall provide opportunities for students at all grades and across the curriculum to develop complex communication skills for a variety of purposes and contexts. The focus of the program is on helping all students develop communication skills that will serve them in their lives.

With school leaders and the school's writing/communication team, the SBDM Council shall determine policies for the school's writing/communication program and shall monitor and annually assess the program to ensure its ongoing development and to ensure that it meets state requirements/standards/program guidelines and students' needs.

I. Students' Writing Experiences

In order to provide ***multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources,*** we will make sure students:

- Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Experience authentic, meaningful writing at all grade levels:
    o Writing for a variety of purposes:
        ▪ Argumentative writing to support claims.
        ▪ Informative/explanatory texts.
        ▪ Narrative to develop real or imagined experiences or events.
    o Writing for a variety of audiences.
    o Experiences that reveal ownership and independent thinking.
    o Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
- Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Experience writing in both on-demand and writing over time situations.
- Write as a natural outcome of the content being studied in all curriculum areas.

- Read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
- Learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
- Apply appropriate writing skills to oral communication.
- Engage in real world and creative communication appropriate for meeting Kentucky Core Academic Standards.

II. Use of Technological Tools

The ECHS Writing Program must ensure teachers use technology to differentiate instruction and engage all students in learning using technological tools in the following instructional goals:

- Use technology as a tool to research, organize, evaluate and communicate information.

- Create, analyze and evaluate multi-media texts.

- Use digital technologies, communication/networking tools and social networks appropriately to access, manage, evaluate and create information.

- Create products for electronic portfolios.

- Make their thinking public beyond the classroom (blogs, websites, etc.)

III. Instructional Writing Strategies Guidelines

To provide multiple opportunities for students to develop complex communication skills for a variety of purposes, teachers will:

- Teach higher-order thinking skills.
- Assign three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Provide authentic, meaningful writing at all grade levels:
  - Writing for a variety of purposes:
    - Argumentative writing 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.

- Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Provide both on-demand and writing over time assignments.
- Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
- Explicitly instruct and develop communication skills by integrating the strands of literacy (reading, writing, speaking, listening, and language use) across content areas.
- Assign students to read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
- Provide appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
- Allow student choice and exploration.
- Provide experiences for students to apply appropriate writing skills to oral communication skills.
- Provide real world and creative communication experiences appropriate for meeting Kentucky Core Academic Standards.

IV. School-Wide Structures and Monitoring

To ensure every student has a ***writing portfolio that includes samples of work that shows interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends***, the principal will:

- Ensure curriculum is aligned to Kentucky Core Academic Standards.
- Assign a literacy team to develop a written plan for implementing and monitoring writing portfolios as well as overseeing the Writing Program Review. Members shall include the principal or the designee. Others appointed as appropriate, which may include any of the following: school curriculum supervisor, a writing/communication lead teacher, a collaborating special education teacher, a teacher from each grade level, and, as appropriate, at least one content area teacher. Responsibilities of the communications team shall include the following:
  - o Reviewing current documents, especially relevant Kentucky regulations, KDE guidelines for program reviews, Kentucky core standards, and Kentucky assessments.
  - o Planning a program that meets state regulations and guidelines and local needs.
  - o Communicating with the council, the faculty, parents, and others in the community about the program and about state requirements and guidelines for writing/communications programs.
  - o Developing with other teachers, a school writing/communications plan/chart to use, along with other evidence, in aligning curriculum, instruction and assessment with regulations and standards; analyzing

the program; forming plans for its continued development; and communicating with others about it. Over time, the team working with the principal and teachers, shall form recommendations to revise the program.
- o Analyzing/reviewing the program at least three times a year and submitting annually an action plan for the program to the principal and council.
- o Submitting recommendations for professional development to the principal prior to the beginning of the school year, based on needs assessment data, state and local reviews of the program, including evidence of students' performance.

● Ensure the plan includes guidelines for incorporating student and teacher **use of technology tools.**

● Ensure the implementation of the writing policy and plan.

● Ensure that the council annually reviews, revises (if necessary), and approves the writing policy and plan by April each year.

● Ensure teachers receive embedded professional development needed to improve writing instruction.

V. Reflection, Assessment, and Feedback

To ensure the writing process includes reflection, assessment, and feedback, the writing plan will incorporate:

● 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.

VI. Policy Evaluation

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

Senate Bill 1 writing program and policy requirements are in bold italics

Date Adopted: April 2010 (Replaces Retired Policy 03.11)
Date Reviewed: February 2012
Date Revised: September 2012