

Writing / Communications Program Policies
Aligned with Writing Program Review Guidelines
KRS 158.6453(7)(C)

Purpose: The overall goal of the school's writing / communications program is to help all students across the grades and content areas develop complex communication skills that will serve them in a variety of situations in their lives. In the program, "writing" is defined broadly to include oral and written texts, multi-media communication, and communication through technology. Students at all grades writing to learn, writing to demonstrate learning, and communication for authentic purposes and audiences in a variety of forms/modes. School policies address this overall goal. The school's policies were developed collaboratively by school teachers and administrators, and they are intended to address components of communication programs indicated in regulation (Senate Bill 1), Kentucky standards, and state guidelines. These policies were designed in correlation with the Writing Program Review and the Writing Policy Guidance Tool.

Procedures: All teachers will be provided a writing checklist each year to complete on each student. Text type, deadline for completion, communication method, and method of feedback will be documented. (see attached sample) The State Scoring Guide will be used as the writing rubric.

Curriculum and Instruction

The school's teachers and administrators shall collaborate in designing and implementing a rigorous communication curriculum which provides for ALL students to develop and refine 21st century communication skills.

Teachers and school leaders shall:

Define and review all assess the written documentation for the communication program for the school through appropriate written documents, e.g., a school writing plan, curriculum maps, lesson plans, program-review plan, etc.

Align the communications curriculum vertically and horizontally to address state regulations and standards and to prepare for the Writing Program Review.

Design a curriculum requiring students at all grade levels to engage regularly in developing communication skills for a variety of purposes and audiences in a variety of modes. Included at all grade levels will be narrative, informative/explanatory, and argumentative text; oral written, and multi media communications; communication through technology, writing to learn, and writing to demonstrate learning.

Ensure a curriculum in which teachers and students use technology to interact, collaborate, learn, and communicate.

Ensure a curriculum that engages students at all levels in appropriate research and communication based on research.

Design appropriate and rigorous communications tasks to address regulations and academic standards and prepare students for state and national assessments (constructed responses, on-demand writing, essays, etc.).

Teachers shall implement a rigorous communication curriculum where students demonstrate disciplinary understanding and interdisciplinary connections.

Teachers and school leaders shall:

Embed development of communication skills within the context of students' learning across the curriculum, not treating writing/communication as an add-on.

Integrate strands of literacy (reading, writing, speaking, listening, observing) across the curriculum.

Provide explicit instruction to develop students' communication skills, applying disciplinary learning to communicate for authentic/real-world purposes and contexts in a variety of forms and media.

Enable students to conduct research relevant to their interests and learning and communicate findings and ideas.

Engage students in communications that enhance their understanding of different disciplines.

Take other steps to develop students' communications skills in connection with disciplinary learning.

Teachers shall engage students across the curriculum in critical thinking and communication.

Teachers and school leaders shall:

3.1 Plan curriculum and instruction to foster students' use of critical/creative thinking in developing communication skills.

3.2 Scaffold curriculum and instruction to be rigorous and developmentally appropriate.

3.3 Arrange for students to engage in critical/creative thinking through writing to learn and writing to demonstrate learning.

3.4 Help students use models and other resources to improve thinking and communication skills.

3.5 Engage students in reflecting critically on samples of their work and revising and editing chosen communications.

3.6 Arrange for students to prepare, read, share and talk about their work, providing response.

3.7 Provide feedback and assessment to reflect the importance of students' thinking and communication skills

Teachers and school leaders shall arrange for students to develop communication skills through collaboration and feedback.

Teachers and school leaders shall:

Provide a variety of forms of feedback to students, including feedback from the teacher and peers, descriptive feedback that students are expected to use in learning and in developing their communications.

Arrange for students to share and discuss their communications with teachers and peers.

Arrange for students to use feedback to reflect on their progress and to have time to use feedback to improve their work.

Provide feedback that is timely, specific, and constructive and that focuses on both strengths and weaknesses.

Communicate and collaborate appropriately with families and the community to develop students' communication skills and the communications program.

Teachers and administrators shall provide differentiated learning experiences in communication skills; that is, appropriate interventions and enrichments will be provided for students.

Teachers and school leaders shall:

Offer advanced learning and enrichment opportunities that enhance communication skills.

Provide interventions to meet individual student's needs.

Encourage students to share and publish selections of their communications.

Use differentiated learning experiences in the classrooms to meet students' needs in developing communication skills.

Teachers and administrators shall develop a system to collect samples of students' communication in digital and/or paper portfolios.

Portfolios shall be maintained at all grade levels and shall be passed to each student's next grade or school.

Students shall participate with teachers in decisions about what to include in portfolios and what to purge.

The school shall develop a plan for grade-level contents of portfolios, which shall reflect students' interests and work relevant to state regulations and standards.

Portfolio contents shall indicate that some writing has been done over time (with revisions and feedback) and other writing has been done in a limited time frame even a single sitting.

Portfolio contents shall indicate communications for a variety of authentic purposes; oral, written and multi-media texts, communication through technology; narrative, informative/explanatory, and argumentative texts, some based on research and some based on content learning. Other types of communication also may be included, e.g., writing to demonstrate learning and writing to learn.

Students and teachers shall have opportunities to review collections of their work and determine plans for improvement.

Formative and Summative Assessment

Teachers and administrators shall align writing and communication assessment with new Kentucky standards across the grade levels and content areas.

Teachers and administrators shall:

Deconstruct standards to determine specific learning objectives and align instruction and assessment with those objectives.

Collaborate in reviewing communication assessments for alignment with standards across grade levels and content areas.

Include writing and communication skills in assessments of content area learning.

Implement a variety of formative and summative assessments aimed at helping students develop communication skills.

Align feedback and assessments with Kentucky standards (content and literacy standards), as well as other appropriate classroom goals.

Include in feedback and assessments across the curriculum criteria relevant to state assessments.

Teachers shall embed on-going formative and summative assessments in their instruction for writing and other forms of communication.

Teachers and administrators shall
Collaborate to develop a variety of formative and summative assessments across grade levels and the curriculum.

Provide models to demonstrate learning objectives.

Arrange for students to revise and apply learning to refine their communication before they are summatively assessed.

Provide opportunities for students to write reflectively on their content learning.

Teachers shall assess students' writing and communication skills formatively and summatively to provide feedback and inform instruction across the curriculum.

Teachers and administrators shall
Develop a plan to monitor students' grade-level progress in communication skills.

Assess students' writing processes as well as products.

Provide feedback to inform students of their strengths and weaknesses in communication skills.

Use both formative and summative assessments to strengthen students' communication skills.

Arrange for students to reflect on their writing and set goals to meet writing standards.

Help students use peer and teacher feedback to apply learning and strengthen communication skills.

Include evaluation of communication skills to assessment practices.

Use assessment data to help students and strengthen the communication program.

Students shall take ownership of their learning by analyzing and using feedback from formative and summative assessments of writing and communications skills.

Teachers shall

Provide opportunity for students to review, reflect, assess and plan for growth on their own communication collections and provide feedback to others on their work.

Provide models and rubrics to help students understand and use appropriate criteria for their communications.

Professional Development and Support Services

A team appointed by the SBDM Council shall review the writing/communications program to generate a professional development action plan.

The team, working with administrators, shall

- 1.1 Form a plan for professional development that reflects school and district needs and that indicates the school's long-term vision for literacy.
- 1.2 Communicates the plan for professional development to stakeholders.

The school principal shall promote the professional development plan to ensure high quality writing and communication instruction.

The principal shall:

- 2.1 Collaborate with faculty in evaluating the impact of the professional development plan on instructional practices.
- 2.2 Initiate professional development through collaboration and allocate time and resources to implement the professional development plan.
- 2.3 Ensure that the plan reflects diverse learning needs of the staff.
- 2.4 Participate actively in professional development relevant to the communication program.
- 2.5 Communicate with the SBDM Council about the professional development plan and monitor activities designated in the plan.

School shall utilize teachers at the school and outside sources to promote high quality writing and communication instruction.

Teacher leaders shall:

- 3.1 Support the professional development plan, providing information, facilitating learning, and modeling best practices aimed at promoting high quality writing and communication instruction.
- 3.2 Differentiate professional support to meet diverse learning needs among staff.

Teachers shall participate in professional learning opportunities that enhance the delivery of high quality writing and communication instruction.

Teachers shall:

- 4.1 Engage in job-embedded, on-going professional development in writing

and communication skills.
Engage in professional development to enhance instructional practices for

helping students develop communication skills.
Engage in professional development on communication skills needed in

a 21st century global society.
Engage in professional development to enhance their ability to use formative and summative assessments to improve students' communication skills.

Administrative Leadership Support and Monitoring

The SBDM Council or a team appointed by the principal shall monitor implementation of policies for the writing and communication program.

The team shall:

Include a school administrator, teacher representing different grades

content-area teachers, a special education teacher, a school technology leader, a school literacy leader, and other as needed.

Review relevant state regulations, standards, and program review

guidelines and communicate with the faculty and SBDM Council.

Meet in the fall, winter, and spring of the school year to use state program

review guidelines and review the school's program, including in the review students' work, assessment data, and any other components of the program.

Submit a review of the program to the district.

Form plans, based on the program review, to strengthen the program.

Serve in other ways as needed to help develop the program.

Monitor components of the program, including relevant data on students'

communication skills, the professional development action plan, staffing, resources, and uses of instructional time.

School leadership shall guide implementation of the school-wide writing and communication program through a long-term common vision for the program.

School leadership shall:

- 2.2 Include the principal, curriculum coordinator, literacy coach, resource Teachers, counselors, etc.
- 2.3 Provide information about the program and communicate expectations for Implementing the communication program.
- 2.4 Support teachers in forming a vision for literacy and in developing / monitoring the program
- 2.5 Foster a building-wide culture that supports students' success as thinkers and communicators.
- 2.6 Encourage teacher and student participation in communication.
- 2.7 Empower teachers to collaborate on decisions to develop students'

- communication skills.
- 2.8 Promote use of research-based teaching practices to develop students' communication skills.
 - 2.9 Provide learning opportunities for teachers, especially new teachers relevant to the writing/communication program.

Teacher leaders shall assist administration in implementing the school's writing and communications program.

Teacher leaders shall:

- 3.2 Collaborate with teachers to implement the program.
- 3.3 collaborate with teachers to share expertise related to writing/
Communication.
- 3.4 Support administration in monitoring the program and forming plans to strengthen it.

Evaluation: Annually the writing policy and checklist will be assessed to determine if any changes need to be made.

Amended 3/20/2017