

RUSSELL HIGH SCHOOL
WRITING/COMMUNICATIONS POLICY

CREATED SPRING 2011

RHS Writing/Communications Plan Introduction

Kentucky regulation (senate Bill 1) requires all public schools to develop school-wide writing/communications programs in which students at all levels and across the curriculum are given multiple opportunities to develop communication skills. These programs must address provisions in state regulation and align with new core standards for English/language arts and literacy content areas. Programs also should prepare for state and national assessments and the new Writing Program Review, as well as meet local interests and needs. Literacy strands in new Kentucky Core Academic Standards include reading, writing, speaking, listening, and language use. Plans for reading are addressed separately. Plans for writing, speaking/listening, and language use are provided here.

Consistent with state regulation, “writing” is defined in this plan broadly as “communication,” to include oral and written texts, multi-media/modal communication, and communication through technology. The plan outlines what will be done in Russell High School to prepare students to communicate well in a variety of situations in their lives. Following reviews of the writing/communications program, the plan may be revised as needed

Action Plan for School Writing/Communications Program
School: _____

Action	Time
1. District/school leaders shall arrange for teachers and the school's SBDM Council to be informed of new state regulations, Standards, and Writing Program Review Guidelines and process. New teachers will be informed of requirements for the writing program.	Winter-Summer 2011
2. District/school leaders will appoint a school writing team charged with helping the school develop a school-wide writing program that addresses new regulations, standards, and Program Review Guidelines, providing students at all grades and across the curriculum opportunities to acquire 21 st Century communication skills.	Winter 2010
3. The school's writing team will draft a set of policies for the writing program, which will be reviewed and approved by district leaders and the school's SBDM Council. These policies will be checked with the state's requirements, and verification of policies will be sent to the KDE, as requested.	Spring 2011
4. District/school leaders will arrange for teachers to be informed of school policies for the writing program. When approved, policies will be available in the district's and school's central office.	Winter-Summer 2011
5. Working with the writing team and others at the school, school leaders will develop a system for writing portfolios of samples of students' individual work. The school's writing plan will identify contents of the portfolio. Selected work will reveal students' interests. Portfolios will be passed to the students' next-grade teacher or school. Teachers and students will review portfolios and form plans for students' growth. School leaders will inform all teachers of the portfolio system.	Spring-Summer 2011
6. District/school leaders will arrange for teams of teachers to develop a school writing plan that addresses local needs, state regulations and standards, and prepares for the Writing Program Review. A draft of the plan will be discussed with teachers and submitted to the district for review/approval. Following the Writing Program Review, 2012, the plan will be reviewed by school leaders and the writing team and, as needed, revised.	Spring-Summer 2011
7. Teachers will create lesson plans that address what is designated in the plan. School leaders will monitor lesson plans to ensure that instruction and assessment address what is called for in the school's writing program and state regulations, standards, and "Guidelines for Writing Program Review."	Academic Year 2011-2012
8. School leaders and the writing team will provide teachers resources on "best practices" for writing instruction, and school leaders will monitor instruction to ensure effective instruction in communication skills.	Academic Year 2011-2012
9. Teachers will provide effective feedback to students on their progress with communication skills. School leaders will monitor lesson plans and instruction to	Academic Year 2010-2012

ensure that students receive effective feedback. Teachers will use feedback to plan appropriate instruction, including interventions and enrichment activities for students.	
10. Teachers will conduct formative and summative assessments of students' work in developing communication skills and, in professional learning groups, discuss relevant information and form plans to help students improve. School leaders and teachers will establish a system to monitor students' growth.	Academic Year 2011-2012
11. In professional learning communities and other faculty meetings, teachers and school leaders will discuss students' progress, reflect on instruction, and form needed plans to help students develop communication skills.	Academic Year 2011-2012
12. Teachers at all grade levels will use and help students use technology to develop communication skills, and school leaders will monitor instruction to ensure student use of technology to develop communication skills.	Academic Year 2011-2012
13. Working with technology specialists, school leaders and the writing team will review available technology to help students develop communication skills and will make recommendations to school leaders and the SBDM Council.	Summer-Fall 2011
14. The school's writing team, working with other teachers, will make recommendations to school leaders and the SBDM Council for language resources needed to help students develop communication skills.	Summer-Fall 2011
15. When assessment data on students' writing are available, teachers and school leaders will analyze it and form plans to help students develop and to improve the writing program.	Spring 2012
16. The school's writing team and school leaders will meet to review the writing program, following the process provided by the KDE, and provide results as required to the school's SBDM Council and the Kentucky Department of Education. Action plans for the program will be developed based on the review and presented to the SBDM Council. Plans will be discussed and implemented by teachers.	Academic Year 2011-2012 Formal Review in Spring or Summer 2012
17. School leaders will support appropriate professional development relevant to the writing program. Following the Writing Program Review, the writing team will make recommendations for professional development to be considered by school leaders and the SBDM Council. Targeted Needs for Professional Development: <ul style="list-style-type: none"> ➤ Deconstruction of new standards ➤ Communication tasks that address new regulation and standards ➤ Constructed responses: prompts, criteria, teaching strategies 	Academic Year 2011-2012 Spring-Summer 2012
18. Teachers and district/school leaders will inform students' families and members of the community of the school's writing program and of students' work.	Academic Year 2011-2012

Russell High School
Writing/Communications Plan

All departments should include where applicable:

- Corresponding prewriting, drafts, teacher and/or peer feedback, rubrics, and/or student reflections
- Common assessments with feedback from teacher and/or peers

At each grade level students will include a minimum of one item from each course in their working portfolio.

In content areas, all texts will be embedded within the students study and teachers will address grade-level language standards.

Open Responses will be “scored to a 4” with teachers modeling and giving feedback at 9-11 grades.(See school policy)

On-Demand forms (letter, article, speech, and editorial) will be practiced at grades 9-11 following the On-Demand Policy. (See school policy)

9 th	10 th	11 th	12 th
<p>ENGLISH</p> <p>Argument *In a letter to the editor students will defend a position on a current social issue. <i>Minimum 1 writing</i></p> <ul style="list-style-type: none"> • Informative/ Explanatory *Research based text including print and digital resources <i>Minimum 1 writing</i> • Narrative *develop an imagined short story <i>Minimum one story</i> *create a poem <i>Minimum 1</i> 	<p>ENGLISH</p> <p>Argument *Editorial to argue a position on a worldly event and its effects <i>Minimum 1 writing</i></p> <ul style="list-style-type: none"> • Informative/ Explanatory *Research based text including print and digital sources <i>Minimum 1 writing</i> • Narrative *Multi-media/modal using narrative <i>minimum one project</i> *narrative poem <i>Minimum 1 poem</i> 	<p>ENGLISH</p> <p>Argument *Using a self generated question, create a research based text evaluating the reasoning in seminal US texts synthesizing multiple sources <i>Minimum 1 writing</i></p> <ul style="list-style-type: none"> • Informative/ Explanatory *multi-media/modal to examine and convey complex ideas <i>Minimum 1 project</i> • Narrative *Personal memoir, essay, or narrative 	<p>ENGLISH</p> <p>Argument *Demonstrate how two or more texts from the same time period treat similar themes or topics <i>Minimum 1 writing</i></p> <ul style="list-style-type: none"> • Informative/ Explanatory *Present information, findings, and supporting evidence, conveying a clear and distinct perspective connected to a current event <i>Minimum 1 writing/project</i> • Narrative *Personal reflections

<p><i>writings</i></p> <ul style="list-style-type: none"> • Writing to Learn Journals, annotations, etc. • Technology iMovie <p>*at least one writing must go through the full writing process *One text will be based on reading</p>	<ul style="list-style-type: none"> • Writing to Learn Journals, annotations, etc. • Technology Garage band options (podcast, movie trailer, etc) <p>*at least one writing must go through the full writing process *One text will be based on reading</p>	<ul style="list-style-type: none"> • Writing to Learn Note-taking annotations, etc. • Technology Multi-media Presentations, word processing <p>*at least one writing must go through the full writing process *One text will be based on reading</p>	<p><i>minimum one project or writing</i></p> <ul style="list-style-type: none"> • Writing to Learn Note-taking annotations, etc. • Technology Multi-media Presentations, word processing <p>*at least one writing must go through the full writing process *One text will be based on reading</p>
<p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • Writing to learn (e.g.reading responses, charts, diagrams, graphic organizers timelines, draw-writes) • Narrative text (e.g.letters, essays, research based responses, reports, editorials, multi-media presentations) • Oral (debates) • Technology (e.g.PowerPoint , blogs, podcasts, video presentations) 	<p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • Writing to learn (e.g.reading responses, charts, diagrams, graphic organizers, timelines, draw-writes) • Narrative texts (e.g.letters, essays, research based responses, reports, editorials, multi-media presentations) • Oral (debates) • Technology (e.g.PowerPoint , blogs, podcasts, video presentations) 	<p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • DBQ's • Writing to learn (e.g.reading responses, charts, diagrams, graphic organizers, timelines, draw-writes) • Narrative texts (e.g.letters, essays, research based responses, reports, editorials, multi-media presentations) • Oral (debates) • Technology (e.g.PowerPoint , blogs, podcasts, video presentations) 	<p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • DBQ's • Writing to learn (e.g.reading responses, graphic organizers, timelines, draw-writes) • Narrative texts (e.g.letters, essays, research based responses, reports, editorials, multi-media presentations) • Technology (e.g.PowerPoint , blogs, podcasts, video presentations)

<p>MATH</p> <ul style="list-style-type: none"> • Writing to learn (e.g.: graphic organizers, graphs, explain steps) • Speaking/listening: Demonstration of lessons (podcasts, video) • Posters • Power Point • Editorials 	<p>MATH</p> <ul style="list-style-type: none"> • Writing to learn (e.g.: graphic organizers, graphs, explain steps) • Speaking/Listening: Demonstration of lessons (podcasts, video) • Posters • PowerPoint • Editorials 	<p>MATH</p> <ul style="list-style-type: none"> • Writing to learn (e.g.: graphic organizers, graphs, explain steps) • Speaking/Listening: Interviews • iMovie 	<p>MATH</p> <ul style="list-style-type: none"> • Writing to learn (e.g.: graphic organizers, graphs, explain steps) • Speaking/Listening: Interviews • iMovie
<p>SCIENCE</p> <ul style="list-style-type: none"> • Writing to learn (e.g.: graphs, drawings, annotations, various responses to information) • Argument/Informative texts (e.g. Essay, argument, informative, opinion) • Lab Reports • Oral Presentation • Debates • Technology (eg: Power Point, various software programs, 	<p>SCIENCE</p> <ul style="list-style-type: none"> • Writing to learn (e.g.: graphs, drawings, annotations, various responses to information) • Argument/Informative texts (e.g. Essay, argument, informative, opinion) • Lab Reports • Oral Presentation • Debates • Technology (eg: Power Point, various software programs, 	<p>SCIENCE</p> <ul style="list-style-type: none"> • Writing to learn (e.g.: graphs, drawings, annotations, various responses to information) • Argument/Informative texts (e.g. Essay, argument, informative, opinion) • Lab Reports • Oral Presentation • Debates • Technology (eg: Power Point, various software programs, 	<p>SCIENCE</p> <ul style="list-style-type: none"> • Writing to learn (e.g.: graphs, drawings, annotations, various responses to information) • Argument/Informative texts (e.g. Essay, argument, informative, opinion) • Lab Reports • Oral Presentation • Debates • Technology (eg: Power Point, various software programs

Foreign Language	Health/PE	Family/Consumer Science	Fine Arts
<ul style="list-style-type: none"> • Narrative/Argument/Informative (eg: essays, translations, opinion, AP prep writings) • Writing to learn • Technology (eg: videos, voice recordings, PowerPoint, websites, blogs, language software) 	<ul style="list-style-type: none"> • Narrative/Argument/Informative writings (eg: research based fitness plans, persuasive letter, editorial, posters) • Oral/Performance 	<ul style="list-style-type: none"> • Narrative/Argument/Informative writings (eg: restaurant review, recipe cards, cookbook, posters) • Technology (eg: PowerPoint, research based projects) • Performance (eg: clothing and crafts, fashion show) 	<ul style="list-style-type: none"> • Narrative/Argument/Informative writings • Oral Presentations • Performance • Technology

BEST PRACTICES

Kentucky’s Department of Education, in a variety of resources, indicates important teaching practices for a writing program. Drawing on such sources as “A Process for Developing a Writing Plan and Policy,” “Writing Program Review Guidelines,” and a variety of professional materials, I am listing here practices often advocated. Teachers may well add to the list. Reviewing the list, teachers might find ways to work that they have not used. In a strong writing program, many of these practices will be evident.

Practices	Practices
1. Engage students actively and regularly in communicating for a variety of meaningful purposes and appropriate audiences in a variety of forms/modes, including oral and written texts, multi-media communication, and communication through technology.	13. Help students develop rubrics and scoring tools and use them independently and collaboratively.
2. Model writing (and thinking about writing) and arrange for students and others to model.	14. Use a variety of kinds of writing to learn, including WTL focusing on writing skills, techniques, strategies, criteria, etc.
3. Help students read a variety of print and digital materials, as well as listen to a variety of speakers and readers.	15. Provide literacy instruction across the curriculum, connecting literacy to content learning.
4. Write interactively with students, and arrange for students to work collaboratively on communication skills, as well as independently. Similarly, engage students in collaborative and independent research and communication based on this research.	16. Engage students in talking, especially in conducting oral presentations, presenting and defending claims, and in discussing their learning with peers in small and large groups.

	5. Arrange for some writing to be done over time (through writing processes) and some writing to be done in shorter time frames, even a single sitting or a day or two.	17. Promote communication that involves students in higher-order thinking, e.g., questioning, analyzing, evaluating, drawing conclusions, defending a position, problem-solving, etc.
	6. Conduct explicit, scaffolded, and grade-appropriate lessons on specific communication skills, techniques, strategies, criteria, etc. Arrange for students to apply lessons and discuss their work.	18. Arrange for students to use a variety of kinds of technology in research and in developing communication skills.
	7. Provide and help students use a variety of resources, including models, checklists, organizers, rubrics, examples of strategies, etc. Show and discuss models.	19. Arrange for some student communications to be shared with others (published).
	8. Lead students in reading and discussing a variety of samples of writing, focusing on specific features, making connections or comparisons, and assessing the work in terms of established criteria.	20. Help students build and use oral and written vocabulary, including terminology relevant to writing and criteria for effective communication.
	9. Teach and model different writing processes: planning, drafting, revising, editing. Arrange for students to engage in writing processes, applying lessons in their own work. Recognize individual writing processes (not all writers work in the same way).	21. Organize a way for students to collect and periodically review their work (e.g., writer's notebook, working portfolio, etc.)
	10. Provide tasks and use practices that integrate literacy skills: reading, writing, speaking, listening.	22. Help students gain control of grammar/usage and conventions for effective communication.
	11. Provide students effective feedback on their communications. Use a variety of forms of feedback, e.g., feedback forms, checklists, peer feedback, whole-class discussion of samples, student-teacher conferences, etc. Help students use feedback to improve their work and their skills.	23. Incorporate student choice and interests in communication tasks.
	12. Conduct a variety of formative and summative assessments of students' communication skills. Arrange for students to self-assess and form plans for	24. Maintain high expectations and help students understand expectations. Establish clear expectations, and make expectations public.

	growth. Implement a method of monitoring student progress. Align summative assessments with state and national standards.		
	13. Drawing on feedback and assessment, provide interventions and enrichment opportunities to meet individual students' needs.		25. Collaborate with other teachers on instruction, curriculum, and assessment to develop students' communication skills.
			26. Promote a positive environment for writing.

Portfolio Requirements