

CARTER COUNTY DISTRICT

EAST CARTER HIGH SCHOOL

**POLICY NO. 16.00**

**WRITING/COMMUNICATIONS PLAN**

**I. WRITING AND COMMUNICATIONS PLAN RATIONALE**

With the coming of the 21<sup>st</sup> Century, the explosion of digital technology has created a society in which writing and writers are everywhere. As society is becoming more technologically focused, computer based job related writing and social communications (i.e., chat rooms, blogging, emails, texting, discussion boards, and I-reporters) are becoming 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.

East Carter High School recognizes that writing is an essential skill of the 21<sup>st</sup> century. Addressing Senate Bill One's 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 ECHS students to become citizen writers of our world whether they are writing on the page or on the screen – to each other, for national platforms or for work - our students will face their future prepared to write!

The East Carter High School Academic Performance Committee/Writing Program Review Team will review monthly the implementation of the writing policy and the writing plan. Additionally, the committee will report progress annually to the DSTT (SBDM) Council to make recommendations regarding policy, professional development needs, and other relevant information regarding the school's writing program.

**II. COMPONENTS OF THE WRITING PLAN**

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

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

1. Teachers will provide regular opportunities in the classroom for students to build communication skills fundamental to college and career readiness. Those skills should include oral, visual, written, verbal and nonverbal communications.
2. Communication skills are considered to be a valuable *career enhancer*. Teachers will develop communication experiences in their classrooms that are content/career specific.
3. Teachers will encourage students to use communication-related technologies to access, manage, evaluate, and create different types of multimedia essential to the development of 21<sup>st</sup> century communication

skills.

4. Teachers will ensure students have a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

5. Teachers will create opportunities for students to work together collaboratively building intrapersonal and interpersonal skills that are the primary drivers of effective communication in any form.

**B. East Carter High School will provide access to and use of technology tools to enhance student's literacy skills.**

1. Teachers will 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 as well as argumentatively, informatively, and narratively.

2. Teachers will innovatively integrate the use of technology to support, enhance, and enrich their teaching strategies in the classroom.

3. Teachers will use technology to measure student growth and drive instruction resulting from formative and summative assessments.

**C. East Carter High School will provide access to and use of language resources.**

1. Teachers will provide a print-rich learning environment within their classrooms. 2. Teachers will provide 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.

3. Teachers will build written and oral vocabulary through effective instruction.

4. Instruction will incorporate media literacy to make students educated consumers of information.

5. Teachers will ensure students are actively engaged in using communication skills – reading, writing, speaking, listening and observing – regularly in every class.

**D. East Carter High School will provide support for staff as they develop themselves as instructors of 21<sup>st</sup> century literacy skills.**

1. Content area teachers will design and implement a variety of discipline-specific writing/communication tasks that are challenging and of high interest to a diversity of students.

2. Daily lesson plans will be designed to engage all students in innovative, flexible opportunities for writing practice and communication across all content areas.

3. Content area teachers will teach writing to learn, writing to demonstrate learning, and writing for publication.

4. Content area teachers as well as ELA teachers will design writing tasks to include a purpose for writing along with one of the three text types or modes: narrative, informative/explanatory, argumentative.

5. Content area teachers will collaborate 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 EOC-like Constructed Response).

6. Content area teacher unit plans, in regard to developing writing/communication tasks, will be vertically and horizontally aligned to Kentucky Core Academic Literacy Standards.

7. Content area teachers will guide upperclassmen in writing/communication work produced over time including time for research, reflection, and feedback for revision.

8. A writing portfolio shall be maintained for each student. A system for teacher review and feedback across all content areas will be established, including a system for monitoring to ensure equity and consistency.

E. **East Carter High School will provide procedures for developing and monitoring portfolios.**

1. An individual writing portfolio will be kept for each student throughout their school career (P-12). This portfolio will be a collection of creative and innovative literacy pieces from all content areas.

2. Individual writing portfolios (P-12) will be kept in the room of the ELA Department Chair. ELA teachers may collect their own student's portfolios from the Chair to facilitate student writing development reflective of interests and growth over time.

3. Teachers from all content areas will keep a "working" writing folder. This folder can be a manila folder, two-pocket folder, electronic folder, or any other type of folder that allows students to organize, revise, and synthesize their writing during their time in that class.

4. Teachers from all content areas will send student writing pieces (see Portfolio Chart) to the ELA Department Chair at the end of each trimester following finals.

5. When designing portfolio quality pieces, teachers will promote student interest in writing and the writing process through inquiry methods that provides students with choice, expands their thinking, and increases their curiosity in exploration and research.

F. **East Carter High School will develop a system for providing descriptive feedback to students regarding the writing and communication skills demonstrated in their portfolio.**

1. Teachers across all content areas will 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 will guide their students in the effective use of descriptive feedback and how to make appropriate adjustments in their writing and communications products.

3. Teachers will provide "mini lessons" or instruct writing using "learning progressions" in order to develop writing tasks that meet the needs of diversified learners.

4. Teachers across all content areas will use models to clarify expectations of literacy products.

5. Opportunities for publishing work through multiple modalities will be provided.

6. Teachers across all content areas will

provide rubrics (developed by teacher or co-developed by students) aligned to standards to guide and define the characteristics of quality in writing and communications.

### III. **THE WRITING AND COMMUNICATIONS PORTFOLIO**

1. The classroom writing folder is a “working” folder that allows students to organize, revise and synthesize their writing in a content area classroom.
2. New material is 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 individual writing portfolio.
3. Content area “working” folders can contain many items, (“mini” writing pieces, graphic organizers, models, help sheets, rough drafts, rubrics, conference evidence) but only final pieces (see Portfolio Chart) should be given to the English Department Chair to be included in the student’s writing and communications portfolio.
4. Every student at East Carter High School will keep a working Writing and Communications Portfolio. This folder can be a manila or two-pocket folder as well as an electronic folder that allows students to organize their portfolio entries.
5. All Writing and Communications Portfolios will be kept by the Chair of the ELA Department.
6. ELA teachers can pull folders of students whom they teach each trimester to add and/or revise work and to periodically clean out material to make room for new materials, but samples from each grade level should be present. Portfolios *must be returned* to the Department Chair at the end of the course.
7. Students should have an opportunity to review their previous year’s writing folders as a way to reflect on their growth as writers.
8. The ECHS Academic Performance Committee which oversees the Writing Program Review along with the ELA teachers will conduct a Portfolio check twice a year with a complete assessment at the end of the year.
9. In reference to the writing assignment chart on page 7:
  - All teachers at ECHS will embed in their units mini writings, constructed response, and on-demand writings on a regular basis. In other words, some sort of writing should be practiced every day!
  - All 2-trimester courses (elective or core) will adhere to the writing assignment chart on page 7.
  - All 1-trimester elective courses at the Junior and Senior level or mixed Sophomore/Junior/Senior will complete one writing.
  - Exclusions from the chart include: Rotational Humanities, Math, Reading, RED Period, and any remedial classes.
  - Special Education teachers will modify all writing assignments based on the specially designed instructional accommodations specified on a special education student’s IEP



All content areas are required to include regular "mini" writings (writing tasks, journal entries, formative and/or open response answers) and On-Demand as writing to learn/ writing to demonstrate learning overall writing skills. Content pieces will require vertical collaboration opportunities with ELA.

Departments	Freshmen Level Courses	Sophomore Level Courses	Junior Level Courses	Senior Level Courses	Fr/So Le Elec
ELA	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• 1-2 page personal essay</li> </ul> <p><b>Informative</b></p> <p>Research Piece:</p> <ul style="list-style-type: none"> <li>• Basic internet research skills strategies</li> <li>• How to cite internet sources</li> <li>• 3-5 facts from each source</li> <li>• Write a 1-2 page (short essay I-B-C form) objective information summary</li> </ul> <p><b>Argumentative</b></p> <p>paper (Short essay w/I-B-C form)</p>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• 2-3 page short story/drama/monologue</li> </ul> <p><b>Informative</b></p> <p>Research Piece:</p> <ul style="list-style-type: none"> <li>• Basic internet research skills strategies</li> <li>• How to cite internet sources</li> <li>• 5-7 facts from each source</li> <li>• Write a 1-2 page (short essay I-B-C form) objective information summary</li> </ul> <p><b>Argumentative</b></p> <p>paper (Short essay w/I-B-C form)</p>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• 2-3 page "This I Believe" Essay</li> </ul> <p><b>Informative or Argumentative</b></p> <p>Research Piece:</p> <ul style="list-style-type: none"> <li>• Write a 3-5 page essay including I-B-C format</li> <li>• MLA/APA in-text citation of sources and</li> <li>• a work cited or reference page at the end of the paper</li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• 3-4 page journey/hero Essay</li> </ul> <p><b>Informative or Argumentative</b></p> <p>Research Piece:</p> <ul style="list-style-type: none"> <li>• Write a 5-7 page essay including I-B-C format</li> <li>• MLA/APA in-text citation of sources and</li> <li>• a work cited or reference page at the end of the paper</li> </ul>	

<p>2-Trimester Science; Social Studies; Arts &amp; Humanities ; PL/CS and any other Elective Course</p>	<p><b>Informative</b> Research Piece:  <ul style="list-style-type: none"> <li>• Basic internet research skills strategies</li> <li>• How to cite internet sources</li> <li>• 3-5 facts from each source</li> <li>• Write a 1-2 page (short essay I-B-C form) objective information summary</li> </ul> <b>Argumentative</b> paper (Short essay w/I-B-C form)</p>	<p><b>Informative</b> Research Piece:  <ul style="list-style-type: none"> <li>• Basic internet research skills strategies</li> <li>• How to cite internet sources</li> <li>• 5-7 facts from each source</li> <li>• Write a 1-2 page (short essay I-B-C form) objective information summary</li> </ul> <b>Argumentative</b> paper (Short essay w/I-B-C form)</p>	<p><b>Informative or Argumentative</b> Research Piece:  <ul style="list-style-type: none"> <li>• Write a 5-7 page essay including I-B-C format</li> <li>• MLA/APA in-text citation of sources and</li> <li>• a work cited or reference page at the end of the paper</li> </ul> </p>	<p><b>Informative or Argumentative</b> Research Piece:  <ul style="list-style-type: none"> <li>• Write a 5-7 page essay including I-B-C format</li> <li>• MLA/APA in-text citation of sources and</li> <li>• a work cited or reference page at the end of the paper</li> </ul> </p>	<p><b>Informative Argumentative</b> Research Piece:  <ul style="list-style-type: none"> <li>• Basic internet research skills strategies</li> <li>• Cite in sources</li> <li>• Write page (short essay form) objective information summary</li> </ul> </p>
<p>1- Trimester Elective Courses</p>					<p><b>Informative Argumentative</b> Research Piece:  <ul style="list-style-type: none"> <li>• Write page including I-B-C</li> <li>• MLA/ in-text citation sources</li> <li>• a work or reference page at the end of paper</li> </ul> </p>

\*\*\*It should be noted that within this writing plan are embedded communication skills not listed above that are also the responsibility of each teacher plan.

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Date Reviewed: February 2012  
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