

## **Gallatin County High School**

### **School-Based Decision Making Council Policy**

Policy Number: 19-01

#### **Policy Topic Description**

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#### **Writing/Communications Plan**

#### **Policy Statement**

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Gallatin County High School will foster an enduring school-wide writing/communication plan across all disciplines to encourage students to develop as independent thinkers, writers, readers, and learners. This program will adhere, both vertically and horizontally, to the mandates outlined in the Kentucky Academic Standards and all other critical legislation.

Through the implementation of all stakeholders of the writing/communication plan, Gallatin County High School students will be exposed to multi-faceted opportunities to experience classroom/extended learning environments for writing: writing to learn, writing to demonstrate learning to the teacher, writing for publication, and harbor communication skills imperative for the 21<sup>st</sup> century. Support for the Writing/Communications Plan will be demonstrated and measured in the following manner:

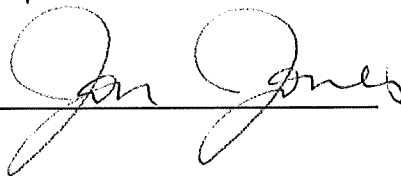
#### **Administrative Support**

In commitment to the Gallatin County Writing/Communication Program, the following indicators establish Administrative support for the policy and instructional strategies:

- Allocates resources and time for professional development and enhancement.
- Funds necessary resources to aide students in achieving state benchmarks.
- Assigns an administrative (curriculum coach) to oversee the implementation and longitudinal results of the Writing/Communication Plan.
- Allows sufficient PD hours to suffice for the implementation of the program.
- Provides adequate time for discussion of instructional gaps, weaknesses, and strengths evident in students' writing and communication-produced documents.
- Requires and provides professional development of communication skills (both electronic and various outlets), writing structures and genre, the writing process, and writing concepts and resources for ALL teachers and support teams.
- SBDM and stakeholders will review the plan annually-or as needed- for adjusted improvements as the state requirements mandate.

- Teachers design lesson plans that embed a variety of technology, and its tools, to be accessed in the writing process.
- Teachers will embed a variety of language resources within writing instruction that allow students to read and analyze print and non-print materials
- Teachers will complete self-reflection growth plans to evaluate and determine instructional needs for writing for all purposes.
- Teachers will be visible and active mentors to students for all writing purposes.

Date Adopted 1/10/19

Chairperson Signature 

### **Student Support**

In commitment to the Writing Program, the following indicators establish Students' support of practices for effective instructional writing strategies:

- Each student is given a chrome book in grades 9-12 and instruction on various modes to share and publish documents. This includes, but is not limited to google classroom, google drive, blackboard, social media, etc.
- Students write and exhibit writing/communication skills in all disciplines both vertically and horizontally.
- Students will exhibit the mandates of the Kentucky Academic Standards across the curriculum.
- Students understand and will implement the results from conferences-peer and teacher- with improving writing
- Students will be given, and will create their own writing rubrics as each assignment dictates.
- Instructional strategies and models that assist in achieving specific learning objectives that include differentiated strategies that make instruction accessible to all students.
- Exemplars of specific writing are available to all students to use as models for writing- specifically on-demand writing as the state of Kentucky provides.
- Students will demonstrate a profound understanding through collaborating, creating and making global connections.

Date Adopted 1/10/19

Chairperson Signature 

- Through Google Drive and Google classroom, and various outlets of resources, stakeholders will review and make adjustments as suggested by the evidence relevant in the documents to improve student writing and communication skills.

Date Adopted 1/10/19

Chairperson Signature Jon Jones

### **Teacher/Department Chair Support**

In commitment to the Writing/Communication Program, the following indicators establish Teachers' support of practices for effective implementation of instructional writing/communication skills' strategies

- Teachers will engage students and integrate three kinds of writing into instruction: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Teachers will incorporate a variety of genres including argumentative, narrative, informational and practical workplace materials across all content areas. This includes utilizing the writing process as the piece dictates. It is suggested that teachers implement the formulaic writing strategies (8-fold and 3.5 essays) for coherency both vertically and horizontally across the curriculum.
- Teachers design classroom instruction so that writing is an authentic, natural, and is meaningful to content.
- Teachers employ writing to learn, literacy strategies, and language concepts on a consistent basis to promote content enhancement.
- Teachers model touchstone texts to enhance students' understanding of content.
- Teachers will design instruction so that students have opportunities to showcase writing for a variety of audiences.
- Teachers will design classroom instruction in which students draw on their own experiences, learning, reading and inquiry to complete writing tasks.
- Teachers will consistently give feedback as the genre/assignment dictates during the writing process and guide to improve writing skills.
- Teachers will design and implement appropriate writing skills to communication skills and offer opportunities for both on-demand and writing over time scenarios.