

## SCHOOL-BASED DECISION MAKING

**School: Fern Creek High School**

**Subject of the Policy: Writing/Effective Communication**

### *Policy Statement*

#### **Guidelines for Students' Writing Experiences**

In order to provide multiple opportunities to develop complex and effective communication skills (as identified in the JCPS Graduate Profile) for a variety of purposes and use a variety of language resources, we will make sure students do the following:

Maintain a collection of student work that demonstrates student learning progression and is evidence for the Backpack of Success Skills

- Engage in writing to learn, writing to demonstrate learning, and writing for an authentic audience
- Experience authentic, meaningful, and relevant writing/communication at all grade levels:
  - For a variety of purposes (opinion/argument, informative/explanatory, narrative) and audiences
  - Experiences that reveal ownership and independent thinking
  - Students draw on their own experiences, culture, learning, reading, and inquiry to compose writing/communication tasks.
- Experience the writing process at all grade levels—planning, drafting, revising, editing, publishing, and reflecting on writing
- Experience writing in both on-demand and writing-over-time situations
- Write/Communicate as a natural outcome of learning across content areas that is integrated as a part of project-based learning experiences
- Read and analyze a variety of print and non-print materials (e.g., artwork, photographs, electronic text, graphics, illustrations, web images, maps, multimedia), including persuasive/argument, literary, and informational text
- Use diverse readings as models for student writing and as entry points for understanding cultural differences
- Learn about and use appropriate resources, including technology for writing/communication (e.g., personal interviews from diverse perspectives, observations, print materials) driven by different instructional purposes with different audiences for the student to consider.

#### **Guidelines for Instructional Practices for Writing and Effective Communication Strategies**

- Ensure that the literacy/writing/communication plan are reviewed annually and revised (if needed).
- Ensure teachers receive job-embedded and after school professional learning opportunities related to literacy.
- Ensure writing/communication plans are separate from this policy and specific for each level. These plans will reflect this policy and will be developed and adjusted based on assessment data, classroom data, program appraisal data, and best practices in literacy instruction.

### **Policy Evaluation**

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We will evaluate the effectiveness of this policy through our School Improvement Planning Process. This shall be in alignment with systems for a strong instructional learning climate.

**Date of First Reading:**

12-20-18

**Date of Second Reading:**

1-10-19

**Date Adopted:**

1-10-19

**Signature:** \_\_\_\_\_

*R. Nicotro*

(SBDM Council Chairperson)