

Livingston Central High School

Revised February 28,
2017

WRITING PLAN

1. Administration Responsibilities

- Identify writing resource leader(s)--Derrick Ford, English Department/Program Review Writing Contact.
- Working with the Writing Resource Leader, ensure that **ALL** teachers provide the required number of samples (see below) to the Program Review evidence.
- Ensure that all teachers use the Scoring Rubric for Kentucky On-Demand Writing or a writing rubric they have developed for their specific content area.
- Provide professional development through after-school trainings, PLCs, and mentoring to help support and improve writing within the school.
- Ensure there is an agreed-upon timeline for completing a variety of writing pieces (May 12).

2. Writing Resource Leader's Responsibilities

- Provide mentoring and PD training for teachers in teaching writing and communication skills in their content areas.
- Track teacher submissions of evidence.
- Communicate the need of evidence from specific teachers.

3. Department Teacher Leaders' Responsibilities

- Periodically remind PLC members of their writing responsibilities.
- Communicate successful completion of Program Review writing evidence to principal.
- Communicate lack of writing evidence to principal.

4. All Teachers' Responsibilities

- Above all else, all teachers are responsible for teaching their standards, including their writing standards.
- All teachers are responsible for submitting evidence in the following classifications: speaking, listening, reading, writing, and language use.
- Teachers do not have to submit a writing for every student to the former student writing and communication folders.
- Rather than submitting a fully formed, full writing, teachers are required to instead submit a list of evidence (a minimum of 10 pieces) where they have taught some form of the writing process that is naturally aligned to their context.
- Teachers should retain a sampling of evidence to be used as support for the Program Review.
- Each piece of evidence should fall under one or more of the below Program Review writing demonstrators.

All students have equitable access to planned learning opportunities that **occur naturally across content areas** to explore ideas and design products.

All students have equitable access to a **variety of resources and materials** that are relevant and necessary to support their needs to grow as writers.

All students have equitable access to instruction of the complex processes, concepts and **principles of literacy** using **differentiated strategies** that make instruction accessible.

All students have equitable access to literacy opportunities provided by <u>collaborations between teachers and collaborations with community, business and postsecondary partners.</u>
All students have equitable access to intentionally planned, <u>natural cross-curricular instruction</u> that is <u>culturally responsive</u> ; and includes <u>authentic, applied literacy experiences.</u>
The school's writing curriculum provides opportunities for students to <u>apply technology effectively</u> as a tool <u>throughout the entire writing process</u> , not to simply use word processing for final copies.
Teachers <u>consistently collaborate</u> with others to plan and implement an <u>aligned and rigorous writing curriculum</u> for all students.
Students craft (through writing) <u>communications distinctive to specific disciplines and purposes.</u>
Students demonstrate, through the strands of literacy (speaking, listening, reading, writing and language use), an <u>understanding for cultural differences</u> (audience awareness) and <u>work effectively with people from a range of social and cultural backgrounds</u> (face-to-face or virtually) to build on and articulate their own ideas.
Students learn to work together with teachers, peers and others, whether face to face, or virtually, to problem-solve and <u>generate a variety of products/outcomes tied to curriculum and learning goals.</u>
Teachers guide and assist students in developmentally or grade level appropriate <u>peer reviews and critiques</u> to evaluate each other's work.
Teachers provide <u>regular and meaningful opportunities</u> for students to revise and apply new learning before summative products are assessed.
Teachers, peers and others (principals, community members, support staff, etc.) <u>provide timely and constructive feedback</u> on students' products as part of a constructive feedback process.
Teachers regularly and consistently <u>utilize exemplars/models</u> to encourage students to demonstrate characteristics of rigorous work in instructional lessons.
Teachers use and share with their students, <u>learning targets and objectives</u> aligned to state standards.
Teachers use <u>rubrics/scoring guides</u> that are clearly defined; <u>students have input</u> on success criteria and/or rubrics when appropriate.
Teachers and students <u>collaborate to set goals</u> that are standards-based and informed by feedback and assessment.

5. Writing Remediation Plan

- School-wide on-demand writing scrimmage to set baseline
- Score predictions based on ODW scrimmage
- Strategic use of best practices in teaching writing, including but not limited to, the following:
 - Unpacking and analyzing the Kentucky On-Demand Writing Rubric;
 - Use of graphic organizers to improve organization;
 - Focused lessons, both large and small group, on idea development and paragraph construction;
 - Focused lessons, both large and small group, on writing with purpose and to an audience;
 - Mini and full lessons on mechanics, usage, and grammar;
 - Individualized conferencing;
 - Opportunities to revise/edit writing after receiving meaningful feedback.
- CERT remediation

- Morning and afternoon tutoring

6. Examples of Evidence

- Blogs
- Texts
- Websites
- Prezis
- PowerPoint
- Wiggio
- Group projects
- Flyers
- Brochures
- School newspaper
- Speeches
- Commercials
- Scripts
- Memos
- Instructions
- Role playing
- Reports