

## Clark-Moores Middle School Literacy and Writing Policy

A school literacy team shall

- Be appointed annually by the school administration;
- Work collaboratively to develop the school's writing plan that is based upon the Kentucky Core Academic Standards and other content-specific national standards;
- Use the results of teacher analysis of writing samples and other data points to plan needed professional development supporting the ongoing implementation and refinement of the school literacy and writing program
- Report annually to the SBDM council to make recommendations regarding policy.

### **Communication Skills**

The school's writing/communications program shall

- Be developed and implemented as a component of the school's literacy program;
- Engage students in using writing and other communication skills regularly in every class across all grades and content areas;
- Provide students with opportunities to use 21<sup>st</sup> century technologies to assist them in being creative and innovative members of a global society and to support their learning;
- Provide opportunities for students to build oral and written communication skills in a variety of forms and contexts. Students will be provided with opportunities to communicate while learning, to demonstrate their learning, and to publish. Students will evidence application of their learning through collections that encompass the three text types addressed in the KCAS: argument, informative/explanatory and narrative.
- Provide opportunities for students to develop real-world and creative samples of communication appropriate for meeting the content standards identified in the KCAS.

### **Use of Feedback on Writing and Communication**

Throughout the writing process, teachers in all grades and content areas shall

- Provide students with opportunities to improve learning through regular feedback (e.g., descriptive feedback by teachers and peers, conferencing with teachers and peers, electronic comments, rubrics) about their writing
- Embed opportunities for students to use feedback to reflect on their writing/communication and their progress as communicators
- Opportunities for students to self-assess and to provide feedback on the work of others

### **Review and Instructional Use of Portfolios**

In compliance with SB1, writing portfolios (i.e., writing collections) shall be compiled by students at each grade level and shall reflect student choice in content. Portfolio/Collection contents shall be aligned with the Kentucky Core Academic Standards, reflect student interests and demonstrate student growth over time in the ability to communicate for a variety of purposes and audiences and in a variety of formats (e.g., written, podcasts, blogs, webpages, videos, etc.).

#### Analysis and Evaluation of Portfolios and Writing Samples

- Student portfolios/writing collections will be evaluated and analyzed by all teachers annually. Students will receive descriptive feedback on the collection presented, with areas of strength and need identified.
- All teachers will use the Literacy Design Collaborative (LDC) writing module rubrics that go along with their writing task to evaluate student writing pieces.

#### Management of Student Writing Collection Folders

- Language Arts teachers shall maintain a working folder for all students in all grades containing samples of student work. Teachers in other content areas shall file pieces within the folder each grading period. Student work may include paper copies that evidence the writing process (e.g., drafts, conferencing notes, descriptive feedback, self-analysis, etc.) as well as digital copies that are archived on the district H drive.
- Students, working in cooperation with their teachers, shall determine which pieces to purge from the working folder at the culmination of each school year. Pieces that are maintained shall reflect alignment with KCAS, student growth over time, and student interests.
- Upon exit of the school, students' working folders shall be forwarded to the receiving school.

#### **Implementation of the Writing Program**

- The SBDM, working in cooperation with the school leadership team and other school committees, shall annually review the literacy program, and thereby the writing program, at its July meeting to ensure alignment to the state curriculum documents.
- The school administration will use the semester evaluation results to plan needed professional development supporting the ongoing implementation and refinement of the school writing program and present the evaluation findings to the SBDM.
- The school administration shall provide on-going and embedded professional learning opportunities that support the school's writing program through grade level/team meetings, staff meetings, and other best practice mechanisms for the delivery of professional learning.