

McKell Middle School

Writing Policy

KRS 158.6453 (Senate Bill 1) requires that all public schools develop a school-wide writing program and submit policies for that program to the KDE for review and comment. The SBDM council at each school is required to adopt policies, forward them to the district for review, and then in the fall/winter of 2010, send the policies to KDE for review. Policies should address state regulations, core standards, and guidelines for Program Reviews. Educators should study these key resources and draw conclusions about policies appropriate for their school or district. Policies will be formed and revised over time and used in on-going planning, implementing and monitoring the program.

In this writing program, “writing is defined broadly, to include oral and written texts, multi-media communications, and communications through technology.” The program should provide ample variety at all grades and across the curriculum. Students at all grade levels shall develop communications that are addressing each of the text types (narrative, informative/explanatory, and argumentative). The focus of our writing program is on helping all students develop communication skills that will serve them in their lives.

Site-Based Decision Making Council

1. With school leaders and the school’s writing team, the SBDM council shall determine policies for the writing/communications program and shall monitor and annually assess the program to ensure its on-going development and to ensure that it meets state requirements/standards/program guidelines and student needs.
2. Make known that the writing/communications portfolio is cross-curricular and is a shared responsibility among all teachers in all grades in all subjects.
3. Make known that the writing/communications portfolio can contain, but is not limited to: editorials, letters, song lyrics, timelines, individual projects, e-letters, demonstrations, speeches, podcasts, e-mails, power points, recipes, and presentations.

School Writing/Communication Team

1. The principal shall ensure all teachers are adequately trained to produce a writing/communications piece for the writing/communications portfolio folder.
2. The principal shall ensure that all teachers required do produce a writing/communication piece for the writing/communication folder.
3. The principal shall oversee the collection and movement of the writing/communications portfolio.
4. The principal shall appoint a team or committee responsible for guiding the writing program.

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Developing Students' Communication Skills

1. For the school's communication folder program, the term writing will be broadly defined to include oral and written texts, multi-modal communication, and communications through technology. School leaders, including the SBMD council, shall ensure that teachers at all grade levels and across the curriculum engage students in communicating for a variety of purposes/contexts, producing narrative, informative/explanatory, and argumentative texts, and help students to learn, to demonstrate learning, and to communicate for realistic purposes with authentic audiences in a variety of forms/modes. The focus of the program shall be to help all students to develop communication skills.
2. Available technology, communication skills, applications, and resources to develop communication skills will be made readily accessible. School leaders shall encourage innovative and creative uses of technology to develop communication skills. This is contingent upon funding made available to the school.
3. The principal/instructional supervisor will monitor instruction and provide feedback to teachers on their practices as demonstrated by the pieces produced.
4. Teachers will discuss practices for helping students develop communication skills and learn, for example, in Professional Learning Communities and Departmental planning.

Use of Technology to Help Students Develop Communication Skills

1. The principal, SBDM council, and others shall arrange for teachers and students to have access to, and use competently, a variety of technology.
2. Teacher instruction shall be designed to include technology that develops communication skills for the 21st Century learner.

Writing/Communication Portfolio/Folders

1. The school will arrange for individual student writing/communication portfolios to be developed at each grade level.
2. Contents of the portfolio will include the three types of writing that demonstrate learning and for publication. Not all writings need to be carried to the publication state.
3. Contents of the portfolio folder should provide opportunities for students to publish written work within and outside the classroom.
4. At appropriate times, students and family members shall have the opportunities to review portfolios.

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5. Communication folders will be passed on to next grade level as regulated by KDE. This is the responsibility of the teacher and will be monitored by the administration.

Feedback and Assessment

1. Each teachers will provide timely, meaningful, appropriate feedback and formative and summative assessments to help students develop communication skills. Teachers and school leaders shall align instruction and assessments with standards and will use writing and communication to assess content learning.
2. Rubrics (both teacher and student-generated) and scoring guides will reflect criteria used in state assessments, as well as criteria for classroom tasks. Teachers and students will use models and exemplars to co-develop rubrics and scoring guides. Students will engage in self-assessment toward meeting their writing and communication goals.

Professional Development and Support

1. Each teacher and school leader shall participate fully in professional development regarding writing instruction provided by the district, school, or other qualified resources. School leaders shall base professional development on identified school needs, including information from formative and summative assessments. Professional development activities and plans shall reflect a long-term version for on-going professional learning aimed at developing the school's writing/communications program.
2. The school shall provide professional development and resources to help support and improve writing within the school and to ensure it is aligned to the KY Core Common Core Standards.
3. The school's principal or designee shall maintain records of professional development, to be available especially in the review of the school's program.

Administrative Support and Monitoring

1. School leaders, including the school council, shall provide appropriate support and supervision of the writing/communications program.
2. The SBDM council, working with the school leaders and the writing/communications team, shall review the program annually referring to regulations, standards, and program guidelines and shall form and implement an action plan to refine the program.

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McKell Middle School Communication Portfolio

Grade 6

ELA:	Narrative
	Argumentative
Social Studies:	Informational
Science:	Informational

Grade 7

ELA:	Informational
	Argumentative
Social Studies:	Narrative
Science:	Informational

Grade 8

ELA:	Argumentative
	Narrative
Social Studies:	Argumentative
Science:	Informational

[McKell Middle School Writing Folder Title Page.docx](#)

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McKell Middle School Program Review Writing Submissions

Grade 6

Social Studies: Speech, Informational Writing

ELA: Speech, Narrative/Informational Writing

Science: Speech, Informational Writing

Grade 7

Social Studies: Speech, Narrative Writing

ELA: Speech, Informational and Argumentative Writing

Science: Speech, Informational Writing

Grade 8

Science: Speech, Informational Writing

ELA: Speech, Argumentative and Narrative Writing

Social Studies: Speech, Argumentative Writing

Council Chair Signature: _____

Council Vice-Chair Signature: _____

Revised: 10-24-13

Previous Readings/Revisions: 10-27-10, 11-10-10