

Meece Middle School Communications Portfolio Policy

Senate Bill 1 defines writing as “a purposeful act of thinking and expression that uses language to explore ideas and communicate meaning to others. Writing is a complex, multifaceted act of communication.” The law requires councils to “adopt policies that determine the writing program for its school.”

Students’ Writing Experiences

In order to provide ***multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources***, the staff at Meece Middle School will be responsible for students to do the following:

1. Engage in three categories of writing:
 - writing to learn,
 - writing to demonstrate learning to the teacher, and
 - writing for publication.
2. Experience authentic, meaningful writing at all grade levels:
 - Writing for a variety of purposes and audiences.
 - Experiences that reveal ownership and independent thinking.
 - Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
3. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
4. Experience writing in both on-demand and writing over time situations.
5. Write as a natural outcome of the content being studied in all curriculum areas.
6. 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, literary, informational, and practical/workplace materials. Use readings as models for student writing.
7. Learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the students to consider.
8. Participate in intentionally planned literacy learning opportunities to allow students to explore ideas and design products across content areas.
9. Participate in 21st century critical thinking, collaboration, creativity, problem solving and communication skills, connecting them to real world experiences.
10. Participate in opportunities to apply technology effectively as a tool to research, organize, evaluate and communicate information.

Instructional Writing Strategies Guidelines

To provide multiple opportunities for students to develop complex communication skills for a variety of purposes, teachers will:

1. Teach higher-order thinking skills.
2. Assign three categories of writing:
 - writing to learn,
 - writing to demonstrate learning to the teacher, and
 - writing for publication
3. Provide authentic, meaningful writing at all grade levels.
4. Writing for a variety of purposes and audiences.
5. Experiences that reveal ownership and independent thinking.
6. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
7. Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
8. Provide both on-demand and writing over time assignments.
9. Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
10. Assign students to 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, literary, informational, and practical/workplace materials. Use readings as models for student writing.
11. Provide appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the students to consider.
12. Allow student choice and exploration.
13. Provide intentionally planned literacy learning opportunities to allow students to explore ideas and design products across content areas.
14. Provide students practice in 21st century critical thinking, collaboration, creativity, problem solving and communication skills, connecting them to real world experiences.
15. Provide opportunities for students to apply technology effectively as a tool to research, organize, evaluate and communicate information.
16. Will provide students and parents descriptive feedback on student writing progress.

School-Wide Structures and Monitoring

To ensure every student has a *communications portfolio that includes samples of work that show interests and growth over time, each grade will keep writing sample(s) of each category of writing and the writing portfolio will follow the student from grade to grade. At the end of 8th grade, the writing portfolio will be given to the student.* The principal will do the following:

1. Ensure curriculum is vertically and horizontally aligned to Kentucky Core Academic Standards.
2. Assign a literacy team to develop a written plan for implementing and monitoring communications portfolios.
3. Ensure the plan includes guidelines for incorporating student and teacher *use of technology tools*.
4. Ensure the implementation of the writing plan.
5. Ensure that the council annually reviews, revises (if necessary), and approves the writing plan each year.
6. Ensure teachers receive professional development needed to improve writing instruction.

Reflection, Assessment, and Feedback

To ensure the writing process includes reflection, assessment, and feedback, the writing plan will incorporate the following:

1. The *use of the communications portfolio for determining student performance in communication*.
2. The *procedures for reviewing the communications portfolio*.
3. The *procedures for grading the communications portfolio*.
4. Guidelines for *providing students feedback* on communications portfolio entries.
5. Opportunities for *students to improve their writing and communication skills* based on communications portfolio feedback.

Policy Evaluation

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: _10/22/14_____

Date Reviewed or Revised: __2/8/19_____

Council Chairperson's Initials: _CER_____