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Reviewed: February 27, 2023

HOPKINSVILLE MIDDLE SCHOOL COUNCIL POLICY

District: Christian County

School: Hopkinsville Middle School

Council Policy Type	Policy Number
<u> </u> By-Laws (Council operational policies)	
<u> X </u> Function (School Operational Policies)	

<p style="text-align: center;"><u>Policy Topic Description</u> Communication and Writing Plan Statutory Authority –KRS 160.345(2)(i)</p> <p style="text-align: center;"><u>Policy Statement</u></p> <p>This policy is intended to act as a guide to provide multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language and technology resources.</p>

STUDENTS' COMMUNICATION AND WRITING EXPERIENCES

Hopkinsville Middle School will make sure students:

- Engage in the three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Experience authentic, meaningful writing at all grade levels:
 - Writing for a variety of purposes:
 - Argumentative writing to support claims/theories/thesis.
 - Informative/explanatory texts.
 - Narrative to develop real or imagined experiences or events.

- Writing or communication for a variety of audiences through a variety of media sources.
 - Experiences that reveal ownership and independent thinking.
 - Writing in which students draw on their own experiences and interests, learning, reading, and inquiry to complete writing or communication tasks.
- Experience the writing process at all grade levels: brainstorming, planning, drafting, revising, editing, publishing, and reflecting upon writing.
 - Experience writing in on-demand, communication of critical thinking/learning, and writing or communication over time situations.
 - Write as a natural outcome of the content being studied in all curriculum areas.
 - Build oral and written communication skills in a variety of forms and contexts.
 - Read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3 D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing and communication products.
 - 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 student to consider.
 - Apply appropriate writing skills to oral communication or other media source communication.
 - Engage in real world and creative communication appropriate for meeting Kentucky Core Academic Standards.

INSTRUCTIONAL COMMUNICATION AND WRITING STRATEGIES

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

- Teach higher-order thinking skills.
- Assign three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication
- Provide authentic, meaningful writing at all grade levels:
 - Writing for a variety of purposes:
 - Argumentative writing to support claims.
 - Informative/explanatory texts.
 - Narrative to develop real or imagined experiences or events.

- Writing for a variety of audiences through a variety of media sources.
- Writing about experiences that reveal ownership and independent thinking.
- Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
- Teach the writing process at all grade levels: brainstorming, planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Provide on-demand, communication of critical thinking/learning, and writing over time assignments.
- Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
- Provide opportunities for students to build oral and written communication skills in a variety of forms and contexts.
- Assign students to read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3 D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing and communication products.
- Provide appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
- Allow student choice and exploration.
- Provide experiences for students to apply appropriate writing skills to oral communication skills or other media source communication.
- Provide real world and creative communication experiences appropriate for meeting Kentucky Core Academic Standards.

SCHOOL-WIDE STRUCTURES AND MONITORING

To ensure every student has a *writing portfolio that includes samples of work that shows interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends*, the Hopkinsville Middle School principal and administrative staff will:

- Ensure curriculum is aligned to Kentucky Core Academic Standards.
- Assign a literacy team to develop a written plan for implementing and monitoring the writing policy and the writing portfolios.
- Ensure the plan includes guidelines for incorporating student and teacher *use of technology tools*.
- Ensure and oversee the implementation of the writing policy and plan.

- Ensure the collection and management of student portfolios (paper and digital) transition easily from one grade to another as well as transfer from one school to the next.
- Ensure that the council annually reviews, revises (if necessary), and approves the writing plan by January 1st each year.
- Ensure teachers receive embedded professional development needed to improve writing instruction in all content areas according to identified instructional needs.

REFLECTION, ASSESSMENT, AND FEEDBACK

To ensure the writing process includes reflection, assessment, and feedback, the Hopkinsville Middle School Writing Plan will incorporate:

- Active participation of students in decision making about contents that are purged and added to the portfolio through constant reflection of writing growth.
- The *use of the portfolio for determining student performance in communication* and necessary professional development needed to improve instructional practice.
- The *procedures for reviewing the portfolio* by the teacher and the students in order to determine strengths and weaknesses in student writing and the overall writing program.
- The *procedures for grading the portfolio* including descriptive feedback from teachers and student peers to enhance and inform instruction.
- Guidelines for *providing students* descriptive *feedback* for student reflection and revision on the portfolio.
- Opportunities for *students to improve their writing and communication skills* based upon descriptive feedback given and reflection on their progress as a writer and communicator from self, teacher, and peer reflections.
- Communication/Collaboration with Parent and Community
- To ensure the writing process includes parent and community involvement and participation, Hopkinsville Middle School Writing Plan will incorporate:
 - Guidelines for communicating with parents (for example, web pages, newsletters).
 - Procedures to communicate with parents on a regular basis.

POLICY EVALUATION

HMS SBDM will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 2/21/11

Date Reviewed: 09/30/2019

Date Reviewed: 09/28/2020

Date Reviewed: 09/27/2021

Date Reviewed: 02/27/2023

Chair Person's Initials: _____