

SCHOOL-BASED DECISION MAKING

School Name: Stopher Elementary

Subject of the Policy: Writing/Effective Communication

Policy Statement

Guidelines for Students' Writing Experiences

In order to provide multiple opportunities to develop complex and effective communication skills (as identified in the JCPS Graduate Profile and JCPS 6 Systems) for a variety of purposes and use a variety of language resources, we will make sure students do the following:

- Maintain a collection of student work that demonstrates student learning progression and is evidence for the Backpack of Success Skills.
- Engage in writing to learn, writing to demonstrate learning, and writing for an authentic audience.
- Experience authentic, meaningful, and relevant writing/communication at all grade levels:
 - For a variety of purposes (opinion/argument, informative/explanatory, narrative) and audiences.
 - Experiences that reveal ownership and independent thinking.
 - Students draw on their own experiences, culture, learning, reading, and inquiry to compose writing/communication tasks.
- Experience the writing process at all grade levels—planning, drafting, revising, editing, publishing, and reflecting on writing.
- Experience writing in both on-demand and writing-over-time situations.
- Write/Communicate as a natural outcome of learning across content areas that is integrated as a part of project-based learning experiences.
- 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/argument, literary, and informational text.
- Use diverse readings and authors as models for student writing and as entry points for understanding cultural differences.
- Learn about and use appropriate resources, including technology for writing/communication (e.g., personal interviews from diverse perspectives, observations, print materials) driven by different instructional purposes with different audiences for the student to consider.
- Use high-quality models that assist in achieving specific learning objectives.
- Demonstrate new understanding through collaborating, creating, and making global connections.

- Use digital resources/technological tools throughout the writing process to research, create and publish products, as well as to interact and collaborate with others.

Guidelines for Instructional Practices for Writing and Effective Communication Strategies

To provide multiple opportunities for students to develop complex and effective communication skills (as identified in the JCPS Graduate Profile) for a variety of purposes, teachers will do the following:

- Teach higher-order thinking skills for deeper learning.
- Support writing to learn, writing to demonstrate learning, and writing for an authentic audience as a part of learning experiences designed for authentic project-based learning experiences.
- Provide authentic, meaningful writing/effective communication strategies at all grade levels:
 - For a variety of purposes (opinion/argument, informative/explanatory, narrative) and audiences.
 - Experiences that reveal ownership and independent thinking.
 - Students draw on their own experiences learning, reading, and inquiry to complete writing/communication tasks.
- Teach the writing process at all grade levels—planning, drafting, revising, editing, publishing, and reflecting on writing and provide consistent and timely feedback to guide and improve students’ writing skills.
- Provide both on-demand and writing-over-time instructional experiences.
- Incorporate writing/communication as a natural outcome of the content being studied in all curriculum areas.
- Assign students to read and analyze a variety of print and nonprint materials (e.g., artwork, photographs, electronic text, graphics, illustrations, web images, maps, multimedia), including persuasive/argument, literary, and informational text.
- Use diverse readings and authors as models for student writing.
- Provide appropriate resources for writing/communication (e.g., personal interviews from diverse perspectives, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
- Use instructional strategies and provide high-quality models that assist students in achieving specific learning objectives.
- Allow student choice and exploration.
- Provide opportunities for students to demonstrate new understanding through collaborating, creating, and making global connections.
- Provide opportunities for students to use digital resources/technological tools throughout the writing process to research, create and publish products, as well as to interact and collaborate with others.

- Incorporate strategies and resources to support linguistically diverse students when designing learning experiences.

Schoolwide Structures and Monitoring Guidelines

To ensure that every student has a Backpack of Success Skills that demonstrates student interests and the integration of literacy, writing, and communication skills across the content areas, the principal will do the following:

- Ensure that the district-recommended curriculum frameworks (aligned to Kentucky Academic Standards [KAS]) are implemented vertically and horizontally.
- Assign a literacy team to develop a written plan for implementing and monitoring a literacy/writing/communication plan.
- Ensure that the plan includes guidelines and recommendations for student and teacher use of technology.
- Ensure the implementation of the plan developed by the literacy team.
- Ensure that the literacy/writing/communication plan are reviewed annually and revised (if needed).
- Ensure that teachers receive job-embedded and after-school professional learning opportunities related to literacy.
- Ensure that writing/communication plans are separate from this policy and specific for each level. These plans will reflect this policy and will be developed and adjusted based on assessment data, classroom data, program appraisal data, and best practices in literacy instruction.
- Have considerations for students who have language barriers when designing learning opportunities.

Policy Evaluation

We will evaluate the effectiveness of this policy through our School Improvement Planning Process. This shall be in alignment with systems for a strong instructional learning climate.

Date of First Reading: 9/17/21

Date of Second Reading: 10/15/21

