

This policy outlines the specific responsibilities of literacy team, administrators and teachers for supporting the writing policy at Holmes Middle School. The principal shall communicate and monitor implementation of the responsibilities with the assistance of the literacy team. The school council shall review the policy annually.

Literacy Team Responsibilities:

- Deliver professional development for all staff
- Communicate writing plan to all stakeholders (administrators, teachers, students and parents)
- Analyze writing samples and teacher analysis quarterly
- Facilitate end of year analysis of portfolio
- Determine professional development based on analysis
- Present the writing plan to SBDM for annual policy review

Administrative Responsibilities:

- Review curriculum to ensure that writing experiences are aligned vertically and horizontally to KCAS
- Communicate with literacy team lead to provide guidance for their responsibilities
- Communicate with the building-level literacy team to develop a professional development action plan
- Supervise the collection and movement of portfolios at the end of the year (grade-grade and HMS-HHS)
- Check lesson plans to ensure proper implementation of writing plan:
- Develop a schedule/plan for administering writing assessments
- Review writing assessments prior to administration
- Conduct weekly writing walkthroughs and provide feedback to staff
- Ensure teachers have materials necessary to implement the writing plan (ICN's, 8-pocket portfolio, etc)

All Content Area Teacher Responsibilities:

- Every content area teacher will embed writing in every class
- Meet with team to communicate the types of writing, purposes and experiences the curriculum naturally allows and complete the portfolio matrix

HMS Writing Policy

- Create lesson plans where students are given an opportunity to write daily (writing to learn, writing to demonstrate learning, writing to publish)
- Provide opportunities for students to write for a variety of purposes (narrate, inform, describe or persuade)
- Model the writing process
- Share print and non-print materials to serve as a guide for student writing
- Provide opportunities for students to use technology during drafting, revising and publishing their writing
- Model oral presentations
- Provide opportunities for students to publish or present their work beyond the classroom
- Analyze student writing and provide descriptive feedback based on Kentucky's Writing Scoring Rubric (May change based on state guidelines)
- Provide opportunities for students to utilize feedback from peers, teacher or self and to guide revision
- Provide writing interventions
- Provide opportunities for students to reflect on their own writing
- Allow students to decide which of their writing pieces will be passed to their homeroom teacher at the end of the quarter for their portfolio.
- Turn in writing and analysis to homeroom teachers to be placed in student portfolio at the end of each quarter
- Encourage student participate in Literacy Café Night
- Attend professional development as needed or planned by administration
- Administer writing assessments scheduled by administration
- Communicate with other teachers to ensure that reading and writing instruction is linked
- Review literacy team's quarterly analysis to determine professional development needs
- Maintain an evidence binder of the writing samples
- **Team leaders only:** Check portfolios to ensure quarterly submission and student work and analysis