PERRY COUNTY SCHOOLS

District-Wide Writing Program Plan

Writing to Learn • Writing to Demonstrate Learning • Writing for Publication

1. Purpose and Statutory Authority

Beginning with the 2026-2027 academic year, House Bill 257 (2026) amended KRS 158.6453(19) to require the superintendent of each local school district to adopt policies that determine the writing program for the district as a whole. The statute requires that the adopted writing program (1) be published on the district's website and (2) include disciplinary-specific writing across the curriculum that incorporates a variety of language resources, technological tools and multiple opportunities for students to develop complex communication skills for a variety of purposes.

This plan establishes the district-wide writing program for Perry County Schools in fulfillment of that requirement. It is aligned to the Kentucky Department of Education (KDE) Writing Program Guidelines (Revised May 2026), the Kentucky Academic Standards (KAS) for Reading and Writing, the Interdisciplinary Literacy Practices (ILPs) and the discipline-specific Kentucky Academic Standards for each content area.

HB 257 (2026) also removed the on-demand writing assessment and the editing and mechanics assessment from the Kentucky Summative Assessment (KSA). Responsibility for ensuring that every student develops as a proficient, purposeful writer therefore now rests squarely with the district's local program, curriculum, instruction and monitoring systems. This plan is designed to meet that responsibility with coherence rather than compliance alone: one district-wide vision, common expectations in every school and every discipline, and clear supports for teachers.

1.1 Definition of Writing

Per KRS 158.6453(1), "writing" is defined 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 and is distinct from basic handwriting or penmanship." All components of this plan proceed from that definition: writing in Perry County Schools is treated as thinking made visible, not as an isolated subject, a worksheet task or a test-preparation exercise.

2. District Vision and Guiding Principles

2.1 Vision

Every Perry County student, in every grade and every discipline, writes daily for authentic purposes and audiences — to learn content, to demonstrate understanding and to publish ideas — graduating with the academic, technical and employability communication skills required for postsecondary success.

2.2 Guiding Principles

- **Writing is a tool for learning, not only a communication skill.** Writing allows students to analyze evidence, articulate reasoning and construct knowledge in discipline-specific ways.

- **Reading and writing are reciprocal.** They are complementary learning experiences integrated across the school day, not separate subjects, and student writing is in response to or connected to texts — with "text" understood, per ILP 1, as anything that communicates a message, including multimodal texts.
- **Writing belongs to every discipline.** Writing instruction is embedded across content areas to reflect the authentic expectations of each field — scientists, historians, mathematicians, artists and technicians all write — rather than treated as the sole responsibility of English/language arts teachers.
- **Equitable access.** All students — including students with disabilities, English learners and students receiving intervention — engage in authentic, grade-level writing tasks with differentiated support.
- **Ownership and independence.** Writing experiences reveal student ownership and independent thinking grounded in the texts and topics studied, and include opportunities for student choice and exploration.

3. Alignment to the Kentucky Academic Standards

The KAS for Reading and Writing and the Interdisciplinary Literacy Practices serve as the foundation of this program, while each discipline-specific KAS affords meaningful connections to authentic writing in that content area. Schools will review and align their implementation of this plan annually to ensure students consistently engage in meaningful, standards-aligned and genuine writing tasks that promote discipline-specific thinking.

3.1 Curriculum Alignment Commitments

Perry County Schools will ensure curriculum is vertically and horizontally aligned to the KAS for Reading and Writing using adopted High-Quality Instructional Resources (HQIRs). This alignment ensures that teachers:

- Treat reading and writing as complementary, reciprocal learning experiences integrated in all disciplines across the school day.
- Provide explicit foundational handwriting instruction.
- Engage students in the three modes of writing: writing to learn, writing to demonstrate learning and writing for publication.
- Ensure students compose in a variety of genres — literary; opinion (elementary) / argumentative (secondary); informational; and practical/workplace materials — across content areas.
- Create literacy-rich environments built upon the Interdisciplinary Literacy Practices.
- Connect student writing to texts of all kinds: print materials, digital platforms, interviews, observations, artwork, photographs, graphics, maps and multimedia.
- Deliver explicit language instruction that supports reading and writing skills.
- Align all writing with the Kentucky Board of Education's vision for students to be equipped with academic, cognitive, metacognitive, technical and employability skills for postsecondary success and positive contribution to the world.

4. The Three Modes of Writing

All schools will provide regular, intentional experiences in each of the three modes of writing, in every discipline. KDE publishes sample discipline-specific tasks for each mode in Reading and Writing, Mathematics, Social Studies, Science and the Visual and Performing Arts; teachers will use these exemplars to supplement — never replace — our adopted HQIR (SAVVAS MyView).

Mode	Description	District Expectations
Writing to Learn	Promotes learning as students engage with complex texts; provides opportunities for applying, extending and developing skills and helps students reflect on their learning or reading.	Multiple times per week, in all content areas: quick-writes, learning logs, annotations, exit slips, notebooks, reflections. Low-stakes; feedback-oriented, not always graded.
Writing to Demonstrate Learning	Assesses how well students understand the content, skills or concepts encountered in complex text or instruction; students apply and demonstrate skills so teachers can assess understanding.	Weekly or per unit, in all content areas: constructed responses, evidence-based paragraphs and essays, lab conclusions, document-based questions, mathematical explanations.
Writing for Publication	Students become subject-matter experts communicating learning to the world, considering audience needs in authentic contexts beyond the school community, reading and writing as disciplinary experts do.	At least once per semester, through the full writing process: research reports, letters to authentic audiences, exhibitions, digital publications, community presentations.

5. Writing Purposes, Genres and Audiences

Students at all grade levels will engage in authentic, meaningful writing that includes:

- **Variety of purposes:** opinion (elementary) / argumentative (secondary) writing to support claims; informative/explanatory texts; or narrative writing to develop real or imagined experiences or events.
- **Variety of audiences:** teachers, peers, families, community members, experts and authentic audiences beyond the school community.
- **Variety of genres and forms:** literary, opinion/argumentative, informational or practical/workplace materials (e.g., résumés, technical directions, proposals, professional correspondence) across content areas.

- **Ownership and independent thinking** grounded in the texts and topics studied, with opportunities for student choice and exploration.
- **Explicit research instruction:** inquiry, investigation, gathering information, organization and publication, including evaluating, synthesizing and citing sources, through collaboration and support of the school library media specialist.
- **The full writing process at all grade levels:** planning, drafting, revising, editing, publishing and reflecting upon writing.
- **Consistent and timely feedback** throughout the writing process to guide and improve writing skills.
- **Varied time frames:** writing over extended time frames (research, multi-draft compositions) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
- **Connections to oral communication:** opportunities to apply appropriate writing skills to speaking and listening, and to demonstrate understanding of various perspectives while working effectively with people from a range of backgrounds to build on and articulate ideas.

6. Dedicated Instructional Time

Each school will intentionally schedule time across the instructional day for writing instruction and writing experiences connected to text, so that students experience:

- Reading and writing daily as reciprocal skills and processes within integrated — not separate — courses.
- Text-based and evidence-based writing directly connected to what students are reading and to the topics studied.
- Discipline-specific reading and writing practices in all classes
- Handwriting as an explicit practice: print in kindergarten-grade 1 and cursive in grades 2-3.
- Writing as a common practice within the content studied in all curriculum areas.

6.1 Master Schedule Expectations

Principals, in collaboration with SBDM councils, will document within master schedules where daily writing instruction and cross-disciplinary writing occur.

At the elementary level, the literacy block will include daily composition instruction through our adopted HQIR alongside foundational skills. (SAVVAS MyView and UFLI)

At the middle and high school levels, every course syllabus will identify the discipline-specific writing students will produce each grading period, including at least one writing-to-demonstrate-learning task per unit.

7. Grade-Band Expectations at a Glance

Grade Band	Key Program Expectations
K-1	Explicit print handwriting instruction; daily writing to learn connected to read-alouds and shared texts; drawing, dictating and writing opinion, informative and narrative pieces; introduction to the writing process with teacher support.
2-3	Explicit cursive handwriting instruction; daily text-based writing across content areas; opinion, informative and narrative composition through the full writing process; beginning research with guided inquiry and source gathering.
4-5	Evidence-based writing in response to complex texts in all subjects; multi-paragraph opinion, informative and narrative pieces; research including organization and publication; growing independence in revising and editing; at least one published piece per semester.
6-8	Transition to argumentative writing supporting claims with evidence; discipline-specific writing in every course (science explanations, historical arguments, mathematical reasoning); narrative integrated within other modes beginning in grade 8; explicit instruction in evaluating, synthesizing and citing sources; digital composition and publication.
9-12	Argumentative, informative or practical/workplace writing across all disciplines; narrative techniques integrated within other modes; extended research products with authentic publication; writing connected to postsecondary readiness (college application essays, technical writing, professional correspondence

8. Use of Appropriate Language Resources

A variety of language resources will be embedded within writing instruction so students read and analyze a wide range of print and non-print materials, including:

- Resources driven by instructional purpose and authentic audience: print materials, digital platforms, personal interviews and observations.
- Multimodal texts: artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps and multimedia.
- Instructional strategies and models that support specific learning objectives, including differentiated strategies that make instruction accessible to all students and exemplars used as models for writing.

Special education, EL and intervention staff will collaborate with classroom teachers to provide scaffolds (sentence frames, graphic organizers, mentor texts, assistive technology) that maintain access to grade-level writing tasks.

9. Technology in the Writing Program

A variety of technological tools will be used throughout the writing process to allow students to:

- Evaluate or communicate using critical thinking skills.
- Seek a new or deeper understanding based on inquiry around a topic.
- Demonstrate new understanding through collaborating, creating and making global connections.

District-supported tools include word processing and collaboration platforms, digital publication venues, research databases and accessibility/assistive technologies. Perry County utilizes Google Classroom as an adopted platform.

10. Assessing and Monitoring Student Writing

Because HB 257 (2026) removed the on-demand writing and editing/mechanics components from the Kentucky Summative Assessment, the district assumes full local responsibility for monitoring writing proficiency. The district will:

- **Use common, standards-aligned rubrics** for each mode and purpose of writing, calibrated across schools through collaborative scoring sessions.
- **Analyze writing data within the district's MTSS and PLC structures,** using student work analysis protocols at least quarterly to inform instruction, intervention and professional learning.

11. Roles and Responsibilities

Role	Responsibilities
Superintendent	Adopts the district-wide writing program policy per KRS 158.6453(19); ensures publication on the district website; allocates resources; receives annual implementation reports.
District Instructional Leadership	Maintains alignment to the KAS and KDE Writing Program Guidelines; coordinates HQIR implementation; designs and delivers professional learning; facilitates cross-school calibration; monitors implementation through walkthroughs and data review.
Principals and SBDM Councils	Align school schedules, curriculum decisions and instructional practices to this plan; document dedicated writing time; monitor classroom implementation; support teacher collaboration and student work analysis in PLCs.
Teachers (all content areas)	Embed discipline-specific reading and writing in daily instruction; teach the writing process; provide timely feedback; use common rubrics; engage students in all three modes of writing with varied purposes, audiences and time frames.

Role	Responsibilities
Students	Write daily across disciplines; engage fully in the writing process; use feedback to revise; take ownership of ideas and pursue choice and exploration in writing.
Families and Community	Access the published writing program on the district website; serve as authentic audiences for student publication; support literacy at home.

Appendix: Key Resources

- **Text-Based Writing Across Disciplines** — foundational document plus sample tasks for Writing to Learn, Writing to Demonstrate Learning and Writing for Publication in Reading and Writing, Mathematics, Social Studies, Science, and Visual and Performing Arts.
- **Composition in the Classroom** — in-depth guidance on the three modes of writing, three types of writing and authentic audiences, forms and purposes, with elementary and secondary instructional examples.
- **Kentucky Academic Standards for Reading and Writing** and the Interdisciplinary Literacy Practices