

WRITING & COMMUNICATION PROGRAM



PURPOSE

In accordance with KRS 158.6453(19) and HB 257 (2026), Somerset Independent Schools shall implement and maintain a comprehensive, standards-aligned writing and communications program for all students in kindergarten through grade 12.

The district writing program shall include discipline-specific writing across the curriculum and incorporate various language resources, technological tools, and multiple opportunities for students to develop complex communication skills for various purposes and audiences.

Writing shall be recognized as a purposeful act of thinking, learning, and expression used to communicate ideas across all content areas. The district shall ensure that all students have equitable opportunities to develop the communication skills necessary for college and career readiness.

PROGRAM REQUIREMENTS

1. Student Writing Experiences

All students shall be provided multiple opportunities to develop communication skills through:

- Writing to learn;
- Writing to demonstrate learning;
- Writing for publication;
- Writing to communicate with authentic audiences; and
- Writing to solve problems, reflect, analyze, and create.

Students shall produce writing in multiple forms, including:

- Narrative;
- Opinion/Argumentative;
- Informational/Explanatory;
- Disciplinary-Specific Writing;

Writing shall:

- Occur across all content areas as a natural part of instruction;
- Include discipline-specific writing experiences aligned to content-area expectations;
- Include both on-demand and extended writing opportunities;
- Reflect authentic tasks, purposes, and audiences;
- Incorporate the full writing process of planning, drafting, revising, editing, publishing, and reflection; and
- Provide opportunities for collaboration and communication.

Students shall also:

- Analyze a variety of print and non-print texts;
- Use reading, inquiry, and research as models for writing;
- Engage in communication through speaking, listening, reading, writing, and presenting;
- Communicate ideas using written, oral, visual, and digital formats; and
- Develop the ability to adapt communication for different audiences and purposes.

2. Instruction

All certified staff share responsibility for the development of student communication skills.

Teachers shall:

- Align writing instruction to the Kentucky Academic Standards;
- Integrate writing and communication opportunities into all content areas;
- Schedule writing and communication instruction on curriculum maps;
- Provide authentic and meaningful writing experiences;
- Teach and reinforce all stages of the writing process;
- Promote higher-order thinking, inquiry, and problem-solving;
- Provide opportunities for collaboration and discussion;
- Use mentor texts and models of effective communication;
- Encourage student voice, choice, and ownership;
- Provide opportunities for students to write within the conventions and expectations of specific disciplines.

3. Discipline-Specific Writing Across the Curriculum

The district shall ensure that students engage in discipline-specific writing experiences across all grade levels and content areas.

Examples include:

English Language Arts

- Literary analysis
- Narrative writing
- Argumentative writing
- Research and informational writing

Mathematics

- Mathematical reasoning
- Problem-solving explanations
- Data analysis and interpretation

Science

- Laboratory reports
- Scientific explanations
- Evidence-based claims and conclusions

Social Studies

- Historical analysis
- Document-based responses
- Civic argumentation and research

Career and Technical Education

- Technical writing
- Workplace communication
- Industry-specific documentation

Arts and Humanities

- Reflection

- Critique
- Creative expression

Teachers shall provide writing experiences that reflect authentic disciplinary practices and expectations.

4. Language Resources and Technology Integration

Students shall be provided developmentally appropriate access to a variety of language resources and technological tools to support writing and communication.

Language resources may include:

- Print and digital texts;
- Literature and informational texts;
- Primary and secondary sources;
- Multimedia resources;
- Research databases;
- Community and cultural resources; and
- District-approved communication tools.

The district shall ensure:

- Access to digital tools and resources;
- Opportunities to use technology for research, organization, creation, collaboration, and communication;
- Opportunities for students to draft, revise, edit, publish, and present using technology; and
- Responsible and ethical use of digital resources.

Students shall demonstrate the ability to use technology effectively to produce, publish, and communicate ideas.

5. Assessment, Feedback, and Reflection

Teachers shall:

- Provide timely, descriptive feedback to students and families;
- Use clear expectations, scoring criteria, and rubrics;
- Analyze student work to guide instruction and intervention;

- Utilize formative and summative assessment practices; and
- Monitor growth in writing and communication skills.

Students shall:

- Participate in self-assessment and reflection;
- Revise writing based upon feedback;
- Engage in peer review when developmentally appropriate; and
- Set goals for continuous improvement.

Each school shall implement procedures for:

- Reviewing student writing samples;
- Assessing student performance;
- Including writing and communication learning on curriculum maps;
- Monitoring student progress over time; and
- Using writing data to inform school improvement efforts.

PROFESSIONAL LEARNING

The district shall provide ongoing professional learning to support effective writing and communication instruction.

Professional learning shall:

- Be aligned to student performance data;
- Focus on writing across the curriculum;
- Support implementation of Kentucky Academic Standards.

LEADERSHIP AND OVERSIGHT

The superintendent and/or designee shall ensure:

- Alignment of the writing program across all grade levels and schools;
- Implementation of this program in all schools;
- Monitoring through student performance data and writing sample review;
- Annual review and revision of the writing program; and
- Publication of the Writing and Communications Program on the district website.

Principals shall:

- Ensure building-level implementation;
- Support teachers through observation, coaching, and feedback;
- Facilitate professional learning; and
- Monitor student writing and communication outcomes.

EVALUATION

The effectiveness of this program shall be evaluated annually through the District and School Improvement Planning Process.

Evaluation measures may include:

- Student performance data;
- Writing sample reviews;
- Classroom implementation evidence;
- Teacher and student feedback;
- Program effectiveness measures

Revisions shall be made as necessary to ensure continuous improvement and compliance with Kentucky statutes, Kentucky Academic Standards, and Kentucky Department of Education guidance.

REFERENCE

KRS 158.6453

HB 257 (2026)