

Hector P. Garcia Dual Language Academy
Writing Focus Plan
2017-2018

Objective: Align Writing instruction, resources, and professional development K-5 to improve student academic achievement.

Curriculum Alignment: The TEKS Resource System, District Roadmaps and the District Instructional Framework will be followed for writing instruction with a 75% focus on revising and editing and 25% on composition.

Campus Responsibilities: Leadership team will deploy campus specific strategies that will support writing and make it a campus priority.

Teachers will connect, teach and engage aligned writing using all district resources in the classrooms.

- Analyze writing at a faculty meeting after district writing benchmarks
- Analyze and discuss STAAR 2017 writing results (4th grade)
- Use District wide rubrics
- Implement Target Writing as a spiral review daily
- K-1 Implement Sentence of the day
- Non-negotiable school wide writing initiative
- All subjects will incorporate writing journal activities and reflections or use an interactive notebook on a daily basis
- Professional Development on Reflective Writing incorporating a structure to parallel to Bloom's taxonomy
- Professional Development (Sylvia Bonscher on Shared Writing 5 day sequence, Debbie Diller on Writing stations, Writing strategies from Writing Strategies book, The Writing Process)
- Instructional support within the classroom

Persons Responsible:

- Campus Principal
- Assistant Principal
- Instructional Coaches
- Literacy Coach
- Librarian
- Teachers
- SPED/FA teacher
- ACE Coordinator

Process:

- Analyze and discuss STAAR 2017 writing results by comparing student essays to state rubric
- Lesson plans writing focus - target writing, academic reflective writing, differentiated instruction, writing strategies, technology incorporated, Shared Writing 5 day sequence and independent writing practice/conferencing.

- Writing focus through walkthroughs (journal reflective writing, conferencing, mini lessons, interactive writing, daily integrations, 25% compositions and 75% revising and editing, journal checks, evidence of writing process, basic and advanced grammar mechanics)
- All teachers will ensure daily writing integration activities across all subjects
- Writing reflection of their learning at each center for K-2 and academic writing reflection for grades 3 - 5

Professional Development:

- Writing Strategies by Jennifer Serravallo
- Campus and district trainings
- Review of the Shared Writing 5 day sequence
- Revising and editing
- Classroom Writing Conferences
- The Writing Process
- Journal and Reflective writing
- Strategies for Differentiation

Evidence:

- Lesson plans
- Walkthroughs
- Student work displayed in classrooms and halls
- Anchor charts
- Foldables
- Independent writing
- Guided Writing
- Shared Writing
- Target Writing
- Interactive journal writing
- Daily academic reflective writing
- Formative and Summative Assessments
- Conferencing logs
- Daily Revising and editing
- Campus-wide Writing vocabulary

Resource:

- Empowering Writers (K-5 [English](#))
- District Roadmaps ([English](#) and [Spanish](#))
- TEKS Resource System ([English](#) and [Spanish](#))
- Texas Write Source ([English](#) and [Spanish](#))
- Mentoring Minds (4th) ([English](#) and [Spanish](#))
- Lucy Calkins ([English](#))
- Kamico ([English](#) and [Spanish](#))
- Flocabulary ([English](#))
- Imagine Learning ([English](#) and [Spanish](#))
- STAAR Flash/Task Cards ([English](#))
- 4th grade Writing Countdown to STAAR ([English](#))
- Quick Writes ([English](#))
- Sentence-A-Day ([English](#))

- Gretchen Bernabei ([English](#))
- Getting Ready to Write ([English](#))

- Motivation Revising and Editing ([English](#) and [Spanish](#))
- Essential Guide ([English](#))
- Writing Strategies Book ([English](#))
- Target Writing ([English](#))

Assessment:

- District Benchmarks
- District CBA
- LPAC Writing samples
- ERSA (1-2)
- Informal and formal assessment