

Scoil Íde School Improvement Plan – Literacy

Report for Scoil Íde, Ardnamara

The Findings – Literacy.

The following conclusions were reached as a result of analysis of standardised test results, samples of pupils work, teacher observation, teacher discussion, parental/pupil/staff questionnaires. We decided to choose a focus group of First, Third and Fifth Class children for the questionnaires. We carried out this school self-evaluation in the teaching and learning of Literacy, with specific reference to Reading/Comprehension, between September and December 2014.

Summary of Findings:

STRENGTHS:

The school is performing significantly above the national norms with regard to Literacy. The majority of our children score above the 80th percentile.

We are an open, inclusive school for children of all abilities.

We have a conscientious, dedicated and innovative staff who are open to new ideas and initiatives and who are focused on providing the best possible educational opportunities for its pupils.

All efforts are made to ensure that teaching is focused, stimulating and relevant to the pupils' learning needs.

Class novels and the school library have extended the range of reading materials that the children are exposed to and there is a good range of books available in the school.

Children with literacy and language needs are provided with a differentiated programme to enable them to access the literacy programme.

There is a strong print rich environment in the school.

The majority of pupils display positive attitudes to reading and enjoy it at home as well as at school.

Many pupils write fluently and legibly in a variety of genres.

Literacy lift-off is used for six week blocks in Senior Infants. Pupils are tested before and after each block and all make gains in either reading age or writing.

Writing genres are being taught explicitly at every class level.

AREAS FOR DEVELOPMENT.

In general, children across the school are not using comprehension/reading strategies enough. There is a need for a more planned/structured approach to the explicit teaching of comprehension/reading

strategies – a common approach. In our differentiation we need to focus on the high achievers as well as the weaker pupil.

School Improvement Plan

Baseline data	
Summary of main areas requiring improvement	<ul style="list-style-type: none"> • There is a need for a more planned/structured approach to the explicit teaching of comprehension/reading strategies – a common approach. In our differentiation we need to focus on the high achievers as well as the weaker pupil. • There is a need for a more planned/structured approach to the explicit teaching of writing genres – a common approach. In our differentiation we need to focus on the high achievers as well as the weaker pupil.

Target	Actions	Success Criteria	Persons Responsible	Timeframe
By 2017, children will independently be able to articulate their thinking when reading. They will use the language of the comprehension strategies to explain their understanding of reading.	Year 1 and 2			
	<ul style="list-style-type: none"> • To upskill staff through in-service training using the Building Bridges of Understanding and First Steps Comprehension Strategies. 	Teachers will explicitly teach the comprehension strategies using the gradual release of responsibility.	All teachers	April 2015
	<ul style="list-style-type: none"> • Classroom workshops given by PDST in the area of Comprehension Strategies. 		Deputy Principal to liaise with PDST .	April 2015
	<ul style="list-style-type: none"> • Teachers have piloted Prediction, Visualisation and Making Connections from March to June 2015. 	Children will use prediction, visualisation and making connections cues in their approach to reading.	Dympna O' Byrne PDST	Mar.7th – 29th. Apr. 13th-May 8th
	<ul style="list-style-type: none"> • Agree a timetable for implementation of the comprehension strategies 		All teachers	May11th- June5th
	<ul style="list-style-type: none"> • Compile an inventory of reading resources specially for the explicit teaching of comprehension strategies 		All teachers	Staff meeting June 2015
	<ul style="list-style-type: none"> • Purchase additional resources if necessary 		Principal	
	<ul style="list-style-type: none"> • Include the teaching of comprehension strategies(name specific strategies) in fortnightly plans and cuntais míosúla 		All teachers	Ongoing
<ul style="list-style-type: none"> • Implement a planned approach for teaching comprehension strategies, using strategies outlined in Building Bridges – to be introduced gradually, by end of 2016/2017 	Children will show an overall improvement when retested using the same questions from our BEFORE assessment.			
<ul style="list-style-type: none"> • Teachers will use the gradual release of responsibility when introducing each strategy: Teacher Modelling , Sharing, Guiding and Applying (see page 4 The Reading Process- booklet 				

	<p>by PDST)</p> <ul style="list-style-type: none"> Teachers will use guided discovery process to create anchor charts with children Create a staffroom Comprehension Noticeboard and folder for shared resources to celebrate learning and applying comprehension strategies Discussion of SSE – Literacy at every staff meeting (to help us to stay on target.) 	Teachers will automatically include comprehension strategies in their teaching of all reading.	<p>Deputy Principal</p> <p>All staff</p>	March 2015 and ongoing
By 2018, children will be able to write independently in a variety of genre using appropriate structure and language features	<p>Year 2</p> <p>Writing genres will be taught in all classes</p> <ul style="list-style-type: none"> Agree a timetable for implementation of the writing genre Compile an inventory of writing resources in the school Purchase additional resources in needed Engage in CPD on teaching the writing genre Include the teaching of the writing genre into the fortnightly plans and cuntais míosúla Timetable free writing at all classes (great assessment tool) If necessary adjust current teaching practice to include discovery activities, modelled writing, shared writing, guided writing and independent writing activities Broaden the audience for children’s writing Create a staffroom Writing Genre Noticeboard and folder for shared resources to celebrate learning and applying writing genres Develop or adopt checklists for each writing genre (see PDST booklet The Writing Genre) 	Children will show an overall improvement when retested using the same questions from our BEFORE assessment.	<p>All teachers</p> <p>All teachers</p> <p>Principal</p> <p>All teachers</p> <p>All teachers</p> <p>All teachers</p> <p>All teachers</p> <p>All classes</p> <p>Deputy Principal</p> <p>All teachers</p>	<p>Start September 2015</p> <p>Ongoing.</p>
To increase parental involvement in the use of Comprehension Strategies at home.	<p>Children to be encouraged to use strategies when reading at home.</p> <p>List of comprehension strategies to be put on school website and parents encouraged to implement same.</p>	Parents will use Comprehension Strategies when reading with their children at home.	All teachers. Deputy Principal to upload Comprehension Strategies on school website.	Feb. 2015.

Year 3 Literacy. June 2016.

- Our targets remain the same.
- Our Actions remain the same – to include:
- Revision of our Comprehension and Writing Genres on a Monthly, structured basis – whole school approach.
- Inclusion of Application of Strategies, as outlined in Building Bridges.
- We will continue to encourage parents to use Comprehension Strategies when reading with their children at home.
- To be reviewed in June 2017.