

School Improvement Plan – Literacy

September/December 2013

1. Baseline Data –

- a. Responses from the parent’s survey indicate that 95% feel they get good information from the school about how their child is doing in English and 96% indicate that their child likes and is doing well in reading.
- b. The children’s survey shows that eight out of ten like reading and three out of four find spellings easy.
- c. In the Micra test 38% of the pupils in 2nd, 4th and 6th classes received Stens of seven to ten and as such would be considered adept at Literacy. 18% of children however have a Sten of one to three.

2. Summary of main areas requiring further improvement –

- a. Planning a High Frequency Sight Vocabulary programme which directly assesses student performance and develops accuracy and fluency in the acquisition of vocabulary.
- b. A structured whole school writing scheme should be initiated as different handwriting programmes are currently in use.
- c. The development of oral language needs further attention and a more structured approach across all classes is required.
- d. Teachers feel that expanded use of I.C.T. readers, newspapers, novels and supplementary graded reading material for each class level would be beneficial in improving reading outcomes for all children.

3. Improvement Targets –

- a. The introduction of a High Frequency Sight Vocabulary programme throughout the school.
- b. Attainment of curricular objectives in relation to attitudes: an increase in the number of students with positive attitudes in Literacy.
- c. Assessment: an increase in the number of pupils knowing how well they are doing in Literacy.
- d. Positive intervention for pupils attaining below the 30th percentile: additional work to be carried out with these children by the resource and general allocation teachers.

4. Required actions –

- a. Implementation of the High Frequency Sight Vocabulary programmes on a daily basis to promote Literacy in each classroom.
- b. Plan S.M.A.R.T. targets, activities and teaching strategies to meet these targets.
- c. There will be short daily teaching sessions to give opportunity for the children to improve their skills and develop accuracy and fluency.
- d. Differentiation: the acquisition of lower and higher order vocabulary.
- e. Each class teacher will select appropriate teaching strategies.
- f. Each teacher will check for maintenance of skills which appear to be established.
- g. He/She will also check for generalisation of new skills into everyday context and amend the program if required.
- h. Implement recommendations of the resource and general allocation teachers in relation to improving the weakest children's Literacy development.
- i. The setting aside of a financial budget to purchase Literacy materials which may be deemed necessary.

5. Persons Responsible –

- a. Each class teacher is responsible for the implementation of the School Improvement Plan in his/her classroom
- b. The resource and general allocation teachers together with the class teachers are collectively responsible for improving the Literacy outcomes of the weaker children in the school.
- c. The Principal and Deputy Principal have overall responsibility for the School Improvement Plan.

6. Timeframe for actions-

- a. Staff reflection and planning immediately after Christmas 2013.
- b. Implementation from mid February 2014.

7. Success Criteria/ Measurable outcomes –

- a. A perceptible and measurable improvement in teaching outcomes for the children and in their ability to comprehend and apply vocabulary.
- b. Having re-administered the pupil survey, the percentage of pupils reporting that they like Literacy will increase.
- c. Having re-administered the attitudinal survey, the percentage of pupils reporting that they know how well they are doing in Literacy will increase.
- d. A perceptible increase in the Mirca results overall.

8. Monitor and Review –

- a. The implementation of the High Frequency Sight Vocabulary program will be monitored at each staff meeting throughout the years end (February 2014 to June 2014)
- b. The review of progress will be at the end of the 12 month period. i.e. January 2015.
- c. The programme will be reflected in the Cúntas Míósúil.
- d. Targets will be shared with the pupils in order that ongoing monitoring can be conducted on an informal bases by the teachers and Principal.

Signed : **Rev. W. Fitzmaurice.** Date 13/01/2014