
St. Mochta's National School



Literacy

3 Year Improvement Plan

Literacy School Improvement Plan

Overview of 3 Year Plan

12/02/2015 – Review of School Improvement Plan

Targets

- To increase standardised test results for comprehension from an average of 61.1 PR in 2014 to 63 PR in 2017.
- To increase children's positive attitude towards reading from 90% in 2014 to 92% by 2017.
- To improve parents' satisfaction rating on school feedback relating to their child's performance in literacy from 68% in 2014 to 72% in 2017.
- To increase children's progress in oral language from Year 2 to Year 3.

Baseline Data/Evidence

- Drumcondra Results from May 2014 were examined.
- Teacher observations and teacher designed tasks and tests highlighted comprehension and discrete oral language as areas for development.
- Questionnaire was administered to pupils from 3rd to 6th Classes to gauge the children's opinions of Literacy.
- Questionnaires were issued to entire parent body.
- Teacher focus groups on strengths and areas for development for Literacy.
- Develop a baseline assessment for oral language in Year 2.

Year 1 Actions 2014/2015

| Action | Who? | When? | Resources | Completed/Ongoing |
|--|---|----------------|--|-------------------|
| <ul style="list-style-type: none"> Analysis of Drumcondra results from May 2014 | LC, ISM and Staff | Autumn 2014 | Aladdin, Drumcondra Tests | |
| <ul style="list-style-type: none"> Questionnaire to be reviewed and administered to pupils from 3rd – 6th classes | Staff | Summer 2015 | Google | |
| <ul style="list-style-type: none"> Resources to be sourced from within the school and resources bought if necessary | Literacy Assistant Principal | September–June | | |
| <ul style="list-style-type: none"> A bank of resources to be for comprehensions and oral language for each class level. | All Staff & LC | September-June | | |
| <ul style="list-style-type: none"> Training workshops for all staff on Comprehension Strategies. Focus on strategies Predicting, Visualising and Connecting. Recap on these strategies through staff and literacy meetings. | Principal, Deputy Principal, Assistant Principal, Postholder, All Staff, PDST | Autumn 2014 | PDST Facilitator, LS Team (cover) | |
| <ul style="list-style-type: none"> Teacher modelling of comprehension strategy to whole class, small groups, peer groups and individual pupils. | All Staff | September-June | | |
| <ul style="list-style-type: none"> One lesson per week will focus on comprehension/oral language and will be delivered through team teaching with Learning Support Teacher. | All Staff | September-June | Team Teaching – Learning Support Personnel | |
| <ul style="list-style-type: none"> Book Week To continue to build up a bank of activities | Led by LC– All Staff | March 2015 | Book Fair, Book Quiz, Book Review, Dress up day, Visiting Author/Storyteller | |

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| <ul style="list-style-type: none"> Aistear implemented to support oral language development and comprehension. | Infant Team | September 2014 | Aistear Resources | |
| <ul style="list-style-type: none"> Communicate children's performance in Literacy to parents during spring term. | All Staff | Spring 2015 | Teacher Assessment | |
| <ul style="list-style-type: none"> To fully resource libraries in classrooms | LC, Postholder, 1 st and 5 th Class Teachers | Summer 2014 | Books | |
| | 2 nd and 6 th Class Teachers | Summer 2015 | | |
| <ul style="list-style-type: none"> To research levelled reading schemes to implement in the school. | Principal, Deputy Principal, Assistant Principal, Postholder and Literacy Committee | Sept-June | Reading Schemes, visits to other schools, presentation from publishers, PDST workshops | |
| <ul style="list-style-type: none"> To research and formulate a comprehension plan for school | Principal, Deputy Principal, Assistant Principal, Postholder, All Staff, PDST | Sept- June | Comprehension Story Books, post its. highlighters | |

Year 2 Actions 2015/2016

| Action | Who? | When? | Resources | Completed/Ongoing |
|---|---|------------------|--|-------------------|
| <ul style="list-style-type: none"> Analysis of Drumcondra results from May 2015. | LC, ISM and Staff | Autumn 2015 | Aladdin, Drumcondra Tests | |
| <ul style="list-style-type: none"> Repeat questionnaire and adjust where required | All Class Teachers | Spring 2016 | Google | |
| <ul style="list-style-type: none"> Upskill staff and implement school plan for Comprehension Strategies through staff and literacy meetings. Focus on Questioning, Clarifying, Declunking, Determining Importance, Inferring and Synthesis | Literacy Assistant Principal, Postholder | September - June | | |
| <ul style="list-style-type: none"> Continue to develop the bank of resources. | Literacy Assistant Principal, Postholder & Staff | September-June | | |
| <ul style="list-style-type: none"> Communicate children's performance in literacy to parents during spring term with a focus on comprehension. | All Staff, Postholders | Spring 2016 | | |
| <ul style="list-style-type: none"> Book Week. | Led by LC & All staff | March 2016 | Prizes, Quiz Questions, Book Fair, Visiting Author | |
| <ul style="list-style-type: none"> To resource libraries in classrooms | Principal, Deputy Principal, 3 rd and Junior Infants classes | Summer 2016 | Books | |
| <ul style="list-style-type: none"> Training Workshops for all staff on oral language development | Principal, Deputy Principal, Postholders, All staff | Autumn 2015 | PDST facilitator Learning Support | |
| <ul style="list-style-type: none"> To implement levelled reading for one junior class group | Assistant Principal, Postholder & Class Teachers | Sept-June 2016 | Levelled reading books | |

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| <ul style="list-style-type: none"> To implement comprehension policy in school. | All Staff | Sept-June 2016 | Team Teaching, Planning, Comprehension story books. | |
| <ul style="list-style-type: none"> To continue with team teaching for one lesson each week | All Staff | Sept-June 2016 | | |
| <ul style="list-style-type: none"> To pilot oral language assessment with tracker children in Senior Infants | Senior Infant Staff | January 2016 | The Fish Who Could Wish | |

Year 3 Actions 2016/2017

| Action | Who? | When? | Resources | Completed/Ongoing |
|---|--|------------------|--|-------------------|
| <ul style="list-style-type: none"> Analysis of Drumcondra results from May 2016. | LC | Autumn 2016 | Aladdin, Drumcondra Tests | |
| <ul style="list-style-type: none"> Continue to develop bank of resources. | Literacy Postholder, LC & Staff | September-June | | |
| <ul style="list-style-type: none"> Include use of IT in Literacy activities. | All Staff | September-June | Ipads | |
| <ul style="list-style-type: none"> Book Week. To continue to develop a bank of activities for each class level | LC & All Staff | April 2015 | Book Fair, Book Quiz, Book Review, Visiting Author/Storyteller | |
| <ul style="list-style-type: none"> Information Sheets Junior Infants – 6th Class. | All Staff | Sept 2016 | | |
| <ul style="list-style-type: none"> To develop class libraries. | Principal, Deputy Principal, Senior Infants and 4 th Class Teachers | Summer 2017 | Books | |
| <ul style="list-style-type: none"> To implement comprehension strategies across all subject areas. | All Staff | Sept-June | Planning Meetings | |
| <ul style="list-style-type: none"> To communicate children’s performance in Literacy with parents (Spring test) Focus: Comprehension | All Staff | Spring Term 2017 | Teacher Assessments | |
| <ul style="list-style-type: none"> To continue with team teaching for one lesson each week | All Staff | Sept-June | | |
| <ul style="list-style-type: none"> To develop an oral language assessment for a middle class | Literacy Postholders and Committee | May/June | | |

Monitoring/Review

- Literacy Committee will monitor and review each action termly
- Teacher observation is a key tool which will be used in monitoring the progress of this literacy strategy. Key observations will be noted and discussed at whole staff level.
- Cuntas Míósúils will be used as feedback also.
- Discussion at Literacy Committee and Staff meetings and feedback and the identification of new strategies and approaches.
- Specific time will be allocated to the discussion and progress of the literacy programme during Literacy Committee and Staff Meetings.
- Continuing professional development will be sought and staff encouraged to attend, to further develop teacher knowledge and skills and to keep abreast of best practice.
- Pupil feedback will be sought at regular intervals throughout the year. Questionnaires, self-assessment will be used to gauge pupil opinions at the end of each year.
- Parental feedback will be sought through questionnaires and at parent/teacher meetings.
- Develop information sheets.
- Communicate literacy performance in Spring Term.
- Team teaching.
- Standardised Drumcondra will be given at end of each year and results will be discussed to further develop our 3 year plan.
- Infant teachers will retain samples of comprehension work in a portfolio containing one sample from a variety of children for each strategy taught.

Success Criteria/Evaluation

State how impact of actions on LITERACY LEVELS will be evaluated at the end of the three years.

State how progress will be measured, using baseline and targets as guide.

- Teacher observations will be noted and collated in assessment folders.
- Classroom planning will reflect the changes and progress.
- Class conferencing between teacher and teacher, teacher and pupils, pupils and pupils to gauge feedback.
- Pupil questionnaires will be analysed to gauge how pupil feedback altered over the three year period.
- Review of children's work samples, projects, etc.
- Parent questionnaire noted and collated.
- Minutes of literacy Committee meetings.
- Review of school resources.
- Review of classroom displays.
- Feedback from Inspector