



## **Literacy School Improvement Plan 2018-2021**

### **Domain 3-Row 2- the Quality Framework (Leadership and Management)**

#### **Introduction:**

#### **School Context**

- St. Mary's school is a co-educational school with some multi-grade classes.
- There are currently 164 pupils.
- There are 13 teachers on staff (including an administrative Principal, 6 class teachers, 5 Special Education Teachers, 1 ASD special class teacher)
- The school administers Micra-T/Sigma-T in English and Maths annually from 1<sup>st</sup> to 6<sup>th</sup> Class
- The school administers the MIST test annually in Senior Infants

#### **Sources of Evidence:**

The following evaluation methods were used during the process of compiling our report:

- Staff Review (SR)
- Literacy Focus Group (FG) with representation from all class levels.
- The focus group conducted a SCOT analysis (Strengths, Concerns, Opportunities, Threats) based on the key areas of the English curriculum.
- Analysis of assessment data and information. Both qualitative (staff observations and views) and quantitative (Standardised Tests from June 2018 and teacher generated tests)
- Review of school documents and reports: Curriculum Statement for English, individual long-term class level English plans, fortnightly plans and monthly progress reports.
- Teacher Questionnaire (TQ)
- Pupil Questionnaire (PQ)
- Parent Questionnaire (PTQ)

### **Findings**

- Throughout all classes pupils have a positive attitude towards reading and enjoy using their reading skills – 68% of pupils (3rd to 6<sup>th</sup> class) reported that they liked reading. Pupils reported that they read a lot outside school including – websites, blogs, social media posts, newspapers, comics, fiction books, non-fiction books, song lyrics and manuals and instructions
- Learner Outcomes: Pupils have a proficiency in fundamental reading skills.
- Teacher Practices: Teachers report that the observation of punctuation marks needs improvement.
- A survey of parents showed that 95% were happy overall with how their child was doing in Literacy.
- Learner Experiences: An absence of levelled books means teaching reading at the instructional level can be difficult (A copy of the findings are with this report)

### **Strengths:**

- Learner Outcomes: An analysis of standardised test results in English 2017/2018 show that only 1 % of pupils are scoring at or below the 2<sup>nd</sup> percentile, 8% are scoring in the 3<sup>rd</sup> and 16<sup>th</sup> percentile with 41% of pupils scoring between the 51<sup>st</sup> and 84<sup>th</sup> percentile.
- Teaching Practices: Parent/pupil input through questionnaires/surveys indicate a very positive attitude towards Literacy.
- Teaching Practices: A parental questionnaire was distributed which found that 95% of parents agreed or strongly agreed that the school was meeting the needs of their child in Literacy
- Learner Experiences: Staff indicated their satisfaction with pupil's attainment in reading skills via standardised test results, teacher designed tasks and pupils reports.
- 84% of parents believe that they are getting good information from the school regarding Literacy.

### **Area prioritised for improvement**

- Learner Outcomes: 28% of children are scoring between the 17<sup>th</sup> and 50<sup>th</sup> percentile. We would like to decrease this level by 5% by Year 3.
- Learner Experiences: A whole school reading programme was identified by staff as an area that we could improve upon, this was also mentioned by parents in the parental questionnaire.
- Teaching Practices: The training/CPD opportunities of new staff given the loss of vital knowledge in our school team over the last 2 years.
- Teaching Practices: The introduction of a school Handwriting policy and a writing checklist.

### **Progress made on previously-identified improvement targets**

- The school improvement plan 2015/2016 identified the targets of increasing standardised test scores by 1% at the end of the academic year-Achieved
- To also increase the amount of independent readers in the school through DEAR, Certificates, library – Not met

## School Action Plan for Literacy 2018 -2021

Target	Required Action	Leaders	Timeframe	Success Criteria
<p>1. Implementation of a whole school approach to handwriting and introduction of cursive writing programme</p> <p>Dimension 2- Domain 1 Row 1 D2(D1-R1) <i>(Promote a culture of Improvement, collaboration, innovation and creativity in learning teaching and assessment)</i> Dimension 1- Domain 1 Row 1</p>	<ul style="list-style-type: none"> <li>Design Teacher Checklist to review competency levels in cursive handwriting in each class to evaluate progress in cursive writing programme</li> </ul>	Whole Staff / Principal	October 2019	Recorded Improvement in Whole School-Cursive Writing - evidence in copies and checklists
<p>2. Writing Genres</p> <p>D2(D1-R3) D1(D1-R3)</p>	<ul style="list-style-type: none"> <li>Consolidation of use of First Steps process. Planning frameworks and teaching of specific genres each term as per school plan</li> </ul>	All Teachers	2018/2019/2020	Retained samples, displays, evidence in Cuntas Miosuil

<p><b>3. To further decrease the number of children in the 17<sup>th</sup>-50<sup>th</sup> percentile over the 3 years by 5%</b></p> <p>D2(D1-R1) D1(D1-R4)</p>	<ul style="list-style-type: none"> <li>• Increase in targeted literacy programmes- in class support/class support plans/DEAR/Literacy lift off/In Class Support</li> <li>• Continue targeted vocabulary and word analysis activities, support teaching and in class teaching settings</li> </ul>	All teachers	2018/2019/2020	Evidence of achievement of targets based on analysis of standardised scores June 2020
<p><b>4. To develop links around Literacy with our second level partner, Colaiste Chiarain.</b></p> <p>D2(D2-R2)(D3-R3) D1D4-R2)</p>	<ul style="list-style-type: none"> <li>• Buddy Reading with TY students</li> <li>• Paired reading between classes</li> <li>• The purchase of appropriate reading material to facilitate programmes</li> </ul>	Principal/HSCL Coláiste	Term 3 2018 Term 1 2019 Term 3 2019	Improved communication measured by programmes initiated, children's feedback
<p><b>5. Consolidation of Aistear programme</b></p> <p>D2(D1-R2) D1(D2-R2)</p>	<ul style="list-style-type: none"> <li>• Production theme and related templates, picture banks, optional activities and other resource bank</li> </ul>	Margaret/Jennifer	1 <sup>st</sup> term 2019 onwards	Teachers Feedback MIST Results

<p>6. Consolidation of teacher knowledge of the 5 Components of Oral Language</p> <p>D2(D3-R4)</p> <p>D1(D3-R2)</p>	<ul style="list-style-type: none"> <li>Cuntas Miosuil to refer to selected components of Oral Language taught in class</li> </ul>	All teachers	Term 1 2018	Evidence in Cuntas Miosuil
<p>7. The implementation of early Intervention Programmes for Literacy will have a positive impact on the literacy levels of participants</p> <p>D2(D1-R3)</p> <p>D1(D2-R1)</p>	<ul style="list-style-type: none"> <li>Provision of the Talk Boost Programme for Junior Infants</li> <li>Implementation of the Literacy Lift Off Programme at Senior Infant and First Class level</li> <li>Full implementation of Guided Reading at 2<sup>nd</sup> Class Level and up</li> <li>Analyse pupils' results/ achievements by tracking progress in pre/ post-intervention tests, standardised tests, screening tests and focus group responses</li> </ul>	<p>Teachers Principal</p> <p>Literacy &amp; SEN Teams</p> <p>Class Teachers</p> <p>Literacy Team/SEN Team</p>	<p>September 2019</p> <p>September 2019 for 1<sup>st</sup> Class &amp; commencing with Senior Infants in Term 2 of 2019/2020</p> <p>Term 2 2019/2020</p> <p>Termly</p>	Evident in Mist Assessments/class teacher tests
<p>8. By the end of year 3, the Building Bridges of Understanding Programme will have been re-introduced in full and pupils will be familiar with the programme and the 8 key comprehension strategies</p>	<p>Review of whole-school approach to the development of reading comprehension skills including the introduction of the <i>Building Bridges of Understanding Programme</i></p> <ul style="list-style-type: none"> <li>Provision of Building Bridges Manuals for teachers at each class level</li> <li>CPD/ PDST Support on the Building</li> </ul>	<p>All teachers &amp; Principal</p> <p>Literacy Co-ordinator</p> <p>Literacy Co-ordinator/</p>	<p>Term 2 2020/2021</p> <p>Term 2 2020/2021</p> <p>Term 1 2021</p>	<p>Teachers access to relevant CPD</p> <p>Standardised test results</p> <p>Mist / NNIRIT Results</p>

D2(D3-R2) (D3-R4)	Bridges Programme	Principal		
D1(D3-R1)	Begin implementation of the Building Bridges Programme at each class as follows: <ul style="list-style-type: none"><li>▪ Term 1 2020- Prediction, Visualising &amp; Making Connections (All Classes)</li><li>▪ Term 2 2020- Questioning (from Senior Infants) &amp; Monitoring Comprehension - Clarifying &amp; De-clunking (from Rang 1)</li><li>▪ Term 2 2020-Determining Importance (from Rang 1)</li><li>▪ Term 3 2020-Inference (from Rang 4)</li><li>▪ Term 3 2020- Synthesis (from Rang 5)</li></ul>	All Teachers	Term 1 2020	

<p><b>9. Provide additional scope and educational resources to teachers in their delivery of literacy instruction</b></p> <p>D2(D2-R2) D1(D2-R1)</p>	<p>Staff and ISM Team will list/ prioritise required literacy resources</p> <p>Liaise with Parents' Association &amp; BOM in relation to fundraising initiatives</p> <p>Plan the schedule for the procurement of resources/ materials including;</p> <ul style="list-style-type: none"> <li>▪ The re-introduction of a School Library</li> <li>▪ Shared Reading, Guided Reading and learning support reading resources e.g. Engage Readers and Big Cat Series</li> <li>▪ Additional LLO reading materials</li> </ul> <p>A revised approach to displaying classwork in school corridors will be formulated and additional noticeboards provided if necessary to ensure a high quality and print rich environment</p> <p>Identifying and providing additional Professional Development and collaboration opportunities for including:</p> <ul style="list-style-type: none"> <li>▪ The Building Bridges of Understanding Programme</li> <li>▪ Literacy &amp; ICT Summer Course</li> </ul>	<p>All teachers &amp; principal</p> <p>Principal/ Fundraising Committee</p> <p>Literacy Co-ordinator &amp; Literacy Group &amp; BOM</p> <p>Principal &amp; ISM Team</p> <p>All Teachers</p> <p>Principal</p>	<p>Term 1 2018/2019/2020</p> <p>Term 1 2018 &amp; Ongoing</p> <p>Term 2 2019/2020 &amp; Ongoing</p> <p>Term 1 2019/2020</p> <p>On-going</p> <p>2019/2020</p>	<p>Feedback from teachers/parents/pupils</p>
<p><b>10. Create link between the development of literacy at school and at home</b></p> <p>D2(D3-R3) D1(D4-R2)</p>	<ul style="list-style-type: none"> <li>• Create leaflets and arrange talks on the ways in which parents can support literacy development of pupils at home- Include in parents corner of new school website</li> </ul>	<p>Literacy Co-ordinator &amp; Literacy Group &amp; Principal</p> <p>Literacy Co-ordinator &amp;</p>	<p>2020/2021</p> <p>2019/2020</p>	<p>Greater communication with parents measured by online questionnaires/parents evenings</p>

	<ul style="list-style-type: none"> <li>Provide detailed information for parents on the literacy programmes &amp; initiatives at the school</li> </ul>	Principal		
<b>11. Supporting pupils and parents for whom English is a second language</b>  D2(D1-R4) D1(D1-R4)	<ul style="list-style-type: none"> <li>The early intervention provision for pupils with English as a second language will start through the <i>Up and Away Programme</i></li> <li>Providing parents of pupils for whom English is a second language with information on language &amp; literacy courses for adults in order to help parents support their children's learning at home</li> </ul>	SET Teachers  Principal	On-going  2020/2021	
<b>12. Maintain a high disposition to reading among pupils and help pupils to be motivated to read for pleasure</b>  D2(D2-R1) D1(D2-R2)	<ul style="list-style-type: none"> <li>Introduction of the Literacy Lift-Off Programme (whole School)</li> <li>Re-Introduction of permanent school library</li> <li>Administer periodic self-report questionnaires on reading to pupils</li> <li>Organise ongoing 'reading for fun' initiatives e.g. Readathon, Book Fair, Authors' visits, Trips the Library etc.</li> </ul>	Literacy Co-ordinator & Class Teachers  SSE Co-ordinator & Literacy Team  Literacy Co-ordinator, Class Teachers, Principal	2019/2020/2021  Term 3 2020 and annually thereafter  Ongoing	Pupil Feedback Parental Feedback Reading levels increase across school in standardised tests/running records etc.
<b>13. The introduction of a pupil school newsletter to complement the school newsletter every half term.</b>  D2(D4-R3) D1(D2-R2)	<ul style="list-style-type: none"> <li>Student council to be involved.</li> <li>Pupils to elect editor, journalists etc.</li> <li>1 page newsletter with updates on school work issues</li> <li>Placed on website</li> </ul>	Ms. Kiely/Mrs. Kennedy/Mr. Murphy	<ul style="list-style-type: none"> <li>Christmas 2019 1<sup>st</sup> edition</li> </ul>	Pupil Feedback Parental Feedback



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