

School Improvement Plan / DEIS Action Planning for Literacy September 2014 – May 2017

<p>Summary of Main Strengths</p>	<ul style="list-style-type: none"> • Team of teaching staff motivated to improve students' Literacy. • Dedicated Literacy Team. • Small class groups conducive to providing more individual attention and the promotion of effective differentiation. • Twelve dedicated and flexible SNA's with an interest in enhancing the Literacy skills of the student population. • Modern ICT in all classrooms and other aids. • Team Teaching. • Good links between English Teachers and the Literacy Team. • Cooperation between the SEN/LS Team and the Literacy Team. • Collaboration between the Literacy Team Leader and the Home School Community Liaison Teacher. • A Senior Management Team that supports and promotes Literacy Initiatives, accommodates the CPD of Teachers in areas pertaining to Literacy and facilitates planning meetings during Croke Park hour. • A majority of students who have indicated their willingness and desire to participate in further Literacy Interventions. • A school library with a range of reading materials, all graded (smog tested) and discretely labelled according to readability. • Availability of Literacy standardised results for all students to facilitate teachers in the selection of appropriate reading materials for those students. • A student body that responds well to active learning and student-centred methodologies. • A team of Teachers open to trying new methods and strategies as evidenced by their adoption of Assessment for Learning and Leadership in Learning. • A Teaching staff, who when surveyed stated their support for running DEAR as a whole-school Literacy Initiative albeit with some modification of the Intervention.
<p>Summary of areas prioritised for improvement</p>	<ul style="list-style-type: none"> • Modification and reintroduction of Reading for pleasure Programme. • Develop Reading for Meaning/Comprehension Programme. • Promote parental engagement. • Devise more targeted interventions for second year students. • Target the development of oracy as a central component of Literacy.

	<ul style="list-style-type: none"> • Include as a primary aim the enhancement of students' self-esteem and confidence in relation to their abilities in relation to Literacy. • Consider option of administering Literacy Tests to First Years during induction period prior to September.
Actions to support implementation of School Improvement Plan	<ul style="list-style-type: none"> • All staff to be encouraged to adopt a whole school approach to literacy • Literacy to be prioritised in all programmes and subjects • All Programme and Subject planning to make explicit provision for literacy • Resources to be provided to improve literacy • Literacy Team to be supported in all initiatives • Support for all teachers in terms of CPD to be provided. • Interactive instructional methodologies to be deployed to target and improve literacy.

SMART Targets for School Improvement Plan

Improvement Target	Required Actions	Person(s) responsible	Measurable Outcomes Success Criteria	Timeframe	Review Dates
1 Improve student oracy in the following ways: 1. Increase the number of students in the second year cohort who are comfortable speaking in front of their class group by 15% over the three year period. 2. Increase the number of students who	1 <ul style="list-style-type: none"> • Gather evidence of students' oracy levels. • Create survey, interview staff. • Record findings on Teachershare. • Pre-initiative oracy survey to be administered to students and to Teachers. 	A Ward F Shiels	Findings of pre and post Teacher and student survey in questionnaire form.	Completed by mid-April 2015. Last week in May 2015.	Review Date for this initiative will be Sept 2015. In the interim, Angela Ward will collate, analyse and evaluate the findings.
	2 Teach students how to <ul style="list-style-type: none"> • summarise a story • express an opinion 	Three subjects to be selected (excluding English)	Oracy learning outcomes include students demonstrating a variety of skills. Each	Ongoing from September 2015	Review Date for this initiative will be Sept 2015. In the

demonstrate effective listening skills by 10%.	<ul style="list-style-type: none"> • answer a question in detail with minimal prompting • ask a question • provide feedback from group/pair work • participate in a role play/scripted dialogue • listen for, identify and share key information when requested • contribute to a paired writing activity wherein students will discuss phrasing / sentence choices / development of central points during the writing process. 	<p>this time) to pilot the Oracy Initiative.</p> <p>Angela Ward. C Mc Dermott B Crumlish</p> <p>Possible subject Teachers Religion, Irish, Spanish /Literacy.</p>	<p>of these skills will be demonstrated three times to be considered a success.</p> <p>Interview of three Teachers concerned both pre and post Oracy Intervention indicative of at least a 5% improvement in number of students who have gained in confidence in the Oracy objectives outlined previously in a given year.</p>		interim, Angela Ward will collate, analyse and evaluate the findings.
	3 Assessment template to be devised in order to record the success of each student in meeting the agreed oracy targets.	A Ward A Toye	Each student on Assessment document successful in reaching each of the stated objectives of the Oracy Intervention.		
	4 <ul style="list-style-type: none"> • Promote parental awareness and support of the intervention. • Inform parents of intervention by letter, provide tips for parents on how they may support their child with improving their oral skills. 	A Ward A Toye F Shiels	On-going parental support for the initiative	On-going from September 2015	

Improvement Target 2	Required Actions	Person(s) responsible	Measurable Outcomes Success Criteria	Timeframe	Review Dates
<ul style="list-style-type: none"> • Improve Literacy standards amongst targeted group by initiating a reading programme. • Students will read for pleasure. • Students to read one novel over the course of six weeks. 	<p>1</p> <ul style="list-style-type: none"> • Team meeting to review previous year's Literacy results. • Analysis of Teacher survey on <ul style="list-style-type: none"> ○ DEAR, ○ Recommendations for Literacy and presentation to management team. • Target group of second years selected. • Testing of all Second Year students on a standardised Literacy Test. • Results of above saved on Teachershare so all staff can access. • Select appropriate novel for each group with regard to readability and interest level. • Ensure DEAR record in all diaries. 	<p>Literacy Team</p> <p>A Ward</p> <p>Literacy Team</p> <p>Literacy Team</p> <p>Literacy Team</p>	<p>Summary table results/improvement.</p> <p>Word processed synopsis of teacher recommendations.</p>	<p>Sept –Oct 2014</p>	
	<p>2</p> <p>Write letter home explaining DEAR to parents and requesting their support.</p>	<p>B Crumlsh</p>	<p>Letter written and <u>posted</u> home.</p>	<p>November 2014</p>	
	<p>3</p> <p>Parents and school will collaboratively support and facilitate reading at home and through three weekly</p>	<p>Subject Teachers Parents</p>	<p>Full novel read, all reading recorded and verified by parent at</p>	<p>December 2014</p>	

	<p>sessions of Drop Everything and Read periods. Equals reading for one hour minimum weekly at school.</p>		<p>home and teacher at school. Written records in diaries and team records of reading. Spot checks.</p>		
	<p>4</p> <ul style="list-style-type: none"> Secure resources from Principal for DEAR initiative Weekly notice of DEAR reading times displayed in Staffroom Daily announcements on PA system Memo to staff re DEAR procedures Record DEAR progress for each group and distribute raffle tickets as part of incentive scheme. Spot checks for DEAR Text home to remind parents of DEAR initiative Visits by Principal during DEAR Literacy Competition at the end of DEAR organised 	<p>C Mc Dermott A Thompson</p> <p>Literacy Team</p> <p>Literacy Team</p> <p>A Thompson Literacy Team</p>	<p>Resources in place for initiative and subsequent use. All staff, students and parents engaged in the initiative.</p>	<p>December 2014</p>	<p>April 2015</p>
	<p>5</p> <ul style="list-style-type: none"> Survey students re opinions of DEAR Summarise findings and present to Management meeting and to inform future planning of Literacy. 	<p>A Ward A Connolly</p> <p>Literacy Team</p>	<p>Overall improvement by percentile rank on post-testing after intervention.</p>	<p>Jan 2015</p>	<p>May 2015</p>

	<ul style="list-style-type: none"> Carry out post-testing using parallel form of the standardised test selected as pre-test. 				
Improvement Target 3	Required Actions	Person(s) responsible	Measurable Outcomes Success Criteria	Timeframe	Review Dates
To pilot the development of thoughtful Literacy and independent use of comprehension strategies by improving second year tracker students' standardised assessment scores (as recorded on December 2014 test) by two percentile ranks at the end of the Reading for meaning / comprehension intervention period.	1 Actively engage the three Teachers of second year English in the teaching of specific sets of comprehension skills for two class periods weekly over a six week period.	Collette Mc Dermott (Ms O' Regan) Brid Crumlish (Ms Kennedy) Carol Gallagher (Ms Diver) Above team members will act as key link person to support Teachers of English during the intervention period.	Teacher Evaluation. Improvement by two percentile rank points on standardised context comprehension test. Review of student progress by maintaining a portfolio of work from one student from each group. Improvement in comparable comprehension task responses will be evident.	6 weeks March to beginning of May.	4 th May 2015.
	2 Resources for employment during these lessons will be graded in difficulty. This optimises differentiation and progression. Resources to be employed: Graded Comprehension Skills. Three boxes of progressing difficulty levels to be purchased if possible.	B Crumlish	Suitable resources in place for implementation of current strategy and future strategies.		
	3 Strategies to support the comprehension cards to include: <ul style="list-style-type: none"> Skimming Scanning 	A Ward	Improvement by two percentile rank points		

	<ul style="list-style-type: none"> • Use of context comprehension cues • Questioning • Visuallizing • Inferring • Determining • Synthesising • Use of graphic organisers • Summarising 		on standardised context comprehension test.		
	<p>4 In order to consolidate learning, students will engage in written work in class/and or for homework as appropriate. Teachers to assign relevant comprehensions tasks at least twice weekly.</p>	<p>A Ward Literacy Team</p> <p>Ms O' Regan. Ms Diver. Ms Kennedy.</p>	<p>Review of student progress by maintaining a portfolio of work from one student from each group. Improvement in comparable comprehension task responses will be evident.</p>	On-going	
	<p>5 Folder of resources and hard copy file to be created to support teachers in their use of the strategies previously outlined</p>	<p>Whole Literacy Team coordinated by Angela Ward.</p>			
	<p>6 Hard copy of baseline scores to be provided to each second year Teacher of English. Other resources to be provided to teachers include a copy of school Literacy Improvement Action Plans, Portfolio/folder for student work.</p>	<p>F Shiels</p> <p>Angela Ward. Annette Toye. Carol Gallagher.</p>			

	<p>7 The current level of reading ability of each student to be considered by each teacher when selecting starting point of comprehension initiative. Level of comprehension assigned will be appropriate to the current comprehension level of ability of each student whilst remaining sufficiently challenging to engage student.</p>	<p>Ms O'Regan. Ms Diver. Ms Kennedy.</p>	<p>Review of student progress by maintaining a portfolio of work from one student from each group. Improvement in comparable comprehension task responses will be evident.</p>	<p>March to 4th May.</p>	
	<p>8 Parents to be informed of the Comprehension Intervention. Strategies to be employed will be simply outlined and parents will be provided with information on what they can do at home to support their children develop their skills throughout the intervention and particularly in relation to homework assignments.</p>	<p>Literacy Team</p>	<p>Improvement by two percentile rank points on standardised context comprehension test.</p> <p>Comprehension homework signed by parents.</p> <p>Parent feedback/evaluation via: survey.</p>	<p>23rd March 2015</p>	