

School Improvement Plan: Scoil Cholmcille, Mount Hanover (Sept2014-June 2017)

Strengths

- Examination of our standardised test results highlighted the high achievements of our pupils in relation to literacy.
- A print rich environment – classrooms, noticeboards, class libraries.
- Resources- interactive whiteboards, big books and board games.
- Jolly phonics scheme- a synthetic phonics approach and explicit structured teaching in phonological awareness.
- CPD of staff- courses and a large knowledge base, experienced and new staff blending ideas and mentoring.

Concerns

- Reading with a focus on the explicit teaching of comprehension strategies and imbedding the oral nature of comprehension.

Baseline Data:

- 0% of pupils in classes 1st -6th are performing below a standard score of 70 on the Micra T English standardised tests.
- 1.3% of pupils in classes 1st -6th are performing between a score of 70 and 79 on the Micra T English standardised tests.
- 7.7% of pupils in classes 1st -6th are performing between a score of 80 and 89 on the Micra T English standardised tests.
- 55.1% of pupils in classes 1st -6th are performing between a score of 90 and 109 on the Micra T English standardised tests.
- 25.6% of pupils in classes 1st -6th are performing between a score of 110 and 119 on the Micra T English standardised tests.
- 6.4% of pupils in classes 1st -6th are performing between a score of 120 and 129 on the Micra T English standardised tests.
- 3.8% of pupils in classes 1st -6th are performing a score of 130 and above on the Micra T English standardised tests.

Target(s):

- To increase the number of children from average range in Micra T (90-109 standard score) to above (110 + standard score).

Actions:

Year 1 2014-2015

- Teachers will receive a copy of the guided comprehension booklet from PDST.
- Draw up a whole school approach to the teaching of comprehension strategies and trial in classes.

Year 2 2015-2016

- CPD for teachers provided by PDST advisor in comprehension.
- Review and implement whole school approach to the teaching of comprehension strategies and

Year 3 2016-2017

- CPD for teachers provided by PDST advisor in comprehension.
- Review and implement whole school approach to the teaching of comprehension strategies and

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| <ul style="list-style-type: none"> • Teachers will explicitly teach the comprehension strategies using the gradual release of responsibility. (Model, shared, guided independent). • Send home the comprehension book marks to create a greater ink between home and school. • Send the top 10 tips for parents' home to families in the school. • Display board in the corridor highlighting continuity and progression of the comprehension. • Reading events in the school on an annual basis e.g. book fair, reading month, read along. • Formative assessments in junior, senior infants and 1st class. • Plan a period of paired reading. • Trial Drumcondra Reading Tests in 1st and 2nd class. | <ul style="list-style-type: none"> • Teachers will explicitly teach the comprehension strategies using the gradual release of responsibility. (Model, shared, guided independent). • Send home the comprehension book marks to create a greater ink between home and school. • Send the top 10 tips for parents' home to families in the school. • Display board in the corridor highlighting continuity and progression of the comprehension. • Reading events in the school on an annual basis e.g. book fair, reading month, read along. • Implement paired reading initiative. | <ul style="list-style-type: none"> • Teachers will explicitly teach the comprehension strategies using the gradual release of responsibility. (Model, shared, guided independent). • Send home the comprehension book marks to create a greater ink between home and school. • Send the top 10 tips for parents' home to families in the school. • Display board in the corridor highlighting continuity and progression of the comprehension. • Reading events in the school on an annual basis e.g. book fair, reading month, read along. • Continue with paired reading. |
| <p><u>Monitoring/ Evaluation:</u></p> <p><u>When?</u> Weekly fortnightly Termly during Croke Park Hour. Annually Annually End of each year</p> | <p><u>Who?</u> Class teachers Class teachers Whole staff Parents and class teachers BOM Whole staff</p> | <p><u>How?</u> Informal teacher observation differentiation Staff meeting, teacher observation. Parent teacher meeting Standardised test results. Standardised test, Drumcondra Reading Test and Micra T.</p> |