

***Scoil Chríost Rí
Drumnacurra,
Causeway,
Co. Kerry***
School Roll Number
18573A

School Improvement Plan

September 2013- June 2016

Report issue date: *June 2013*

Scoil Chríost Rí, Drumnacurra, Causeway, Co. Kerry: School Improvement Plan : Literacy: September 2013-June 2016

Summary of main strengths as identified in last SSE June '13	<ul style="list-style-type: none"> • Literacy attainment of pupils compares favourably to national norms. • Well resourced libraries • Very positive attitudes towards English among pupils and parents • Skilled staff who prepare comprehensively for lessons • Good use of ICT 		
Summary of main areas requiring improvements	<ul style="list-style-type: none"> • Learner Outcomes –Improvement in pupil attainment in comprehension • Learning Experiences- Development of Active Learning Strategies – Co-operative/Collaborative learning • Learner environments- supportive of the teaching of comprehension strategies 		
Improvement Targets	Required Actions	Success Criteria / Measurable Outcomes Persons Responsible	Timeframe for Actions
<ul style="list-style-type: none"> • To improve pupils' comprehension scores on the Drumcondra Reading Tests by 5% over 3 years 	<ul style="list-style-type: none"> • Purchase new resources books- Building Bridges of Understanding/First Steps Reading/PM Shared Reading Books/Library Books/recommended literature by PDST. • All teachers will up- skill in the teaching of comprehension by reading PDST Guiding Comprehension Teaching for Meaning, Building Bridges, First Steps Reading Resource Book Chapter 4. • Reading Strategies to be explicitly taught over a two year cycle to all classes. • Home School Links : Top Ten Tips for Parents/Guardians • Link the content of the comprehension strategy with the writing genre for each half term. • Explicit modeling for each comprehension strategy. • Developing comprehension strategy across the curriculum. • All teachers will use Pearson & Gallagher Gradual Release of Responsibility and Model when developing each comprehension strategy with the children. 	<ul style="list-style-type: none"> • All identified resources purchased and accessible to teachers • An increase in comprehension scores on D.R.T. Teachers to track individual pupils' attainment annually. • Children begin to demonstrate observable improvements in using comprehension strategies in both oral and written form. Monitored by class teacher. • More positive attitudes of pupils towards comprehension exercises. Pre and post survey of pupils' attitudes towards comprehension exercises. • Parents aware of strategies and of means to support their children's learning • Teacher monthly reports to reflect the development of comprehension strategies across the curriculum • Minutes of staff meetings to record discussions and decisions made in progressing SIP 	<ul style="list-style-type: none"> • 2013/2016 • Annual review of progress made

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<ul style="list-style-type: none"> An increased focus on active learning strategies, aiming for 40% of all literacy lessons involving pupils working in pairs or groups and 50% of SESE lessons. 	<ul style="list-style-type: none"> Create more opportunities for children to take part in group work e.g. SESE projects, role play/drama, mind mapping, reading aloud, KWL, maths/geography trails and story telling. Literacy –Shared Reading/paired reading Required Actions <ul style="list-style-type: none"> Children will learn to give and take turns and be respectful of each other whilst working in groups. Implement activities such as shared reading and co-operative games. Focus on science experiments as a means of developing the skills of giving detailed instructions and turn taking. 	<p>Success Criteria</p> <ul style="list-style-type: none"> Observable improvement in child’s abilities to give oral/written feedback from individual or group work using checklist Teacher planning reflects use of wider range of active learning opportunities for pupils Pupils’ accuracy, fluency and expression improved when reading aloud using an evaluation rubric 	June 2015
Improvement Target	Required Actions	Success Criteria Persons responsible	Timeframe
<ul style="list-style-type: none"> The creation of a more supportive learning environment 	<ul style="list-style-type: none"> Displays of pupils’ writing Word walls Richer print environment Display promoting current comprehension strategy being focused upon Wider use of library and wider range of reading materials to include catalogues, comics, newspapers etc. Creation of reading corners 	<p>Print-rich supportive environment reflective of current learning and pupil work</p> <p>Greater use of library by pupils (pupil logs) Re-audit of class libraries to ensure wide range of reading materials</p> <p>More positive attitudes to reading among pupils (survey again)</p>	June 2014
<p>Review June 2014</p>			