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| **School Improvement Plan St. Oliver Plunkett’s Navan Co. Meath: (Sept2013-June 2016)** | | | |
| **Strengths**   * Team teaching/shared reading/peer tutoring initiatives in progress * Well stocked school library. Library visits * Good links with the county library. * Visits to the county library regularly. * Collaborative approach to the planning and teaching of literacy amongst teachers. * Jolly Phonics provides good foundation for phonics programme. * Station teaching piloting (power hour) in 1st class , senior infants and 2nd class. * Teachers trained in reading recovery. * Reading Recovery for at risk children in senior infants/first. * Paired reading from 1st to 6th classes. * The children take home a library book per week across all classes. * Buddy reading in 4th and 1st classes. * Support from special education team in school. * A variety of writing genres are taught throughout the school. * Children given opportunities to write and display poetry. * Good cursive handwriting fostered. * There is an agreed source of content for spellings and a variety of methods used. * The process of writing is fostered and children write for real purpose. * Draft, edit, redrafting are at the heart of the writing process. * First Steps for writing strategies used throughout the school. * A variety of different teaching approaches used to cater for different learning styles. * Results of assessments are used to inform teacher planning. * Print rich environment * Child friendly environment. * SRA reading kit in coordination with special Ed team in 2nd-6th classes. * 1st Steps strategies used.. * World book day. * Storyteller in residence visiting the school and county library. * HSCL teacher co-ordinating events for pupils and parents. * Write a poem competition. * Displaying of children’s work in class and hallways. * High levels of parental involvement in school and at home. * Drama production at the end of 6th class in the town hall. * Fortnightly Assembly for the reading of poetry and song. * Basic English Language classes for the EAL parents. | | * **Concerns** * Increase in numbers of children needing support in Junior/Senior infant classes. * Amount of children needing support in 4th classes. * Implementation of speaking and listening programme. * Rising numbers in classes. * Children from behavioural unit effect on the class. * Decline of teaching resources and SNA support. * Regression of EAL children and children from lower social economic grounds during holiday time. * **All above impacting on oral language attainment levels.** | |
| **Baseline Data:**   * 12.2 % of pupils performing at or below the 16th percentile in the Micra-T. * 35.9% of pupils performing between the 17th -50th percentile in the Micra-T. * 37.5% of pupils performing between the 51st-84th percentiles in the Micra-T. * 14.4% of pupils performing between the 84th-100th percentiles in the Micra-T. * 96% of parents reported that their child enjoys reading. * 40% of parents report that they do not receive adequate information about how their child is doing in English. * 39% of parents reported that their child does not like writing. * 82% of pupils reported that they enjoy reading. * 26% of pupils reported that they find it difficult to read. * 32% of pupils feel that they are not good at writing. * From our staff reflection sheets it was revealed that comprehension and writing were areas for development. | | | |
| **3 Target(s):**   * To increase number of children in the percentile 11th – 20th from 7.3% to 8% over the next 3 years. * Maintain present progress of good results * To increase the number of children performing at or above the 85th percentile from 14.4% in 2013 by 1.6% over the next three years.   (an increase of 1.6% will take us to 16% which is the national norm) | | | |
| **Actions:**  **Year 1 2013-2014**   * Continue to track existing tracker children on the continuum for writing in (Oct. & May). * Each teacher to track 3 children on the 1st steps Continuum for reading. * DEAR (Mon, Wed, Fri) 10mins in every class. * DEAW (Tues, Thurs) 10mins in every class. * Introduce Buddy reading between 5th class and senior infants. * Introduction of elements of Aistear. * Continue Buddy reading between 1st and 4th classes. * Continue power hour in senior infants and 1st class for 6 weeks at a time. * Develop a 2 year cycle for the effective teaching of the first steps programmes. * Send the ten top tips for parents home. * Power Hour for 4th & 5th * Weaker children intensive in future term. * Whole School approach to the development of speaking and listening skills. * Individualised class plan for speaking and listening. | **Year 2 2014-2015**   * Continue to track existing tracker children on the continuum for writing. (Oct. & May). * Continue to track existing tracker children on the continuum for Reading. (Oct. & May) * Each teacher to track 3 children on the 1st step Continuum for speaking and listening. * DEAR (Mon, Wed, Fri) 10mins in every class. * DEAW (Tues, Thurs) 10mins in every class. * Introduce Buddy reading between 5th class and senior infants. * Continue power hour in senior infants and 1st class for 6 weeks at a time. * Implement the teaching of year 1 of the 1st steps plan. * Send the ten top tips for parents home. * Further development of Aistear Programme | | **Year 3 2015-2016**   * Continue to track existing tracker children on the continuum for writing. (Oct. & May). * Continue to track existing tracker children on the continuum for reading. * Continue to track existing tracker children on the continuum for speaking and listening. * DEAR (Mon, Wed, Fri) 10mins in every class. * DEAW (Tues, Thurs) 10mins in every class. * Introduce Buddy reading between 5th class and senior infants. * Continue power hour in senior infants and 1st class for 6 weeks at a time. * Implement the teaching of year 2 of the 1st steps plan. * Send the ten top tips for parents home. * Aistear Programme full introduced |
| **Monitoring/ Evaluation:**  **When?**  Termly  Yearly  Yearly  Monthly | **Who?**  Whole staff  Class teacher  Class teacher  Principal | | **How?**  Croke Park/ staff meeting  First steps continuum  Micra T  Informal monitoring |

PDST – Ten top tips for parents: