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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.**
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| **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.
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| **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
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| **Monitoring/ Evaluation:****When?**TermlyYearlyYearlyMonthly | **Who?**Whole staffClass teacherClass teacherPrincipal | **How?**Croke Park/ staff meetingFirst steps continuumMicra TInformal monitoring |

PDST – Ten top tips for parents: