

School Improvement Plan for Literacy

Introduction:

Summary of main strengths:

- We have been working as a whole staff as on improving Literacy since 2013.
- Each subject department has integrated literacy strategies into their departmental plan and teaching.
- There are a number of staff who have received teacher CPD in the area of literacy.
- Students are familiar with literacy programmes and strategies used in our school.
- We have succeeded in creating a literacy rich environment.
- We have a number of research based programmes being carried out in our school for example: Vocabulary Enrichment Programme, Catch Up Literacy and Rapid Plus.
- We hold cross curricular presentations for each 1st, 2nd and 4th year students once a year. TY student's presentations as part of their exams also.

Summary of main area requiring improvements:

- Equipping all students with a range of comprehension skills.
- Creating a positive student attitude to both literacy and reading within the student body.
- Improving student confidence and skill in oral and digital presentation

Literacy Targets 2015-2016

Target One	<p>To increase the number of students who claim to enjoy reading from 42.9% to 55%.</p> <p>Sub Target:</p> <p>To increase student confidence in reading aloud by:</p> <p>Increasing the number of students who find reading easy in school from 54.8% to 60%</p> <p>Increasing the number of students who respond positively when asked to read aloud from 31% to 40%.</p>
Target Two	<p>To improve student's oral presentation skills from 55.3% to 65%.</p> <p>Sub target:</p> <p>To have a 100% pass rate in oral presentations.</p> <p>To have 100% of 2nd year students involved in a digital literacy project.</p>
Target Three	<p>To create a literacy rich environment</p> <p>Sub target:</p> <p>To increase students key word scores from 64% to 75%</p> <p>To have 100% of teachers have key word displays in every classroom</p>
Target Four	<p>To equip all first year students with a range of comprehension strategies.</p> <p>Sub target:</p> <p>To train all first year teachers in delivering and using a range of comprehension strategies.</p>

Actions to improve literacy levels

Action	To address what target	Who? And lead responsibility (LR)	Success Criteria/ Measureable outcomes	Monitoring	Evaluation	Timeframe	Resources
<p>Time to read/Word Millionaire</p> <p>See appendix 1 for further details on this initiative.</p>	Target One	<p>First and Second Year students.</p> <p>Tracy Brennan (LR)</p>	<p>Increase in attitudinal survey results</p> <p>Improvements in oral literacy presentations.</p> <p>Achievement of one million words.</p>	<p>Students are observed while reading in class everyday by the class teacher.</p> <p>Class progress will be monitored through an excel chart by Tracy Brennan.</p> <p>Word millionaire scores monitored by the class teacher</p>	<p>Students take an attitudinal survey pre and post intervention to measure students attitude towards reading, confidence in reading aloud and reading alone.</p>	<p>Pre-intervention survey to be done day before intervention.</p> <p>Intervention to take place for 6 weeks from February – April.</p> <p>Post Intervention survey to be done on the last day of the project, followed by a celebration.</p>	<p>JCSP Reading Journals</p> <p>Seomra feasa Library and books</p>
Oral Literacy project	Target Two	<p>First and Second Year students.</p> <p>Elizabeth Cahill (LR)</p>	<p>Increase in Oral Literacy Scores.</p> <p>Improvements in digital literacy.</p> <p>Improvement in student confidence when speaking/reading aloud in class.</p>	<p>Various teachers have the role of monitoring the project throughout the course of the school year.</p> <p>Teachers will use a rubric to give each student a score for their presentation and include it as part of their test result.</p>	<p>The rubric results for one class group in first year and second year will be collected at the beginning of the year and again at the end.</p>	<p>Presentations will take place at the following times and in the following subjects:</p> <p>First years: October: History Christmas: Option 1 Easter: English Summer: Irish</p> <p>Second years:</p>	Rubric

				Teachers will be feeding back information to Elizabeth who will co-ordinate the initiative.		October: Religion Christmas: Mod languages Easter: Geography Summer: Option 1. Data will be collected for one group for the October and Summer sessions.	
Digital Literacy	Target Two	All second year students, Second year teachers. JCSP Coordinators (LR)	Each student being involved in the JCSP digital story telling initiative.	Student tracking sheets are displayed on the JCSP noticeboard to allow teachers to tick off the students taking part in their classes. JCSP Coordinators link in with subject departments to ensure that each department submits a project for the national competition	Student tracking form are evaluated at the end of the project to see how many students have taken part.	Takes place every Spring – date is dependent on the JCSP closing date.	Cameras, software
Key word Initiative	Target Three	All students and all teachers. Sandra Mullen (LR)	Improvement in key word scores. Improvement in exam results.	Each teacher is responsible for the use of Key word copies/sections in their students work and key word displays in their classrooms.	Two class groups key word scores (from first house exams) will be monitored throughout the year but will be	Key words are to be integrated into teaching throughout the year. Scores to be collected in October and Summer exams.	JCSP Key word List posters Key word exam Cover sheets Key word

			Key word lists/displays in each classroom.	<p>Each teacher includes ten of these key words on their exam cover sheets for all house exams – these will be monitored by the individual teacher.</p> <p>Sandra is responsible for reminding staff at regular intervals to change the key words on their outdoor displays to ensure displays remain engaging</p>	evaluated on the first and last exams of the year.		Corridor displays
Comprehension Strategies	Target four.	<p>First year students and first year teachers.</p> <p>Siobhan Connolly (LR)</p>	Improvement in student comprehension – measurable through improved exam results.	<p>Comprehension course is delivered twice a week to first year students by their English Teacher.</p> <p>Teachers will be coordinated by Siobhan.</p>	Staff evaluation as to the effectiveness of the programme to take place at the end of the programme.	Initial CSI course takes 6 week delivery. Beginning in February. Use of strategies should be continual throughout the year.	Comprehension Strategy Instruction (CSI) Kit.

Other noteworthy literacy projects currently running in St Dominic's Ballyfermot:

Title	Description	Who? Lead Responsibility?	Monitoring/Evaluation	Resources
Catch Up Literacy	A programme aimed to increase literacy levels of struggling readers. It has a strong research background. It involves 2 intensive 15 minutes reading sessions per week.	Students who are identified by Learning Support as needing the one to one reading support. A number of staff are trained in the programme and it is delivered by Learning Support, NBSS Staff and general staff.	The programme is well structured and has built in monitoring sheets for every session and it has its own built in assessment.	Catch Up Literacy tests, Booklet and a range of catch up approved books.
The Vocabulary Enrichment Programme	To enrich students vocabulary and improve oral literacy skills. Currently piloting at our two-three times per week. Study of nouns, adjectives, adverbs, pre-fixes, suffixes etc., Dictionary work.	Currently being trialled with first and second year learning support group with the plan to roll out with all first years next year. Sandra Mullen (LR)	Built in Evaluation – Test at the beginning of the programme and at the end.	Full programme provided by the NBSS
Toe by Toe	To assist students with mild reading difficulties through peer learning. TY students are trained to deliver the programme to first year students. They do this once a week.	First year students identified by the learning support programme and ty students trained in the programme. Siobhan Connolly (LR)	Built in evaluation.	Toe by Toe books.

Results 2015 - 2016:

Target No.	Target:	Group for data collection:	Results:
Target One	To increase the number of students who claim to enjoy reading from 42.9% to 55%. Sub Target: To increase student confidence in reading aloud by: Increasing the number of students who find reading easy in school from 54.8% to 60% Increasing the number of students who respond positively when asked to read aloud from 31% to 40%.	All first year students	
Target Two	To improve student's oral presentation skills from 55.3% to 65%. Sub target: To have a 100% pass rate in oral presentations. To have 100% of 2 nd year students involved in a digital literacy project.	27 students in second year: See list.	We did not reach the digital literacy target. Just 83% of second year students took part in the digital literacy project.
Target Three	To create a literacy rich environment Sub target: To increase students key word scores from 64% to 75% To have 100% of teachers have key word displays in every classroom	Student key words: Ms Brennan's 2 nd year CSPE group	Achieved 100% of teachers have keywords on display in their classrooms.
Target Four	To equip all first year students with a range of comprehension strategies. Sub target:	All first years/first year teachers	

	To train all first year teachers in delivering and using a range of comprehension strategies.		
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