



OUR SCHOOL IMPROVEMENT PLAN	
<p>Summary of main strengths as identified in last SSE dated June 2014</p>	<p><u>Learner Outcomes</u></p> <ul style="list-style-type: none"> ➤ The overall attainment with regard to literacy remains at a high standard and above the national norms in accordance with the learning outcomes of the primary curriculum. ➤ Children enjoy reading and are motivated to participate in class discussion. ➤ Pupils at risk of under achieving are attaining well above the national norms and making very good progress. <p><u>Learning Experience</u></p> <ul style="list-style-type: none"> ➤ The majority of parents listen to their child reading aloud and as a result the majority of parents agree that their child is a confident reader. ➤ Pupils are given purposeful opportunities to engage in independent learning and collaborative learning. <p><u>Teachers' Practice</u></p> <ul style="list-style-type: none"> ➤ Approaches recommended by the curriculum are skilfully applied to teaching and learning in the area of literacy. Teachers recognise the need for co-operative and collaborative learning, talk and discussion and a focus on higher order thinking.
<p>Summary of main areas requiring improvement as identified in last SSE: June 2014</p>	<p><u>Area 1:</u></p> <ul style="list-style-type: none"> ➤ Reading Comprehension: Enable pupils to learn and implement specific reading comprehension strategies. <p><u>Area 2:</u></p> <ul style="list-style-type: none"> ➤ Differentiation in Literacy: Introduce a guided reading programme to develop reading skills of those children who have not yet reached the fluency stage.

	<p><u>Area 3:</u></p> <ul style="list-style-type: none"> ➤ Collaborative and co-operative learning: Provide appropriate opportunities for active, inclusive and structured group work.
Improvement targets (related to pupils' achievement)	<p><u>Target 1 (Area 1 and 2)</u></p> <ul style="list-style-type: none"> ➤ As per Drumcondra Primary Reading Test, to increase the percentage number of children scoring in the band '17th to 50th PR' by 2 percentage points by the end of each year over the next 3 years. As a consequence, to decrease the percentage number of children scoring in the band 3rd to 16th PR by 2 percentage points by the end of each year over the next 3 years. <p><u>Target 2 (Area 3)</u></p> <ul style="list-style-type: none"> ➤ To enable pupils at all class levels to actively engage in their learning and so, raise the level of pupil interest and participation.
Required actions (related to teaching and learning that will help to achieve the targets)	<p><u>Target 1: (Area 1 and 2)</u></p> <ul style="list-style-type: none"> ➤ To introduce the comprehension programme "Building Bridges to Comprehension" in 4th, 5th and 6th classes. <ul style="list-style-type: none"> ➤ Each teacher will commit to conducting two lessons each week from this programme. All comprehension lessons will have clear learning intentions which will be shared with pupils. ➤ To introduce the Guided Reading Programme "Flying Start to Literacy" in 3rd classes <p><u>Target 2 (Area 3)</u></p> <ul style="list-style-type: none"> ➤ Each teacher will commit to conducting four lessons each week from this programme. All reading lessons will have clear learning intentions which will be shared with pupils. ➤ Teaching strategies will include co-operative and collaborative learning
Persons responsible	<ul style="list-style-type: none"> ➤ Principal to arrange, all teachers to engage ➤ Designated staff members to organise, all teachers to engage
Timeframe for action	<ul style="list-style-type: none"> ➤ September 2014 – Preparation ➤ October 2014 – Implementation
Success criteria/measurable outcomes	<p><u>Target 1: (Area 1 and 2)</u></p> <ul style="list-style-type: none"> ➤ DPRT results June 2015, 2016, 2017 <p><u>Target 2 (Area 3)</u></p> <ul style="list-style-type: none"> ➤ Pupil questionnaire and focus group ➤ Teacher observation ➤ Teacher questionnaire
Review dated	<ul style="list-style-type: none"> ➤ June 2015 ➤ June 2016 ➤ June 2017