



**SCOIL MUIRE  
BALLINCOLLIG  
17755B**

***School Improvement Plan  
Literacy***

**Period: 2014-2017**

**Plan issue date: *Jan 2015***

## Summary School Improvement Plan

### 1. Introduction

#### 1.1 The focus of the evaluation

As part of our ongoing work in the school, we conducted a school self-evaluation of teaching and learning during 2014. We evaluated **Literacy**. For more information on how the evaluation took place, please see our School Self-Evaluation Report which is available on the website with this report.

This school improvement plan sets out the actions that we will undertake in the school over the next three years in Literacy. The main purpose of these actions is to improve our pupils' learning.

### 2. Summary of school self-evaluation findings

#### 2.1 Our school has **strengths** in the following areas:

##### Strengths

Pupils perform above the national norm in standardized Literacy tests (MICRA T);  
There are several literacy initiatives already in place in the school and these are working very well (e.g. Paired Reading; Station Teaching in Literacy; Building Bridges comprehension programme);  
The school has very good literacy resources e.g. a well stocked central school library and classroom libraries.  
Parents are very supportive of their children's literacy development and of school initiatives in literacy.

We know this because we consulted with pupils, parents & teachers and examined test results and other information in the school.

#### 2.2 Our school has decided to prioritise the following **areas of development**:

##### Areas for development

Oral Language Development;  
Oral Language Assessment.

The above areas were prioritised following analysis of school self-evaluation data.

2.3 Our school has set the following **targets for improvement** which are related to pupils' achievement and has identified the following **actions** which will help in achieving those targets over the next three years.

Targets for Improvement	Action
(i) Pupils' proficiency in Oral Language will improve one scaled score in the Drumcondra Profiles by the	(i) Staff will learn to use the Drumcondra Profiles in Oral Language assessment and the results of assessment will be used to inform

<p>end of Year 2 (June 2016). Baseline as in Dec 2014. (5 tracker pupils in each class);</p> <p>(ii) Junior Infants oral language proficiency will show improvement after AISTEAR 6 week blocks (sample pupils).</p>	<p>the teaching of Oral Language;</p> <p>(ii) Discrete Oral Language lessons will be given in all classes as part of Literacy instruction;</p> <p>(iii) AISTEAR will be incorporated into the Junior Infant programme. Teachers involved will do CPD in AISTEAR.</p>
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As a parent you can help us in the following ways:

- (i) Supporting your daughter with her Literacy homework every day;
- (ii) Using opportunities at home to develop your daughter's oral language. More specifically, you can use the 'Developing Oral Language with your Child: Top Ten Tips for Parents/Guardians' as in p 47 of 'Five Components of Effective Oral Language Instruction' (<http://pdst.ie/sites/default/files/Oral%20Language%20Booklet%20PDF.pdf>)

**2.4** We know we will have achieved our targets when:

- (i) Discrete oral language lessons will be part of the literacy programme at all levels in the school and (see no (ii) below);
- (ii) Pupils' scaled scores in the Drumcondra Oral Language Profiles will have increased as explained above;
- (iii) AISTEAR will be an integral part of the Junior Infants' programme and there will be evidence of improvement in oral language proficiency at the end of AISTEAR 6 week blocks.