



Muire Na Dea Chomhairle School Improvement Plan 2012/13

Baseline data

Attainment of curriculum objectives

- Standardised tests results in Literacy (Micra T 2012) show that the majority of our pupils are performing at or above the National normal distribution with 68% of our pupils between the 17th and the 84th percentile, 3% of our pupils under the 17th percentile and 29% scoring at or above the 85%.
- Analysis of standardized test results over the last two years show a decrease in the % of pupils below the 17th percentile and an increase from 16% to 29% of children in the 85th to 98th percentile.

Pupil engagement in learning

- 83% of JI pupils reported that they did circle time ,50% of JI pupils reported that they worked in groups.100% of SI pupils reported they did both circle time and group work regularly, while 44% of First Class reported using group work and 66% reported using circle time.
- 83% JI reported getting out of seats for English activities,100% of SI and 44% of First Class.
- Writing stories was an area highlighted by parents as a difficulty for pupils with 55% disagreeing that their child liked writing stories.
- ICT featured quite low in reponses with only 17% of SI/23% of First Class reporting opportunities for writing stories on the computer.

Teaching approaches (Based on full teacher questionnaire February 2013)

- 60% of teachers reported using challenging approaches while 67% used motivating approaches. (Most of the time)
- 53% of teachers used active approaches while 13% used collaborative methods.



	<ul style="list-style-type: none"> ➤ 86% of teachers used teacher directed approach most of the time 			
Summary of main areas requiring improvements	<ul style="list-style-type: none"> ➤ Attainment of Curriculum objectives - Standardised Tests to increase from 6.3 to 6.8 ➤ Pupils engagement in learning and teaching approaches – Collaborative & Co-operative teaching Teaching Methodologies used in classes- more active learning and universally agreed approach to the teaching of strategies Collaborative (to increase) & Teacher directed (reduce) ➤ Teaching approaches & teaching preparation (increase collaborative and active approaches) ➤ Strategies of approach to the teaching of literacy skills <ul style="list-style-type: none"> - Planning for Oral Language/Writing - Homework (specifically Literacy) 			
Improvement Targets	Required Actions	Success Criteria / Measurable Outcomes	Persons Responsible	Timeframe for Actions
<p><u>Target 1</u> <u>Literacy Reading</u></p> <p>J1 75/85% of pupils to read 3 readers and blend cvc words</p> <p>SI Supplementary Reading Programme (3rd Class +)</p> <p>First Class (Micra T) To increase overall class average from an age sten of 6.3 to 6.8 To improve</p>	<ul style="list-style-type: none"> ➤ Word Lists,Blend boxes ➤ Daily reading ➤ Whole Class reading ➤ Homework ➤ Supplementary readers ro be made available ➤ Emphasis on tricky words ➤ September screening ➤ Mist Test (target specific difficulties) ➤ November Micra T (Results to inform & design activities that can be done while 	<ul style="list-style-type: none"> ➤ Analysis of results (September Screening) ➤ Drumcondra reading profiles ➤ Daily check of reading/word lists ➤ Completion of magic emerald scheme + supplementary readers. ➤ Repeat Micra T (May) 	<p>Class Teacher to link with Special Ed. Team and Principal.</p>	<p>September 2012- June 2013</p>



<p>comprehension strategies in reading</p>	<p>hearing reading to boost results for May)</p> <p>First Steps reading strategy for comprehension (3rd strategy)</p>			<p>June 2013 to September 2013</p>
<p>Target 2 <u>Literacy Writing</u> JI Correct formation of all letters</p> <p>SI Writing & Spelling confidently/ Making connections</p> <p>First Class : Develop confidence in writing across all genres</p> <p>All Classes :Procedural writing</p>	<ul style="list-style-type: none"> ➤ Focus on letter a week ➤ Free writing ➤ A universal approach to First Steps ➤ Cross curricular ➤ Spell and write ist 20 Dolch words with 90% accuracy. ➤ Opportunities for pupils to make connections between dolch/reading/writing word walls and use in independent writing ➤ Increase oral preparation for writing to develop confidence ➤ Procedural writing ➤ Literacy focused Week..... 	<ul style="list-style-type: none"> ➤ Samples (Recount,narrative,report, procedural) ➤ Assessments ➤ To follow and observe pupil development in confidence and independent writing. ➤ Observation of oral input prior to writing ➤ Monitoring of spelling for accuracy. 	<ul style="list-style-type: none"> • Class Teacher • EAL • SENT • Principal 	<ul style="list-style-type: none"> • Sept 2012 to June 2013 <p>June 2013 to September 2013</p>



<p>Target 3</p> <p><u>Oral Listening & Speaking</u></p> <p>To improve Listening /Speaking, emphasis on oral rather than written, expect fluent and full sentences from all pupils across all writing genres ,that children can speak, communicate, express and retell clearly.</p>	<ul style="list-style-type: none"> ➤ Introduce First Steps (Listening & Speaking) across all class levels by June 2013. ➤ Oral language opportunities daily based on writing genres ➤ Encourage efficiency & fluency ➤ Comprehension strategies to deal with difficulties eg. MIDDLE (Narrative) ➤ Alternatives to describe familiar words ➤ Describe experiences, events or situations with confidence ➤ Explain familiar procedures or give instructions to peers. ➤ Retell a story heard in class Ensuring all children are afforded the same opportunity to speak. • Emphasis on less confident children 	<p>Drumcondra Profiles Think/ pair/ share Talk buddies Group work Listening (whole class discussions) Teacher observation</p>	<ul style="list-style-type: none"> • Class Teacher • EAL 	<p>June 2013</p>
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<p>Monitor and Review Reading</p>	<p>Target 1: Junior Infants: Listen to individual reading daily, Jolly phonics programme to encourage, develop and sustain cvc blending. Assessment of letter sounds half termly, inclusion of reading in homework from late October, CVC blending to be incorporated into homework from Term 2, assessment of word boxes. Senior Infants: LS team to take pupils in small groups to monitor & review wordlists from Magic Emerald Reading programme. Results placed in assessment folders and used to inform further teaching. **Drumcondra : Literacy (DTEL_S) + (DTEL_D) The SEN Team to link with Senior Infant Teachers when mist results are compiled and administer DTEL –S + DTEL- D on children that are presenting with difficulties First Class : Micra T tests completed in June will be reviewed & compared with November results Special Ed.Team : To link and support assessment in mainstream classes with September screening, Micra T, Mist, individual assessments. Provision of supplementary readers. Reading Recovery</p>
<p>Writing</p>	<p>Target 2: Junior Infants : Emphasis on pre-writing skills, fine-motor skills/co-ordination, BIAP on pupils presenting with difficulties. Teach 1 letter a week. Encourage cross-curricular writing and free writing. Assess letter formation termly. Assess CVC freehand writing Term 3 Check on writing genres (Recount, narrative, Report, Procedure)</p> <p>Senior Infants: Oral preparation to ensure pupils have embedded knowledge of “middle” of a story. Teacher will check pupils have included “middle” within their story telling. Check on writing genres (Recount, narrative, Report, Procedure) **</p> <p>First Class : Work samples (Full sentences, increase in quantity) Observation of oral discussions before writing Increased confidence with regard to spelling frequently used words-through observation.</p>



<p>Oral</p>	<p>Check on writing genres (Recount,narrative,Report,Procedure)</p> <p>Special Ed Team: Link with mainstream regarding writing genres. Supporting First Steps Programme Reading Recovery. September Screening & letter formation Linking with mist testing.</p> <p>Target 3</p> <p>Junior Infants: Drumcondra Profiles, focus on who,what,when,where,why questions.Monitor these responses and focus on those presenting difficulty. Introduce a genre a term and so improve speaking & listening.To observe that pupils speak with fluency using full sentences. Drumcondra Profiles</p> <p>Senior Infants: One on one oral language activities ,tracking progress of pupil responses (Drumcondra Profiles) **</p> <p>First Class: Feedback from talk buddies Teacher Observation Drumcondra Profiles</p> <p>Special Ed Team: Supporting First Steps Speaking & Listening Programme Speech & Language " Oral Motor Checklist"</p>
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School Improvement Plan 2012/13

Date of Issue: 19/03/13

Reported to & Ratified by the Board of Management on

Signed:

Eugene Banks

Chairperson of the Board of Management

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