

Review of the Implementation of the Literacy School Improvement Plan (2013-2016) St. Laurence'S N.S. ,Greystones, Co Wicklow, June 2014

A school self-evaluation of teaching and learning in literacy, with an emphasis on comprehension, was undertaken during the period 1/09/2012 to 31/05/2013. Following this a school improvement plan for literacy was devised and implemented during the school year 2013-2014.

Target 1

9% of pupils will increase their scores on the Drumcondra reading test by ½ a standard deviation or a sten of 1 approx. at a rate of 3% per year.

Report on actions taken for Target 1:

- Two sessions of CPD, led by a PDST facilitator were arranged for all teachers in the school on the teaching of reading comprehension. These took place on the 18th September 2013 and January 22nd 2014. A literacy resource folder was set up for the teachers on the school internal network and this is updated as new resources are obtained.
- Several teachers did reading comprehension courses online or face to face during the summer of 2013. Teachers were informed about the resources available on the NCCA and PDST websites.
- Teachers in all classes implemented the 'Building Bridges' comprehension scheme during the school year 2013-2014.
- A literacy power hour was introduced in first class
- A whole school plan for the teaching of reading comprehension based on successful teaching and learning strategies is being developed and will be ready for the beginning of the school year 2014-2015.

Achievements to date:

Tests results of the Drumcondra reading test in 2013 showed 37 pupils whose standard scores in vocabulary were 15+ standard score points higher than their comprehension scores.

Of the 37 pupils originally identified, 4 pupils have left the school, leaving a total of 33 to be reviewed. Of these 20 pupils no longer have standard scores in vocabulary which are 15+ standard score points greater than their comprehension scores.

13 pupils (43% of the original group) showed gains of 1 sten or more in their overall test scores. This improvement is greater than the target set out which anticipated improvements in a third of pupils in the targeted cohort in a single year.

Tests results of the Drumcondra reading test in 2014 showed 30 pupils whose standard scores in vocabulary were 15+ standard score points higher than their comprehension scores. These pupils should be targeted in year 2.

Table showing test scores from school years 2012/2013 and 2013/2014:

	Below 70	70-79	80-89	90-109	110-119	120-129	130+
Normal Distribution	2.0%	7.0%	16.0%	50.0%	16.0%	7.0%	2.0%
2012/2013	0%	1.0%	6.0%	35.0%	25.0%	20.0%	13.0%
2013/2014	0%	1.0%	5.0%	35.0%	22.0%	23.0%	14.0%

Conclusion

Comparison of individual pupil's Drumcondra reading scores from 2013 and 2014 would seem to suggest that it is possible to improve the scores of pupils where there is a 15+ difference between their vocabulary and comprehension scores. Teachers should analyse their tests results and identify these pupils with a view to improving their scores. The implementation of the Building Bridges Comprehension programme and a focus on the development of comprehension strategies may have contributed to an improvement on overall test scores.

Target 2:

Improve communication with parents.

Required Actions for Target 2:

Hold parent-teacher meetings in November. Schedule follow-up in 2nd and 3rd term where necessary.

Achievements to date:

Parent-teacher meetings were held in November. The principal has received positive feedback from parents.