



# School Self-Evaluation and School Improvement Plan: Guided Reading

June 2024

Ennis National School

## **1. Introduction**

This document outlines the findings from our self-evaluation and our School Improvement Plan (SIP) for Guided Reading. This initiative aligns with the school's literacy goals and leverages structured benchmarks, capping levels, and levelled reading materials to develop the essential reading skills of: decoding, fluency/phrasing, and comprehension.

### **1.1 Outcomes of the Last Improvement Plan**

- Implementation of structured PM Benchmarking for reading levels in 1st–6th classes.
- Development of a centralised library system with levelled reading materials.
- Improved average reading scores across lower percentile bands.

## **2. Focus of this Evaluation**

### **2.1: Identify Focus**

Through comprehensive analysis, guided reading was identified as a priority area for this SSE due to the following factors:

Evidence Analysed:

Standardised Test Scores:

A review of Drumcondra Reading Test results highlighted disparities in reading comprehension and vocabulary scores across the student body.

Profiles of Students:

Diverse student population, with a significant number from non-English-speaking backgrounds, indicating varied baseline literacy skills.

Students engaged with Reading Recovery showed improved outcomes, suggesting the efficacy of targeted interventions.

Profiles of children attending Special Education Teaching (SET) sessions highlighted challenges in reaching benchmarks for reading fluency.

Rationale for Guided Reading Focus:

Addressing Diverse Reading Levels: Guided reading enables teachers to deliver tailored instruction in small groups, addressing the varying abilities within a classroom effectively.

Enhancing Reading Comprehension: Focused comprehension strategies during guided reading sessions equip students with critical thinking and analytical skills necessary for understanding texts deeply.

Promoting Independent Reading Skills: Guided reading emphasises decoding and fluency, fostering autonomy in students' reading development.

Alignment with National Literacy Strategies: The initiative aligns with the Irish Department of Education's literacy strategy, which emphasises differentiation and structured reading practices.

Supporting Teacher Professional Development: Implementing guided reading involves refining instructional practices, contributing to teacher growth and capacity-building across the school.

This SSE focuses on teaching and learning strategies to improve reading proficiency across the following dimensions:

1. Decoding skills.
2. Fluency and phrasing.
3. Comprehension, aligned with benchmarks and capping levels.

## **2.2: Gather Evidence**

### Methods Used to Gather Evidence

- Analysis of PM Benchmarking data.
- Analysis of Standardised Test Results (comparison of Reading Vocabulary & Comprehension)
- Observation of continued reading interventions and library usage.

- Feedback from teachers on levelled reading implementation.

### **2.3: Findings and Judgments**

#### Strengths Identified:

- Availability of levelled reading materials through centralised library resources.
- Dedicated literacy team actively monitoring reading interventions.
- Evidence of improved literacy outcomes for students engaged in Reading Recovery.
- Development of literacy assessment (including teacher instruction) in line with the specific needs of Ennis NS
- Whole school & class level approach to interventions

#### Areas for Improvement:

- Disparities in reading outcomes across class levels and demographics.
- Need for structured interventions targeting decoding.
- Need for structured interventions targeting comprehension.
- Expand teacher training and collaboration in guided reading strategies.

### **2.4: Write Improvement Plan**

#### Improvement Plan Coordinator

Gary Walsh, with support from Literacy team, teaching staff and school leadership.

#### Targets

- Achieve goal of 90% of students achieve benchmarked reading levels for their class.
- Increase the percentage of students exceeding benchmarking levels by 10% by year-end.
- Address skill development (decoding, fluency/phrasing, comprehension) aligned with PM Reading Levels.

#### Actions

Decoding:

Use levelled readers focusing on phonics, letter-sound relationships, and word segmentation (e.g., Levels 1–10 emphasize foundational decoding skills).

Fluency/Phrasing:

Introduce readers with bold print for intonation and rhythmic language (e.g., Levels 6–14).

Comprehension:

Incorporate non-fiction and narrative texts to build inferential and critical thinking skills (e.g., Levels 15–30).

Conduct professional development workshops on guided reading strategies and / or continue to designate specific time for literacy development meetings at each Class Level.

Implement end-of-year benchmarking assessments.

## **2.5: Monitor Actions and Evaluate Impact**

### Monitoring Strategies

- Mid-year review at class level meetings
- Teacher feedback on guided reading sessions.
- End of year benchmarking and progress reports.

### Evaluation Tools

- PM Benchmarking data to assess progress.
- Alpaca online assessments
- NGRT online assessments
- Bespoke ENS reading assessment
- Observations of classroom implementation.
- Feedback from staff and students.

## **2.6: Adjustments and Continuous Improvement**

- Regular updates & reflection at class level and/or staff meetings.
- Adjust guided reading strategies based on observations/evaluations at each class level.
- Provide ongoing support for teachers across class levels.

This plan aims to enhance reading outcomes for all students at Ennis National School through structured, targeted interventions and consistent progress monitoring at class and whole school level.



**Action Table for Guided Reading School Improvement Plan – 2024/25**

<b>Actions</b>	<b>Person Responsible &amp; When</b>	<b>Monitoring</b>	<b>Evaluation &amp; Success Criteria</b>	<b>Progress</b>	<b>Adjustments</b>	<b>RAG Status</b>
Develop decoding skills through levelled readers emphasizing phonics, letter-sound relationships, and word segmentation.	Classroom Teachers (Ongoing)	Literacy Team reviews decoding progress through PM Benchmarking results.	Students meet class-level benchmarks for decoding accuracy by end-of-year assessments.			
Enhance fluency/phrasing through readers with bold print for intonation and rhythmic language.	Classroom Teachers (Ongoing)	Observation of guided reading sessions by Literacy Team.	Improved fluency in reading aloud with appropriate phrasing by year-end.			
Improve comprehension using narrative and non-fiction texts to develop inferential and critical thinking skills.	Classroom Teachers (Ongoing)	Observations at Class level and end-of-year comprehension assessments by teaching staff.	90% of students achieve comprehension targets aligned with benchmarks.			
Conduct professional development workshops on guided reading strategies and/or engage in class level literacy meetings to manipulate & arrange content for termly interventions	Literacy Team (By year end) & Classroom Teachers	Feedback from teachers after sessions.	Increased confidence and effectiveness in changing and implementing guided reading strategies when appropriate.	Class level literacy meetings held to discuss successes, areas to improve and pathways forward	Plan follow-up sessions at end of year to address advanced strategies	
Implement end-of-year benchmarking assessments.	Teaching Staff (End-of-year)	Benchmarking data analysed by Literacy Team.	Improvement in reading levels for all students.			

Alignment of School Improvement Plan Actions with LAOS 2022 Quality Framework

Action	Dimension	Domain	Standard	Statement
Develop decoding skills through levelled readers emphasizing phonics, letter-sound relationships, etc.	Learning and Teaching	Teachers' Individual Practice	The teacher selects and uses teaching approaches appropriate to the learning outcomes and needs.	Teachers meaningfully differentiate content and activities to ensure all pupils are challenged and experience success as learners.
Enhance fluency/phrasing through readers with bold print for intonation and rhythmic language.	Learning and Teaching	Learner Experiences	Pupils engage purposefully in meaningful learning activities.	Pupils demonstrate high levels of interest and participation in learning.
Improve comprehension using narrative and non-fiction texts to develop inferential and critical thinking skills.	Learning and Teaching	Teachers' Individual Practice	The teacher selects and uses teaching approaches appropriate to the learning outcomes and needs.	Teachers integrate relevant literacy and numeracy skills into lessons and enable pupils to make meaningful connections between lesson material and their learning in other areas.
Conduct professional development workshops on guided reading strategies.	Leadership and Management	Developing Leadership Capacity	School leaders empower staff to take on and carry out leadership roles.	Teachers are empowered to develop their leadership skills and engage actively in professional learning.
Implement end-of-year benchmarking assessments.	Leadership and Management	Leading Learning and Teaching	School leaders foster a culture of reflection, improvement, collaboration, innovation, and creativity in learning.	Assessment is an integral part of learning and teaching. Teachers collaboratively interpret assessment data to enhance learning and teaching.
Mid-year reviews at class level meetings to monitor guided reading progress.	Leadership and Management	Managing the Organisation	School leaders create and maintain a positive school culture and a purposeful learning environment.	Structures are implemented to monitor and support systematic review processes that contribute to improvements in teaching and learning outcomes.

<b>Action</b>	<b>Dimension</b>	<b>Domain</b>	<b>Standard</b>	<b>Statement</b>
Adjust guided reading strategies based on mid-year evaluations.	Learning and Teaching	Teachers' Collective/Collaborative Practice	Teachers value and engage in professional learning and professional collaboration.	Teachers identify and engage in professional learning that develops their own practice and meets the needs of pupils and the school.