

Lutheran School For the Deaf
School-based Plan on the Use of the English Enhancement Grant for Primary School

When we wrote the plan we firstly looked at our school's strengths and weaknesses.

(A) SWOT analysis related to the learning and teaching of English:

Strengths	Opportunities
<ol style="list-style-type: none"> 1. Mainly cooperative students 2. Small classes 3. Good working teaching spaces 4. Positive school culture 5. Dedicated staff some of whom are comfortable with co planning sessions 6. High staff student ratio 7. availability of EDB support in Tsuen Wan 	<ol style="list-style-type: none"> 1. Opportunity to implement small class and highly specific specialised training programmes
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Many new staff in junior English department 2. Varied special education, specifically Deaf Education experience and training 3. Extreme differences in children's abilities, learning levels and rates of learning 4. All children Profoundly Deaf 5. Many children from lower socio economic backgrounds 6. Many children of non Chinese ethnic background 7. Limited library resources at the lower level 8. Greater need of lower level resources due to special educational needs of students and low levels 9. High needs for programme adaptations to meet students educational needs 	<ol style="list-style-type: none"> 1. School closure 2. Deaf population decreasing 3. Mainstreaming of Deaf/ hearing impaired students without adequate mainstream special educational supports 4. Reduced staffing 5. Funding cuts

<p>10. Limited number of resources and many old resources</p> <p>11. Student achievement levels tend to remain low and plateaus at low level</p> <p>12. Greater need of larger books at emergent and lower levels in order to teach reading through the supportive shared reading methodology in line with the programme that the school has adopted (2010)</p> <p>13. Greater need for range of resources with the Saturday EES and AES programmes</p> <p>14. poorly stocked English library and resources</p>	
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Following the analysis it became apparent that we should work to implement the following.

(B) The focuses of the school's proposed English enhancement measures

Areas for improvement	Focus (e.g. language skills, knowledge etc.)	Proposed measure(s) to be funded by EEGS
<p>1. Increase teachers' knowledge of reading strategies</p> <p>2. Increase students' reading competence</p> <p>3. Increase the quality, number and variety of reading resources</p>	<p>To improve reading skills and increase reading age of P.5-P.6 students</p>	<p>1. Whole school English teacher professional development on supportive reading strategies</p> <p>2. Whole school teacher professional development on teaching language and reading through drama</p> <p>3. Purchase class sets for reading a variety of books, Big books, non-fiction and various text types.</p>

(C) Implementation details of the proposed measures

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/year)	Resources required	Methods of progress – monitoring and evaluation
<p>1. Increase teachers' knowledge of reading and writing strategies:</p> <ul style="list-style-type: none"> ● Attend centralized school-based workshops that are provided by the Net Section on teaching reading and writing ● Adapt the textbook and KIP programme (six units of work in a year) and make necessary adaptation for special needs students ● Conduct structured reading lessons with clear teaching procedures and teaching aids to guide students to do reading and writing. ● Develop a school-based reading and writing package for P. 5 – P.6 levels with teaching plans, teaching materials and students' tasks. 	<p>Improve the skills of teaching reading and writing:</p> <ul style="list-style-type: none"> ● Teachers attend centralized workshops and apply the teaching of reading and writing strategies learnt from the workshops ● Subject teachers apply the shared information in their own lessons through co-planning and co-teaching sessions. ● Review the school-based reading and writing package produced for P.5 to P.6 ● The performance of students' reading and writing is improved. ● Peer observations will be conducted and some lessons will also be videotaped and can be used as a resource bank for the dissemination of good practice. ● Evaluation meetings, discussions, sharing and post-lesson reflections will 	<p>Once a month</p> <p>Once a week (one double lesson)</p> <p>throughout the whole year</p> <p>Twice a term</p> <p>Three times a term</p>	<p><u>Personnel:</u></p> <p>AT (EDB NET Section) NET EPC PSMCD Subject teachers</p> <p><u>Resources:</u></p> <p>KIP Programme materials</p> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> ● Co-planning record ● Lesson observation record 	<ul style="list-style-type: none"> ● Evaluate each reading and writing packages during co-planning meetings by subject teachers, NET and EPC. ● Post-lesson reflections, peer observations, EDB advisory teacher observation are conducted to evaluate the effectiveness of

<ul style="list-style-type: none"> ● The teacher experience gained will be consolidated year by year as they expand their e learning knowledge, save adapted resources and build a knowledge of possible activities. 	<p>be held at full English department meeting to report on the progress of the programme adaptations.</p>		<ul style="list-style-type: none"> ● School-based writing curriculum framework ● Reading and writing packages 	<p>the reading and writing lessons.</p>
<p>2. Increase students' reading competence</p> <ul style="list-style-type: none"> ● Purchase of a range of new readers ● Whole school English teacher professional development on supportive reading strategies ● Whole school teacher professional development on teaching language and reading through drama ● Viewing of movies and DVDs ● E-learning programme ● Ongoing introduction of additional levels of the KIP programme into the school 	<p>Increase students' reading competence:</p> <ul style="list-style-type: none"> ● It is based on a lot of action, doing, songs, rhymes, shared reading opportunities and reading at home ● It emphasizes the phonological, oral aural aspects of English which are beneficial for Deaf students. ● The guidance and support of the EDB staff will provide an overriding support structure for our students and staff professionally. ● The expected improvements in the students will be in their oral /aural understandings and approximations of speech. ● The ongoing running records will mean students learning is monitored and 	<p>throughout the whole year</p> <p>throughout the whole year</p> <p>throughout the whole year</p> <p>throughout the whole year</p> <p>Once every two to three</p>	<p>AT (EDB NET Section) NET EPC PSMCD Subject teachers</p> <p><u>Resources:</u> KIP Programme materials</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> ● Students' reading portfolios, 	<ul style="list-style-type: none"> ● Formative task recordings will be used to monitor students' progress. These will be recorded in the student portfolios. ● Students' improved motivation, participation and enjoyment in daily English reading, speaking and writing tasks will be evaluated

	<p>recorded thoroughly.</p> <ul style="list-style-type: none"> ● The performance of students' reading is improved. Students show improved motivation, participation and enjoyment in daily English reading, speaking and writing tasks. 	<p>months</p> <p>throughout the whole year</p>	<p>home reading diaries</p> <ul style="list-style-type: none"> ● Reading running records ● Video samples ● Individual student assessments ● Parent, teacher and student surveys 	<p>by observations, student, parent and teacher surveys.</p> <ul style="list-style-type: none"> ● Summative reading and writing tasks in the 1st and 2nd term final assessments will be analyzed.
<p>3. Increase the quality, number and variety of reading resources</p> <ul style="list-style-type: none"> ● Select books and reading materials ● Order larger books (40-50 titles with different levels) for shared reading ● Order ten copies of the small readers (60-75 titles with different text types and levels) for guided reading in class and home reading ● Order a copy of non-fiction small readers (30-45 titles with different levels) for additional reading materials 	<p>Increase the quality, number and variety of reading resources</p> <ul style="list-style-type: none"> ● Adapt the new magic textbook, including the KIP programme (6 units a year) and make any necessary individual adaptations for special needs students. ● Incorporate e learning programming integration into each major learning unit The exact how and when these will be used in class will be specified in the scheme of work and will be developed. ● The DVDs will be itemised to match the readers and scheduled to be shown at the 	<p>throughout the whole year</p> <p>Once a term</p> <p>Once a term</p>	<p><u>Personnel:</u></p> <p>AT (EDB NET Section) NET EPC PSMCD Subject teachers IT technician</p> <p><u>Resources:</u></p> <p>KIP Resources Booklist E-learning</p>	<ul style="list-style-type: none"> ● The survey data and student work samples will be discussed at panel planning meetings and ideas of what can be changed and done differently to lead to improvements will be discussed, minuted and then put into practice

<ul style="list-style-type: none"> ● Order DVDs of some English stories ● Purchase e-learning software ● Cover the class readers and record their serial numbers or codes for inventory control ● Create a system for storing and dispatching the reading materials 	<p>same time as the readers are being taught.</p> <ul style="list-style-type: none"> ● E-learning professional development meetings will be held to train teachers for the use of the e-learning programmes. ● Teaching, learning materials, activities and evaluation reports will be stored for future use. ● Evaluation of students' performance during co-planning meetings. 	<p>Once a year</p> <p>throughout the whole year</p> <p>throughout the whole year</p>	<p>consultancy support</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> ● Checklist for reviewing the present reading strategies ● Scheme of Work ● Students' reading and writing portfolios ● Student, parent and teacher surveys 	<p>with students.</p> <ul style="list-style-type: none"> ● Evaluations and ongoing reports on the results of individuals, student, parent and teacher surveys will be written and submitted to the senior management team
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(D) Budget and cash flow of the proposed measures

Proposed measure(s)	Estimated cost				Sub-total
	2011/12		2012/13		
	Funded by EEGS	Funded by other sources	Funded by EEGS	Funded by other sources	
A. Purchase of KIP books(Key Stage 2 Integration Programme)	HKD\$28,800		HKD\$28,800		HKD\$57,600
Class sets for READING cost: (\$50/titleX 8 copies X 6 (6 different titles of the same level, with different text types) X 12 (12 levels) =HK\$28,800.00 for 2 years X 2					
Books (including Big books) for shared reading in class cost:					
<u>KIP Big books</u> for Primary 4-6 and <u>Big books</u> for drama					
\$400/title X 6 (different titles of the same level, with different text types) X 12 levels (Big books)=HK\$28,800 for 2 years X 2	HKD\$28,800		HKD\$28,800		HKD\$57,600
<u>The purchase of additional high interest reading books would be advantageous.</u>					
\$40.00 per book(30 non-fiction titles) @ \$40.00=\$1200	HKD\$1,200		HKD\$1,200		HKD\$2,400
<u>The purchase of appropriate DVDs at approximately \$200.00 a DVD (x 5) and e-learning programming at approximately \$23,800 and a further \$1800.00 for e-learning consultancy support</u>	HKD26,600		-		HKD26,600

Proposed measure(s)	Estimated cost				Sub-total
	2011/12		2012/13		
	Funded by EEGS	Funded by other sources	Funded by EEGS	Funded by other sources	
<p>The \$23,800 covers the software. On site support will cost \$300 per hour however our consultant will provide training videos, one to one telephone discussion and one to one email feedback in response to any of our questions free.</p>	HKD\$176,400		HKD\$179,400	\$528	HKD\$355,800
<p>B. Hiring of a <i>supply teacher</i> enabling four core team members/English teachers release for developing school-based curriculum (Reading Workshops) for P.5-P.6 1st year: 0.7 staff X \$21,000 (With MPF included) X12 months 2nd year: 0.7 staff X \$21,000 (With MPF included) X12 months +2% inflation</p> <p>EEGS supports salary of supply teacher at MPS point 14. Excess amount to be supported by school grant.</p>					
Total:	HKD\$261,800		HKD\$238,200	\$528	HKD\$500,000