



Loreto College Mullingar

School Improvement Plan



SCHOOL IMPROVEMENT PLAN FOR LITERACY SEPTEMBER 2013 TO MAY 2016

Themes: Engagement in learning & teaching approaches

<p>Summary of main strengths</p>	<ul style="list-style-type: none"> • STen scores of 1st Year students for reading are above the national norms. • Attainment in the majority of subjects at both JC & LC is above the national norms. • 77% of students are reading fiction for enjoyment. • There is a critical mass of teachers already using comprehension. • There is willingness to share good practice. • Students are getting some opportunities to develop oral language and are confident working in pairs and small groups.
<p>Summary of main areas prioritized for improvement</p>	<ul style="list-style-type: none"> • Teachers to focus on the development of literacy as well as knowledge and skills. • Increased expectations in standards of student’s written work across the curriculum. • Increase in self and peer assessment. • The development of comprehension, note making and group-work strategies across all subject areas to include at least one on-line tool. • Teachers to reflect on their practice in relation to pair/group work using a rubric designed by the core team (see appendix 5). • Students to self-assess how they work in pairs/groups using a rubric designed by the core team (see appendix 6). • Increase the number of students taking higher level in certain subjects for both junior certificate and leaving certificate.
<p>Actions to support implementation of School Improvement Plan</p>	<ul style="list-style-type: none"> • Literacy Methodology Resource Pack devised and distributed to all staff (see appendix 7). • Inclusion of literacy pack in student journal to include (a) editing checklist, (b) “Books I have read column” to be completed by students, (c) Examples of literacy improvement methodologies, (d) Connectives to assist writing skills, (see appendix 8a+b).

	<ul style="list-style-type: none"> • Inclusion of literacy pack in teacher journal to include (a) Writing editing checklist, (b) Blooms taxonomy to assist teaching strategies, (c) Examples of literacy improvement methodologies, (d) Examination key words (see appendix 9). • Skills for Excellence in Education Day (SEED).
--	--

Targets for students with special education needs are outlined in their IEPs

IMPROVEMENT TARGET 1 <i>Re: reading</i>	REQUIRED ACTIONS	PERSON/S RESPONSIBLE	MEASURABLE OUTCOMES SUCCESS CRITERIA	TIMEFRAME FOR ACTIONS	REVIEW DATES
<p>To increase the percentage of students surveyed reading for enjoyment for more than one hour per week</p> <p>from 77% in October 2013 to 80% in October 2014 and from 80% in October 2014 to 85% in October 2015 and from 85% in October 2015 to 90% in October 2016</p>	<p>1. Reading for enjoyment class timetabled for 1st Years, Book In The Bag for 2nd Years & “media watch” for 3rd Years.</p>	<p>Senior management timetable reading for enjoyment class.</p> <p>Students bring in and read their own books.</p> <p>English teachers organize media notice boards and nominate students responsible on a rotational basis.</p>	<p>Increase in the number of students reading for enjoyment as measured by the student survey.</p> <p>At a minimum, maintain the number of students scoring a STen of 4 or more and reduce the number of students scoring a STen of 3 or less in the standardised reading test in 2014/15.</p>	<p>Reading for enjoyment class every week during 2013/14 for current 1st years.</p> <p>BITB during free classes & DEAR time for current cohort when they are in 2nd year in 2014/15.</p> <p>Media Watch in all classes at least one a week for current cohort when they are in 3rd year in 2015/16.</p>	<p>Updates at staff meetings.</p> <p>Survey administered in October of 2013/14/15 to track progress & analysis of STen in 2014/15.</p>
	<p>2. Create awareness amongst parents in relation to the benefits of reading for enjoyment by</p>	<p>Core team conduct survey and liaise with 1st Year Maths teachers to analyse the survey as a cross curricular activity.</p>		<p>Information session and survey administered to parents @ 1st Year parent teacher meeting in Feb. 2014</p>	<p>Parents @ PTM 2nd Years Feb 15</p>

	administering a parental literacy survey.				3 rd Years Nov 15
	3. Skills for Excellence in Education Day (SEED) with focus on Literacy to be organized as a whole school activity.	Literacy core team to liaise with their relevant departments to organize a day of literacy based activities.	Student and teacher feedback from the day's activities through class discussion and staff meetings.	SEED Day will be held in January 2014.	Early March 2014
	4. English Dept. will purchase 5 sets of 30 different books per class based on teacher recommendation & students preference.	English Department & students.	Records of books read in student's journals checked by tutor. Tutors for 1 st Year are also 1 st Year English teachers. An increase in the number of books read by students as measured by the survey. An increase in the number of students joining & using the public library as measured by the survey.	Every month in 2013/14/15.	May 2013/14/15
	5. 1 st Year students will record books read in their journal.	1 st Year students record books read in their journal.	Records of books read in student's journals checked by tutor.	Every month in 2013/14/15.	May 2014/15/16

		Class tutor check the student's journals. Parents sign the journals.	Tutors for 1 st Year are also 1 st Year English teachers.		
	6. Subscription to Accelerated Reader purchased for students in learning support	Learning support teachers. 1st Year students.	Student's forward progression tracked on Accelerated Reader. The number of students scoring STens of less than 3 to be reduced in 2014/15.	During learning support class once per week during 2013/14/15	May 2014/15/16
	7. CSPE students will hold a competition to see who earns the most rice for 3rd world countries on FREERICE.COM	1 st Year CSPE teachers 1 st Year CSPE students Languages, Science, English, Geography, Humanities & Maths departments can use as a resources also.	An increase in the number of students reading from digital media as measured in the student survey. Record of students performance recorded on FREERICE.com	Students to use FREERICE.COM in CSPE and other classes and at home with parental permission in 2013/14.	Updates at CSPE subject department meetings in 2013/14/15

IMPROVEMENT TARGET 2 <i>Re: attitude to pair/group work</i>	REQUIRED ACTIONS	PERSON/S RESPONSIBLE	MEASURABLE OUTCOMES SUCCESS CRITERIA	TIMEFRAME FOR ACTIONS	REVIEW DATES
<p>To increase the number of students who are most comfortable sharing their ideas and working in pairs/small groups from 89% in 2013 to 92% in 2014 and from 92% on 2014 to 95% in 2015 and from 95% in 2015 to 98% in 2016</p> <p>AND</p> <p>To increase the number of students who get a chance to learn in pairs/groups from 57% in 2013 to 65% in 2014 and from 65% on 2014 to 73% in 2015 and</p>	<p>1. Provision of Continuous Professional Development of Staff in pair/group work and use of rubric as a self-assessment tool.</p>	<p>Literacy core team & PDST advisor</p>	<p>Forward progression on pair/group work rubric.</p> <p>An increase in the use of pair/group work by teachers as measured by survey.</p> <p>An increase in the experience and enjoyment of group work by students as measured by survey & teacher observation.</p>	<p>August 2013</p> <p>Survey Sept/Oct 13/14/15</p>	<p>Oct 13/14/15</p>
	<p>2. All teachers will use a range of comprehension strategies that can also be used as pair/group work activities. To include at least one ICT/online tool.</p> <p style="text-align: center;">Examples</p> <ul style="list-style-type: none"> • <i>Graphic organisers</i> • <i>Visual Verbal Square</i> • <i>Word Trail</i> • <i>Think-pair-share</i> • <i>KWL</i> • <i>Anticipation guide</i> 	<p>Literacy core team trial strategies.</p> <p>Demonstrate to staff.</p> <p>All staff implement across the curriculum.</p> <p>PDST advisor to train staff in the use of on-line tools.</p>	<p>An increase in the number of teachers who use comprehension strategies as measured by survey.</p> <p>An increase in the number of students who find that comprehension strategies aid their learning and an increase in the number of students making their own notes as measured by survey.</p> <p>An increase in the standard of comprehension as measured by teacher observation & test results.</p>	<p>Trial of strategies: May 2012.</p> <p>Implementation across the curriculum Sept 2013 onwards.</p> <p>Survey September 14/15/16.</p> <p>Training in note making &</p>	<p>Sept 13/14/15</p>

<p>from 73% in 2015 to 81% in 2016</p>	<ul style="list-style-type: none"> • <i>Studystack</i> • <i>Wordle/Tagxedo</i> 			<p>on-line tools on Jan 6th, 2014.</p>	
	<p>3. All subject departments will identify the relevant elements of the key skill “working with others” & “communicating” & incorporate strategies to embed this in their subject plan and in classroom practice.</p>	<p>All Junior Cycle teachers</p>	<p>An increase of the awareness of the key skills amongst teachers as measured by survey.</p> <p>An increase in the proficiency of the key skill as measured by student survey & teacher observation.</p>	<p>Audit of working with others in August 2013 & communicating in January 2014.</p> <p>Implementation of strategies for working with others from Sept 2013 onwards and communicating from January onwards.</p>	<p>Sept 2014</p>

IMPROVEMENT TARGET 3 <i>Re: attainment in state exams</i>	REQUIRED ACTIONS	PERSON/S RESPONSIBLE	MEASURABLE OUTCOMES SUCCESS CRITERIA	TIMEFRAME FOR ACTIONS	REVIEW DATES
To improve learner outcomes in state examinations and increase uptake of subjects at higher level. Specific targets are outlined in subject department plans	1. Generate awareness of Blooms Taxonomy classroom displays and school artwork.	All teachers and students.	Understanding of Blooms Taxonomy and key examination words by all students as measured by teacher observation. An increase in the number of students taking higher level subjects as stated in subject department plans.	Classroom posters circulated to all classes Sept 2013. Wall mural of "Raining Blooms" in school corridor Oct 2013.	Oct 14/ 15/ 16
	2. Focus on questioning techniques in classroom practice.	All teachers			
	3. Key examination words included in student journal.	Literacy Core Team			





IMPROVEMENT TARGET 4 <i>Re: self-assessment of written work</i>	REQUIRED ACTIONS	PERSON/S RESPONSIBLE	MEASURABLE OUTCOMES SUCCESS CRITERIA	TIMEFRAME FOR ACTIONS	REVIEW DATES
To increase the number of students who check their work for mistakes from 18% in 2013 to 28% in 2014 and from 28% in 2014 to 38% in 2015 and from 38% in 2015 to 48% in 2016.	1. Staff agree on a common writing editing checklist and ensure that students self-edit written work consistently across the curriculum.	All teachers.	An increase in the number of 1 st Year students who believe that their writing is neat & legible as measured by survey. Teacher observation of writing to reflect an improvement in standards.	Staff meeting in May 2013.	May 2014/15/16
	2. Writing editing checklist will be incorporated into student diary.	Senior management.	An increase in the number of 1 st Year students who use an editing checklist as measured by survey.	Survey to be administered & analysed in September 14/15	Sep 14/15
	3. A sample of work will be taken from three students from each of the five 1st year groups from a range of subjects and analysed against an agreed set of criteria.	Literacy core team.	An increase in the standard of written work as measured by the tracking of sample students from a range of abilities, classes & subjects. An increase in the number of students who refer to the key exam verbs in their journal, as measured by survey.	September 13/14/15 Samples will be collected and results of error analysis will be collated & analysed.	Sept 14/15