

## OUR SCHOOL IMPROVEMENT PLAN: FOCUS ON LITERACY

<p>Summary of main strengths as identified in last SSE in 2013/2014</p>	<p>Our school has strengths in the following areas:</p> <ul style="list-style-type: none"> <li>• Student enrolment is increasing.</li> <li>• Classrooms are equipped with data projectors and projection and free writing spaces.</li> <li>• Teachers use differentiated whiteboards.</li> <li>• Teachers are engaging in AFL methodologies.</li> <li>• High percentage of students who read for pleasure.</li> <li>• Majority of students positively disposed to reading.</li> </ul>
<p>Summary of main areas requiring improvement as identified in last SSE:</p>	<p>The following areas were prioritised for improvement:</p> <ul style="list-style-type: none"> <li>• Further CPD for teachers in various teaching methodologies.</li> <li>• Increasing the use of AFL and implementing AFL strategies in subject planning.</li> <li>• Introduction of team teaching in transition year English for a ten week period and evaluation of same.</li> <li>• To increase the standards of effective writing.</li> <li>• To increase the number of students who refer to key exam terms in their journal as measured by a survey.</li> <li>• CPD for teachers in the interpretation of psychological reports and increase their use differentiated teaching.</li> </ul>
<p>Improvement targets (related to students' achievement)</p>	<ol style="list-style-type: none"> <li>1. To keep to the national norm re percentage of students taking higher level in four subject areas at both Junior and Senior level.</li> <li>2. To continue to encourage students to read for pleasure.</li> </ol>

	<p>3. To increase the number of students who are confident making oral presentations from 35% to 45% in year 1 and 45% to 50% in year two.</p>
<p>Required actions (Related to Teaching and Learning that will help to achieve the targets)</p>	<ol style="list-style-type: none"> <li>1. Staff CPD in interpretation of psychological reports.</li> <li>2. Staff CPD in differentiated teaching methodologies.</li> <li>3. Whole subject planning in differentiated teaching methodologies.</li> <li>4. Updating of student journal to include key examination terms.</li> </ol>
<p>Persons responsible</p>	<ul style="list-style-type: none"> <li>• Literacy sub-committee to disseminate information to staff.</li> <li>• Subject coordinators to record shared practice and teacher observations and recommendations re subject planning.</li> <li>• Subject teachers to practice and embed differentiated teaching methodologies in their teaching.</li> <li>• Students to continue to engage with teaching and learning.</li> <li>• Parents to continue to support the literacy drive.</li> <li>• Senior Management to be leaders of learning as senior members of staff.</li> <li>• Deputy Principal and Principal to plan and implement the SIP and its findings.</li> </ul>

	<ul style="list-style-type: none"> <li>• Board of Management to support staff CPD and engagement in the DES initiatives.</li> </ul>
Timeframe for action	Timeframe for action During 2014/15 school year and continuing.
Success criteria/measurable outcomes	<ol style="list-style-type: none"> <li>1. Percentage of students taking higher level.</li> <li>2. Increase in students using the library.</li> <li>3. Students who are confident making oral presentations from 35% to 45% in year 1 and 45% to 50% in year two.</li> </ol>
Review date(s)	May 2015