SCHOOL IMPROVEMENT PLAN FOR LITERACY : SEPTEMBER 2014-04-04	
Themes : Learner Outcome Attainment, Learning to Learn & Teacher's Approaches	
Summary of Main Strengths	• Most students have reading ages above their chonological age. • Take-up of Higher Level English and attainment in same are considerably higher than national level. • Students are positively engaged in learning in school. • Teachers are highly committed to the progress and development of all students. • Teachers and students are committed to improving overall literacy standards. • Teachers are adopting different methodologies and have adopted a process for developing 'Key Skills' of learning for their students. • Realistic, challenging learning outcomes exist, including a continued commitment to improved literacy skills, as identified through CAT analysis, analysis of state exam results, reading age data and examination of STen scores. • Teaching methodologies and approaches are increasingly more focused on the learner and the development of their Key Skill. • Increased emphasis on 'differentiation' in teaching methodologies and approaches.
Summary of main areas prioritized for improvement	• Increased expectation in the frequency of reading and in reading for pleasure to include at least one 'on-line tool/activity'. • Higher expectations of the quality of written work across all subject departments to develop 'literacy promotion strategies' and to include 'on-line' investigations and presentations where relevant or possible. • Improve the 'self-directed' approach to our students' learning, specifically in the area of listening skills (auditory or visual) Note: in the areas for improvement set out above there is a Digital or Online element which will allow for overall improvement in our students 'digital literacy'.

Actions to support implementation of School Improvement Plan	- Purchase 3 sets of the novels – rotate to read - Drop Everything And Read - Book Fair - Book Drop - Newspaper to be purchased on a daily basis - Direct Grammar teaching - Planning & Rewriting - Reading for pleasure - Active Teaching methodologies such as: - Listen to Podcast - Make your Own Notes (Skimming & Scanning) - Use of Visual Support (Subject specific Success Criteria Templates)

IMPROVEMENT TARGET	REQUIRED ACTIONS	PERSONS RESPONSIBLE	MEASURABLE OUTCOMES SUCCESS CRITERIA	TIMEFRAME FOR ACTIONS	REVIEW DATES
TARGET (1) Reading for pleasure: Surveys will be carried out in the Junior School to establish baseline data. It is hoped to increase the percentage rate of students who read for pleasure by 5%	To improve level of pleasure reading school will buy 3 sets of novels which will be rotated between 1st year classes over the school year.	Teacher responsible informed (or coordinator to be selected in future)	Baseline is set for each year by survey. Improvements measured with increased % in those reading for pleasure and finding it enjoyable	Ongoing at teachers discretion	Final term survey each year for each year group.
	DEAR – Drop Everything And Read	The whole school community but will be led by the English Department.	As above	Agreed timeframe at August/September Meetings.	Final term survey each year for each year group.
	To use the public areas to build a culture of Reading for Pleasure including: Book Fair Book Box/Drop School will purchase one newspaper per day and it will be displayed in a Newspaper/Magazine rack for Seniors	Book Fair- Art & SEN Depts and the Library Committee Book Drop/Box- Mary Campbell and the Student Council Newspaper-Jos Fraher		This activity is at students discretion	Final term survey each year for each year group.

IMPROVEMENT TARGET	REQUIRED ACTIONS	PERSONS RESPONSIBLE	MEASURABLE OUTCOMES SUCCESS CRITERIA	TIMEFRAME FOR ACTIONS	REVIEW DATES
TARGET (2) Improved quality of written work specifically commas, capitals and full stops by improving survey results. Surveys will be conducted to establish baseline data. Improved quality of written work specifically in sequencing as observed by teachers.	Direct teaching of key grammar points, Full Stop, Comma and Capital **For 1st & 2nd Years Only**	English Department teach specific areas of grammar for a 2 week period after Mid – Term and afterwards All Departments would adopt a Common Correcting Code.	Baseline result will come each year from First Year Summer test in specific area of grammar	Each year at or just before Summer Tests	September the summer tests results analysed to see if any improvement in use of grammar points examined
	Planning written work in order to improve sequencing in answers. (Drafting & Redrafting) Using Methodologies such as Spider Diagrams/Graphic Organisers/KWL Charts etc (**For Junior and Senior Classes**)	Every teacher as each subject Department is to teach this from early in the school year.	Allocate 5% of marks in Christmas Exams for evidence of planning/rough work.	1st Term	Around February of the School Year

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TARGET (3) Increase opportunity for self-directed learning opportunities to above the current level of 26% as indicated by teacher questionnaire.	Active Teaching Methodologies to be used across the curriculum				
	1. Listen to Pod Cast	All Departments but Art Department to take lead.	Teacher observation and assessment of student progress based on 'notes written' and the quality of student questions in class	This can be ongoing but overall improvement in students monitored continually	Teachers to be surveyed each year to ascertain how they have improved the opportunities given to students for 'self-directed learning'.
	2. Make your own notes (Skimming & Scanning)	All departments, but Business Dept to take lead	Business Dept will assign a specific section/ chapter for students to take their own notes having previously instructed them on possible methods. Assessed by teacher based on specific criteria/marking scheme	At discretion of Business teachers but a measurable baseline must be set initially and each year at least this is tested to see signs of improvement	Teachers to be surveyed each year to ascertain how they have improved the opportunities given to students for 'self-directed learning' through effective individual note-taking.
	3. Use of Visual Support and use of templates to correct own errors. This is subject specific.	All Departments, but English Dept to take lead	Decrease the teacher evaluation to more student evaluation of their own work by greater use of the subject specific success criteria templates.		