



Jesus and Mary College

Our Lady's Grove, Goatstown Road, Dublin 14

60891E

**Summary School Improvement Plan
for school community**

Evaluation Focus: Literacy

Evaluation period: Jan 2013 / May 2013

Report issue date: **May 31 2014**

Summary school improvement plan- Literacy

1. Introduction

1.1 The focus of the evaluation

As part of our ongoing work in the school, we conducted a school self-evaluation of teaching and learning in literacy and how the teaching and learning of all subjects support literacy.

For more information please see our School Self-Evaluation Report which is available on the schools' vs ware system.

This school improvement plan sets out the actions that we will undertake over the next three years in Jesus and Mary College. The main purpose of these actions is to improve our students' learning.

2. Summary of school self-evaluation findings

2.1 Our school has **strengths** in the following areas:

Strengths

Student performance in the state examinations compares favourably with the national norms, taking due cognisance of school context.
Excellent IT facilities are available for teachers use in all classrooms.
High quality displays promoting the development of subject - specific learning literacy are evident.
Expected learning outcomes are curriculum and syllabus linked and therefore relevant.
Teachers regularly provide clear and focused feedback.
Subject specific plans reflect the schools literacy strategy.
Students enjoy working in pairs and small groups.

We know this because we consulted with students, parents and teachers. We examined state examination results, surveyed students, parents and teachers and did follow up focus group interviews.

2.2 Our school has decided to prioritise the following **areas of development**:

Areas for development

Reading – promote reading.
Subject Specific Literacy action plans to be developed.
Improve students' competence and confidence in oral expression.
Encourage student reflection on their own work.
Encourage greater accuracy in students ' written work.
Whole school approach to teach pre-reading, during-reading and post-reading comprehension strategies.

JESUS AND MARY COLLEGE - School Improvement Plan for Literacy JANUARY 2014

Evaluation Theme	Improvement targets (related to student performance)	Required actions (related to teaching and learning that will help achieve the targets)	Timeframe for actions	Success criteria measurable outcomes	Review Date
Reading	1) To decrease the percentage of students who read for less than 1 hour from 42% to 20% 2) To increase the percentage of students who read for between one and three hours from 28% to 40%	D.E.A.R. strategy 6 times in the year All 1 st years to join the library Survey of 1 st years to see level of membership. Any non-members then join the library.	One year Starting January 2014 (2 per term) Library membership survey January 2014	Measuring percentage change in reading by re-administering the original questions from student survey on Literacy. We will ensure that there is 100% library membership in first year	September 2014 May 2014 Sept 2015 Sept 2016
Reading Score	To improve reading scores through the comparison of first years 2013 to how they are in May 2015 i.e. the movement in percentages in low range, average range and high range.	In addition to the actions above, we will specifically teach reading Strategies pre-reading /during/post Subject Department will choose one strategy from each stage and use it in class.	Start implementing strategy January 2014 comparison to be undertaken May 2015	Analysis of movement in C.A.T. scores Feedback at departmental level from subject coordinator.	May 2015 /2016 May 2014
Accuracy in Written work	To increase the number of students who check their written work for mistakes from 15% to 50% Our initiative will focus on first years and second years.	Target spelling across subjects Each department will compile a correct version of commonly misspelled words in that subject area. Each department will decide the number of spellings to teach per week. Class teachers will test the spellings at their discretion daily/weekly/monthly Peer/oral/written Written work checklist	Start end of January 2014 Start end of February 2014	Administer questionnaire to ascertain the percentage who now check their written work for accuracy. Department discussion to ascertain degree of improvement in misspelled words. First year and Second year to continue on each year depending on review. Teacher discussion at department and whole staff level to ascertain if there has been an improvement in written accuracy.	May 2014 May 2014 May 2015/May 2016
Oracy (student competence in oral expression)	To increase the number of students who are willing to present their work orally in class from 5 % to 20% The target group will be first, fourth and fifth year	Regular Oral presentations in each subject (3 per year) Groups or individual Debates Presentations (digital) Etc.	May 2014	Administer the questionnaire to ascertain what percentage of students now feel comfortable presenting their work orally.	May 2014