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|  **SCHOOL IMPROVEMENT PLAN FOR LITERACY – MEAN SCOIL NUA AN LEITH TRIUIGH** |
| All First Year students completed the Drumcondra Reasoning Test during term 1 2012/13. The verbal reasoning results were as follows:

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| Below Average (below 25) | 6 students |
| Average (25-75) | 16 students |
| High Average (75-91) | 6 students |
| Superior (92-100) | 2 students |

The Gaeilge, English and History departments used ‘The Literacy Checklist’ to analyse the First Years literacy skills from a continuous piece of written work under the categories displayed below. The average percentage from the 3 subjects are as follows:

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| Spelling | 86% |
| Grammar | 80% |
| Structure | 82% |
| Comprehension | 84% |
| Critical Thinking | 76% |
| Work Presentation | 81% |
| Vocabulary | 77% |

Questionnaires were given to all First Year and Fourth Year students regarding their reading habits, attitudes to learning and engagement in learning. The results were as follows:

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|  | 1st | 4th |
| % of students who read for enjoyment for more than one hour per week | 85.5% | 44% |
| Most popular reading materials | Magazines 35% | Magazines31% |
| When/Where do you most like reading | Diary/letter/short story – 27% | Blog, Facebook/twitter – 32% |
| Students are most comfortable sharing their ideas in what situation | Small groups – 60.5% | Small groups – 38% |
| Students recall main points of lesson : Always, Sometimes, Never | Sometimes – 69% | Sometimes – 66% |
| Students favourite way to learn | Small groups – 35% | Pairs & small groups – both 20% |

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| Summary of Main Strengths | * The results of the Drumcondra Reasoning test indicate that 79% of our First Year students are in the Average to Superior Range in Verbal Reasoning.
* The literacy skills of our first year students are in the high average range according to ‘The Literacy Checklist’.
* The majority of our teaching staff use comprehension strategies, higher and lower order questioning as well as paired and grouped work during their classes ( according to our staff questionnaire). However, teachers themselves identified the need to allow students sufficient time during the lesson to make their own notes (may be done in pairs or in a small groups if relevant to lesson).
* First year students read mainly magazines and fiction on a regular basis for enjoyment but 4th years need to be encouraged to do more reading – magazines suited their interests but not enough of these in our school library.
* Students are getting sufficient time in class to develop their oral skills and individual and group presentations are common practice.
* As a small school sharing of ideas is common practice as is discussion on individual students and class groups.
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| Summary of the main areas requiring improvement | * Increase expectations and improve standards in critical thinking across all subjects – Allow student’s time to critically analyse, formulate an opinion and write their own notes. Decrease dependency on the teachers notes. On average, the staff of MSLT focus 34% of class time on independent learning with 18% devoted to small groups and only 2% of time given to allow students to make their own notes.
* Develop group work and paired work strategies across all subject areas – Summarise main points in groups, make notes in groups, present the main points of lesson to the class in groups/pairs etc.
* Encourage reading for enjoyment amongst all students. Students need to have a book, magazine etc. with them at all times. Build on current projects like ‘drop & read’, ‘the ty times’ , ‘literacy board’ etc.
* All teachers of all subjects to focus on students literacy skills. Correct grammar, punctuation and spelling mistakes.
* Develop our school resources – eBooks, kindle, tablets, books, magazines, newspapers, apps etc. to meet the requirement of students and to facilitate reading for enjoyment.
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| Improvement Targets | Required actions | Persons Responsible | Success Criteria/Measurable outcomes | Timeframe for actions |
| Increase students critical thinking score from 76% to 79% by May 2014\**based on first year class 2013 – literacy checklist*Increase the % of time students are given to make their own notes from 2% to 20% by May 2014*Based on first year class 2013 – class survey* | 1. Give students the skills to make notes –Use of I.C.T , mind maps, online tools,
2. Use Higher Order questions, investigative approaches (research projects)as well as guided discussion and the debating of topics
3. Allow 5/10 minutes at the end of class for students to make their own notes –May be done in Pairs or small groups
4. Put key words on the wall, board etc. to focus students thought process.
5. Introduce more paired and group work into lessons as this is the students preferred way to learn (1st 35%, 4th 20%). Also, assist students with paired and small group presentations.
6. Implement a 6 week creative writing workshop for all 1st and 2nd year students
7. Introduce a common ‘Literacy Checklist’ when grading a continuous piece of writing.

  | All TeachersAll TeachersAll TeachersAll TeachersAll TeachersLink Teacher/English DepartmentAll Teachers | Teacher Observation & Discussion on individual students (possible due to the size of our school)Literacy checklist to assess written work under specific headingsTeacher survey and student survey to analyse if ‘Required Actions’ are being achieved | Implement all from September 2013 |