Lucan Community College School Improvement Plan 16 June 2014

OUR SCHOOL IMPROVEMENT PLAN: FOCUS ON LITERACY	
Summary of main strengths as identified in last SSE in 2013/2014	Our school has strengths in the following areas: • Students entering first year have a mean standard age score significantly above the national average in the verbal, quantitative and non-verbal categories; • 52% of a random sample of 1st year students enjoy reading 'quite a lot' or 'very much'; • There is willingness and readiness on the part of staff to share good practice and adopt new strategies; • The school runs extra and co-curricular activities including special events for Reading Week and World Book Day, debating, poetry and writing competitions all of which contribute to student achievement in literacy.
Summary of main areas requiring improvement as identified in last SSE:	The following areas were prioritised for improvement: • Improve student attitudes to reading using strategies including the literacy postcard tree for Summer reading, reading week, visits to local library, regular competitions; • Increase focus on acquisition of keywords by a word of the week scheme, by including keyword lists and other literacy support material in the student journal and by continuing the focus on keywords and concepts in all subject areas; • Improve parent/guardian understanding of their role in improving student literacy by promotion of suitable strategies at parental meetings. This includes publishing a literacy and numeracy newsletter for parents and encouraging parental involvement in the Summer reading scheme; • Encourage student editing of their own work using the CUPS approach by including CUPS in the student journal and displaying the CUPS checklist in all classrooms; • Trial a paired reading programme with all first year classes using Transition Year volunteers. The following legislative and regulatory requirements need to be addressed. • Complete review of anti-bullying policy; • Devise a data-protection policy in cooperation with DDLETB; • Review all policies to reflect patron as DDLETB.
Improvement targets (related to students' achievement)	Increase the percentage of students enjoy reading 'quite a lot' or 'very much' by 5% by June 2015; Increase the percentage of students read 'every day' or 'almost every day' by 5% by June 2015; Increase the GRT reading age score of students in 1st year by 5% by June 2015;

	Improvement of keyword usage observed by teachers in student work by June 2015;
Required actions (Related to Teaching and Learning that will help to achieve the targets)	Use of exam cover page to reinforce learning of keywords; Continue strategies including the literacy postcard tree for Summer reading, reading week, visits to local library, regular competitions; Increase focus on acquisition of keywords by a word of the week scheme, by including keyword lists and other literacy support material in the student journal and by continuing the focus on keywords and concepts in all subject areas; Continue to improve parent/guardian understanding of their role in improving student literacy by promotion of suitable strategies at parental meetings; Encourage student editing of their own work using the CUPS approach; Trial a paired reading programme with all first year classes using Transition Year volunteers; Literacy team to engage in network meetings and to keep staff informed; Board of Management to continue to campaign for school extension including library which is an essential support for our literacy strategy.
Persons responsible	Literacy sub-committee to monitor required actions; Subject coordinators to monitor updating of subject plan; Subject teachers to monitor student use of keywords; Students to maintain keyword list for subjects; Parents to engage with school on literacy strategy; Senior Management to promote and monitor required actions; Board of Management to promote and support literacy strategy; Department of Education and Skills to provide appropriate support and resources.
Timeframe for action	During 2014/15 school year and continuing.
Success criteria/measurable outcomes	Give student attitude survey again in 2nd year to monitor percentage of students enjoy reading and frequency of students reading; Test the GRT reading age score of 2nd year students to monitor improvement; Survey teachers regarding student use of keywords; Monitor frequency of literacy interventions during the year and record in literacy folder.
Review date(s)	May 2015