

# SCHOOL IMPROVEMENT PLAN for Teaching and Learning SEPTEMBER 2017 TO MAY 2021.

**Themes: Managing Myself and Reflection.**

## Our School Improvement Plan

<b>Summary of main strengths.</b>	<ul style="list-style-type: none"><li>● Feedback on progress in class is, in general, informative and frequent.</li><li>● Students know their own strengths and weaknesses although not necessarily as learners, primarily on a personal level.</li><li>● Students consider the consequences of their actions.</li><li>● Goal setting is regular among the students on a casual basis.</li></ul>
<b>Summary of main areas prioritised for improvement.</b>	<ul style="list-style-type: none"><li>● Increased use of digital technology</li><li>● Increased use of reflection to enhance teaching and learning</li><li>● improvement in students taking responsibility for and monitoring their learning</li></ul>
<b>Actions to support implementation of School Improvement Plan.</b>	<ul style="list-style-type: none"><li>● Dot survey conducted of teaching staff, linked to Junior Cycle key skills</li><li>● Google form questionnaire of three class groups of first year students</li><li>● Wellbeing survey of students</li><li>● Focus groups of 16 students and 6 teachers to ascertain greater detail and attitudes.</li><li>● Student and staff surveys conducted and analysed by Core Group</li><li>● In-school CPD for all teachersStaff meeting held to decide on baseline strategies for teachers to engage with over the three years.</li><li>● Feedback from Core group in relation to the planning, implementation and benefit of such baseline strategies.</li><li>● Begin introduction of digital portfolios with 1st year and TY classes and continue towards a whole-school implementation in time.</li></ul>

**Timeframe of this improvement plan is from September 2017 to May 2021**

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>1. Improve the use of digital technology to help organise students work from 41% to 45% by 2021</p>	<p>All teachers and students to be allocated email addresses in loretimullingar.com domain.</p> <p>Introduce the use of google classroom through CPD of all teachers.</p> <p>Enhance use of google drive for sharing knowledge, resources and expertise between and among students and teachers.</p> <p>Enhance use of google drive through e-portfolios for TY GAA future leader students primarily and expanded to all students by 2021.</p>	<p>P, DPs, IT provider</p> <p>Self-nominated Core Team</p> <p>All teachers All students</p> <p>TY GAA future leader Team.</p> <p>Additional teachers by 2021</p>	<p>Students and teachers are engaged in Google classroom for teaching and learning</p>	<p>A TEACHMEET Google classroom was established for sharing of methodogoes and resources</p> <p>The introduction of Gsites for Digital Portfolios has been delayed due to COVID. It has been implemented by TY thus far and will be introduced to first years in 2021</p>	<p>All teachers have google classroom with shared resources. Students report increased use of digital technology. This was a necessity during lockdowns for online learning.</p> <p>TY group showcasing their work through digital portfolios is working well</p>

<p>2. To have measurable improvement in both students and teacher perception that reflection on learning is integral to classroom practice. This will be measured as per student and teacher attitude and observation</p>	<p>Student reflection on learning to be enhanced by:</p> <ul style="list-style-type: none"> <li>• JC Reflection diagram for each classroom</li> <li>• Teacher methodology kit with suggested classroom techniques to include eg: Check out circles Homework menu Marking/reflection code Self and peer correction techniques Exit polls</li> <li>• Teacher engagement with sharing practice and team teaching opportunities.</li> <li>• Development of STEAM room for co-operative learning opportunities.</li> </ul>	<p>Reflection diagram &amp; Methodology folder provided by SSE Co ordinator &amp; core team All teachers</p> <p>All students</p> <p>DPs, SSE Co-Ordinator, All teachers.</p> <p>P, DPs, Teacher volunteers.</p>	<p>Students and teachers observe and report on improvement in reflection on learning.</p>	<p>Learning Intention and Success criteria shared verbally/written format</p>	<p>Reflection still an area to focus ongoing forward. Some progress made as part of the CBA process. Student and teacher focus groups recognised the value of it to learning.</p>
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<p>3. To note measurable improvement in students taking responsibility for and monitoring their learning</p>	<p>CAT 4 surveys of all incoming first year students.</p> <p>Training of staff and implementation of Schoolwise programme to aid student academic tracking and JC key skills planning tools.</p> <p>Tracking tool in student journal to be completed by students for each subject</p>	<p>SEN team</p> <p>Schoolwise team, coordinated by P&amp;DPs</p> <p>All teachers All students</p>	<p>Teacher feedback to bridge the gap between teacher and student perception of goal setting and academic tracking.</p>	<p>On reflection, we did not run with Schoolwise and are instead using academic tracking on VSware</p>	<p>Survey results in 2020 did not show much progress when compared to data in 2016. This may have been negatively impacted by the loss of classroom tuition during the pandemic. However, student and teacher focus groups in 2021 reported positive improvements in the use of reflection to monitor and evaluate learning.</p>
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	<p>Homework marking tool in student copies in appropriate subjects.</p> <p>Study skills seminars as part of JC wellbeing programme</p>	<p>Some teachers &amp; students</p> <p>Wellbeing team</p>			
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