

SCOIL THOMAIS, LAUREL LODGE, CASTLEKNOCK, DUBLIN

SCHOOL IMPROVEMENT PLAN: Follow on from SCHOOL SELF-EVALUATION REPORT on NUMERACY

Target Areas for Improvement : Problem Solving & Teaching Time (Strand of Measures) & Home-School Links

Baseline Data	<ul style="list-style-type: none"> Standardised test results in Numeracy for 2013 were analysed An online questionnaire was administered to pupils from 3rd – 6th classes to gauge the children’s opinions on numeracy in the school Focus groups facilitated by a teacher/Maths Co-ordinator were set up from Junior Infants to 2nd Class, consisting of 6 per group, to ascertain their attitude to mathematics and their concept of numeracy Whole school staff reflection on teaching and learning of Numeracy in the school was surveyed by a teacher questionnaire Parents in selected classes across the school were questioned as well by an online survey
Summary of main areas requiring improvements	<ul style="list-style-type: none"> Problem –Solving: Strategies to support pupils in the area of problem solving need to be agreed at whole school level Provide opportunities for pupils to explain how they arrived at their answers during Numeracy lessons. We intend to achieve this goal by <i>using the Instructional Framework for Numeracy</i>, from PDST Manuals. Through using this framework as a teaching tool we plan to improve the higher order skills of Communicating and Expressing and Reasoning. From evidence gathered the staff decided to focus on strand Measures (specifically TIME with integration with Maths in the Environment) Professional Development and collaboration for staff on Instructional Framework (PDST) School to update and purchase additional teaching resources for TIME for junior & senior class levels. Provision of additional information for parents in relation to supporting their child/ren in numeracy tasks and in particular assisting parents to be aware of and understanding whole school teaching approaches and methodologies for Problem-Solving.

Improvement Targets	Required Actions	Success Criteria/Measurable Outcomes	Persons Responsible	Time Frame	
TARGET 1 To increase the numbers of questions answered correctly in the Measure Strand of Time from 59% to 64% over 3 years (2015- 2018)	1. Focus on Measures through teaching the Strand Unit TIME	Improvements in pupil standardized test results - Content Area Measures/Time. (Y3)	Numeracy Co-ordinators (DT & EMcM)	Year 1 2015/16	
	2. Introduce a school wide approach to Problem Solving – RUDDECCC READ, UNDERLINE, DRAW, DECIDE, ESTIMATE, CHOOSE, CALCULATE, CHECK targeting the strand unit TIME. This strategy will actively be promoted when teaching this topic. (2015/16)	Pupils readily use the RUDCCC strategy to solve TIME problems. (end Y1 – Y3)	& ISM Numeracy Team to lead the staff in the implementation of actions		
	3. Distribute the problem solving support materials to teachers from the PDST Problem Solving Booklet regarding Time - and teachers to implement as appropriate. (2015/16)	Teachers familiar with and using PDST PS booklets to support teaching (Y 1- Y3)	All teachers to implement at class/SEN level		Year 2 2016/2017
	4. Updating the inventory of teaching resources for TIME and purchase of additional hands on materials for classrooms. (2015/16)	Using a variety of materials pupils have opportunities to measure and record time. Pupils display confidence when using Measures/Time Manipulatives eg. Clocks, watches etc. (Y2-Y3)	BOM to provide budget for maths equipment to support numeracy target actions.		
	5. To develop a core vocabulary for the language of TIME for each class level. (2016/17)	Observation of children’s dialogue while engaged in collaborative and co-operative learning. (Y2-Y3)	Principal & Deputy Principal to support and advise		Year 3 2017/2018
	6. Introduce concept of a pupil learning log (self- recording of strengths, needs and feedback received) once a month. (2016/17)	Measure the attainment of mathematical language taught by using revoicing strategy. (Y3)			
	7. Incorporate TIME Activities in annual MATHS week events. (2015-2018)	Assessing the mathematical concept taught through using the pupils learning log. (Y3)			

Improvement Targets	Required Actions	Success Criteria/Measurable Outcomes	Persons Responsible	Time Frame	
TARGET 2 To improve the number of pupils stating that they are good at Problem Solving from 51% to 75% within the next 3 years (2015- 2018)	1. Develop a bank of the eight types of problems 1. Practical Tasks, 2. Open Ended Investigations, 3. Puzzles, 4. Games, 5. Word Problems, 6. Math's Projects, 7. Maths Trails 8. Contradictory & Surplus Data for appropriate class levels - teachers to devise (October 2015) and implement monthly starting Y1 (January 2016)	Improved standardised test results - June 2018 compared to June 2013 in particular under the skills area of Problem Solving (Y3)	Numeracy Co-ordinators (DT & EMcM) & ISM Numeracy Team to lead the staff in the implementation of actions	Year 1 2005/16	
	2. Introduce staff to the PDST Measures Manual with focus on the teaching of TIME in the relevant sections (via book walk). T1:2015	Teacher Observation and Assessment to determine if pupils to see if pupils demonstrate observable improvements in Problem Solving skills for the strand unit TIME during classroom lessons. (Y1-Y3) (Are children using RUDDECCC rubric?)	All teachers to implement at class/SEN level	BOM to provide budget for and support for numeracy CPD for staff as identified needs arise	Year 2 2016/2017
	3. Upskill teachers on higher order thinking skills (2015- 2017) Using the Instructional Framework from the PDST Measures manual to enable pupils to become competent in the skills of Reasoning, Applying and Problem Solving and Communication and Expressing. (2015-2018)	On-going formative assessment and assessment for learning strategies and teacher designed tests (Y1-Y3)	Principal & Deputy Principal to support and advise	PDST to publish Manual for MEASURES/Time	Year 3 2017/2018
	4. Distribute template for Assessment of Skills to teachers (2017) (6 X Higher Order Thinking and 2 X Lower Order Thinking Skills)	Use of Problem -Solving Rubric and Skills Checklist by teachers to asses pupil learning outcomes (Y2-Y3)			
	5. Incorporate PROBLEM-SOLVING Activities in annual MATHS week events. 2015-2018				
	NOTE: Sequence which we will address above action is dependent on publication of new PDST Measures Manual (due September 2015)				

Improvement Targets	Required Actions	Success Criteria/Measurable Outcomes	Persons Responsible	Time Frame
TARGET 3 To decrease the number of parents who report that they are unaware of strategies used by their children when solving word problems from 26% to 15% at the end of 3 years (2015- 2018)	1. Workshop/Briefings for PARENTS on RUDECCC problem- solving strategy and key number operations (subtraction & regrouping)	Parents will be familiar with the instructional strategies being taught in relation to problem solving with particular emphasis on the teaching of TIME at all class levels. (Y3)	Principal/Deputy Principal to co-ordinate Home-School links information sessions and communication via newsletters & website	Year 1 2005/16
	2. Home-School Links via school newsletter & school website <ul style="list-style-type: none"> Regular Updates on Numeracy School Improvement Targets and Actions to be activated Link for parents on website to mathematical language and problem solving strategies being taught across all class levels – ? possibility of developing short instructional videos for parents (via the school website) 	Increase in the % of parents who report that they are aware of and knowledgeable about the Problem-Solving strategies etc that are being taught at whole school level. (End Y2 – Y3)	Principal/Deputy to advise Parents Association of numeracy targets and actions at regular PA/P & DP meetings	Year 2 2016/2017
	3. Target Junior Infant Parents - Information Night (September) continue to further inform parents on how they can support their children regarding numeracy learning.	Feedback from Parents at annual Parent-Teacher Meetings in November (Y1-Y3)	Summary SSE report and SIP to be assessable to parents on the school website	Year 3 2017/2018
	4. Resurvey Parents in relation to Numeracy at the end of 2017/2018	Feedback from Teachers and Pupils on confidence to complete PS Homework	Junior Infant Teachers to lead Parent Information Night	

Monitor & Review	<input checked="" type="checkbox"/> Termly updates and reviews and feedback at staff meeting/curriculum planning meetings <input checked="" type="checkbox"/> Teachers will identify teaching methodology etc for target areas in teacher plans/cuntas miosúil as appropriate <input checked="" type="checkbox"/> Meetings with Numeracy co_ordinators and ISM Numeracy Team and Principal/Deputy Principal to track progress and actions etc <input checked="" type="checkbox"/> Logging of actions, outcomes of reviews and ongoing implementation - Numeracy co-ordinators (DT & EMcM) <input checked="" type="checkbox"/> Resurvey teachers, pupils and parents - six months prior to end of the term of the plan (June 2018)
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