

## OUR SCHOOL IMPROVEMENT PLAN

<p>Summary of main strengths as identified in last SSE in (specify date):</p>	<p><u>1 Literacy</u></p> <ul style="list-style-type: none"> <li>• We have been working as a whole staff as on improving Literacy since 2013.</li> <li>• Each subject department has integrated literacy strategies into their departmental plan and teaching.</li> <li>• There are a number of staff who have received teacher CPD in the area of literacy.</li> <li>• Students are familiar with literacy programmes and strategies used in our school.</li> <li>• We have succeeded in creating a literacy rich environment.</li> <li>• We have a number of research based programmes being carried out in our school for example: Vocab Enrichment Programme, Comprehension Strategy Instruction, Catch Up Literacy, Rapid Plus.</li> </ul> <p><u>2 Numeracy</u></p> <ul style="list-style-type: none"> <li>• 51% of students like Maths and 72% believe that they will need Maths after they leave school.</li> <li>• Students are engaging in independent &amp; cooperative learning.</li> <li>• There is awareness of numeracy amongst staff and they see themselves as having a role to play in developing numeracy skills.</li> <li>• Teachers are aware that problem solving is part of their subject and use a problem solving strategy – LUV2CU. There is an agreed whole school approach to Fractions / Decimals / Percentages.</li> </ul> <p><u>3 Assessment for Learning – Success Criteria and Learning Outcomes</u></p> <ul style="list-style-type: none"> <li>• All teachers believe that the sharing of success criteria is beneficial to students.</li> <li>• All teachers are developing habits of sharing success criteria with students.</li> <li>• Students are comfortable with attempting question that detail the success criteria in their Summer exams.</li> <li>• 81% of students believe that they understand what ‘success criteria’ means. (May 2016)</li> <li>• 85.2% of students believe that when the success criteria are shared with them, it helps them to focus more and stay on task. (May 2016)</li> </ul>
<p>Summary of main areas requiring improvement as identified in last SSE:</p>	<p><u>1 Literacy</u></p> <ul style="list-style-type: none"> <li>• Equipping all students with a range of comprehension skills.</li> <li>• Creating a positive student attitude to both literacy and reading within the student body.</li> <li>• Improving student confidence and skill in oral and digital presentation</li> </ul> <p><u>2 Numeracy</u></p> <ul style="list-style-type: none"> <li>• Developing common approaches to mathematical operations and language across the curriculum.</li> <li>• Creating a numeracy rich environment.</li> <li>• Ensuring that first year students improve their competence in a range of mathematical concepts and operations identified by the criterion referenced test, such as problem solving, fractions and integers.</li> <li>• Embedding a culture of estimate, calculate and check across the curriculum.</li> <li>• Increasing the up-take of higher level maths both at junior and senior cycle.</li> </ul> <p><u>3 Assessment for Learning – Success Criteria and Learning Outcomes</u></p>

	<ul style="list-style-type: none"> <li>• Increase the number to 100% the students attempting the success criteria question</li> <li>• Increase the number of students that answer the success criteria question successfully to 75%</li> <li>• Introduce success criteria to 1<sup>st</sup> and 2<sup>nd</sup> year exams next year</li> <li>• Maintain 100% of staff using success criteria in class.</li> </ul>
Improvement targets (related to students' achievement)	<p><u>1. Literacy</u></p> <ol style="list-style-type: none"> <li>1) To increase the number of students who claim to enjoy reading from 42.9% to 55%.</li> <li>2) To improve student's oral presentation skills from 55.3% to 65%</li> <li>3) To create a literacy rich environment</li> <li>4) To equip all first year students with a range of comprehension strategies.</li> </ol> <p><u>2. Numeracy: Understanding and using Mathematics</u></p> <ol style="list-style-type: none"> <li>1) To reduce the percentage of students taking Junior Certificate Foundation Level Maths from 36.3% to 30 % by the end of Year 3, 2017.</li> <li>2) To increase the percentage of pupils taking higher level Junior Certificate Maths from 15.66% to 18% by the end of Year 3, 2017.</li> <li>3) To reduce the percentage of students scoring below the 25<sup>th</sup> percentile on a Standardised Maths Test from 63% to 50% by the end of year 3, 2017.</li> <li>4) To maintain the percentage 40% of 1<sup>st</sup> year students who show a positive disposition towards maths at the end of year 1, each year to 2017.</li> </ol> <p><u>3. Assessment for Learning – Success Criteria &amp; Learning Outcomes</u></p> <ol style="list-style-type: none"> <li>1) To have students familiar with the language of success criteria</li> <li>2) To have 100% of teachers using success criteria in class</li> <li>3) To increase the percentage of students attempting success criteria questions in their term exams to 100%. (1<sup>st</sup> and 2<sup>nd</sup> Year in 2016-17)</li> <li>4) Increase the number of students that answer the success criteria question successfully to 75%</li> <li>5) Maintain 100% of staff using success criteria in class.</li> </ol>
Required actions (Related to Teaching and Learning that will help to achieve the targets)	<p><u>1. Literacy (See DEIS Literacy Plan for Detailed Schedule / Action Plan)</u></p> <p><u>2. Numeracy (See DEIS Numeracy Plan for Detailed Schedule / Action Plan)</u></p> <p><u>3. Assessment for Learning – Success Criteria &amp; Learning Outcomes</u></p>
Persons responsible	<p>1. Literacy: T. Brennan &amp; Literacy Core Team</p> <p>2. Numeracy: J. Sweeney / S. Green &amp; Numeracy Core Team</p> <p>3. AfL: C. Daly / K. O'Brian &amp; AfL Core Team</p>
Timeframe for action	September 2016 – May 2017
Success criteria/measurable outcomes	<p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>• An increase in student survey results.</li> <li>• A higher average score in oral literacy skill test.</li> <li>• Class tests and keyword tests.</li> <li>• Completion of the Comprehension Strategy instruction programme.</li> <li>• Completion of the vocabulary enrichment programme and increased scores</li> </ul>

	<p>in the inbuilt assessment.</p> <p><u>Numeracy</u></p> <ul style="list-style-type: none"> <li>• Gains in standardised numeracy test.</li> <li>• Students being awarded JCSP Numeracy statements both in maths and cross-curricular.</li> <li>• Class tests – subject based.</li> <li>• Completion of Paired Maths initiative.</li> <li>• Completion of Numeracy Programmes with select students.</li> <li>• Higher number of students opting to stay in Higher Level/ Ordinary Level Maths in Second Year.</li> <li>• Maths Competency Test to show student’s forward progression.</li> <li>• A decrease in the number of students who think that they only need Maths for Maths class.</li> <li>• An increase in the number of students who think that all of their teachers like Maths.</li> <li>• Improvement in the use of numeracy vocabulary assessed by observation &amp; end of topic/term &amp; year tests.</li> <li>• Results of Evaluation of Strategy / Common Approach Test</li> </ul> <p><u>Assessment for Learning: Success Criteria &amp; Learning Outcomes</u></p> <ul style="list-style-type: none"> <li>• Analysis of Term Tests</li> <li>• Student/Teacher Evaluation Surveys</li> </ul>
Review date(s)	<p>School Planning: September 2016</p> <p>DEIS Review: January 2017</p> <p>SSE Report: June 2017</p>