

School Improvement Plan
St. Brigid's NS, Clonegal. – June 2015
Numeracy.

<p>Baseline data</p>	<ul style="list-style-type: none"> Pupils are performing well above the normal average in maths across the school and all teachers felt it would not be realistic to expect a major improvement in this. <table border="1" data-bbox="584 443 2045 555"> <tr> <td>Drumcondra Maths Test 2015.</td> <td>Above 80th Percentile</td> <td>Between 60th and 80th Percentile.</td> <td>Below 10th Percentile</td> <td>Between 10th and 20th Percentile.</td> </tr> <tr> <td>Clonegal NS</td> <td>56.4%</td> <td>16.7%</td> <td>2.6%</td> <td>3.8%</td> </tr> </table> <ul style="list-style-type: none"> All teachers were concerned that pupils are not as competent in the areas of Problem Solving, Reasoning and Integration of Information as they are in Recalling Facts and Implementing Procedures. Data collected confirmed this belief. The following table indicates the percentage of questions, using the named skills, which were answered incorrectly in the Drumcondra Maths Test June 2014 – whole school. <table border="1" data-bbox="584 703 2045 884"> <tr> <td>Integrating & Connecting</td> <td>Applying & problem Solving.</td> <td>Reasoning</td> <td>Recalling</td> <td>Implementing & Understanding</td> </tr> <tr> <td>31%</td> <td>30%</td> <td>28%</td> <td>22%</td> <td>20%</td> </tr> </table> <ul style="list-style-type: none"> While 83% of parents felt they got good information from the school about their child's progress in maths, 79% of them would like more information on methods used by the school to teach maths. Most recent WSE Report (2007) stated that "further attention to developing problem solving skills across the strands is recommended" 	Drumcondra Maths Test 2015.	Above 80 th Percentile	Between 60 th and 80 th Percentile.	Below 10 th Percentile	Between 10 th and 20 th Percentile.	Clonegal NS	56.4%	16.7%	2.6%	3.8%	Integrating & Connecting	Applying & problem Solving.	Reasoning	Recalling	Implementing & Understanding	31%	30%	28%	22%	20%
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<p>Summary of main areas requiring improvements</p>	<ul style="list-style-type: none"> Explicitly teaching problem solving skills in each class. Explicitly teaching reasoning skills in each class. Explicitly teaching pupils how to integrate and connect information when problem solving. 																				
<p>School Improvement Targets</p>	<ul style="list-style-type: none"> Maintain the current levels of achievement in Standardised Maths Tests across the school. Children will become more competent in using Problem Solving, Reasoning and Integration skills in Maths. This will be measured and the aim is to show a decrease in the percentage of questions answered incorrectly in Integrating & Connecting, Problem Solving and Reasoning in Standardised Tests by 1% in year 1 2% in year 2 and 																				

	3% in year 3			
Improvement Targets	Required Actions	Success Criteria / Measurable Outcomes	Persons Responsible	Timeframe for Actions
<ul style="list-style-type: none"> Maintain the current levels of pupil achievement in Standardised Maths Tests. 	<ul style="list-style-type: none"> Teachers will continue to devote Maths class 1 day per week to Problem Solving. 	<ul style="list-style-type: none"> All teachers will devote 1 day per week to problem solving. 	<ul style="list-style-type: none"> All teaching staff 	<ul style="list-style-type: none"> September 2015
	<ul style="list-style-type: none"> Continue to implement Early Intervention in Maths from Junior Infants to 2nd class during the 2nd instructional term from February to June each year. 	<ul style="list-style-type: none"> Early intervention team – class teacher, LS teacher and RT will provide Early Intervention in Maths from Junior Infants to 2nd class from February to June. Emphasis will be on using concrete materials. 	<ul style="list-style-type: none"> All teaching staff 	<ul style="list-style-type: none"> September 2015
	<ul style="list-style-type: none"> Continue to prioritise the teaching of maths. The LS teacher will provide in-class support, (Team Teaching) especially in multi class situations. 	<ul style="list-style-type: none"> LS teacher will be allocated time for In-class support in Maths. 	<ul style="list-style-type: none"> Principal & LS teacher 	<ul style="list-style-type: none"> September 2015
	<ul style="list-style-type: none"> An information booklet will be issued to parents giving them information on the methods used to teach Maths in the school. 	<ul style="list-style-type: none"> Parents will be encouraged to discuss maths – especially Maths in the environment – with their children 	<ul style="list-style-type: none"> Principal, teachers, secretary & parents 	<ul style="list-style-type: none"> December 2015
	<ul style="list-style-type: none"> At Junior Infant level, Parents will be kept informed on topics being covered in maths via the homework sheet. In the absence of maths books at this level, Parents will receive clarification on how to engage with their children to promote maths. 	<ul style="list-style-type: none"> Parents will be aware of the topics being covered in class. 	<ul style="list-style-type: none"> Junior Infant teacher. 	<ul style="list-style-type: none"> September 2015
<ul style="list-style-type: none"> Children will become more competent in using Problem Solving, 	<ul style="list-style-type: none"> Teachers will continue to teach problem solving skills – using RUDE/RAVECCC.. Teachers will use the PDST booklets for guidance when 	<ul style="list-style-type: none"> Teachers will display the chosen strategy – RUDE/RAVECCC. 	<ul style="list-style-type: none"> All class teachers 	<ul style="list-style-type: none"> September 2015

Reasoning and Integration skills in Maths.	teaching Shape & Space, Area, Fractions, Place Values, Decimals and Percentages.			
Every child from Senior Infants to 6 th class (Mainstream) will independently use/apply a strategy based on RUDE/RAVECCC to solve problems	<ul style="list-style-type: none"> Teachers will test and record on check list at Halloween, February Mid Term and two weeks after Easter holidays – 4-5 problems each time 	<ul style="list-style-type: none"> Children will learn to independently use the strategies taught. Parents will be given information on the strategies in the information booklet. 	<ul style="list-style-type: none"> All classroom teachers. Parents will encourage pupils to use strategies at home. 	<ul style="list-style-type: none"> Year 1 – June 2016 Pupils will use it 50% of the time Year 2 – June 2017. Pupils will use it 75% of the time. Year 3 – June 2018. Pupils will use it 90% of the time
<ul style="list-style-type: none"> From Junior Infants to 6th class, every child will explain orally how to solve a problem 	<ul style="list-style-type: none"> Teachers will test and record on check list at Halloween, February Mid Term and two weeks after Easter holidays. 	<ul style="list-style-type: none"> Teachers will test and record on check list at Halloween, February Mid Term and two weeks after Easter holidays. 	<ul style="list-style-type: none"> All Classroom teachers. Parents will be encouraged to engage in discussion at home 	<ul style="list-style-type: none"> Year 1 – June 2016 Pupils will explain methods 50% of the time Year 2 – June 2017. Pupils will explain methods 75% of the time. Year 3 – June 2018. Pupils will explain methods 90% of the time
<ul style="list-style-type: none"> Every child from Junior Infants to 6th class (Mainstream) will re-tell how a peer explained how to solve a problem 	<ul style="list-style-type: none"> Teachers will test and record on check list at Halloween, February Mid Term and two weeks after Easter holidays 	<ul style="list-style-type: none"> Teachers will test and record on check list at Halloween, February Mid Term and two weeks after Easter holidays 	<ul style="list-style-type: none"> All Classroom teachers. Parents will be encouraged to engage in discussion at home 	<ul style="list-style-type: none"> Year 1 – June 2016 Pupils will re-tell methods used 50% of the time Year 2 – June 2017. Pupils will re-tell methods used 75% of the time. Year 3 – June 2018. Pupils will re-tell methods used 90% of the time

Monitor and Review

- Teachers will review and monitor their own teaching to ensure they are targeting the explicit teaching of problem solving, reasoning and integration skills.
- Progress on targets will be discussed at staff meetings and CP hours. Teachers will share ideas and best practise.
- At the end of each school year the Drumcondra Maths Test will be administered. The results of these tests will be analysed and compared with baseline data to evaluate whole school progress.
- Problem solving, reasoning and integration skills will be discussed with parents at the Parent - Teacher meetings and advice will be given on how best to help the child at home.