

Three-year Numeracy School Improvement Plan and Success Criteria

As directed by the Literacy and Numeracy Strategy described in Circular 0056/2011 and the *School Self-Evaluation Guidelines for Primary Schools*, the teaching staff collaborated to identify targets for improving numeracy. These are based on the conclusions of the School Self-Evaluation Report. Below are the strengths and areas prioritised for improvement. This is followed by a three-year plan to achieve the identified targets.

The following areas are **prioritised for improvement**:

- Children have demonstrated some difficulty with solving word problems on standardised assessments, specifically in the area of measure. As data is limited because we are a young, developing school, it would be important to determine if this trend continues as the school grows and ages.
- Some children do not see a connection between maths and real-life applications.
- A significant number of parents indicate a lack of knowledge regarding the maths programme, particularly the computation methods taught to children.

TARGET	ACTION STEPS and PERSONS RESPONSIBLE <i>Bold</i> – all teachers; <i>Italics</i> – ISM team	MODES OF ASSESSMENT and ATTAINMENT GOALS				
		Mode	Baseline Data	Target for 2019-2020	Target for 2020-2021	Target for 2022-2023
<u>WORD PROBLEMS</u> Improve children's ability to solve a variety of word problems in various contexts and formats, with particular focus on measures, and track progress across the school in this area.	1. Use think-alouds to develop metacognitive strategies to support children in understanding the process of solving a word sum. Use a gradual-release-of-responsibility method to present the six steps of the RAVECCC problem-solving approach.	Drumcondra Maths and Four Termly Assessments	Average percentile scores for problem-solving: 2017 – 54 2018 – 51 2019 – 42	Increase the problem-solving 3-year average percentile by 1 point Determine baseline for classroom assessments	Increase the problem-solving 3-year average percentile by a further 2 points Increase accuracy on termly assessments by 2%	Increase the problem-solving 3-year average percentile by a further 2 points Increase accuracy on termly assessments by a further 3%
	2. Ensure Mad 4 Maths is being used regularly from 2nd class and up. Identify and incorporate additional problem-solving resources.					
	3. Identify key vocabulary, develop explicit lessons to teach these words and create visual and word-based supports for classroom walls.	Drumcondra Maths	Average percentile scores for measures: 2017 – 49 2018 – 48 2019 – 44	Increase the measures 3-year average percentile by 1 point	Increase the measures 3-year average percentile by a further 2 points	Increase the measures 3-year average percentile by a further 2 points
	4. <i>Gather a list of good practices that develop problem-solving skills such as puzzles, activities, games and trails to be added to the school maths plan.</i>					
	5. Create a series of hands-on tasks related to measures. Source appropriate materials and tools and link to the SESE curriculum. In addition, introduce real-life, play-based scenarios in all classes.	Changes to school maths plan and evaluation	N/A	Compile good practice already in place and add them to the plan	Brainstorm new possibilities and acquire new resources	Evaluate and add these ideas to the school plan

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REAL-LIFE CONNECTIONS Encourage children to observe and understand the role maths plays in their life as well as in the lives of adults around them to reinforce the value of maths in everyday situations.	1. Compile and improve maths trails for all classes. 2. Develop a series of large-scale investigations that address something of significance to the children, developing 1 per class level per year, adding to those already in the plan. 3. <i>Create a maths programme that focuses on practical applications of maths. At its centre, arrange parents to visit the classroom to talk about and demonstrate how they use maths in their everyday life.</i> 4. <i>Source and supply a wide variety of hands-on concrete materials to support the maths curriculum.</i>	Pupil Attitude Surveys	Significant lack of awareness of real-life maths	Administer the maths survey and compare results, both quantitatively and qualitatively, to show a gradual improvement in the awareness of maths in everyday situations		
		Resources acquisition	A variety of items are available	Complete a thorough inventory and compile a wish list	Acquire and begin using half of the chosen materials	Complete acquisition of all materials and ensure teachers are aware of usage
		Parents talking about maths	N/A	Brainstorm plans for how to formalise this new form of parental involvement	Identify parents and other community volunteers and organise the day	Evaluate and re-organise the events to make them manageable
		Large-scale investigations in the plan	N/A	Teachers collaborate to develop maths investigations	Investigations are piloted and evaluated	Investigations are modified and added to the school plan
INFORMING PARENTS Develop and implement practical methods that will improve parents' understanding of and participation in the maths programme.	1. <i>Develop a tutorial section (PowerPoint and videos) for parents that explain the basics and maths language. Post these on the school website.</i> 2. <i>Create a list of suitable maths websites for use at home. Initially place this list on the school website and later include it in the homework diary.</i> 3. Encourage parents to make an appointment with teachers if they require additional information regarding the procedures or approaches. 4. <i>Develop a series of maths games to be sent home, modelled after a shared reading approach.</i>	Annual feedback from parents in a survey	20% expressed limited knowledge of the LSP maths programme	Develop support structures and methods for increased communication	A reduction of 2% of parents who express limited knowledge of the programme	A further reduction of 3% of parents who express limited knowledge of the programme
		Maths games packs to take home	N/A	Establish a series of packs for two classes (infants) and pilot	Evaluate and then increase the packs to two more class levels (first and second)	Develop and introduce the packs for two more classes (third and fourth)
		School website maths portal activity	N/A	Plan video and PowerPoint tutorials	Record and post tutorials	Evaluate and track usage

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Date