

SCHOOL SELF IMPROVEMENT  
PLAN FOR LITERACY &  
NUMERACY 2015-2016

## School Improvement Plan for Literacy 2015-2016 Ursuline College Sligo

- All subject departments have analysed Junior Certificate and Leaving Certificate results using the PDST tool and the findings are recorded in the respective subject department plans.

Summary of STen Scores for Reading

STen score	1-3	4	5-6	7	8-10
	Very Low	Low Average	Average	High Average	Very High
School	10%	18%	49%	11%	12%
National	23%	17%	37%	12%	11%

### Summary of main strengths

- STen scores of the 1<sup>st</sup> year students for reading are above the national norms.
- Attainment in the majority of subjects at both JC and LC is above the national norms.
- There is a critical staff engagement in regularly implementing literacy strategies in their subject areas.
- There is a willingness to share good practice. There is evidence of the development of subject specific literacy strategy resources being compiled and shared between teachers.
- Students are becoming autonomous learners, i.e. using word banks and key word strategies independently.
- Students are developing a deeper understanding of the meaning of exam questions and hence are interpreting them more correctly.
- Teachers have developed print rich environments within classrooms.
- General writing skills have developed significantly over the year.
- Students were more willing to engage in class discussion. They were more confident in forming opinions and sharing them with the class.

### Summary of main areas requiring improvement

- Continue to increase expectations and standards in basic writing skills across the curriculum.
- Maintain the subject performance levels in relation to the national norm.
- Development and implementation of group work strategies across all subject areas.
- Teachers to continue and develop the focus on literacy strategies within each subject area.
- Focus on key words for examination in both Junior and Senior Cycle.

Improvement Targets Re: Reading	Required Actions	Persons Responsible	Success Criteria/Measurable Outcomes	Timeframe for Actions
<p>To obtain a more detailed insight into the reading habits of the students to help inform and develop effective literacy strategies.</p> <p>To increase the percentage of students surveyed reading for enjoyment 3-4 times a week.</p>	<p>1. Conduct a series of focus groups with both the Junior and Senior school students to help drill down into students perceptions of reading enjoyment.</p>	<p>SSE Core Team</p>	<p>A new questionnaire with more in-depth questions.</p>	<p>September 2015</p>
	<p>2. Allocate funding for the ongoing purchase of books and other reading material which are popular with the student population.</p>	<p>English Department School Management Library committee SSE Core Team</p>	<p>Discover a greater variety of suitable reading material.</p>	<p>October 2015</p>
	<p>3. Survey the incoming cohort of 1st years and Transition year students in relation to "Reading for Enjoyment".</p>	<p>SSE Core Team</p>	<p>Make available a greater variety of reading material for students in the school library.</p>	<p>September 2015 &amp; March 2016</p>
	<p>4. Timetabled library classes for all 1st, 2nd and 3rd year groups.</p>	<p>School Management English Teachers</p>	<p>Statistical data which will be recorded, collated and analysed twice a year: September 2015 &amp; March 2016</p> <p>Timetabled library classes for Junior students.</p>	<p>September 2015 to May 2015</p>

<p>To increase the percentage of Transition Year students who read 6 or more books.</p> <p>To foster and adopt a whole school approach to reading for enjoyment.</p>	<p>5. Continue to implement the “Book in the Bag Scheme” in Transition year as this had impacted on the overall number of students reading more often and for longer periods of time.</p> <p>6. Move the white board designated to reading for enjoyment to a more public area.</p> <p>7. Display on the white board recommended reading material for Junior and Senior Cycle students.</p>	<p>Transition year English teachers All transition year teachers</p> <p>SSE Core Team School Caretaker</p>	<p>Statistical data which will be recorded, collated and analysed.</p> <p>Evaluate on end of year student questionnaire</p> <p>Evaluate on end of year student questionnaire.</p>	<p>September/October 2014</p> <p>September 2015 to May 2016</p> <p>March 2016</p>
<p><b>Improvement Targets</b> <b>Re: Writing</b></p>	<p><b>Required Actions</b></p>	<p><b>Persons Responsible</b></p>	<p><b>Success Criteria/Measurable Outcomes</b></p>	<p><b>Timeframe for Actions</b></p>
<p>To increase expectations and standards in writing and spelling across the curriculum.</p>	<p>8. Continue with the “Writing Wheel” strategy to help students review their basic writing skills in class and to check their written homework. The focus will be on using these with the Junior Cycle students.</p>	<p>SSE Core Team All 1<sup>st</sup>, 2<sup>nd</sup> and 3rd year teachers Literacy Link Teacher</p> <p>All 1<sup>st</sup>, 2<sup>nd</sup> and 3rd year teachers Literacy Link Teacher</p>	<p>Writing Wheel to be made available on the Teachers Drive on the computer network so that teachers can access it from any classroom.</p> <p>Evaluate the use of the “Writing Wheel” at staff meeting. Teacher observation and staff survey.</p>	<p>September 2015</p> <p>February 2016</p>

<p>To continue to foster a culture of good and best practice in relation to the sharing of literacy strategies.</p> <p>To continue to inform the staff of the most up to date developments in literacy strategies.</p>	<p>9. Use of key examination words to help students identify and comprehend examination questions. These key words will be available in student journals.</p> <p>10. Develop subject specific terminology within subject departments.</p> <p>11. Maintain folder on the Teacher Network to facilitate the sharing of literacy resources among subject departments and staff.</p> <p>12. Continue to update the literacy notice board with recommended literacy strategies for use in all subjects.</p>	<p>All subject department teachers</p> <p>Subject Department teachers</p> <p>Literacy Link Teacher</p> <p>Literacy Link Teacher</p>	<p>Improvement in how students interpret examination questions.</p> <p>Subject specific writing wheels.</p> <p>Literacy strategies in the Literacy Folder on the Teacher Network.</p> <p><i>"Literacy Strategy of the Month"</i> on the Literacy Notice Board in the staffroom</p>	<p>September 2015 to May 2016</p> <p>September 2015</p> <p>September 2015 to May 2016</p> <p>September 2015 to May 2016</p>
<p><b>Monitor and review</b></p>	<p>This will be carried out continuously over the course of the year.</p>			

## School Improvement Plan for Numeracy 2015-2016

### Ursuline College Sligo

- All subject departments have analysed Junior Certificate and Leaving Certificate results using the PDST tool and the findings are recorded in the respective subject department plans.
- Competency Maths test were carried out and the results analysed for all 1st years.

#### Summary of main strengths

- Attainment levels in Maths are above national norms.
- The majority of students display very positive attitudes towards Numeracy.
- First and second years students took part in the IMTA Junior Maths Quiz.
- Students at all levels took part in a variety of activities during Maths Week eg. estimating the number of sweets in a jar, participating in table quizzes, creating mathematically themed posters.
- A designated class has been allocated within the weekly TY Maths Timetable for Problem solving where mathematically based puzzles are a valued resource.
- A Games Room has been established in the school where students can enjoy playing chess, draughts, building jigsaws etc which all help to develop their mathematical skills.
- A group of Fifth Year established a student friendly bank within the school.
- At Junior and Senior level students have been involved in setting up and running mini-companies and have entered many Business Award Competitions.
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#### Summary of main areas requiring improvement

- Improve the percentage of students taking Higher Level Maths at Junior Cert.
- Decrease the percentage of students taking Foundation Level Maths at Junior Cert.
- Improve students' problem solving skills.
- Use trend graphs to allow students to monitor their own progress in all subject areas.
- Improve the Numeracy Rich Environment within the school.

<b>Improvement Targets</b> <b>Re: Numeracy</b>	<b>Required Actions</b>	<b>Persons Responsible</b>	<b>Success Criteria/Measurable Outcomes</b>	<b>Timeframe for Actions</b>
<p>To increase the percentage of students taking the higher level Maths paper at Junior Cert by 1%</p> <p>To encourage students to develop the skills to monitor their own progress through their test results.</p>	<ol style="list-style-type: none"> <li>1. Adopt a common approach to problem solving strategies within the Maths Department.</li>   <li>2. Use trend graphs to allow students to monitor their own progress in all subject areas.</li>   <li>3. Build on the numeracy rich environment in the school environment</li> </ol>	<p>All Maths Teachers</p> <p>All subject teachers All Junior and Senior Cycle students</p> <p>Maths Teachers Numeracy Link Teacher SSE Core Team</p>	<p>First year end of term Maths results.</p> <p>A booklet with a graph for each subject and a space for student reflection at the end of each term.</p> <p>Development of posters and charts for use in the school environment.</p> <p>Activities for staff and students during Maths week.</p>	<p>September 2015 to May 2016</p> <p>September 2015 to May 2016</p> <p>September 2015 to May 2016</p>

<b>Monitor and review</b>	This will be carried out continuously over the course of the year.			
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