

Scoil Mhuire, Horeswood-School Improvement Plan-Literacy

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| <p>Baseline data</p> | <ul style="list-style-type: none"> • Average score in reading comprehension across the school is STEN 7 • Overall average STEN scores across the school is STEN 7 • Average overall performance in Standardised tests across the school in the school year 2017/2018 in Reading Comprehension was a STEN 7 (Per 75) • Average overall performance in Standardised tests across the school in the school year 201/2019 in Reading Comprehension was a STEN 7 (Per 75) | | | |
| <p>Summary of main areas requiring improvements</p> | <ul style="list-style-type: none"> • Further development of Reading Comprehension skills across the school • Expansion of access to age appropriate novels based on the recommendations of the Building Bridges of Understanding programme. • Continued emphasis on reading comprehension strategies, the ability of pupils to identify these strategies and for comprehension stations to be used in literacy hour stations across the school. | | | |
| <p>Improvement Targets</p> <ul style="list-style-type: none"> • Increase average STEN score in Reading Comprehension in the DRT form STEN 7 to STEN 8 | <p>Required Actions</p> <ul style="list-style-type: none"> • Cyclical approach to the teaching of comprehension strategies across the school. • Use of comprehension boxes as a teaching tool • Explicit teaching of comprehension skills in line with the PLC. • Use of Comprehension strategies in Literacy Hours | <p>Success Criteria / Measurable Outcomes</p> <ul style="list-style-type: none"> • Increase in the average score in Comprehension in the DRT form STEN 7 to STEN 8 by 2020 • Increase in the average overall score in the DRT from STEN 7 to STEN 8 by 2020 | <p>Persons Responsible</p> <ul style="list-style-type: none"> • Teaching Staff • Principal | <p>Timeframe for Actions</p> <ul style="list-style-type: none"> • June 2020 |
| <p>Monitor and Review</p> | <ul style="list-style-type: none"> • Continued review by the LSM team • Comprehension Cyclical grid, teachers can tick the strategy once it has been taught • Review of Cuntáisi Mhíosiúla termly. | | | |

Scoil Mhuire Horeswood School Improvement Plan-Attendance

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| Baseline data | | | | |
| <ul style="list-style-type: none"> Total Attendance % at the end of the school year 2018/2019 was 94.9%. There was a total number of 20 students who were absent for more than 20 days in the 2018/2019 school year | | | | |
| Summary of main areas requiring improvements | | | | |
| <ul style="list-style-type: none"> Reduce the number of pupils who are absent for more than 20 days or more by 2 in Year 1, 3 in Year 2 and 5 in Year 3 of this plan Increase the number of children on full attendance by 5 during the duration of this plan Increase the overall average monthly attendance from 94% to 96% by the end of year 3 | | | | |
| Improvement Targets | | Required Actions | | Success Criteria / Measurable Outcomes |
| <ul style="list-style-type: none"> Increase the overall % attendance at the end of this school year by 1% Decrease the number of pupils who are absent for more than 20 days by 3 | | <ul style="list-style-type: none"> Monitor attendance records weekly Encourage good attendance practice within the school at school assemblies. Compare attendance data with previous years to highlight trends in reduced attendance | | <ul style="list-style-type: none"> Decrease in the number of pupils absent for more than 20 days by 3 pupils Increase the average overall attendance across the whole school over the duration of the school year by 1% |
| Monitor and Review | | <ul style="list-style-type: none"> Compare and monitor attendance levels form 2017/2017 with 2020/2021 Analyse records of attendance on Aladdin DEIS Review instruments were used to review strategy regarding attendance in Scoil Mhuire Whole Staff planning/Staff Meeting Agenda | | |
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Scoil Mhuire Horeswood School Improvement Plan-Partnership

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| <p>Baseline data</p> | <ul style="list-style-type: none"> • Current links with the Horeswood GAA Club, local childcare facilities and local soccer club, Campile United • School premises is used for GAA meetings | | | |
| <p>Summary of main areas requiring improvements</p> | <ul style="list-style-type: none"> • Extrend links to other local groups, in particular ICA, St. Vincent de Paul, Fusion Youth Café, Campile Local Development (CLD) | | | |
| <p>Improvement Targets</p> <ul style="list-style-type: none"> • Development links with local organisations outside the existing links with sporting groups | <p>Required Actions</p> <ul style="list-style-type: none"> • Engage with CLD to enhance participation in a community project eg. Village Christmas tree. • Develop links with St. Vincent de Paul, Christmas hampers. • Link possible pupils to Fusion Youth Café in Ramsgrange | <p>Success Criteria / Measurable Outcomes</p> <ul style="list-style-type: none"> • Enhanced community participation to incorporate a community activity at least once per term. • Develop one additional link per school year with a local organisation. | <p>Persons Responsible</p> <ul style="list-style-type: none"> • Principal • ISM team • Teaching staff • Parents Association Board of Management | <p>Timeframe for Actions</p> <ul style="list-style-type: none"> • June 2020 |
| <p>Monitor and Review</p> | <ul style="list-style-type: none"> • Whole Staff planning/Staff Meeting Agenda • Feedback from the Parents Association/Board of Management • Feedback form community groups | | | |

Scoil Mhuire Horeswood School Improvement Plan-Supporting Transition/Retention

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| Baseline data | <ul style="list-style-type: none"> Total transition and school retention rates % at the end of the school year 2018/2019 was 100%. | | | |
| Summary of main areas requiring improvements | <ul style="list-style-type: none"> Maintain the rate of 100% of pupils who transition to post-primary school and also those who are retained in the school system | | | |
| Improvement Targets <ul style="list-style-type: none"> Maintain the overall % of transition and retention this school year. | Required Actions <ul style="list-style-type: none"> Implement directed improvement strategies/student support systems Monitoring of attendance on a monthly basis. | Success Criteria / Measurable Outcomes <ul style="list-style-type: none"> Maintain overall retention and transition levels | Persons Responsible <ul style="list-style-type: none"> Principal ISM team Teaching staff | Timeframe for Actions <ul style="list-style-type: none"> June 2020 |
| Monitor and Review | <ul style="list-style-type: none"> Analyse records of attendance on Aladdin Whole Staff planning/Staff Meeting Agenda | | | |

Scoil Mhuire, Horeswood-School Improvement Plan -Numeracy

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| Baseline data | <ul style="list-style-type: none"> • Average STEN score in mathematics is 7 • Average overall performance in Standardised tests across the school in the school year 2017/18 Percentile 84, STEN 7 • Average overall performance in Standardised tests across the school in the school year 2018/19 Percentile 86 STEN 8 | | | |
| Summary of main areas requiring improvements | <ul style="list-style-type: none"> • Further development of mathematical skills across the school • Expansion of access to Continued emphasis on problem solving and number sense. | | | |
| Improvement Targets | Required Actions | Success Criteria / Measurable Outcomes | Persons Responsible | Timeframe for Actions |
| <ul style="list-style-type: none"> • Increase average STEN score in | <ul style="list-style-type: none"> • SET team to meet with class teachers after testing and follow up with targeted teaching in classes. • Maths Fun Friday to continue. • Maths Week. • Maths Language displays • Daily Tables games (10 minutes) • Ready Set Go Maths programme to be used in Infants • Ballard and Westwood tables tests to be conducted in | <ul style="list-style-type: none"> • Results of SIGMA-T and Ballard and Westwood tests. • Teacher Feedback. • Check target children's progress from previous results/ acquisition of targeted skills/ profiles. | <ul style="list-style-type: none"> • Teaching Staff • Principal | <ul style="list-style-type: none"> • June 2020 |

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| | <p>September 2019 and the end of Term 1, 2 and 3.</p> <ul style="list-style-type: none"> • Tracking of children through SIGMA-T Testing and Ballard and Westwood Tests. • Maths Buddies programme between infants and 6th to be established and run in November and December • Participation in Maths Competitions and Maths Fairs. • Establish standardised methods for maths operations and inform parents via workshops/ website. | | | |
| <p>Monitor and Review</p> | <ul style="list-style-type: none"> • Continued review by the ISM team • Review of Cuntáisi Mhíosaíola termly. | | | |