



GAELSCOIL UÍ DRISCEOIL
GLEANN MAIGHIR
20239A

School Improvement Plan

Evaluation Period:
May 2013 to June 2014

Plan issued: *June 2014*

Summary of School Improvement Plan

1. Introduction

1.1 Focus of Evaluation

As part of our continuous work in the school, we conducted a school self evaluation on the teaching and learning of Maths this year. We evaluated Mathematical Problem solving from Junior Infants up to Sixth class. To obtain further information regarding the method that this evaluation was carried out refer to the school self evaluation report which is attached to this document and is available on the school website.

This school improvement plan outlines the activities that the school will carry out in the area of Mathematics over the next three years. The primary aim of these activities is to improve the childrens learning in the are of Mathematics.

2. Summary of the School Self Evaluation

2.1 School's Strengths

Strengths

- Time
- Money
- Numeracy

We have made these conclusions based on information gathered from children and teachers in teh school and from detailed examination of the Standardised Test scores and results of other tests carried out in the school.

2.2 The following areas have been prioritised for improvement:

Areas for Improvement

- Problem Solving
- Language and Terminology of Maths
- Length

We have decided to focus on these areas because they are the areas that both the children and teachers identified as being challenging or having significant difficulties with these areas. We knew this as teacher surveys, student surveys and parent surveys and Drumcondra results highlighted these areas

2.3 The following **improvement targets** have been identified and the following **actions** have been recognised which will help us to achieve these targets in the coming three years.

Targets

- Problem Solving
- Language of Math

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- 10 minutes of problem solving in the classroom daily.
- A copy book will be given to children and they will be divided in

groups of three in the classroom. The Recorder, the Speaker and the Listener.

- The children will be encouraged and motivated to record the results of the problem solving task in the designated copy book both pictorially and numerically.

- A website from New Zealand nzmaths.co.nz/problem-solving
- Will be utilised in the classroom which is specifically geared at Maths Problem Solving.
- Specific strategies will be taught to children showing them how to draw a problem.
- A record of same will be kept in the copy book and in teachers plans.
- The Language of Maths was discussed at length at a Staff Planning Meeting and a consensus was reached regarding the language of Maths in the various classrooms.

- 2014 – We will be placing emphasis on “length”. A Staff Planning Meeting will be held in September and an action plan will be put in place regarding “Length” from Junior Infants to Sixth Class..

The Maths Curriculum was utilised in the compilation of the plan regarding the language of Maths. All teachers were issued with a copy of the agreed mathematical language.

Parents can assist and contribute to the School Improvement Plan by:

- Checking children’s homework and assisting children when necessary.
- Adhering to the mathematical language used in the copy book, in text books and in the school improvement plan that is available on school website.
- Attending Parent/Teacher meetings at the beginning of school year (September) to understand the curriculum objectives for that particular class level.
- Attending Parent/Teacher meetings in November to discuss the child’s progress.
- Linking Maths with the environment as much as possible eg when baking, playing rounders, inventing stories in order to help develop problem solving skills.

2.4 We will know that we have reached our targets this year regarding the Language of Maths and the Problem Solving Skills because:

- Substantial improvement in the individual childrens Drumcondra Results for the school year 2012 and 2013/14
- Substantial improvement in the overall graph on the Drumcondra Standardised Test Results from 2013 to 2014. These results are on the school website and on display in the school hall.
- Improvement in children’s problem solving skills. This is evident having compared the results in September 2013 with the results of June 2014 on a problem solving test administered to all classes from 1st – 6th.
- Improvement evident on surveys of teachers regarding the development and understanding of children in the area of Mathematical Language and in the children’s approaches to problem solving.
- Teachers certain of the agreed Mathematical Language to be used in the teaching of Maths in their own classrooms. All teachers have been issued with a copy of the agreed Mathematical Language to be used for the Maths curriculum.

- There has been a decrease in the number of children who believe that they have a difficulty with problem solving and in fact there has been an increase in the number of children who believe that Problem Solving is now easier.