



**TAYLOR HIGH SCHOOL**

**IMPROVEMENT PLAN**

**STRATEGIC TARGETS**

**2016-17**

	Improvement Priority	Targets	Success Criteria
1	<b>Implementation of Curriculum For Excellence to raise attainment and achievement</b>	<ul style="list-style-type: none"> <li>• Learners will experience an enhanced range of National Qualifications and vocational courses through NLCs Senior Phase partnership arrangements</li> <li>• Learners attainment in the BGE will be more closely tracked through standardised testing in S2 in response to the Scottish Attainment Challenge and NLC guidelines</li> <li>• Learners in S5 will experience improved tracking support through specific subject targets and a refreshed approach to mentoring</li> <li>• Learners from disadvantaged backgrounds (SIMD 1-3) will be identified through the primary liaison programme and school resources deployed to facilitate equity and support attainment</li> <li>• Continue to develop the school's response to Developing Scotland's Young Workforce(DYW) with the assistance of a DYW champion and further NLC provisions</li> </ul>	<p>Enhanced range of appropriate National Qualifications and Vocational courses accessed by Senior Phase students</p> <ul style="list-style-type: none"> <li>• Assessment data will be shared with all staff to support better tracking of pupil progress in the BGE</li> <li>• Improved tracking of S5 pupil progress facilitating early intervention support</li> <li>• Identified primary 7 pupils will benefit from early intervention approaches to support attainment and achievement</li> <li>• School plans' for implementing Developing Scotland's Young Workforce supported by the work of a DYW champion and further NLC provisions</li> </ul>

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2	<b>Continuing improvement of learning and teaching and assessment</b>	<ul style="list-style-type: none"> <li>• Learners will experience a consistent approach to active learning and teaching across all departments with continued moderation of teacher professional judgement of Curriculum for Excellence Levels</li> <li>• Learners will continue to benefit from exposure to literacies across learning, including literacy, numeracy, health and wellbeing and political literacy</li> <li>• Learners will continue to benefit from access to high quality technology in their learning with the use of iPads, ICT and Interactive Whiteboards</li> <li>• The progress of learners will be monitored, tracked and their progress reported on using SEEMIS to ensure equity and assess the impact of collegiate working, raising attainment and achievement for all</li> <li>• Colleagues will continue to follow whole school, authority and national policy on the use of self-evaluation, monitoring and teacher professional learning</li> </ul>	<ul style="list-style-type: none"> <li>• A consistent approach to active learning in all departments evident from monitoring and evaluation, sharing good practices, continued moderation and verification as well as quality learning and teaching practices</li> <li>• Classroom observation across all curricular areas shows appropriate evidence of learners and teachers engaging in literacies and showing improved understanding of their responsibilities</li> <li>• Classroom observation across all curricular areas will show evidence of learners and teachers using technology effectively to enhance learning</li> <li>• Learner's progress and achievements are appropriately summarised via the school reporting and profiling system ensuring policies such as GIRFEC, the NIF and Leadership and Workforce Development are being implemented effectively</li> <li>• Self- evaluation policy and practice shows evidence of the use of a successful whole school monitoring and evaluating calendar and GTCS Professional Update</li> </ul>

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3	<b>Leadership of change to enhance Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>• Continue to embed staged intervention approaches to support vulnerable learners through the use of the in-house Integrated Support Team (IST) meeting in advance of referral to HART.</li> <li>• Improved support for learners through the use of an updated pupil support referral system detailing the SHANARRI wellbeing indicators</li> <li>• Continue to identify and develop nurturing approaches across the school to support disadvantaged learners.</li> <li>• Learners identified as vulnerable are supported through a targeted programme of bi-lateral integration</li> <li>• Continue to support relevant staff in their role as named person or lead professional.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved outcomes for learners through stage intervention and better targeted supports</li> <li>• Improved outcomes for all learners through better targeted support.</li> <li>• Continue to ensure equity for learners through more targeted approaches to nurturing.</li> <li>• Successful completion of an in-house programme with observation and assessment data demonstrating improvements in pupil performance</li> <li>• Relevant staff will access on-going professional development opportunities as appropriate.</li> </ul>

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4	<b>Leadership of change to promote a positive School Ethos</b>	<ul style="list-style-type: none"> <li>• Learners will experience Gospel Values and the social teaching of the Catholic Church through the religious education programme <i><b>This is Our Faith</b></i></li> <li>• Learners will experience opportunities to further develop their faith commitment through charitable fundraising, almsgiving and service to the school and wider community</li> <li>• Continue to provide a variety of extra-curricular activities which enhance and complement the curriculum in order to further support pupils' development of the four capacities of a Curriculum for Excellence</li> <li>• To continue to develop the existing Celebrating Success Programme in order to recognise academic achievement, consistency in achievement and citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will develop a better understanding of their faith using This Is Our Faith and will have opportunities to celebrate the faith life of the school through regular prayer and attendance at Holy Mass</li> <li>• Evidence of learners' involvement in a wide range of activities including Caritas, charitable fundraising and other related activities</li> <li>• A wide-ranging programme of high quality extra-curricular activities exists, is accessible to all young people and is widely supported by them</li> <li>• A well established and comprehensive programme exists which recognises learners' achievements across the full range of school activities and promotes the development of the four capacities of CfE</li> </ul>