# DEIS Three-Year Plan



**School Name:**     Scoil Uí Mhuirí

**Roll Number:**     71780G

**Period of Plan:**     September 2021 – June 2024

**Date(s) of Ratification by Board of Management:**

**Plan to promote Retention**

| Summary Plan to promote RETENTION |
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# DEIS Planning:

<table>
<tr><td colspan="6"><b>Target(s):</b><br>State in specific terms how RETENTION should improve as a result of measures in the school's DEIS plan <i>(number the targets)</i><br><br>1. To maintain the retention rate for students between 1<sup>st</sup> Year and 2<sup>nd</sup> Year at 100%<br>2. To maintain the retention rate for students between 2<sup>nd</sup> Year and 3<sup>rd</sup> Year at 100%<br>3. To increase the retention rate for students between 3<sup>rd</sup> Year and 4<sup>th</sup> / 5<sup>th</sup> Year from 98% to 99%<br>4. To maintain the retention rate for Transition Year students at 100%<br>5. To increase the retention rate for students between 5<sup>th</sup> Year and 6<sup>th</sup> Year from 97% to 98%<br>6. To increase the retention rate for 6<sup>th</sup> Year students from 98% to 99%</td></tr>
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**Actions:**
State proposed measures (both existing and new) to improve RETENTION. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

| Measure | To address target(s) no.* | Who? | Lead responsibility | When? | Resources? |
|---|---|---|---|---|---|
| At Risk Junior Cycle students to be identified and appropriate interventions made. | 1 - 3 | SEN Coordinator<br>SCP Coordinator<br>JCSP Coordinator<br>Care Team<br>Year Head<br>Subject Teachers<br>Check and Connect Programme<br>HSCL Coordinator | Year Head<br>DEIS Strand Leader | Ongoing observations.<br>Weekly Care Team Meetings.<br>Department/ Programme Meetings | PDST Resources<br>PDST Training<br>In school Learning Support<br>Breakfast Club<br>After school study |
| School Pastoral and Counselling services offered to At Risk Junior Cycle students | 1 - 3 | SCP<br>School Guidance Dept.<br>HSCL Coordinator<br>Class Tutors<br>Year Head | School Guidance Dept. | Ongoing observations.<br>Weekly Care Team Meetings | School Counselling Services.<br>School Tutor Programme<br>SCP |
| Curricular intervention during Junior Cycle (Appropriate Subject Choices, JCSP and L2LP) | 1 - 3 | JCSP Coordinator<br>SEN Coordinator<br>SCP Coordinator<br>Year Head | JCSP Coordinator | All Year | JCSP Materials and initiatives.<br>L2LP Materials and initiatives<br>1<sup>st</sup> Year Taster Courses |

# DEIS Planning:

| | | | | | Homework Club |
|---|---|---|---|---|---|
| At Risk Senior Cycle students to be identified and appropriate interventions made. | 4 - 6 | SEN Coordinator SCP Coordinator Care Team Year Head Subject Teachers Check and Connect Programme HSCL Coordinator | Year Head DEIS Strand Leader | Ongoing observations. Weekly Care Team Meetings. Department/ Programme Meetings | PDST Resources PDST Training In school Learning Support Breakfast Club After school study |
| School Pastoral and Counselling services offered to At Risk Senior Cycle students | 4 - 6 | SCP School Guidance Dept. HSCL Coordinator Class Tutors Year Head | School Guidance Dept. | Ongoing observations. Weekly Care Team Meetings. | School Counselling Services. School Tutor Programme SCP |
| Curricular intervention during Senior Cycle (Appropriate Subject Choices, LCVP, LCA) | 4 - 6 | LCVP Coordinator LCA Coordinator SEN Coordinator SCP Coordinator Year Head | LCA Coordinator | All Year | LCVP Materials and initiatives. LCA Materials and initiatives After school study |
| Classroom Based measures to recognize and support at risk students | 1 - 6 | Subject Teachers Class Tutors Year Head | School Principal | All Year | Measures identified in Subject Plans |
| At risk students from ethnic communities and refugee status students to be identified and appropriate interventions made | 1 - 6 | SEN Coordinator SCP Coordinator Care Team Year Head Subject Teachers Check and Connect Programme HSCL Coordinator | Year Head DEIS Strand Leader HSCL Coordinator | All Year | Ongoing relationships with appropriate outside agencies |

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## DEIS Planning:

| Recognition of Student Achievement | 1 - 6 | Subject Teachers School Awards Coordinator Year Head Recognition Postcards | School Awards Coordinator | All Year | Monthly Awards Annual Awards Night |
|---|---|---|---|---|---|
| Encourage Participation in clubs and extra-curricular activities | 1 - 6 | Extracurricular Activities coordinator. Whole Staff | Extracurricular Activities coordinator. School Staff | Clubs Enrolment Day Lunchtimes and After school | Sports and Clubs Coordinators |

**Monitoring:**

State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years

- Record and monitor retention rates so that areas of concern can be identified.
- Monitoring of class roll books by Year Heads (Monthly/annually)
- Review of the October returns to determine retention rates by Senior Management (Annually)
- Monitor impact of interventions for At Risk students by Subject Teachers, Guidance Dept., HSCLO and Year Yeads (Monthly)
- Liaising with EWO in relation to At Risk students by HSCLO (Ongoing throughout term of plan)
- Analysing information regarding At Risk students at weekly Care Team meetings by Care Team (Ongoing throughout term of plan)
- SCP annual report on retention rates (Annually)
- Annual report to BOM by Senior Management (Annually)
- Monitor participation rates in all extracurricular activities.

**Evaluation:**
State how impact of actions on RETENTION will be evaluated at the end of the three years
State how progress will be measured, using baseline and targets as guide

- Review of Retention data at termination of DEIS Plan term.
- Review and Evaluation of impact of interventions on Retention rates.
- Review of above measures to target possible improvements to future DEIS Retention plans.

***Review 2022/2023:***

# DEIS Planning:

***1. To maintain the retention rate for students between 1st Year and 2nd Year at 100%*** *- No students dropped out during 1st Year.  The retention rate for this cohort remained at 100%*

***2. To maintain the retention rate for students between 2nd Year and 3rd Year at 100%*** *- One student dropped out during 2nd Year.  The retention rate for this cohort dropped to 99%*

***3. To increase the retention rate for students between 3rd Year and 4th / 5th Year from 98% to 99%*** *- Four students dropped out during 3rd Year.  The retention rate for this cohort dropped to 97%.*

Numerous interventions were implemented with all the students concerned.  All four students were on the School Completion Programme, Check and Connect Programme, and Curricular interventions and initiatives were offered and implemented where possible.

Numerous home visits were made by the HSCL officer and dialogue was maintained with students' parents over a substantial period.

While all possible interventions were made to retain these students, it was noticeable that their attendance rates declined significantly after Covid restrictions were lifted.  The disjointed nature of their educational experience was a significant factor in their decision to leave school.

***4. To maintain the retention rate for Transition Year students at 100%*** *- Two students dropped out during Transition Year.  The retention rate for this cohort dropped to 97%.*

One student has joined Youthreach, and another has discontinued education.

Numerous interventions were implemented with all the students concerned.  Both students were on the School Completion Programme, Check and Connect Programme, and Curricular interventions and initiatives were offered and implemented where possible.

Numerous home visits were made by the HSCL officer and dialogue was maintained with students' parents over a substantial period.

While all possible interventions were made to retain these students, it was noticeable that their attendance rates declined significantly after Covid restrictions were lifted.  The disjointed nature of their educational experience was a significant factor in their decision to leave school.

***5. To increase the retention rate for students between 5th Year and 6th Year from 97% to 98%*** *- Four students dropped out during 5th Year.  The retention rate for this cohort dropped to 96%.*

*The four students had been very poor attendees since 1st Year.  One student was mainstream LC and three were LCA students.*

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# DEIS Planning:

*One student has begun a job, one has joined Youthreach while two students have discontinued their education.*

*Numerous interventions were implemented with all the students concerned. All four students were on the School Completion Programme, Check and Connect Programme, and Curricular interventions and initiatives were offered and implemented where possible.*

*Numerous home visits were made by the HSCL officer and dialogue was maintained with students' parents over a substantial period.*

*While all possible interventions were made to retain these students, it was noticeable that their attendance rates declined significantly after Covid restrictions were lifted. The disjointed nature of their educational experience was a significant factor in their decision to leave school.*

**6. To increase the retention rate for 6th Year students from 98% to 99%** - No students dropped out during 6th Year. The retention rate for this cohort increased to 100%.

| 2022/2023 | | | |
|---|---|---|---|
| **YEAR GROUP** | **No. of Students Left** | **% Retention** | **Reasons for Leaving (If known)** |
| 1st Year | 0 | 100% | |
| 2nd Year | 1 | 99% | |
| 3rd Year | 4 | 97% | |
| Transition Year | 2 | 97% | 1 to Youthreach, 1 discontinued education. |
| 5th Year | 4 | 96% | 1 to Youthreach, 1 working, 2 discontinued educations. |
| 6th Year | 0 | 100% | |
| | | | |
| **Total:** | **11** | | |

# Plan to promote Attendance

| Summary Plan to promote ATTENDANCE |
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# DEIS Planning:

**Target(s):**

State in specific terms how ATTENDANCE should improve as a result of measures in the schools DEIS plan *(number the targets)*

1. To decrease the absenteeism rate for the whole school from 9.9% to 9% by the end of year 1, 8.5% by the end of year 2 and 8% by the end of year 3.
2. To decrease the number of students suspended from 27 to 26 by the end of year 1, 25 by the end of year 2 and 24 by the end of year 3.
3. To decrease the number of students missing 20 days or more from 118 to 117 by the end of year 1, 116 by the end of year 2 and 116 by the end of year 3.
4. To decrease the percentage of pupils late to school from 21% to 20% by the end of year 1, 19% by the end of year 2 and 18% by the end of year 3.

**Actions:**

State proposed measures (both existing and new) to improve ATTENDANCE.  *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

| Measure | To address target(s) no.* | Who? | Lead responsibility | When? | Resources? |
|---|---|---|---|---|---|
| Roll call assembly to happen every morning | 1, 3 and 4 | Whole School | Tutor/Subject Teacher | During Assembly | Eportal |
| Students to have written note from parents to explain absence | 1, 3 and 4 | Parent/Guardian | Tutor/Yearhead | During Assembly | Journal |
| Every teacher to use E-Portal for roll call for all classes | 1, 3 and 4 | Whole School | Subject Teacher | At the start of each lesson | Eportal |
| Text alert to parents of students at risk | 2, 3 and 4 | Targeted students | HSCLO and SCP | When the student has reached 10 days absent | Access to eportal and phone |
| Awards for full attendance | 1, 2, 3 and 4 | Whole School | Anna McCready | Monthly | Yearhead to forward list of students with full attendance |

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# DEIS Planning:

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|---|---|---|---|---|---|
| Check and Connect with targeted students | 2, 3 and 4 | Targeted Students | Anna McCready | When a student has been referred to Check and Connect for attendance issues | Teacher, Resource booklet, time |
| HSCL will link with parents | 2 and 3 | Targeted Students | Miriam Howards | When a student has missed more than 10 days | Time |
| Students to learn the importance of attendance during assembly / tutor class | 1, 2, 3 and 4 | Whole School | Tutor/Year head | At the start of every term | Lesson on attendance |
| Personal support from Guidance Department | 2 | Targeted Students | Guidance Department | | |
| Link with School Completion (Targeted students) | 2 and 3 | Targeted Students | Year head and SCP | When students have been referred to SCP | Time |
| Reward improved attendance using postcard initiative (Targeted Students) | 2 and 3 | Targeted Students | All Teachers | | Postcards |
| Students to record their own personal attendance in their journal | 1, 2, 3 and 4 | Whole School | Tutor/Year head | During Assembly | Homework Journal |

**Monitoring:**
State how progress will be monitored and at what intervals (monthly/ termly/annually...)  over the three years
Year heads to monitor attendance daily
Attendance returns at Christmas and end of year
Deputy Principal will have report on the number of suspensions annually
Behaviour Team to monitor full attendance through full monthly attendance awards – can be done termly
Check and Connect coordinator to monitor students referred to check and connect - termly
SCP report on attendance for targeted students

# DEIS Planning:

Evaluation:
State how impact of actions on ATTENDANCE will be evaluated at the end of the three years
State how progress will be measured, using baseline and targets as guide
YEAR ONE
Target 1 - The absenteeism rate increased from 9.9% to 15.82% at the end of year 1 (covid having an impact here)
Target 2 – The number of students suspended decreased from 27 to 17 at the end of year 1 (covid having an impact here)
Target 3- The number of students missing 20 days increased from 118 to 262 at the end of year 1 (covid having an impact here)
Target 4- The number of students late to school decreased from 21% to 20.5% at the end of year 1
YEAR TWO
Target 1 – The absenteeism rate decreased from 15.82% at the end of year 1 to 8.7% at the end of year 2
Target 2 – The number of students suspended increased from 17 at the end of year 1 to 37 at the end of year 2
Target 3 – The number of students missing 20 days decreased from 262 to 150 at the end of year 2
Target 4 – The number of students late to school increased from 20.5% at the end of year 1 to 32% at the end of year 2 (data was missing so this information is from Jan – Jun)
YEAR THREE
State how progress will be measured, using baseline and targets as guide
Analysing Lates figures in the sign in book
Analysing Attendance figures from the official registers
Analysing suspensions, information held by DP
Analysing data recorded in the TUSLA attendance returns regarding students missing over 20 days

It is possible that a measure may address a number of targets

# Plan to improve Literacy Levels

## Summary Plan to improve LITERACY LEVELS

**Target(s):**
State in specific terms how LITERACY LEVELS should improve as a result of measures in the schools DEIS plan *(number the targets)*
1. *To increase the number of 1st year students who enjoy reading by 67% in 2021 to 70% in 2022 and 75% in 2023.*
2. *To reduce the number of students who have read only 1 book or less from 38% in 2021 to 30% in 2022 and 25% in 2023.*
3. *To reduce the number of students awarded Yet to Meet Expectations/Not Reported in their Oral Communication Task from 5% in 2021 to 3% in 2022 and 2% in 2023*
4. *To improve vocabulary skills such as word-knowledge and concept learning by 10% at the end of first year in 2022 and 10% at the end of first year 2023.*
5. *Introduction of a Literacy Week in 2023-2024 academic year.*
6. *New library to open in school with a variety of new books*

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# DEIS Planning:

**Actions:**
State proposed measures (both existing and new) to improve LITERACY LEVELS. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

| Measure | To address target(s) no.* | Who? | Lead responsibility | When? | Resources? |
|---|---|---|---|---|---|
| DEAR initiative for all first years applied at least 3 times per week and during one CSPE class. | 1,2 | 1ST Year teachers | P. Mulroy/ FNí C | Daily | Book boxes in each room |
| Vocabulary Enrichment Programme delivered once a week in 1st year English class. | 4 | 1st year English teachers | P. Mulroy/ F Ní C | Once a week | VEP teacher manual, resources on sharepoint. |
| Mini presentation on topic as part of 1st/2nd year end of year assessments | 3 | Selection of departments | P. Mulroy/ F Ní C | Summer exams | |
| 1st year JCSP students to take part in Make a Book Competition | 1 | JCSP Coordinator & SEN teachers | JCSP Coordinator | Feb/March | |
| | | | | | |

**Monitoring:**
State how progress will be monitored and at what intervals (monthly/ termly/annually...)  over the three years
- VEP will be monitored by pre assessment and post assessment annually. (target 4) It was decided to continue the VEP with current 1st years when they enter 2nd year in 2022.
- Target 1 and 2 will be monitored through student questionnaire annually and teacher observation or feedback at the end of each term.
- Target 3 will be monitored by using data of CBA results at the end of 2023 as well as teacher feedback and observation.

**Evaluation:**
- Target 1- (reading interest will be measured through findings in questionnaire) We did not meet this target as the findings decreased to 68%. This was possibly due to incorrect feedback given by students on the day or misunderstanding of questions asked. It was felt that teacher observation was a better means of measuring this target.
- Target 1 and 2- (Teacher feedback regarding interest in reading) Teachers observed that the 1st years who participated in the DEAR initiative showed great enthusiasm for reading and enjoyed the selection of books chosen for their age group. Every student in their class participated in this initiative making it a success.
- Target 2- The number of students who read only one book or less reduced from 38% in 2021 to 11% in 2023. 18% had read no books at the beginning of the school year, this decreased to 14% by end of the school year 2023. Target was achieved.

- Target 3- (Improvements in oral literacy will be measured using CBA Oral Communication Task baseline data at the end of each year) We were unable to measure the improvement in oral literacy due to some CBA tasks being cancelled because of Covid.
- Target 4- (VEP results will be calculated to show improvement from start of programme to end of programme). The results of the VEP post assessment exam showed on average a 24% improvement across all of first year. Target was achieved.
- Target 5- A Literacy Week has been added to the school calendar of activities and will take place on 22nd-26th April, a Literacy Team has been established in the school.
- Target 6- Our school library has opened and offers a wide range of books for students to choose from. Teachers can bring their class groups here for reading time. This is a work in progress and the library will be developed over the coming years.

\* It is possible that a measure may address a number of targets

| Summary Plan to improve NUMERACY LEVELS | | | | | |
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| **Target(s):** State in specific terms how NUMERACY LEVELS should improve as a result of measures in the schools DEIS plan *(number the targets)* 1. *To measure and improve students' attitudes towards numeracy over the 3 years.* 2. *To increase the percentage of students taking higher level Junior Cycle Maths from 48% to 49% at the end of year 1, to 50% at the end of year 2 and to 51% at the end of year 3.* 3. *To increase the percentage of students taking higher level Leaving Certificate Maths from 35% to 36% at the end of year one, to 37 % at the end of year 2 and to 38% at the end of year 3.* 4. *To increase students' use of mathematical software, specifically students with dyscalculia to support their learning.* | | | | | |
| **Actions:** State proposed measures (both existing and new) to improve NUMERACY LEVELS. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect* | | | | | |
| **Measure** | To address target(s) no. | **Who?** | **Lead responsibility** | **When?** | **Resources?** |
| Survey students and parents | 1 | Maths department | Subject Convenor | year 1 and year 3 | MS Forms |
| Organise a Maths-based trip for junior students. | 1 | Maths department | Maths teachers | Academic years 2022/23, 2023/24 | Appropriate Venue |

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# DEIS Planning:

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| | | | | | Teachers to attend/SNA support if necessary<br>Bus if necessary |
| Increase exposure to numeracy software especially to students with dyscalculia to support their learning. | 1, 2, 3, 4 | Maths Department | Subject Convenor | Academic years 2022/23, 2023/24 | Geogebra, Desmos and Examinations.ie Study Clix at LC |
| Assessment using CAT 4, previous exam data. | 2 | SET & Guidance | SET & YH | February | CAT 4 Level E./DRT |
| A structured introduction of some key maths concepts in Transition Year to prepare students for Leaving Cert, in line with DES percentage of class time allowance for same. | 3 | Maths Department | TY Teachers | Academic years 2022/23, 2023/24 | Planning time for TY maths<br>Printing<br>Cards, Measuring Tape, Games, Trundle Wheels and ICT |
| Acquire access to computer suite/set of laptops for Maths department. | 1,4 | Maths department | Maths teachers | Academic years 2022/23, 2023/24 | Computers, mathematical software |
| Promote the use of Maths software amongst staff | 1,4 | Principal, Deputy & IT Coordinator | Principal | Academic years 2022/23, 2023/24 | Office 365, Staff announcements, in-staff training, CPD. |
| Provide curriculum plans to SET Department | 4 | Subject Convenor, Maths Teacher | SET & Maths Teachers | Academic years 2021/22, 2022/23, 2023/24 | Curriculum plan, relevant websites, office 365, SharePoint |
| Consultation with SET Department on recommended application/ software. | 4 | Maths Department | Maths Teachers | Academic years 2021/22, 2022/23, 2023/24 | Time allocation for meetings and suitable |

## DEIS Planning:

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| Parents Maths Competition | 1 | Maths Department | Michael Gurn and HSCL | Academic Year 2023/24 | Website, Text information to parents and prizes |
| Maths Club | 1 | Maths Department | Maths Convenor | Academic Year 2023/24 | Teacher to run the weekly club, prizes for competitions, room allocated to hold the club and lunch. |
| Maths Consultant | 1 - 4 | Maths Department | Maths Convenor | Academic Year 2023/24 | Maths Convenor |
| Maths Week | 1 | Maths Department | Maths Convenor | Academic years 2021/22, 2022/23, 2023/24 | Core team, Prizes for students, staff and parents, Marketing materials, All teachers, Lessons for whole school, Principal for announcements |
| Studyclix provided for free for all LC students | 3 and 4 | Year Head | Students/Teachers | Academic years 2021/22, 2022/23, 2023/24 | Login for Studyclix |

**Monitoring:**
State how progress will be monitored and at what intervals (monthly/ termly/annually...)  over the three years
- Target 1; monitored through student questionnaires annually and teacher observation or feedback at the end of each term.
- Target 2 & 3; will be reviewed annually as a department.
- Target 4; survey students and evaluate their use of mathematical software annually
- Target 5; SET and Maths department to meet termly to assess progress.

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## DEIS Planning:

**Evaluation:**

- Year 1  2021 - 2022
- Target 1 – Students were surveyed and the results showed that;
- the majority (61%) of students placed some value in numeracy in their learning.
- 53% of student said that they were comfortable with numeracy but 10% said that they were anxious
- 33% of students felt that numeracy was boring
- 74% of students said that when they can't solve a problem, they persevere; 26% said that they give up.
- Target 2 - The number of students taking higher level at Junior Certificate decreased by 7% (48% to 41%)
- Target 3 - The number of students taking higher level at Leaving Cert decreased by 9% (35% to 26%)
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- Year 2; 2022 - 2023
- Target 1 – Data not collected
- Target 2 - The number of students taking higher level at Junior Certificate increased by 8% (48% to 56%)
- Target 3 - The number of students taking higher level at Leaving Cert decreased by 9% (35% to 26%) in line with last year's uptake.
- Target 4 - We identified apps/ software to help students with dyscalculia like Mental Maths Practice and Maths Skill Builders
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- Year 3; 2023 - 2024
- State how impact of actions on NUMERACY LEVELS will be evaluated at the end of the three years
- State how progress will be measured, using baseline and targets as guide
- Results of survey
- Analysing Junior Cycle results years 1 – 3
- Analysing Senior Cycle results over the 3 years.
- Analysing participation at higher level in the junior and leaving certificates exams.

**DEIS Planning:**

# DEIS Planning:

## Plan to improve Examination Attainment

| Summary Plan to improve EXAMINATION ATTAINMENT |
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**Target(s):**
State in specific terms how EXAMINATION ATTAINMENT should improve as a result of measures in the school's DEIS plan *(number the targets)*

1. *To increase the percentage of Leaving Certificate students taking at least one higher level subject from 89% on average to 89.5% in year one, 90% in year two and 90.5% in year three. (Target adjusted to 85% in year two and 86% in year three. See evaluation below.).*
2. *To increase the percentage of Junior Cycle students taking at least one higher level subject from 64% on average to 64.5% in year one, 65% in year two and 65.5% in year three.*
3. *To increase the percentage of Merits or higher grades achieved in Junior Cycle Common Level papers from 79% on average to 79.5% in year one, 80% in year two and 80.5% in year three. (Target adjusted to 52% in year 2 and 53% in year three. See evaluation below.)*

**Actions:**
State proposed measures (both existing and new) to improve EXAMINATION ATTAINMENT. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

| Measure | To address target(s) no.* | Who? | Lead responsibility | When? | Resources? |
|---|---|---|---|---|---|
| 1. Use of formative assessment and assessment for learning practices in class. | 1,2,3 | Whole School | Subject Teacher | All Year | CPD |
| 2. Active teaching and learning methodologies. | 1,2, 3 | Whole School | Subject Teacher | All Year | CPD |
| 3. Team teaching in Maths and English at Junior Cycle | 2,3 | Maths and English Departments | Maths and English Teachers | All Year | Teacher Allocation |
| 4. Study Skills workshop for 6th Years | 1 | 6th Year Head | P.Mulroy | February 2022 | Workshop Facilitator |
| 5. Structured intervention with 6th year students identified as choosing no Higher Level subjects for state exams. | 1 | DEIS Team Guidance | T.Clinton | When the data is available. | SEC Entries Data |
| 6. 6th year students wishing to drop to ordinary level are encouraged to make an appointment with the guidance department before making a decision. | 1 | Whole School | Guidance Department | Post Mocks | Guidance Appointments |

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| 7. Structured intervention with 5th Year students identified as studying no Higher Level Subjects. | 1 | DEIS Team | T.Clinton | Identify in May. Target Students September. | Time Forms Survey |
| 8. Comprehensive College Awareness Week. | 1 | Guidance Department | Guidance Department | November | Time |
| 9. Improve homework routines and support student learning by reintroducing the system of parent/guardian signature each week on the homework journal. | 1,2,3 | Whole School | Tutors | From September 2022 | Journal Stamps |
| 10. Communicate high expectations for examination attainment to parents/guardians of 3rd and 6th students through additional 6 weekly reports. | 1,3 | Whole School | T.Clinton | In line with assessment and reporting timetable. | ePortal |
| 11. Subject departments to analyse certificate results. Through comparisons from year to year, trends can be identified and targets set. | 1,2,3 | Whole School | Subject Convenors | September Department Meeting | State Exams Results Analysis |

**Monitoring:**
State how progress will be monitored and at what intervals (monthly/ termly/annually...)  over the three years
Examination Attainment is monitored for 3rd and 6th years through October exams, Mock Exams and May reports, and through Christmas and Summer exams for all other year groups through assessment and reporting. Reports are reviewed by Year Heads.
Progress on targets will be monitored yearly, through analysis of State Examinations results.

**Evaluation Year 1:**
State how impact of actions on EXAMINATION ATTAINMENT will be evaluated at the end of the three years
State how progress will be measured, using baseline and targets as guide
*Target 1. The percentage of Leaving Certificate Students taking at least one Higher Level subject at the end of the first*
*year was 84%. Predicted and Calculated grades in 2020 and 2021 may have led to inflated numbers of Leaving*
*Certificate students taking Higher Level. We have adjusted the targets to take this into account.*
*Target 2. The percentage of JC students taking at least one Higher Level subject was maintained at 64%.*
*Target 3. Calculated grades in 2020 and 2021 may have led to inflated grades in Junior Cycle common level papers.*
*The percentage of students achieving a merit or higher in common level papers in 2022 was 51%. We have adjusted*
*the target to take this into account.*
**Evaluation Year 2:**
State how impact of actions on EXAMINATION ATTAINMENT will be evaluated at the end of the three years
State how progress will be measured, using baseline and targets as guide

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> *Target 1.* The percentage of Leaving Certificate Students taking at least one Higher Level subject at the end of the
> second year was 91%. Exceeding the original 90% target. We hope to maintain this in year 3.
> *Target 2.* The percentage of JC students taking at least one Higher Level subject increased to 65%
> *Target 3.* The adjusted year 2 target was exceeded. The percentage of students achieving a merit or higher in common
> level papers was 58%. We hope to maintain this in year 3.

It is possible that a measure may address a number of targets

# DEIS Planning:

## lan to improve Educational Progression

| Summary Plan to improve __Transitions__ |
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| **Target(s):  State in specific terms how EDUCATIONAL TRANSITIONS should improve as a result of measures in the school's DEIS plan** |
| 1.  *To increase the number of first year students who feel that they are 'Almost Always connected to their school' by 10% from 42% to 52% between 2021 and 2024.* |
| 2.  *To improve the progression to Further Education from 30% to 33%* |
| 3.  *To improve the progression to Higher Education from 33% to 36%* |

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*4. To improve the number of students taking up Apprenticeships from 10% to 12%*

**Actions:**

State proposed measures (both existing and new) to improve EDUCATIONAL PROGRESSION.    *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

| Measure | To address target(s) no. | Who? | Lead responsibility | When? | Resources? |
|---|---|---|---|---|---|
| Orientation day for incoming first years in May of 6th class | 1 | * SET<br>* SCP | * SCP | May | Teacher Timetable |
| Promotion of Open Night through visits to our Feeder Primary schools | 1 | * HSCLO<br>* SET Coordinator<br>* Past Pupils from the feeder school | * SET Coordinator /HSCLO/Principal | September | Teacher Allocation |
| Assessments in School of 6th Class Students | 1 | * Guidance<br>* SET | * Guidance<br>* SET Coordinator | January | Teacher Timetable |
| Meeting with All 6th Class Teachers<br>Sharing of Teaching Practices in English/Literacy, Maths/Numeracy and Science | 1 | * HSCL<br>* SET<br>* Guidance | * SET Coordinator<br>* HSCLO | March | Teacher Timetable |
| School visits by HSCLO and SET Coordinator | 1 | * SET Coordinator<br>* HSCLO | * SET Coordinator<br>* HSCLO | March | Teacher Timetable |
| Parent Evening and Coffee Morning | 1 | * HSCLO<br>* School Management | * Principal<br>* Management Team | May/August | Teacher Timetable |
| Three-day induction programme with incoming 1st Year students | 1 | * Year Head<br>* Tutor<br>* Class teachers | * SET Coordinator<br>* HSCLO<br>* Year Head | August/September | Teacher Timetable |

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| | | * HSCLO<br>* SET | * Tutor | | |
|---|---|---|---|---|---|
| 5th Year mentors assigned to each First-year class.<br>Regular check ins<br>Mentors as teaching assistants in Wellbeing classes | 1 | * Mentors<br>* Wellbeing/SPHE Teachers<br>* Mentor Coordinator | * Mentor coordinator | Throughout the year | Teacher Timetable |
| Include a transition programme: Belonging Plus/ Friends for Youth and Check and Connect within the Wellbeing Timetable that spans the whole academic year | 1 | * SET<br>* Class Teachers | * SET Coordinator | September to May | Teacher Timetable |
| Visit to 5th Class pupils by Mentor students from our school (Literacy and Numeracy games Activity Morning) | 1 | * SET Coordinator<br>* HSCLO | * Mentor Coordinator<br>* HSCLO | March to May | Teacher Timetable<br>HSCLO Allocation |
| Subject choice booklet developed to allow for incoming first years to be better informed regarding their subject choice options when choosing their subjects in SUM | 1 | * Guidance | * Guidance | August/September | Teacher Timetable |
| Survey of all first-year students to ascertain how they are settling in and to identify those who may be experiencing difficulties and may need guidance support | 1 | * Guidance<br>* SET Coordinator | * Guidance | September to October | Teacher Timetable |
| Guidance related learning for all Junior Cycle students | 1,2,3,4 | * Guidance,<br>* Wellbeing Coordinator<br>* SPHE teachers | * Guidance | September to June | Teacher Timetable |
| Guidance initiatives in Junior Cycle to promote positive mental health and wellbeing presently and going forward in life<br>Resilience Academy- Pieta House<br>Alcohol Educational Programme -Drinkaware<br>LQBTI+ / Anti-bullying/ Beat the Blues<br>Mental Health Awareness week | 1,2,2,4 | * Guidance<br>* Wellbeing Co-Ordinator<br>* SPHE Coordinator<br>* SET Coordinator | * Guidance | September to June | Teacher Timetable |

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| Guidance follows the progression on our 6th year students by Telephone, getting feedback from parents regarding their Son/Daughters transition to their chosen career path | 2,3,4 | GC | GC | September-December | |
| Guidance counselling classes are schedules for senior students with GRL for junior cycle.<br><br>1-1 vocational appointments for all seniors | 2,3,4 | GC | GC | September-June | |
| Subject choice information session with junior cycle students and parents & also a booklet developed to inform parents and students of the options available to them | 2,3,4 | GC | GC | December-February | |
| Study skills programme delivered to all 3rd year students promoting a positive mindset & approach towards exams and gaining strategies to incorporate into their revision plan to help with subject revision | 2,3,4 | GC | GC | November-December | |
| The provision of psychometric testing conducted by the Guidance Counsellor to senior students to assist in career exploration and their further career options | 3,4 | GC | GC | September-October | |
| Parent and student information sessions in regard to the HE, FE and Apprenticeship routes | 2,3 4 | GC | GC | Before PTM September November March | Teacher Timetable |
| In school talks from HE, FE and Apprenticeships | 2,34 | GC | GC | October to February | Teacher Timetable |

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| Open day and career Exhibition visits | 2,3 4 | GC | GC | October-November | Teacher Timetable |
| Careers fairs held locally encouraged and promoted among students | 2,3,4 | GC | GC | October-December | |
| College Awareness week<br>Lunchtime clinics | 1,2,3,4 | GC & Whole school approach | GC | November | |
| Retain our 2 stand-alone Guidance Counsellors in the school | 1,2,3,4 | Management | Management | | |
| Guidance Counsellor provides information and support for individual students applying to the HEAR/DARE/SUSI schemes | 2,3,4 | GC | GC | | |
| Raise awareness of student scholarships and support students who can avail of them | 2,3,4 | GC | GC | Throughout the year | |
| Homework Club encouraged for all students | 1,2,3,4 | Whole School | Whole School | Throughout the year | |
| Schools' social media platforms used to reach the wider community encouraging education as a lifelong learning approach. Providing valuable links career related. | 1,2,3,4 | GC | GC | Throughout the year | |

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| | 2,3,4 | GC | GC | Throughout the year | |
|---|---|---|---|---|---|
| Career information posted to each senior groups Teams account | 2,3,4 | GC | GC | Throughout the year | |
| Promotion of webinars and podcasts to students of senior cycle | 2,3,4 | GC | GC | Throughout the year | |
| Reasonable Accommodations (RACE) to promote educational progression and to assist disadvantaged students in reaching their potential in the state exams | 2,3,4 | GC/SET | SET | September-October | |
| Introduction of New Guidance and Wellbeing newsletter highlighting all Guidance related activities and a point of Information on CAO, HEAR, DARE, SUSI, UCAS | 2,3,4 | GC | GC | 3 Times throughout the year | |

**Monitoring: State how progress will be monitored and at what intervals (monthly/ termly/annually...)  over the three years**

* Transition Booklets for students to support transitions
* Verbal Feedback from students at all stages about their experiences
* Qualitative data gathered on progression from Post Primary school to third level
* One to One meetings or phone calls by Guidance Counsellor to Students progressing on, getting feedback on their transitioning and giving support to them.
* Meetings with parents and students about transitions between Primary and Post Primary school, Junior to Senior school and Post Primary to FE/HE/Apprenticeships HSCL/SET/GC and Senior Management meet with Primary School students and their parents in helping them transition.

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**Evaluation: State how impact of actions on EDUCATIONAL Transition will be evaluated at the end of the three years. State how progress will be measured, using baseline and targets as guide**

Evaluate using surveys at the end of each year

Evaluation

Target 1: The number of 1st Year students who felt 'almost always connected to their school' when surveyed:

Year 1: 39%

Year 2: 38%

Year 3: 38%    Target not achieved.

Factors for this may include: The number of students who completed the survey decreased over the 3-year period.

Measures to consider: The transition programme would feature more student voice prior to starting 1st year.

Target 2 & 3

Students visited universities open days in Maynooth, DCU and DKIT.

Students visited local Colleges of Further Education.

Guest speakers from 3$^{rd}$ level and further education colleges provided information on courses on offer in their institutions.

Taster days at 3$^{rd}$ level institutions.

Target 4

Small group visited to Solas training ctr and had presentations on apprenticeships.

CAO presentation for parents.

Distribution of weekly Classroom Guidance videos to inform students of career events on a weekly basis.

Provision of information on 3$^{rd}$ level in UK and European institutions was and will continue to be given to students.

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It is possible that a measure may address a number of targets

# DEIS Planning:

# lan to promote Partnership with Parents

| Summary Plan to promote PARTNERSHIP WITH PARENTS |
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**Target(s):**

1. To increase the percentage of parents attending parent teacher meetings from 76% to 78% by the end of year 1, 80% by the end of year 2 and 82% by the end of year 3.
2. To increase parent's classes/courses from 2 a year to 3 in year 1 and to maintain that number for years 2 and 3.
3. To raise the number of targeted parents attending a college open day from 0% to 3% in year 1 and to increase this by 1% in years 2 and 3.
4. To increase the number of Parents taking part in Parent's Association meetings from 6 to 10 in year 1 and increase this by at least 1 in each of years 2 and 3.
5. To identify the needs and demands of parents of incoming 1st years during the academic year 2022-2023

**Actions:**

State proposed measures (both existing and new) to improve PARTNERSHIP WITH PARENTS. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

| Measure | To address target(s) no.* | Who? | Lead responsibility | When? | Resources? |
|---|---|---|---|---|---|
| Send invitations to all parents for PTMs and call/visit target parents to ask them to attend<br>Meet parents at PT meetings & keep roll check of attendance | 1 | Year head and HSCL<br>HSCL | HSCL | 1 week prior to PT meetings | Text home and phone calls or visits |
| Survey parents to see what courses they would prefer and organise these in school (where allowed due to covid) | 1,2 | HSCL and Principal | HSCL | Throughout the year | LMETB and community groups |
| Set up a new Parent Voice Committee – invite all parents and call/visit target parents to ask to join. Create a parents' Voice page on school website | 1,3 and 5 | HSCL, Principal, Year heads and IT coordinator | HSCL | April 2022 | |
| Bring parents to one of the college open days to find out about university life. Organise a talk about HEAR and DARE for target parents | 3 | Career Guidance, HSCL and Principal | HSCL | October of each year | Bus, Meetings with the college beforehand |
| Organise an information meeting for parents of incoming 1st years<br>Organise a coffee morning for parents of 1st years | 5<br><br>5 | Principal, SEN and HSCL | HSCL | April 2022<br><br>September 2022 | Information booklet<br>Refreshments |

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| Open night – inform parents of supports available to them | 1,2,3,4,5 | HSCL and SEN | HSCL | October 2022 | |

**Monitoring:**
State how progress will be monitored and at what intervals (monthly/ termly/annually...)  over the three years
An attendance sheet will be signed at each PT meeting to monitor attendance
LMETB will inform HSCL of parental involvement with online courses
HSCL will keep attendance checks on all parental activity as they happen

**Evaluation:**
Year 1
Due to Covid there were no face-to-face parent teacher meetings. We will hope to have 80% of parents attend
meetings in Year 2.
There were 3 Parent classes organised and attended in year 1 – Fitness, Walk and Talk and Christmas Baking
No trip to a college open day was organised due to Covid. However, there is one arranged in Year 2 to DCU, and it is
hoped that 8% of parents will attend.
A survey was sent to all parents to identify their needs and requests – they highlighted the areas they would like help
with. This will be followed up with a coffee morning for all 1st year parents / guardians.

Year 2
The average attendance rates at PT meetings was 80% + for 1st and 2nd years, 77% for 6th years and 70% in 5th year. We will look to improve on this in year 3.
There were 4 Parents' events in Year 2 – 1st year parents' coffee morning, Christmas wreath making, Pilates classes, Walk and Talk
There was a Parent trip to DCU. This was organised through ACCESS in DCU. There was a guided tour and information about HEAR and DARE. Parents were given a token
to get lunch.

It is possible that a measure may address a number of targets

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# DEIS Planning:

## lan to promote Partnership with Others

| Summary Plan to promote PARTNERSHIP WITH OTHERS |
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**Target(s):**
1. **To increase the number of staff visiting primary schools from 1 to 3 in year 1 and to maintain this for years 2 and 3.**
2. **To increase the visits from 5th and 6th class feeder schools from 2 visits to 3 in year 1 and 4 visits in years 2 and 3.**
3. **To maintain the links we currently have with outside agencies.**
4. **To raise the number of parents attending a college open day from 0% to 3% in year 1 and to increase this by 1% in years 2 and 3.**
5. **To raise the number of past pupils we use to promote careers, sport and the school from 0 to 2 in Year 1, 4 in year 2 and 6 in year 3.**

**Actions:**
State proposed measures (both existing and new) to improve PARTNERSHIP WITH OTHERS. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

| Measure | To address target(s) no.* | Who? | Lead responsibility | When? | Resources? |
|---|---|---|---|---|---|
| SEN coordinator, year head and HSCL will visit primary schools of incoming 1st years to get relevant information, talk to students about the school. | 1 | SEN, Year head and HSCL | HSCL | February/March of year before entry | |
| Incoming 1st years will be invited to school open night, entrance exam morning and transition programme in Year 1. We will invite them to TY play in Year 2, we will add a sports module in year 3 | 2 | Principal, SCP, SEN, HSCL, TY Coordinator and PE department | Principal | Oct<br>Feb<br>April<br>May | |
| Maintain links with Dunleer credit union, Bitech engineering and Business in the Community. Teachers will invite speakers in from various organisations and agencies. TY links with outside agencies will continue. Students in TY, LCA 1 & 2 and 5th year LCVP will have links with outside agencies for work experience | 3,5 | TY coordinator, Principal, teachers and HSCL | HSCL | All year | |
| Organise past pupils with businesses in to speak to pupils and parent group.<br>Use these pupils to set up parents' classes (fitness, cooking etc..)<br>Have past pupils involved with TY musical | 5 | HSCL, teachers TY coordinator | HSCL | All Year | |

| Maintain links with New Leaf and see about projects we can work on together in the community | 3 | HSCL | HSCL | Throughout the year | |
|---|---|---|---|---|---|

**Monitoring:**
State how progress will be monitored and at what intervals (monthly/ termly/annually...)  over the three years
HSCL, SCP and SEN will work together on Transitioning programme and keep records of numbers
Programme coordinator will compile a list of useful work exp placements and keep in touch with them
HSCL will keep a record of primary school links

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**Evaluation:**
State how impact of actions on PARTNERSHIP WITH OTHERS will be evaluated at the end of the three years
State how progress will be measured, using baseline and targets as guide
Target 1 – 2 members of staff visited primary schools in Year 1
Target 2 – Primary school pupils attended our Transition Programme and entrance exam.
Target 3 – Links are continuing with outside agencies and increased links with "Business in the Community
Target 4 – There were no college visits for parents in year 1
Target 5 – Past pupils attended for business talks, parents' classes and the TY musical in year 1.

Year 2 –
Target 1 - 3 members of staff visited feeder schools
Target 2 – As above
Target 3 – Links with AWS, Business in the community, Markethouse Dunleer, Tidy towns Dunleer, Various work placements locally
Target 4 – There was 1 college visit to DCU with College Connects
Target 5 – We had a number of past pupils in for talks, parent classes and some who helped in TY musical.

[*]
It is possible that a measure may address a number of targets

# DEIS Plan One-Year Summary

**Templates for a summary overview of
a school DEIS Plan for 1 school year**

**SUMMARY OF DEIS PLAN FOR THE SCHOOL YEAR ___2021_____**

| DEIS Area | Targets | Measures for Implementation in the Current Year |
|---|---|---|
| **1. RETENTION** | | |
| **2. ATTENDANCE** | | |
| **3. LITERACY** | | |

| 4. NUMERACY | | |
|---|---|---|
| | | |

*Template A for 1-Year Summary*

**SUMMARY OF DEIS PLAN FOR THE SCHOOL YEAR 2022**

| DEIS Area | Targets | Measures for Implementation in the Current Year |
|---|---|---|
| **5. EXAMINATION ATTAINMENT** | | |
| **6. EDUCATIONAL PROGRESSION /TRANSITIONS** | *To increase the number of first year students who feel that they are 'Almost Always connected to their school' by 10% from 42% to 52% between 2021 and 2024.*<br>To increase progression to Higher education from 33% to 36%.<br>To increase progression to Further Ed from 30% to 33%<br>To increase progression to apprenticeships from 10% to 12%<br>Thes increase to take place over the period 2021 to 2024 | Visits to universities open days.<br>Visits to local Colleges of Further Education.<br> Guest speakers from 3rd level and further education colleges to provide information on courses on offer in their institutions.<br>Taster days at 3rd level institutions.<br>Small group visits to Solas training ctr and presentations on apprenticeships.<br> CAO presentation for parents.<br>Distribution of weekly Classroom Guidance videos to inform students of carreer events on a weekly basis.<br> Provision of information on 3rd level in UK and European institutions |

| | | |
|---|---|---|
| 7. PARTNERSHIP WITH PARENTS | | |
| 8. PARTNERSHIP WITH OTHERS | | |

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UMMARY OF DEIS PLAN FOR THE SCHOOL YEAR _____2021_____

| DEIS Area | Targets | Measures in the Current Year |
|---|---|---|
| **1. RETENTION** | | |
| **2. ATTENDANCE** | | |
| **3. LITERACY** | | |
| **4. NUMERACY** | | |
| **5. EXAMINATION ATTAINMENT** | | |

| 6. EDUCATIONAL PROGRESSION | To increase progression to Higher education from 33% to 36%.<br>To increase progression to Further Ed from 30% to 33%<br>To increase progression to apprenticeships from 10% to 12%<br>Thes increase to take place over the period 2021 to 2024 | Visits to universities open days.<br>Visits to local Colleges of Further Education.<br>Guest speakers from 3$^{rd}$ level and further education colleges to provide information on courses on offer in their institutions.<br>Taster days at 3$^{rd}$ level institutions.<br>Small group visits to Solas training ctr and presentations on apprenticeships.<br>CAO presentation for parents.T |
| --- | --- | --- |
| 7.      PARTNERSHIP WITH PARENTS | | |
| 8.      PARTNERSHIP WITH OTHERS | | |