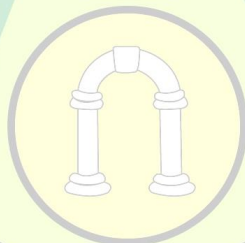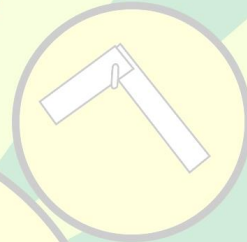**DEIS Three-Year Plan**
Summary Framework
2018-2021

School Name: Scoil Ruáin

Roll Number: 72430H

Period of Plan: September 2018– September 2021

Date(s) of Ratification by Board of Management: 3rd December 2018

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DEIS Planning:
Plan to promote Retention

Target(s):
State in specific terms how RETENTION should improve as a result of measures in the school's DEIS plan *(number the targets)*
1. *In Junior Cycle to maintain and promote retention at 100% throughout the 3 years of the plan.*
2. *To achieve retention rates to Leaving Certificate Examination above the National average. (84.41%)*
3. *To increase Leaving Certificate retention rates by 2% from 93% to 95% throughout this 3 year period.*
4. *To promote progression from Junior to Senior Cycle and achieve and maintain a transition rate of 95%*

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	LAOS Domain	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
Subject Department Planning will promote student wellbeing in the classroom by developing a respectful and cooperative learning environment enabling students to engage, progress and achieve in line with or above expectation	Learner Experiences Learner Outcomes Teachers collective/collaborative practice Teachers' individual practice Leading teaching and learning	*1,23*	*Teaching staff & subject departments*	**Teaching staff.**	*Consistently*	*Teaching allocation time Professional time Classroom resources*
Whole School staff to monitor, communicate and report concerns regarding retention or risk of early school leaving indicators to appropriate year head, HSCL & SCP	Teachers' collective collaborative practice Teachers' Individual Practice	*1,2,3*	*Whole school staff*	*Whole school staff initially (Year head, SCP, HSCL once referred)*	*Consistently*	*Year head, SCP, HSCL time allocation*
Creating & implementing an "Attendance team" consisting of two attendance officers (1 Junior/1 Senior Cycle), HSCL (3 ½ days pw) & SCP (2 days pw) *Attendance monitoring, checking notes, class roll calls, phone calls/text messages from office to parents when students absence or absenteeism trend raises concerns.*	Managing the Organisation Leading school development	*1,2,3* *1, 2, 3*	*Attendance officers/ SCP & HSCL* *Attendance Officers, Year heads, SCP, HSCL, School Management*	*School management* *Attendance Officer*	*Consistently* *Daily for certain interventions, others on a needs basis*	*Attendance officers, SCP & HSCL time allocation Attendance officer time*

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

						allocation
Strong communication and relationship with the EWO on a whole school and individual target student basis *Early intervention EWO, SCP & HSCL attendance meetings/clinics for highly targeted students/families with student & parents present* *Officially referring a child to the Education Welfare Services (EWS) where Early school leaving/refusal/chronic absenteeism occurs*	Leading school development Teachers collective collaborative practice Managing the Organisation	*1,2,3*	*Attendance team, School management* *SCP/HSCL* *School management, HSCL & SCP, Year Head*	SCP & HSCL HSCL & SCP HSCL, SCP, School management	*On Going* *Sept & ongoing needs basis* *Needs basis*	*SCP/HSCL time allocation* *SCP/HSCL time allocation* *Time allocation of all*
Revised & redeveloped 1st year transition programme for incoming 1st years while specifically targeting students with identified needs from Primary school meetings/passports ie: educational needs, attendance concerns etc	Leading school development Managing the organisation Learner Experiences Learner Outcomes	*1, 2, 3*	*School management, SEN, year head, guidance counsellor, ASD co-ord, HSCL, SCP*	*Special Education Needs coordinator ASD co-ord*	*Throughout 1st year*	*SEN, ASD Unit Year head, SCP, HSCL time allocation*
Promoting and utilising best use of school programmes JSCP, LCA, Transition Year, LCVP, Leaving Certificate to meet a variety of needs & strengths across the student body	Leading school development Learner Experiences & Learner Outcomes	*1,2,3*	*Programme coordinator, school management*	*Programme coordinator*	*On going*	*Coordinator time allocation, programme resources*
Homework clubs- daily assisted homework support for all First Year students. Identification of and focus on targeted students. *Daily Supervised Study- with a revised payment plan where needs arise.*	Leading learning and teaching Learner Outcomes	*2, 3*	*Study Coordinator, SCP, Year Head*	*Study Coordinator*	*On going*	*Study Coordinator time, SNA time allocation*

DEIS Planning:
Plan to promote Retention

Extra-Curricular Activities throughout the school from sporting activities, lunch time activities, library, student council and more	Developing leadership capacity	*1,2,3*	*Extra Curricular-co-cirricular coordinator, school staff*	*Extra Curricular-co-cirricular coordinator, school staff*	*On going*	*Extra Curricular-co-cirricular coordinator time allocation and school facilities/resource*
Sporting scholarship programmes – hurling and basketball *Academic scholarship programmes (Camida scholarship for third level. Godolphin bursary for third level, Irish and MFL scholarships* *STEM awards/scholarships for achieved JC results in Maths & Science*	Leading school development Leading school development	*1,2,3*	*SCP*	*SCP*	*Summer breaks*	*SCP time allocation & budget*
Summer camps & holiday engagement for targeted students	Learner Experiences & Outcomes					
Weekly student support team meetings where students at risk of ESL are discussed risks identified, a support plan is created, implemented and monitored for the individual student referred to reengage back into education in cooperation with parents/guardians	Leading school development	*1,2, 3*	*Student Support Team, SCP, HSCL, Guidance, school management*	*Students support team*	*On going*	*Student support team time allocation*
Working closely/in conjunction with the SEN department where student needs are identified and learning support hours are provided to students with SEN needs to enhance their learning, engagement and school experience	Learner Experiences & Learner Outcomes	*1,2,3*	*SEN coordinator, ASD co-ord* *SEN coordinator, ASD co-ordinator, school management*	*SEN coordinator, ASD co-ord* *SEN coordinator, school. ASD co-ord, management*	*On going* *On going*	*SEN coordinator time allocation and resource hours, ASD unit*
Liaising with educational support agencies to promote whole school and individual student support through NBSS, NEPS, NCSE, Tipperary ETB, PDST etc	Managing the Organisation	*1,2,3*				*Time allocation of same*
Joint HSCL & SCP weekly planning meetings regarding targeted students	Teachers' collective/collaborative practice	*1,2, 3*	*HSCL and Student Support*	*HSCL*	*On going*	*Parent programmes*
HSCL interventions with families and links with the community ie: Youth Club, external services, etc *Joint HSCL and SCP home visits if student is at home and disengaged or risk of becoming disengaged from school.*	Leading school development Managing the Organisation Learner Experiences & Outcomes		*HSCL, SCP*		*Needs basis*	
When student disengagement from school is of a high concern a formal meeting will be held with School management, Year Head, SCP, HSCL, Parents and student in order to discuss concerns and therefore create and implement a support plan to promote re-engagement back into the school and educational system			*Year Head, HSCL or SCP,*	*SCP/HSCL*	*Where necessary*	*SCP/HSC*

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DEIS Planning:
Plan to promote Retention

			management			*L time allocation*
To continue to promote Transition Year, with focus on establishing career goals and developing independent learning habits.	Leading school development	*1,2,3*	*School Staff, year head, Career guidance, TY coordinator*	*Guidance counsellor*	*On going*	*Guidance time allocation*
To devise, develop and pilot a transition support programme to assist students in the transition from Junior Cycle and transition year across to 5th year	Leading learning and teaching		*Year Head, Guidance counsellor*	*Year head Guidance counsellor*	*First term interventions*	*Year head, guidance counsellor time allocation*
Career Guidance / Tracking meetings- individual career guidance meeting and class group guidance work	Learner Experiences & Learner Outcomes	*1, 2, 3*	*Career Guidance*	*Career Guidance*	*On Going*	*Career Guidance allocation*
SCP one to one targeted support and intervention on a child centred basis	Learner Experiences & Learner Outcomes	*1,23*	*SCP*	*SCP*	*On Going*	*SCP allocation*
Multi-disciplinary team approach creating links and referring to external support services ie: Social Services, counselling services, local GP, community support services, youth work Ireland	Leading school development Managing the Organisation	*1, 2, 3*	*Management, Student Support Team*	*Management*	*Needs basis*	*Community resources*
Strong link, communication and reporting between LCA coordinator, SCP and HSCL to provide early prevention and intervention work target high risk early school leavers engaging in the LCA programme	Teachers' collective collaborative practice	*1,23*	*LCA coordinator, HSCL, SCP*	*LCA coordinator*	*On going*	*All time allocation and SCP budget*

	Monitoring: State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the *three years* 1. *Term reviews in conjunction with NEWB Returns. (Quarterly)* 2. *DEIS committee to meet twice yearly to review, monitor and provide feedback on measures and evaluate effectiveness* 3. *Individual student and student focus group feedback*
	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* 1. *Comparison of figures over the three year period.* 2. *Quantitative data regarding attendance to be produced.* 3. *At the end of the three years retention statistics will be collated to see if targets have been reached.* 4. *Student and parental feedback*

DEIS Planning
Plan to promote Attendance

	Summary Plan to promote ATTENDANCE						
	Target(s): *State in specific terms how ATTENDANCE should improve as a result of measures in the school's DEIS plan (number the targets)* 1. *Increase overall school attendance by 2% from 90% to 92% throughout the 3 Year DEIS plan.* 2. *To reduce chronic absenteeism rates (equivalent to or greater than over 20 days missed) to 24% throughout the 3 Year Deis period (-3% average)* 3. *To increase Junior Cycle attendance rate to 94% average throughout this 3 Year DEIS cycle (.5% per year)*						
	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	*LAOS Domain*	*To address target(s) no.**	*Who?*	*Lead responsibility*	*When?*	*Resources?*
Subject Department Planning will promote student wellbeing and attendance in the classroom by developing a respectful and cooperative learning environment enabling students to engage, progress and achieve in line with or above expectation	Teachers' Individual Practice Teachers collective collaborative practice Learner Experiences Learner Outcomes Leading teaching and learning	*1,2,3*	*Whole school staff*	*Teaching staff*	*On Going*	*Teaching allocation*
Whole School staff to monitor, communicate and report concerns regarding attendance or indicators of disengagement to appropriate year head, HSCL & SCP	Teachers collective/collaborative practice Managing the Organisation	*1,2,3*	*Whole school staff*	*Whole school staff initially (Year head, SCP, HSCL once referred)*	*On going*	*Teaching allocation, Year head, SCP & HSCL time allocation*
Roll calls for all class-groups for all periods, phone calls/text message from office to parents when students absent *Contact made with parents by phone or letter where absenteeism concerns arises after 10 days absence.* *Students who request to go home due to illness referred to the Year Head for discussion.* *Attendance monitoring and tracking of whole school and target group (who missed over 20 days in previous school year)*	Leading school development Managing the Organisation Developing leadership capacity	*1, 2, 3* *1,2,3* *1,2,3*	*Subject teacher, Attendance officer, Secretary* *Year Head, Attendance officers, SCP, HSCL* *Year Head*	*Class teachers/Attendance secretary* *Management, Attendance officers* *Year Head*	*Daily/each class* *Needs basis* *On going* *On going*	*Computer resources, attendance secretary time* *Time allocation*

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

Action	Theme	1,2,3	Personnel involved	Person responsible	Timeframe	Resources
		1,2,3	Attendance officers, HSCL, SCP	Attendance Officers (HSCL/SCP where high risk)	On going	VSWare, attendance time allocation
Regular communication between Attendance team (HSCL & SCP) and EWO	Managing the Organisation	1, 2, 3	HSCL & SCP	Attendance team	Weekly	Timetable
Involve and consult with student body on attendance issues, targets and initiatives (annual attendance survey/student voice feedback and group work)	Developing leadership capacity / Leading school development	1,2,3	HSCL, attendance officers / Attendance team	HSCL	On going	HSCL time allocation
Survey and consult with Parents on the topic and importance of attendance		1,2,3		Attendance team	On going	Attendance Team times
Monthly attendance team meetings to monitor, track attendance patterns/punctuality and therefore review and plan school attendance	Teachers collective/collaborative practice / Developing leadership capacity	1,2,3	Attendance team	Attendance team	On going	Attendance team times
Devise, develop and implement a whole school attendance strategy	Managing the Organisation	1, 2, 3	Attendance team, school management, whole staff	Attendance team	Planning period, on going	Attendance team time allocation, teaching allocation & JCSP allocation.
Recognition of attendance and improved attendance through student award days, JSCP postcards, certificates, staff to student commentary, points on Vsware, short outings etc.	Leading teaching and learning / Leading school development Learner Experiences	1,2,3	Management, YHs / HSCL & SCP	Attendance team, JCSP coordinator / HSCL & SCP	On going / On going	HSCL & SCP time
EWO/ HSCL & SCP attendance workshops/clinics/formal meetings for early intervention Sept/Jan (involvement of parents in same particularly clinics and meetings)	Managing the Organisation	1,2,3	HSCL, SCP & school management	HSCL, SCP & school management		
Official referral process to the EWS where school interventions failed and absenteeism remains a concern					Needs basis	HSCL, SCP & school management time
Attendance initiatives/promotions for attendance/ punctuality throughout and particularly during problem trend weeks/months i.e. Jan/May	Leading school development	1,2,3	Attendance team All staff	Attendance team All staff	On going	Attendance team time, teacher allocation
General attendance awareness/ print rich promotion posters around the school, all classrooms and social areas all year round to raise awareness and the topic	Developing leadership capacity / Leading learning and teaching Learner Outcomes Learner Experiences	1,2,3	Attendance team, Student Council	Attendance team Student Council	On going	Attendance team time
Working with targeted individuals and/or whole class groups to monitor and track their attendance and set agreed attendance targets for the specific upcoming set time/term in each of their school diary calendar	Leading school development Managing the Organisation	1,2,3	Attendance team	Attendance team	On going	Attendance team
School attendance strategy to be published online and parents directed towards		1,2,3	School management	School management	Once	

same					*Developed*	
HSCL home visits to families to support and promote attendance.	*Leading school development*	*1, 2, 3*	*Target students, HSCL*	*HSCL*	*On going*	*HSCL*
Attendance team to enlist whole staff support around targeted individual students/ targeted class-group attendance for the encouragement and positive mentoring of same	*Developing leadership capacity* *Teachers' collective/collaborative practice*	*1,2,3*	*Attendance team/teaching staff*	*Attendance team/teaching staff*	*On going*	*Attendance team/teaching staff*
JCSP Outings and Rewards.	*Leading school development*	*1,2,3*	*JCSP Coordinator*	*JCSP Co-ordinator, ASD unit*	*On going*	*JCSP ASD unit*
Co and Extra- curricular activities targeted at both Junior and Senior students to be focused on student's interests and hobbies. The aim is to engage them in activities that give them a sense of belonging and pride in the school community.	*Learner Experiences* *Learner Outcomes* *Teachers' collective/collaborative practice*	*1,2,3*	*Whole school staff ASD UNIT*	*Extra-curricular coordinator*	*On going*	*Time allocation*

Monitoring:
State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years
  1. *Attendance team meetings will be held regularly to monitor and discuss students who are frequently absent.*
  2. *DEIS committee to meet twice yearly to review and provide feedback on strategies.*

Evaluation
  1. *Quantitative data will be collated regularly regarding school attendance – attendance team.*
  2. *Student/ parent feedback from meetings, workshops, surveys and any other appropriate interventions*

DEIS Planning:
Plan to improve Literacy Levels

Summary Plan to improve LITERACY LEVELS						
Targets: **1.To improve students' sight vocabulary across the curriculum.** **2. To improve the accuracy of spelling.** **3. To promote reading for literacy among all students by increasing library usage.** **Continue existing initiatives from 2015-2018 Targets, 4-6** **4. To improve students' comprehension of what they read.** **5. To improve the accuracy of students' written work.** **6. To improve the quality of students' oral responses in the classroom**						
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	LAOS Domain	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
Vocabulary Enrichment Programme (VEP) to be delivered to all students in 1st Yr.	Learner Outcomes Learner Experiences Teachers' Individual practice	*1,4,5*	*SEN*	*SEN* *DEIS CO-Ord*	6 wk blocks	NBSS VEP. Staff handout on teaching keywords and vocabulary.
Use SNIP literacy programme with 1st Yr students. **Spelling Bee for 2nd Yr students.**	Learner Outcomes Learner Experiences Teachers' collective/collaborative practice Teachers' Individual Practice	3,4,5	*SEN* *English teachers* *JCSP*	*SEN* *JCSP* *DEIS Co-Ord*	Daily	SNIP literacy prog. Spelling Bee. Table Quiz..
Student led Print rich environment in classroom and corridors	Developing leadership capacity	1-3	*Student Council*	*Student Council*	Ongoing	JCSP resources
Increase use of the library. English teachers take classes in library 1 per month. **Book in bag at all times.** **DEAR – whole school for one week & 1st &2nd Year students for extra week.**	Learner Outcomes Learner Experiences Teachers' collective/collaborative practice Teachers' individual practice	2,3,4,5	*English* *Class teachers* *All staff*	*DEIS Co-Ord* *English Dept.Co-ord*	Ongoing	Library
Teachers will insist on attempted verbal responses to all questions. Non-verbal responses or "I don't know" answers will not be accepted	Learner Outcomes Learner Experiences Teachers' individual practice	6	*All teachers*	*DEIS Co-Ord* *All teachers* *JCSP*	Daily	Rules of capitals and punctuation in every classroom.

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

DEIS Planning:
Plan to improve Literacy Levels

	Leading teaching and learning					Keyword spelling booklet for each student.
Pre-teach the textbook by showing students how to use a list of contents, chapter headings, diagrams, index. **Use PQRS strategy to preview material in textbooks.** **Encourage students to find the relevant sections in textbooks/handouts etc. by using lists of contents, chapter headings, sub-headings, index.**	Learner Outcomes Learner Experiences Teachers' Individual practice Leading teaching and learning	3,4,5,6	*All teachers*	*SEN, DEIS co-ordinator JCSP co-ordinator All teachers*	Ongoing	SEN allocation, JCSP allocation, teaching allocation, classroom posters,
Students will edit written work in all subjects. At the end of each piece of written work, students will check spelling and ensure that every sentence begins with a capital letter and ends with the appropriate punctuation mark.	Learner Outcomes Learner Experiences Teachers' Individual practice Leading teaching and learning	2,5	*All teachers*	*SEN, JCSP, all teachers*	Ongoing	SEN allocation, JCSP allocation, teaching allocation, classroom posters,

	Monitoring: State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years Establish a baseline for every incoming student in reading comprehension, spelling, hand writing speed and error rate in written work. Academic Tracking.. Teacher observation in class and feedback to the Literacy Committee and relevant Year Heads on an on-going basis Quarterly reports on student achievement and participation in all subject areas. Quantitative data from standardised tests carried out at the end of 1st, 2nd. and 3rd Year. Formal meetings of the DEIS Committee will be held twice yearly to feedback on measures and evaluate effectiveness.
	Evaluation: State how impact of actions on LITERACY LEVELS will be evaluated at the end of the three years Scores from the (NGRT)at the end of third year Library statistics of book borrowing DEIS team and Literacy Committee will meet at the end of each year to review how targets were met and evaluate stategies used. In 3rd year students will be retested for reading comprehension, handwriting speed and error rate and compared with the baseline data from entrance assessment. State how progress will be measured, using baseline and targets as guide The NGRT standardised test will be administered to new entrants, 1st and 3 rd Year students. The Edinburgh Reading Test 4 is administered at end of Third Year. Library statistics of book borrowing Survey all teaching staff on use of comprehension techniques – end of 3rd yr. Survey students on library use/reading habits each year.

DEIS Planning:
Plan to improve Numeracy Levels

Summary Plan to improve NUMERACY LEVELS							
Targets: 　1. **To ensure 100% of students can perform basic operations in maths.** 　2. **To improve students' maths vocabulary.** 　3. **To improve students' ability to explain/defend reasoning.**							
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	LAOS Domains	To address target(s) no.*	**Who?**	**Lead responsibility**	**When?**	**Resources?**
Numeracy ninjas, to ensure basic maths skills	Learner Outcomes Learner Experiences Teachers' collective/collaborative practice Teachers' individual practice Leading teaching and learning	*1*	*Maths Department teachers*	*SEN Numeracy committee DEIS Co-ord JCSP*	Daily	Numeracy Ninja booklets
Student led Print rich environment in classroom and corridors	Developing leadership capacity	1-3	*Students' Council*	*Students' Council*	ongoing	JCSP
Visual verbal squares to learn maths vocabulary.	Learner Outcomes Learner Experiences Teachers' collective/collaborative practice Teachers' individual practice Leading teaching and learning	2	*Maths teachers*	*SEN Numeracy committee DEIS Co-ord JCSP*	Ongoing	Visual verbal squares
Students create success criteria with teacher guidance for attempting multi-step problems.	Learner Outcomes Learner Experiences Teachers' collective/collaborative practice Teachers' individual practice Leading teaching and learning	3	*Maths teachers*	*SEN Numeracy committee DEIS Co-ord JCSP*	Ongoing	Handout
Monitoring: State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years 　1. Quantitative and Qualitative Data – through school reports 　2. Feedback from Maths teachers regarding student attainment – on going 　3. Maths teachers are developing a test that will track competency (not course work based) based on MCT. Observation of problem solving approach. 　4. CAT (e) test administered to new entrants to establish ability levels. 　5. Maths Competency test (MCT) administered to new entrants to establish a baseline. 　6. DEIS meetings will review progress towards targets once per term 　7. DOTS curriculum-linked maths test for 2nd yrs.							

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

	Evaluation:
	State how impact of actions on NUMERACY LEVELS will be evaluated at the end of the three years
	    1. Scores in JC examinations and levels at which maths is being taken compared to baseline data from entrance assessments.
	    2. Standardised test scores (MCT) and DOTS
	    3. Scores from school based testing. Observation of change in approach to problem solving.
	    4. Formal meetings held per term by DEIS committee to feedback on measures and evaluate effectiveness
	State how progress will be measured, using baseline and targets as guide
	    1. Scores in the JC examinations and levels at which maths is being taken compared to baseline data from entrance assessments.
	    2. Compare results with aptitudes derived from CAT 4
	    3. Standardised test scores MCT and DOTS
	    4. In-house maths test scores
	    5. DEIS team will meet to review how targets were met and to evaluate strategies used.	

DEIS Planning:
Plan to improve Examination Attainment

		Summary Plan to improve EXAMINATION ATTAINMENT					
	Target(s): *State in specific terms how EXAMINATION ATTAINMENT should improve as a result of measures in the school's DEIS plan* *Targets* 1. *All Junior Cycle students will achieve a minimum award of 'Achieved' in all Junior Cycle subjects over the 3 Year Plan.* 2. *There will be an increase of 5% in students taking Higher Level English, Irish and Maths to Junior Certificate over the 3 Year DEIS plan.* 3. *The number of LCA students achieving a 'Pass' will increase to 100% over the 3 Year Plan.* 4. *The number of students achieving a 'Merit' in LCVP will increase to 100% over the 3 Year Plan.* 5. *The number of Leaving Certificate students achieving a pass (H6/O6) in 6 subjects will increase to 100% over the 3 Year Plan.* 6. *The number of students taking all OL subjects to Leaving Certificate will decrease by 10% over the 3 Year Plan.* 7. *The number of students achieving 500+ CAO points in the Leaving Certificate will increase from 6% to 10% over the 3 Year Plan* 8. *The number of students achieving 400+ CAO points in the Leaving Certificate will increase from 20% to 25% over the 3 Year Plan.*						
	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*						
		LAOS Domains	To address target(s) no.*	**Who?**	**Lead responsibility**	**When?**	**Resources?**
Subject Department Planning will promote student wellbeing and attendance in the classroom by developing a respectful and cooperative learning environment enabling students to engage, progress and achieve in line with or above expectation		Learner Outcomes Learner Experiences Teachers' collective/collaborative practice Teachers' individual practice Leading teaching and learning	*1-8*	*All teaching staff*	*All teaching staff*	Ongoing	Teacher allocation. Whole staff CPD, Professional time Individual staff CPD
Promotion of, and use of, a range of teaching methodologies to improve student outcomes.		Learner Outcomes Learner Experiences Teachers' collective/collaborative practice Teachers' individual practice Leading teaching and learning Developing leadership capacity Leading school development Managing the Organisation	*1-8*	*Management* *All teaching staff*	*Management*	ongoing	Croke Park hours, staff workshops, Instructional Leadership, Mike Hughes Workshops, TL21, JCT in-service, Project Maths etc.
All Junior students placed in mixed ability class groups and decisions on subject levels to be made in 2nd Year and based on data. (CAT4, standardised testing, summative assessment and individual interests).		Learner Outcomes Learner Experiences Teachers' collective/collaborative practice	*1-2*	*Management Guidance Counsellor, SEN, Year Heads,*	*Management , Guidance Counsellor.*	2nd Year & 5th Year	Weekly Year Head meetings

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

Levels at Senior Cycle recommended based on data from JC results, CAT4, DAT and career interests.)	Teachers' individual practice Leading teaching and learning Developing leadership capacity Leading school development Managing the Organisation		*teachers*			
Effective study skills and time management skills to be taught to students from First Year	Learner Outcomes Learner Experiences Teachers' collective/collaborative practice Teachers' individual practice Leading teaching and learning Leading school development	*1-8*	*All teaching staff*	*Management*	Ongoing	Teaching allocation Study Skills manual
Learning Supports (for exceptionally able students, non-attaining students and students with learning difficulties)	Learner Outcomes Learner Experiences Teachers' collective/collaborative practice Teachers' individual practice Leading teaching and learning	*1 – 8*	*ASD Unit, SEN co-ord, Guidance Counsellor, Year Heads, Tutors, Teachers*	*SEN, ASD Unit & Guidance Counsellor*	On going	Coordination and planning time, teaching allocation, SEN allocation & appropriate materials. ASD Unit
Measures to improve attendance, as described in the Plan to Improve Attendance	Learner Outcomes Learner Experiences Teachers' collective/collaborative practice Teachers' individual practice Leading teaching and learning Developing leadership capacity Leading school development Managing the Organisation	*1 – 8*	*Management HSCL, SCP, Attendance team, Year Head, Class Tutors, Programme Coordinator, JSCP, TY, LCA Coordinators, teachers*	*HSCL,SCP, Attendance team Management*	As described on page 4-5	As described on page 4-5
Analysis of house examinations, standardised tests, ability and aptitude tests and JC results to track student progress, identify potential, set targets and identify with students the ways in which they could improve academic progress.	Teachers' collective/collaborative practice Teachers' individual practice Leading teaching and learning Developing leadership capacity Leading school development	*1 – 8*	*Guidance Counsellor, Year Heads, Tutors, subject teachers*	*Principal, Deputy Principal*	September & ongoing	Time for collation of data and its evaluation and presentation to staff
Analysis of LC, LCVP and LCA examination results and comparison with national norms and other DEIS schools nationally.	Teachers' collective/collaborative practice Leading teaching and learning Developing leadership capacity Leading school development	*3-8*	*Principal, Deputy Principal, Year Heads, Guidance Counsellor*	*Principal, Deputy Principal*	September	Athena Analytics
To work with outside agencies that will expand the learning opportunities of our students. E.g. NBSS, NEPS, PDST, JCT	Teachers' collective/collaborative practice Leading teaching and learning Leading school development	*1 – 8*	*HSCL, Guidance Counsellor, Year Heads, SEN*	*HSCL, Guidance Counsellor*	On going	Meeting and planning time

DEIS Planning:
Plan to improve Examination Attainment

Awards system in recognition of Academic achievement **Student voice in formation of Option blocks in Junior & Senior Cycle**	Learner Outcomes Leading school development Managing the Organisation Leading teaching and learning	1 – 8	*Guidance Counsellor, Year Heads, Class Tutors, teachers*	*Management & Year Heads*	Annually	Coordination time
JSCP Initiatives to support students in Junior Cycle	Learner Outcomes Learner Experiences Teachers' collective/collaborative practice Teachers' individual practice Leading teaching and learning Developing leadership capacity	1,2	*JSCP Coordinator, teachers*	*JCSP Coordinator*	On going	JCSP allocation, additional materials
Engagement with parents and students in relation to academic progress throughout the year as follows: **Progress reports made available to parents twice a year.** **PTM held for each year group once a year.** **Individual meeting with parents as required.** **Students moving between levels at Junior Cert and Leaving Cert will be monitored by subject teachers and sanctioned only by Year Head in consultation with parents. A change of level form has to be completed before any change can take place.**	Leading school development Teachers' individual practice Learner Experiences Developing leadership capacity	1 – 8	*ManagementYear Heads, Guidance Counsellor, Tutors, Teachers*	*Year Heads*	On going	Year Head weekly meetings, Guidance allocation, Tutor time, Teaching allocation
Subject Department and Programme Department meetings	Teachers' collective/collaborative practice Learner Outcomes Learner Experiences Leading learning and teaching Developing leadership capacity	1-8	*All teaching staff*	*Subject Dept co-ordinator*	Ongoing	Professional time
	Monitoring: State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years					
	Evaluation: 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

DEIS Planning:
Plan to improve Educational Progression

	Summary Plan to improve EDUCATIONAL PROGRESSION						
	Target(s): 1. *To increase the percentage of students progressing to 3rd level institutions by 5% to 77% over the three-year span* 2. *To monitor students' progress from 1st Yr and evaluate in line with CAT4/DAT scores and academic progress.* 3. *To ensure that First Year students are prepared for selection of Option Subjects for Junior Certificate* 4. *To encourage parents to be involved in decision making for subject choices.* 5. *To ensure that students opt for the most suitable programme/subject options in Senior Cycle.*						
	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	LAOS Domains	To address target(s) no.*	**Who?**	**Lead responsibility**	**When?**	**Resources?**
Guidance Counsellor will link with Colleges and 3rd level institutions – Access Programme	Teachers' individual practice Developing leadership capacity Leading school development	1	*Guidance Counsellor,*	*Guidance Counsellor*	On going	Guidance Hours
New entrants will do CAT4 to identify literacy/numeracy problems. **TY students will complete DAT**	Teachers' individual practice Leading teaching and learning Leading school development Learner Outcomes	2	*SEN, Guidance Counsellor .*	*SEN, Guidance Counsellor*	May, October	CAT4 DAT
Meetings with Year Head, Guidance Counsellor, Principal and Deputy Principal to discuss students' progress and identify areas of concern for remedial action.	Teachers' collective/collaborative practice Leading teaching and learning Developing leadership capacity Learner Outcomes	2	*Principal, Deputy Principal, Year Head, Guidance Counsellor*	*Management*	Weekly	Allocation
First Year students and parents will be advised of student aptitude and ability in subject areas in preparation for selecting option subjects for Junior Certificate.	Teachers' collective/collaborative practice Teachers' individual practice Developing leadership capacity Leading school development Leading teaching and learning Learner Outcomes	3	*Subject teachers, Year Head, Guidance Counsellor, Wellbeing teacher, management*	*Year Head Guidance Counsellor Management*	During taster cycle	Year head and Guidance Counselling allocations

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

DEIS Planning:
Plan to improve Educational Progression

Parents made aware of students' ability and encouraged to work with school as partners to achieve potential.	Teachers' collective/collaborative practice Leading school development Developing leadership capacity Managing the Organisation	4	*HSCL, Guidance Counsellor, management, teachers*	*Guidance Counsellor, Management, HSCL*	Throughout the year	Voluntary. Parents' information evenings. Parent Teacher Meetings. Individual meetings with students/parents
Career Exhibitions and visits from 3rd level institutions	Teachers' collective/collaborative practice Leading school development Developing leadership capacity	1	*Guidance Councellor, Deputy Principal*	*Guidance Councellor*	Ongoing each year	Career exhibitions. College visits.
Promote relevant work experience in TY, LCA and LCVP to assist students to make informed choices and set realistic yet challenging goals.	Teachers' collective/collaborative practice Leading learning and teaching Leading school development Developing leadership capacity	1	*Guidance Counsellor, TY co-ord. LCA co-ord. LCVP co-ord* *Principal, Deputy Principal, HSCL*	*Programme co-ordinators* *Guidance counsellor*	Prior to February	Information evenings, meetings with parents and students.
Track students after completion of LC/LCA each Sept.	Leading school development	1	*Guidance counsellor*	*Guidance counsellor*	September	Guidance Counselling allocation
Meeting with parents and students to inform/discuss senior cycle programmes available, the subject options available and implications of choices made.	Teachers' collective/collaborative practice Leading learning & teaching Leading school development Developing leadership capacity Managing the Organisation	1,4,5	*Principal, Deputy Principal, Guidance Counsellor, Programme co-ordinators*	*Principal, Deputy Principal*	March	Voluntary - Parent Information Evening & individual meetings with parents
	Monitoring: State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years 1. The number of students getting places in 3rd level each year will be recorded 2. Scores in Junior Certificate, Leaving Certificate, Leaving Certificate Applied will be compared to baseline data and compared to the results students obtained in their transition tests before starting in the school so that accurate comparisons can be made. (Annually) 3. DEIS team will meet to review how targets were met aned to evaluate strategies used. (Twice Yearly) 4. Academic Tracking will help monitor students' progress throughout their 2nd level education.					
	Evaluation: State how impact of actions on EDUCATIONAL PROGRESSION will be evaluated at the end of the three years 1. The number of students offered places in 3rd level University courses 2. The number of students progressing to Colleges of Further Education					

3. The number of students getting apprenticeships
4. The number of students getting suitable employment
5. The number of students still doing their chosen course at the end of their 1st academic year in 3rd level
6. Formal meetings to be held for DEIS committee to feedback on measures and evaluate effectiveness
7. A standardised agenda incorporating the DEIS targets will be issued for all subject, year group and programme department meetings to monitor and evaluate the measures implemented.

State how progress will be measured, using baseline and targets as guide
1. The number of students offered places on 3rd level courses
2. The number of students offered places in Colleges of Further Education
3. The number of students getting apprenticeships
4. The number of students getting suitable employment
5. The number of students not progressing to any of the above

DEIS Planning:
Plan to promote Partnership with Parents

Summary Plan to promote PARTNERSHIP WITH PARENTS						
Target(s): 1. Parents will receive comprehensive reports on their child's academic progress during each academic year. 2. The attendance of parents at parent teacher meetings will increase from 94% to 100% 3. Parents to be invited to various school events such as Award Ceremonies, 6th Year Graduation, First Year Celebration Evening, JSCP & TY Celebrations, recital. 4. Monthly Parents Association Meetings which are open to all parents. 5. Parental involvement in student choices, i.e subject/programmes/levels to be encouraged. 6. Increase uptake on parents' courses by 25%						
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	LAOS Domains	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
Role of HSCL	Leading school development Developing leadership capacity	*1,2,3,4,5,6*	*HSCL,*	*HSCL*	On going	HSCL, Admin hours
Parent Teacher Meetings – accommodations made for parents unable to attend specific dates	Developing leadership capacity Managing the Organisation	2	*Year Heads, DP, Principal*	*Year Heads*	Annually	Coordination Time
Monthly PA meetings where parents are aware of school business and are available to support school development.	Leading school development Developing leadership capacity	4	*Parents, HSCL*	*Chairperson of PA*	Monthly	HSCL
Parents invited to school events/celebrations, e.g. Award Ceremonies, 6th Year Graduation, JCSP, TY Celebrations, Musical Evenings, First Year Celebration	Leading school development	3	*JCSP, TY Coordinator, Class Teacher, Year Heads, teachers Deputy & Principal.*	*Coordinators, Year Heads, teachers Deputy Principal, Principal*	Various Times annually	Coordination & Admin Time
Information evenings for parents to involve them in students' choices (First year, Third Year)	Leading school development Learner Outcomes	5	*Co-ordinators. Guidance Counsellor. DP, Principal*	*Principal / DP*	Varies throughout the year	Presentation to parents
Survey parents on matters of interest to them and on courses that	Leading school	6	*HSCLC*	*HSCLC, Management*	Throughout	Admin time

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

DEIS Planning:
Plan to promote Partnership with Parents

may be of interest to them.		development Developing leadership capacity		*Management*			the year	

	Monitoring: State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years 1. Records kept of all meetings involving parents 2. Record of attendance at awards and celebrations kept 3. Record of actions taken to ensure attendance targets are met 4. Formal DEIS committee meetings twice yearly to feedback on measures and evaluate effectiveness 5. A standardised agenda incorporating the DEIS targets will be issued for all subject, Year Group and Programme Dept meetings to monitor and evaluate the measures implemented
	Evaluation: State how impact of actions on PARTNERSHIP WITH PARENTS will be evaluated at the end of the three years 1. Data kept on attendance at ceremonies and other events will be produced 2. Data from JSCP and DEIS teams regarding changes in parental involvement in the school over 3 years will be collated 3. We will record of the actions taken to ensure that parents attend 100% of parents attending parent teacher meetings State how progress will be measured, using baseline and targets as guide 1. We will record parental attendance at events and celebrations and other events kept and the data collated at end of the three years 2. We will record the actions taken to ensure that 100% of parents attending parent teacher meetings, Induction evenings and other events

DEIS Planning:
Plan to promote Partnership with Others

|	Summary Plan to promote PARTNERSHIP WITH OTHERS						
	Target(s): 1. Consolidate all existing partnerships with community groups 2. Promote meaningful work placements for Senior students in TY, LCA, LCVP programmes 3. Establishing good community links in relation to Work experience mentoring 4. Maintain and Increase links with 3rd level institutions						
	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	LAOS Domains	To address target(s) no.*	**Who?**	**Lead responsibility**	**When?**	**Resources ?**	
Ensure Senior Students in LCA, TY and LCVP programmes receive meaningful work experience linked to their skill sets and interests.	Learner Experiences Learner Outcomes Teachers collective/collaborative practice Leading teaching and learning Developing leadership capacity	*2,3*	*P & DP Work experience co-ordinator (Guidance Counsellor) LCVP, TY& LCA Coordinator*	*Work Experience co-ordinator* *Principal*	During work experience	Voluntary Established contacts	
Consolidate good relationships with community groups, e.g. CFSN, HSE, Gardai, Youth Services, Primary schools, Third Level institutions, GAA and Sports clubs, School Business Partnership (Godolphin) and Christmas Market	Leading school development Developing leadership capacity Managing the Organisation	*1*	*HSCLC. Principal. DP. Guidance Coun. Prog. Co-ord*	*Principal*	Ongoing	HSCL, Guidance Counsellor allocation, management	
Business teachers engage in Business Enterprise with Business students & TY Students to develop life skills in the workplace.	Learner Experiences Learner Outcomes Teachers' collective/collaborative practice Developing leadership capacity	*1,2,3*	*Management, TY Coordinator, Business Teachers*	*TY Coordinator Business teachers*	Block during each academic year	Hours, Voluntary	
	Monitoring: <u>State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years</u> 1. Senior Year Heads and Guidance Counsellor will maintain record of student career interests and will liaise with relevant personnel to establish links during the year. 2. Record of meetings involving outside agencies kept – ongoing 3. Formal meetings will be held every term for DEIS Committee to feedback on measures and evaluate effectiveness. 4. A standardised agenda incorporating the DEIS targets will be issued for all Subject, Year Group and Programme Department meetings to monitor and evaluate the measures implemented. These meetings should occur in conjunction with the school reports.						

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

DEIS Planning:
Plan to promote Partnership with Others

	Evaluation:
	State how impact of actions on PARTNERSHIP WITH OTHERS will be evaluated at the end of the three years
	    1. At the end of the three years an evaluation will be carried out reviewing the links made between the students and relevant personnel. Students and personnel will be asked to evaluate the link.
	
	State how progress will be measured, using baseline and targets as guide
	    1. Records will be kept to show the links made between students and personnel and to see how this has increased/ decreased over the three years
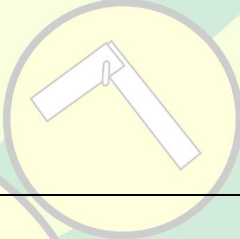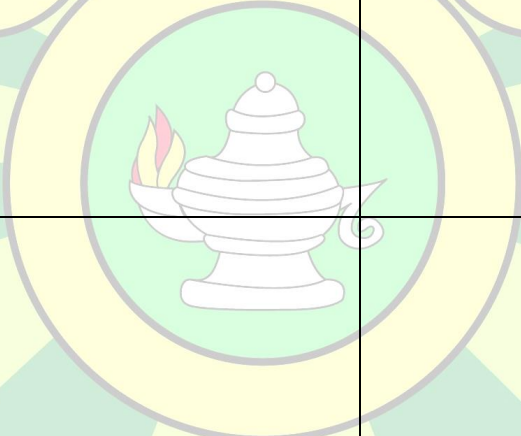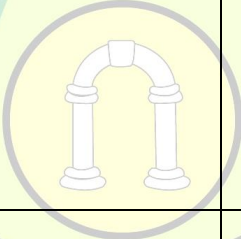
DEIS Plan One-Year Summary

**Templates for a summary overview of
a school DEIS Plan for 1 school year**
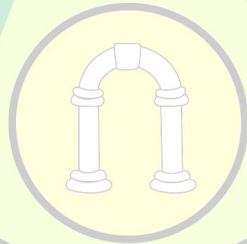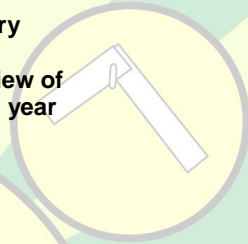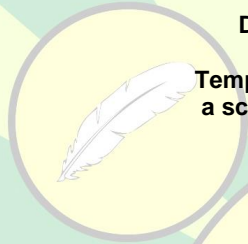
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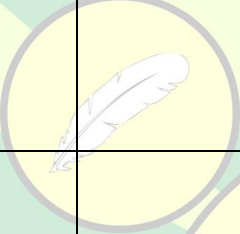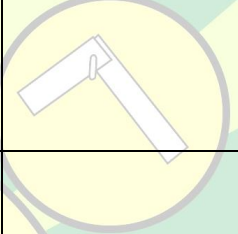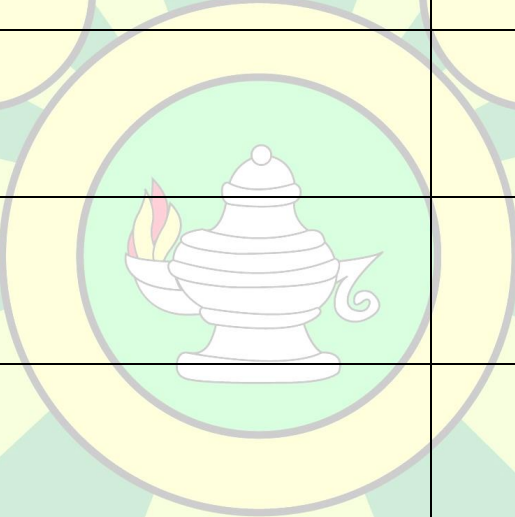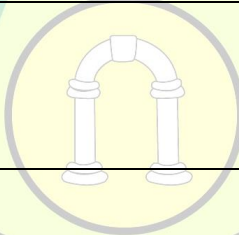
SUMMARY OF DEIS PLAN FOR THE SCHOOL YEAR _____

DEIS Area	Targets	Measures for Implementation in the Current Year
1. RETENTION		
2. ATTENDANCE		
3. LITERACY		
4. NUMERACY		
5. EXAMINATION ATTAINMENT		
6. EDUCATIONAL PROGRESSION		

SUMMARY OF DEIS PLAN FOR THE SCHOOL YEAR _____

DEIS Area	Targets	Measures for Implementation in the Current Year
7. PARTNERSHIP WITH PARENTS		
8. PARTNERSHIP WITH OTHERS		

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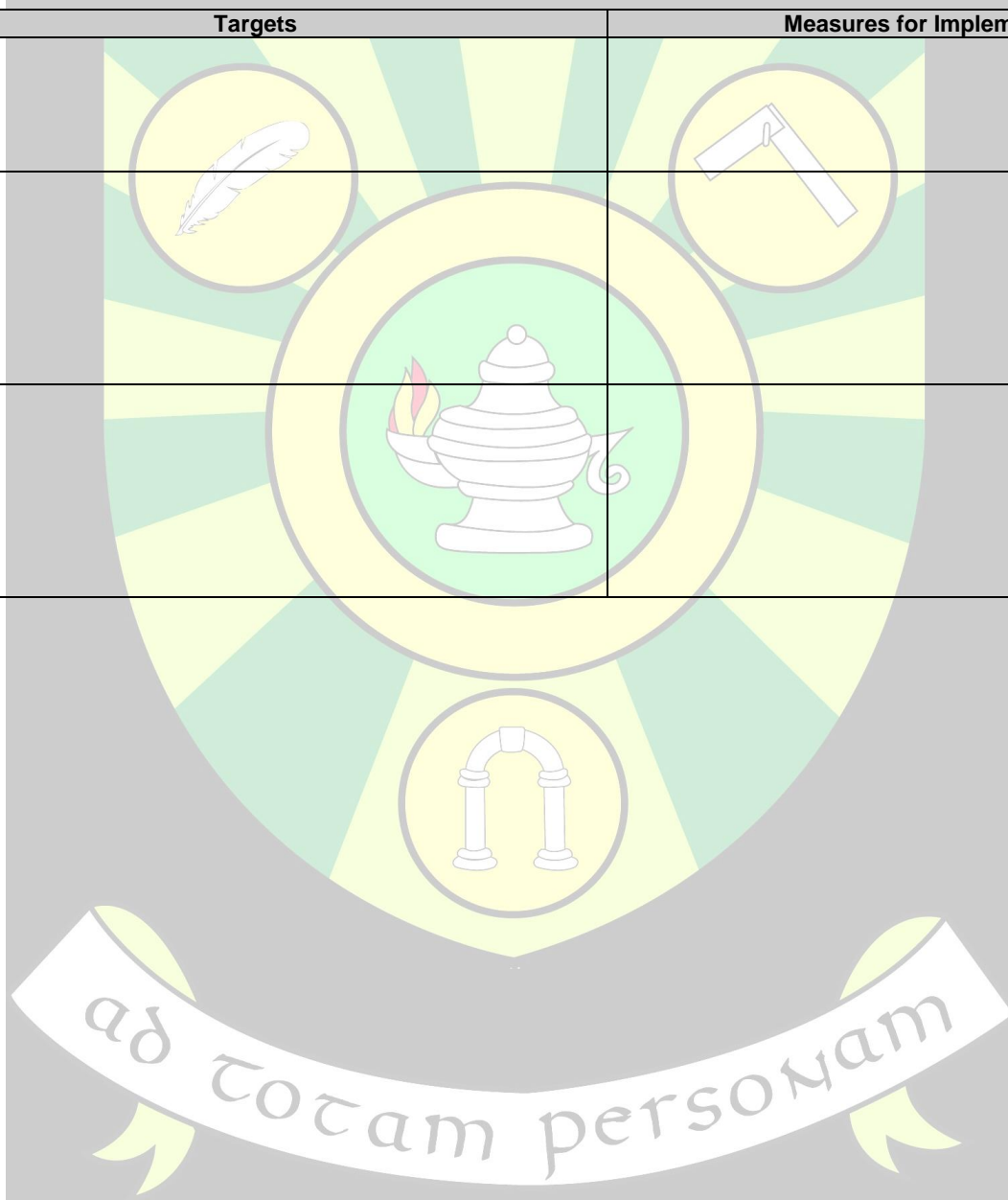
SUMMARY OF DEIS PLAN FOR THE SCHOOL YEAR _____

DEIS Area	Targets	Measures in the Current Year
1. RETENTION		
2. ATTENDANCE		
3. LITERACY		
4. NUMERACY		
5. EXAMINATION ATTAINMENT		
6. EDUCATIONAL PROGRESSION		
7. PARTNERSHIP WITH PARENTS		
8. PARTNERSHIP WITH OTHERS		