

Three-Year DEIS Plan- Scoil Mhuire, Horeswood

		Year 1	Year 2	Year 3
Review	DEIS Review instruments to explore areas for improvement in Literacy during the three years of the DEIS Plan			
Target(s)	<ul style="list-style-type: none"> Increase the number of pupils on a STEN of 5 from 17% to 18% in Year 1, to 19% in Year 2 and 20% in year 3. Decrease the number of pupils on STEN 3 by 0.2% in year 1, 0.4% in year 2 and 0.5% in year3. Increase average score in Comprehension in DRT from Sten 7 to Sten 8 by year 3 			
Action(s)	<p><i>Actions should be taken in a sequenced and coordinated manner each year over the three years of the plan to try and ensure maximum effect and to allow for ongoing review, adaptation and refocusing</i></p> <ul style="list-style-type: none"> Introduce Reading Recovery to Senior Infant/ 1st Class pupils Develop Literacy Lift off though the purchase of LLO materials and classroom resources Use of Comprehension boxes in the senior classrooms to develop comprehension strategies. Use the homework club as a means to develop literacy levels through positive engagement with literacy based homework Develop communication between class teachers, SEN teachers to discuss the focus of planning for particular classes. Specific emphasis on phonological awareness in Infants classrooms. Develop a shared reading/buddy reading programme in the school. Develop and expand acces to books across all class groups through the improvement and expansion of classroom libraries. 			
Monitoring	Literacy levels will be monitored by the Literacy post-holder in the school and the ISM team			

Prioritised Area of Activity - Literacy

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End of year review of what interventions that worked
 Feedback from parents and staff regarding literacy levels in the school
 Analysis of standardised test results

- Annual reviews will be held in June to establish progress and reassess targets.

- Decrease the number of pupils in the STEN Range 4 in 2018 to 4%, 3% in 2019 and 2% in 2020
- Increase the number of pupils in the STEN Range 5-6 from 25% in 2018, to 26% in 2019 and to 28% in 2020.
- Ballard Westwood Tables test. 3rd to 6th class. 100% accuracy in 75% of 3rd -6th class pupils in 2018, 80% in 2019 and 85% in 2020

Actions should be taken in a sequenced and coordinated manner each year over the three years of the plan to try and ensure maximum effect and to allow for ongoing review, adaptation and refocusing

- Inventory of equipment to be taken by each class teacher in September and June and damaged equipment to be reported to Numeracy Coordinator and equipment replaced.
- SET team to meet with class teachers after testing and follow up with targeted teaching in classes.
- Maths Fun Friday to be run on the last Friday of each month.
- Active participation by whole school in Maths Week (13th – 21st October)
- Class teachers to develop and review Maths Language class displays.
- Whole school Art competition to create posters to encourage awareness of Maths Language.
- Ready Steady Go Maths programme to be implemented in all Infant

Prioritised Area of Activity - Numeracy

Evaluation

Review

Target(s)

Action(s)

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classes.

- 10 minute Daily Tables games to be implemented in each class from 1st, 6th Class
- Develop Maths Trails.
- Ballard and Westwood tables tests to be conducted in September 2018 and the end of Term 1, 2 and 3.
- Tracking of children through SIGMA-T Testing and Ballard and Westwood Tests.
- Take part in Have you got Maths Eyes? School/ home link project.
- Senior classes to host a Maths Fair for school in Term 2.
- Inventory of equipment to be taken by each class teacher in September and June and damaged equipment to be reported to Numeracy Coordinator and equipment replaced.
- SET team to meet with class teachers after testing and follow up with targeted teaching in classes.
- Maths Fun Friday to continue.
- Maths Week.
- Maths Language displays
- Daily Tables games (10 minutes)
- Ready Set Go Maths programme to be used in Infants
- Ballard and Westwood tables tests to be conducted in September 2018 and the end of Term 1, 2 and 3.
- Tracking of children through SIGMA-T Testing and Ballard and Westwood Tests.

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		<ul style="list-style-type: none"> • Maths Buddies programme between infants and 6th to be established and run in November and December • Participation in Maths Competitions and Maths Fairs. • Establish standardised methods for maths operations and inform parents via workshops/ website.
	Monitoring	<ul style="list-style-type: none"> • Oral Maths to be monitored in Cúntas Míosúil. • Maths language class displays to be implemented in each classroom. Maths language displays to be reviewed by each teacher at the end of each month. • Inventory of current Maths equipment to be taken in Year 1 and Maths wish list to be compiled by each Teacher. Maths equipment to be purchased to ensure each class has an adequate supply of resources (Year 1) and an inventory of these resources taken each September and June (Year 2 & 3) with damaged resources replaced. • Standardised tests (SIGMA-T) administered once a year in Term 3: Year 1 - target children identified, Year 2 & 3 results tracked by Numeracy co-ordinator and reported back to Principal and staff. • Ballard and Westwood Tables tests conducted in September Year 2 and at the end of each Term Year 2 & 3, pupils identified for tracking and results tracked by Numeracy Coordinator. • Ready Set Go Maths Programme to be monitored in Cúntas Míosúil by Infant teachers. • Maths Trails to be developed by each class teacher for their current class group, with the aid of the SET team. • Collaborative planning between SET and class teachers. • Individual progress through standardised tests and specific skills tests set by teachers weekly and termly.
	Evaluation	<ul style="list-style-type: none"> • Results of SIGMA-T and Ballard and Westwood tests. • Teacher Feedback. • Check target children's progress from previous results/ acquisition of targeted skills/ profiles.

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Prioritised Area of Activity - Attendance	
Review	<ul style="list-style-type: none"> • DEIS Review instruments were used to review strategy regarding attendance in Scoil Mhure • Whole Staff planning/Staff Meeting Agenda
Target(s)	<ul style="list-style-type: none"> • Reduce the number of pupils who are absent for more than 20 days or more by 2 in Year 1, 3 in Year 2 and 5 in Year 3 of this plan • Increase the number of children on full attendance by 5 during the duration of this plan • Increase the overall average monthly attendance from 94% to 96% by the end of year 3
Action(s)	<p><i>Actions should be taken in a sequenced and coordinated manner each year over the three years of the plan to try and ensure maximum effect and to allow for ongoing review, adaptation and refocusing</i></p> <ul style="list-style-type: none"> • Daily absences recorded on Aladdin • Continually review data regarding poor attendance • Outline importance of attendance and responsibility of parents in the school newsletter • Praise and reward good attendance in the school • Present certificates and prizes for full attendance • Record late arrival of pupils and communicate to parents if pupils are consistently late. • Liaise with the Parents Association regarding poor attendance and late arrival • Liaise with John Murphy, Bus Eireann regarding late arrival • To maintain and develop a collaborative approach to improving attendance and punctuality by involving EWO, parents, pupils and the school Highlight the good work done by parents whose children have excellent rates of attendance • To ensure there is a welcoming school climate for all parents and that a desire to come to school is fostered by the school • To raise awareness of punctuality through the school newsletter, text-a-parent or school website

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		<ul style="list-style-type: none"> •
	Monitoring	<ul style="list-style-type: none"> • Compare and monitor attendance levels form 2017/2017 with 2020/2021 • Analyse records of attendance on Aladdin.
	Evaluation	<ul style="list-style-type: none"> • Repeat, review and compare attendance data with baseline attendance and target • Identify target children and amend strategies to improve attendance in these instances • Analyse Aladdin records continually
	Review	<ul style="list-style-type: none"> • DEIS review instruments- review of current practice. • Whole school planning • Liaising with Parents Association
	Target(s)	<ul style="list-style-type: none"> • Increase attendance at parent training course by 5 parents by year 3 (e.g. Digital Literacy course rather than PA organised meetings) • Provide at least one opportunity per term for parents to be involved in come aspect of school life (eg paired reading, speaking to classes, sports day, Hurling 365) • Increase the percentage attendance at parents meetings by 2% Year 1, 3% Year 2 and 5% Year 3
	Action(s)	<p><i>Actions should be taken in a sequenced and coordinated manner each year over the three years of the plan to try and ensure maximum effect and to allow for ongoing review, adaptation and refocusing</i></p> <ul style="list-style-type: none"> • Provide opportunities for parents to be involved in Literacy programmes • Provide opportunities for parents to be involved in Numeracy programmes (Maths Week, Maths groups) • Advertise, promote and invite parents to become involved in Adult Education programmes. • Seek support from parents to assist with the school book fair • To seek support from parents to become involved with sports, chess, quiz in the school. • Supporting parents for whom English is their second language or parents who require ISL. • Engage in regular communication with parents through schoo newsletter, text-a-parent, Twitter and school website.
Prioritised Area of Activity - Involvement of Parents		

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	<ul style="list-style-type: none"> To introduce a Grandparents day in the school for each third class on a yearly basis To improve attendance at school events through communication from the Principal Provide a homework club for pupils to assist with homework To organise a Literacy talk for Infant parents and also for parents of 1st class pupils.
Monitoring	<ul style="list-style-type: none"> Maintain a record of attendance for parent meetings Compare levels of attendance for each year. Feedback for the Parents Association
Evaluation	<ul style="list-style-type: none"> Repeat, review and compare attendance data at parent meetings Formative feedback form Parents Association

Prioritised Area of Activity - Partnership with others	
Review	<ul style="list-style-type: none"> Review level of engagement and involvement with the school and other groups, agencies and organisations within the community
Target(s)	<ul style="list-style-type: none"> To develop links with other childcare providers within the community To offer the use of the school premises to local organisations To engage with local organisations such as GAA, Campile United, New Ross Rugby Club <p><i>Actions should be taken in a sequenced and coordinated manner each year over the three years of the plan to try and ensure maximum effect and to allow for ongoing review, adaptation and refocusing</i></p>
Action(s)	<ul style="list-style-type: none"> Establish a Liaison person for the GAA, Soccer and rugby Club Dedicate a strategy to communicate with local groups as to what's happening in the school. Organise a parents morning once per term in the school staffroom in the absence of a parents room.

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	Monitoring	<ul style="list-style-type: none">• Monitor involvement of external organisations in the life of the school
	Evaluation	<ul style="list-style-type: none">• Increased level of community involvement

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School Retention/Transition to Post-Primary

Review	<ul style="list-style-type: none"> • Review level of engagement and involvement with the local post-primary schools
Target(s)	<ul style="list-style-type: none"> • To develop links with post-primary schools within the community • To appoint a school liaison person for post primary schools • To ensure 100% retention is maintained <p><i>Actions should be taken in a sequenced and coordinated manner each year over the three years of the plan to try and ensure maximum effect and to allow for ongoing review, adaptation and refocusing</i></p>
Action(s)	<ul style="list-style-type: none"> • Compile a list of contacts for post primary schools in the local area • Complete a transition activity with 6th class pupils yearly. • Engage with NEPS to support pupils with SEN who are moving to post primary school • Advise parents on transport arrangements and other supports for post-primary transition
Monitoring	<ul style="list-style-type: none"> • Monitor involvement of local post-primary schools in the life of the school
Evaluation	<ul style="list-style-type: none"> • Increased level of involvement with post primary schools locally