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| Parental Involvement | YEAR 2017 | YEAR 2018 | YEAR 2019 |
| Targets | * *To further ensure a welcoming school climate and to increase further opportunities for parents to take part in school activities* * *To increase the numbers of parents who are Garda vetted from in order that we can have more parental involvement* * *To develop further the involvement of parents with our maths programmes e.g. Fun Maths, Maths Week and Math Eyes* * *To develop further the involvement of parents with our literacy programmes e.g. Story sacks, book fair etc.* * *To further increase/improve the flow of information to homes* * *To increase the attendance and interests in the Parents programmes, particularly in relation to curricular areas* * *To host a Grandparents celebration for the pupils school class on an annual basis* * *To improve attendance and punctuality in our school (linked with SCP)* * *To continue to support parents in supervising and supporting their children while doing homework e.g. parents tips information sheets etc.* * *To continue offering opportunities for the parents to attend events in the school.* | | |
| Actions | * *To encourage further participation from parents at events’ days e.g. Sports day / helping with ‘spring clean’ days around the school* * *Invite parents to take part in Adult Education Courses organised by Donegal ETB in school library.* * *Principal to liaise with Parents Association, in particular chairperson, in relation to school decisions.* * *To conduct a Book Fair in November of each month involving parents from Infants to 6th class.* * *Communicating to parents via Information booklets, information meetings, newsletters, texting and school website.* * *Liaising with the parents of whom English is their 2nd Language* * *Organise interpreters for Parent Teacher meetings if necessary* * *Yard buddies/ friendship stops/ rewarding good behaviour in class blocks throughout the year etc.(funded by parents association)* | | |
| Monitoring | * *Maintain a record of Parental attendance at meetings and courses over the 3year period – Use Signing in sheets will be used at all courses starting 2016/17* * *Comparison of attendance levels will be noted each year to monitor progress* | | |

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| Attendance | YEAR 2017 | YEAR 2018 | YEAR 2019 |
| Review | Having consulted in committee groups and following a whole staff meeting held in June 2017, the following targets have been set. | | |
| Targets | * *To reduce number of children absent for 20 days or more from 4 in 2016/2017 by the end of this 3 year plan* * *To raise awareness of parents of these children in relation to their rate of absence* * *To increase the number of children with full attendance from 7 2016-2017 to 15 to the end of this plan* * *To increase overall attendance in school from a monthly average of 78% to 85% by end of year 3* * *To highlight the good work done by parents whose children have excellent rates of attendance* * *To ensure a welcoming school climate for all parents and children to foster the desire to come to school* * *To raise parental awareness of the importance of punctuality (school newsletter)* | | |
| Action(s) | * *To continue daily recording of all absences by class teacher on Aladdin* * *The SCP Attendance officer will access information from Aladdin* * *To introduce text a parent / guardian of absent children on a regular basis* * *Principal in consultation with Post holder monitoring attendance to contact parents of persistent absentees* * *All parents new to the school receive booklet with tips in relation to good practice for coming to school and being on time* * *To issue certificates to parents during the year in recognition of their role in promoting excellent attendance for their child. These parents will be invited to attend an awards ceremony at the end of the year.* * *To recognise the work of parents who are improving their children’s attendance.* * *To recognise children with full attendance during assemblies and also to recognise those children whose attendance has improved greatly* * *To encourage good attendance by use of certificate in 1st to 6th class and special stickers in Junior and Senior Infants.* * *To have Best Class of the term award in terms of attendance* * *To continue with our programme of promoting excellent student behaviour- Mentors, Yard Buddies, Class block treats* * *In the school newsletter / Parents Association A.G.M. and on the main notice board in school highlight how attendance and punctuality are improving* * *Reward certificates and book token for full attendance at end of year assembly* * *To record late arrival of children in the morning using Aladdin* * *To communicate with parents via meetings and newsletter the importance of being on time for school and what children miss by being late* * *Teacher will form attendance post holder of absences or perfect attendance to monitor and encourage good attendance and punctuality patterns* * *The class with the most children in on time each month receives an award* * *Continue working with EWO to support the attendance of children on the target list* * *To maintain and develop a collaboration approach to improving attendance and punctuality involving SCP, EWO, parents, the children and the school* | | |
| Monitoring | * *Compare attendance levels from Year 2016/2017 with Year 2019/2020* * *Analyse Aladdin records to monitor trends in attendance* | | |
| Evaluation | * *Repeat, review and compare results with baseline and target.* * *Identify lessons learned for the future* | | |

DEIS ACTION PLAN LITERACY

2017 – 2020

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|  | Year 1  2017-2018 | Year 2  2018-2019 | Year 3  2019-2020 |
| Responsibility/ Monitoring | * Subject co-ordinator * Class teachers to meet monthly to monitor progress (staff meetings) * SEN team to monitor progress using test scores to create targets * Standardised tests reviewed | | |
| Review | We discussed current practices regarding literacy and after analysing Drumcondra and Micra results from school self-evaluation we decided on the following targets for the next phase. | | |
| Writing | Target:  To implement a whole school structured approach to the teaching of the written process  Actions:   * Up-skilling teachers in the stages of writing – PDST (plan, draft, edit & publish) * Implement the learning on the stages of writing in all class levels * Draw up steps for each class level in the writing process and the expectation for each stage * Draw up the grammar and punctuation focus for each class level | | |
|  | Target:  To improve the use of wow words in children’s writing  Actions:   * Vocabulary Development: Pre-Assess use of wow words in a final copy of a Narrative from each class level * WOW words to be displayed and taught in each level (vocabulary development) * Vocabulary Development:   Assess use of wow words in a final copy of a Narrative from each class level   * Collect a sample final copy Narrative from each class level in order to assess WOW words | | |
|  | Target: Implement the Writing strand of the new Primary Language Curriculum  Action:   * Begin to plan and teach the writing strand of the new Primary Language Curriculum – Year 2 | | |
|  | Target: Review Handwriting Policy  Action:   * Continue with the implementation of the handwriting policy (final year) & review – Year 1 Term 3 | | |
|  | Monitor review and reflect on each year to inform planning for next year. | | |
| Oral Language | Target: Implement the Oral Language strand of the new Primary Language Curriculum  Action:   * Begin to plan and teach the oral language strand of the new Primary Language Curriculum – Year 1 | | |
|  | Target: To extend pupil opportunities to talk  Actions:   * Trial ‘talk homework’. In Junior Infants bring teddy home * Extended opportunities for more pupil talk with teachers and among themselves   e.g. J.I. aistear  S.I. Think Pair Share   * Speaker in to talk to parents regarding the importance of talking * Ensure a 30minute discreet oral language lesson takes place weekly with a view to encourage more pupil * Teach and display the listener/ speaker rules in each class level – Year 2 * Teach children three poems a term that they can recite – Year 3 | | |
|  | Monitor review and reflect on each year to inform planning for next year. | | |
| Reading | Target: Maximise early intervention to enhance reading outcomes  Actions:   * Standardise the reading approach at each class level with a focus to senior infants – Literacy Support – Year 2 * Examine the type/level of reader sent home for homework – Year 2 * Reading Buddies – 2nd class children to T2- S.I., T1- J.I. – Year 3 * Introduction of guided reading – Year 2 * Continue to use shared reading approach (USSR) | | |
|  | Target: To Promote confidence when reading  Actions:   * Develop whole school library * Invest in more non-fiction library books * Ensure class libraries are divided into different genres – Year 2 * To use a Reader’s Theatre approach in 4th / 5th class and at the end of Si with children who are ready – Year 3 * Host book fair every 2 years. | | |
|  | Target: To promote the use of comprehension strategies at home  Actions:   * Use a strategy bookmark in 1st and 6th class during guided reading and homework. | | |
|  | Target: Implement the Reading strand of the new Primary Language Curriculum  Action:   * Begin to plan and teach the Reading strand of the new Primary Language Curriculum – Year 2 | | |
|  | Monitor review and reflect on each year to inform planning for the next year | | |

\*Curriculum and PDST recommended materials will be available to staff and stored in a central location.

DEIS Action Plan

2017 – 2020

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| Review | | |
| * The NEPS staged approach has been introduced in Maths * Tables books and maths homework is standardised throughout the school * RUDE (Read, underline, draw, estimate) is our standard strategy for problem solving at each class level. * Numeracy lessons start with 5 minutes of problem solving/mental Maths. * A Maths Language Book has been compiled and distributed to all teachers. (see PDST books available in staffroom) * 86% of children in Fifth Class are performing at or above sten 7. * 0% of children in Fifth Class are performing at or below sten 4. * 25% of children in Second Class are performing at or above sten 7. * 25% of children in Second Class are performing at or below sten 4. * Analysis of Fifth Class Drumcondra maths results to ascertain which areas needed particular attention:   (Strands: 73% of items were correct in Algebra/Number, 53% correct in Shape and Space, 47% correct in Measures and 58% correct in Data). (Process areas: 69% of items correct in recall, 77% correct in Implementing, 53% correct in Reasoning, 65% correct in Connecting and 55% correct in Problem Solving). | | |
| Targets | | |
| As for previous plan plus:   * 60% of children to maintain or improve their percentile score. * Children who do not improve will be monitored. * Balanced focus on process areas (recall, implementing, reasoning, connecting and solving problems) with particular focus on reasoning in year one. * Balanced focus on al strands. * Rough work to be encouraged – blank work copies to be supplied to every child in First and Second class. * Annual review to set fresh targets. | | |
| Actions | | |
| Year 1: 2017 - 2018  As for previous plan plus: | Year 2: 2018 - 2019  As for Year 1 plus: | Year 3: 2019 – 2020  As for Year 2 plus: |
| * Children in First to Sixth Classes will be entered once a year – May (Sigma-T) * Learning support team to meet class teachers after testing and follow up with targeted teaching in class. * Particular focus on Measures. * Particular focus on Reasoning. * Use Planet Maths Group Profiles as an assessment tool in all classes and RSGM in infant classes. * Explicitly teach maths language eg. Flashcards with specific language regarding problem solving. * Use of oral/mental maths to revise previously taught concepts on a weekly basis. * Use of oral/mental maths to revise previously taught concepts on a weekly basis. * Use rough works copies in First to Third classes to encourage the use of rough work. | * Children in First to Sixth Classes will be entered once a year – May (Sigma-T) * Learning support team to meet with class teachers after testing and follow up with targeted teaching in classes. * Particular focus on Shape and space. * Particular focus on solving problems. * Balanced focus on all other strands. | * Children in First to Sixth Classes will be entered once a year – May (Sigma-T) * Learning support team to meet with class teachers after testing and follow up with targeted teaching in class. * Particular focus on Data. * Particular focus on Connecting. * Balanced focus on all other strands |
| Monitoring | | |
| * Through standardised tests administered once a year. Monitored by Numeracy coordinator and reported back to Principal and staff. * Through Planet Maths, RSGM, table tests and Work it Out profiles. * Collaborative planning between Learning Support team and class teachers. * Individual progress through standardised tests and specific skills tests set by teachers weekly and termly | | |
| Evaluation | | |
| * Measure progress by comparing standardised test results for year grouping based on their previous results. * Check movement of graph in relation to bell curve. * Check target children’s progress from previous results/ acquisition of targeted skills/ profiles. | | |