

# DEIS Plan Scoil Mhuire 2022-2025.



		Year 1 (2022-2023)	Year 2 (2023-2024)	Year 3 (2024-2025)
	<b>Target(s)</b>	<p>To produce data to show levels of literacy in individual pupils and classes and to use this data as a base for improvement in literacy in our school.</p> <p>To broaden the range of teaching methodologies used.</p> <p>To engage in professional development in the areas of literacy.</p> <p>To improve and develop the oral language skills of the students.</p> <p>To develop strategies to promote and improve spelling standards.</p> <p>To enable the students to progress at their own reading level.</p> <p>To promote reading for enjoyment.</p>		
	<b>Action Plan(s)</b>	<ul style="list-style-type: none"> <li>-Accelerated Reader to be introduced in 3<sup>rd</sup> - 6<sup>th</sup> class to enable pupils to progress at their own reading level.</li> <li>-Shared reading will continue as a shared activity between parents and their child.</li> <li>-PM readers will be used from infants- 2<sup>nd</sup> class and with older classes as necessary.</li> <li>-The use of the class novel will continue from 3<sup>rd</sup>-6<sup>th</sup>.</li> <li>-Jolly Phonics will be ongoing from infants to 2<sup>nd</sup> class.</li> <li>-3<sup>rd</sup> - 6<sup>th</sup> will have their reading records automatically recorded on Accelerated Reader and will be able to review how much they have read in the school year.</li> <li>-Use of DEAR time to promote reading for enjoyment.</li> <li>-Team station teaching will take place with members of the SET team.</li> <li>-Aistear will continue in the junior classes to develop oral language skills and teachers new to these levels will engage in CPD for Aistear.</li> <li>-There will be a reading corner/library in each classroom to promote reading for enjoyment.</li> <li>-We will continue to monitor the results of the Drumcondra English and spelling tests to identify children who require support.</li> </ul>	<ul style="list-style-type: none"> <li>-Provide oral language presentation opportunities in the senior classes.</li> <li>-Continue with Accelerated Reader and introduce to 2<sup>nd</sup> class so they are familiar with the programme going into 3<sup>rd</sup> class.</li> <li>-Introduce the Spellings for Me programme from 3<sup>rd</sup> - 6<sup>th</sup> class so that every child will receive their own individualised spelling work and be enabled to progress with these at their own level.</li> <li>-Set up TTRS accounts for recommended children in each class.</li> <li>-Continue plans from Year 1 also.</li> </ul>	<ul style="list-style-type: none"> <li>-Continued development of class library, age-appropriate to each class.</li> <li>-Host Book Fair to encourage children to read more and to read for enjoyment.</li> <li>-Review and development of penmanship.</li> <li>-Development and improvement of punctuation and grammar skills as part of the writing process.</li> <li>-Continue plans from Year 1 and Year 2.</li> </ul>
<b>Literacy</b>	<b>Monitoring</b>	<p>The teachers will monitor the progress in their own classes and each year the Principal and SET will monitor the literacy attainment levels under agreed milestones using standardised tests, Accelerated Reader reports, work samples, projects, and teacher observation and agreed designed tests.</p> <p>At the end of each year, we will compare the emerging attainment levels against the established baseline.</p> <p>A report will be given at staff meeting in final term.</p>		

	<p>A review will be carried out at the end of each year and the results will be compared with the base-line and the targets. This will be carried out by the Principal and teachers at a staff meeting at the end of June annually.</p> <p>This programme will be evaluated at the end of 3<sup>rd</sup> year.</p> <p>Continued use of diagnostic tests by SETs. Assessment tools: Drumcondra, MIST, NRIIT. Teacher observation, feedback from pupils and parents, Accelerated Reader reports, Star Reading test reports, Spellings for Me data, DES Inspectorate.</p> <p>Repeat, review and compare results with baseline and target.</p> <p>Continued referral to Special Education Support Policy.</p> <p>Identify lessons learned for future planning and development.</p>
<p><b>Evaluation</b></p>	
<p><b>Review</b></p>	<p>Our review is based on attendance records in the 2021/2022 year in the context of pupil's backgrounds. Last year we had ___ pupils who missed over 20 days. Full attendance is encouraged at all times.</p> <p>To reduce the percentage of pupils absent for 20 days or more.</p> <p>To raise awareness among parents about challenges posed by poor attendance and lack of punctuality.</p> <p>To identify and monitor targeted children in each class.</p> <p>To raise awareness of parents of these children in relation to their rate of absence.</p> <p>To continue with current practice of recording and analysis of attendance with Aladdin.</p> <p>To develop a positive attitude towards pupil attendance.</p> <p>To highlight the good work done by parents whose children have excellent rates of attendance or whose attendance has greatly improved.</p> <p>To raise awareness about the role of NEWB and its impact on the running of the school.</p>
<p><b>Target(s)</b></p>	<p>-The calendar for the coming school year is published annually in June and a reminder is published in September. It is hoped that this approach will enable parents to plan family events around school closures, thus minimising the chances of non-attendance related to family holidays during the school term.</p> <p>-Notes explaining absences will be kept and recorded on Aladdin. Notes/explanations will be requested if not received.</p> <p>-Free School lunches to continue.</p> <p>-Regular communication with the Education Welfare officer</p> <p>-Early intervention with students experiencing attendance difficulties</p> <p>-Early referrals to TUSLA when required</p> <p>-A new emphasis on Attendance will be prioritised. The following strategies will be utilised to promote good attendance habits.</p> <p>-Full attendance awards each term.</p> <p>-Rewards each term for the class grouping with the highest combined attendance.</p> <p>-The emphasis in year 1 will be on attendance.</p>
<p><b>Action Plan(s)</b></p>	<p>-Regular reminder to Parents/Guardians about the importance of attendance and punctuality.</p> <p>-Emphasise the vital importance of the formal Parent teacher meetings. It is hoped to achieve initial attendance of parents at a rate of 90% and follow up attendance to 100%.</p> <p>-Cumulative attendance records monitored by School Secretary.</p> <p>-To focus more specifically on reducing the number of pupils who miss more than 20 days during the school year.</p> <p>Maintenance and extension of successful strategies</p>

<b>Monitoring</b>	Individual teacher feedback. Staff meetings discussions. Monitoring levels of pupil attendance. Attendance levels to be reported on each week/ month, and compared with baseline and target.
<b>Evaluation</b>	We will evaluate our progress at the end of each year- Feedback from teachers/ parents/ NEWB

Partnership with Parents		Year 1 (2022-2023)	Year 2 (2023-2024)	Year 3 (2024-2025)
		<p>Parent teacher meetings are held yearly and a report is sent home at end of school year. Parents are invited to a class meeting every September to discuss the coming year. The principal links in with our Parents Association on a regular basis.</p>		
<b>Review</b>	<p>-To improve parental involvement over the 3 years especially with targeted parents. -We will give parents the opportunity to become more involved in the education of their children. -Enrolment afternoon in June for parents of prospective students. -Parents invited to School Christmas Concert and any other events their children take part in, e.g. carol singing, parades, book fair, etc. -Regular newsletters for parents. -Website and class blogs will be updated regularly to give parents a snapshot of what's going on in the school. -Review of structures of parents' involvement in the school. -Dialogue with Parents' Association and individual parents. -Open door policy from school. -Parents' views on impact of their involvement and teachers' views on impact of parents' involvement (Green School, concert, games, garden, computer classes). -Regular meetings with target families. -Parent Teacher meetings held annually and parents welcome to make an appointment to meet with teachers at any stage during the school year. -Tea and coffee morning with Junior Infant parents. -Class meetings held in September every year to discuss the coming year for their child's class. -Parents encouraged to regularly check the school blog. - This changed during Covid-19 but we are hoping to revert back gradually</p>			
<b>Target(s)</b>	<p>-Collaborate with other schools/ agencies to increase range of parent development opportunities available. -Encourage parents with skills in a specific area to share them with the school, e.g. music, art, languages, construction, etc. -Continued regular communication with Parents Association.</p>			
<b>Action Plan(s)</b>	<p>Maintenance and extension of successful strategies</p>			
<b>Monitoring</b>	<p>Regular informal, friendly, open communication between parents and all staff before and after school and in the school yard. Regular formal communication between all teaching staff and parents through phone calls, notes home and meetings. Class blogs will be updated regularly displaying pictures of various activities. Staff observation. Tracking successes in the promotion of parental involvement. Record attendance of parents at P/T meetings, PA meetings and class meetings.</p>			
<b>Evaluation</b>	<p>Feedback from parents and teachers to be encouraged and welcomed. Culture of positive communication between parents/ teachers/ wider community. Are collaborative ways of working being developed?</p>			

	<p><b>Target(s)</b></p> <p>Year 1- To produce real data from classrooms to indicate level of numeracy in our individual pupils and classes. To work towards raising levels of numeracy, maintaining problem solving strategies and improving mental maths skills. Year 2- To develop a positive attitude from teachers, students, and parents towards a partnership approach to the teaching of numeracy. To raise awareness about the importance of integration of Maths into all subject areas. Year 3- To raise awareness about the use of students' environments in the promotion of mathematical thinking.</p>		
<p><b>Numeracy</b></p> <p><b>Action Plan(s)</b></p> <ul style="list-style-type: none"> <li>-To introduce a common approach to the language used throughout the school.</li> <li>-To use concrete materials at all levels to facilitate the understanding of concepts.</li> <li>-To relate maths to everyday life.</li> <li>-Peer tutoring with focus on maths games</li> <li>-Develop reading skills in maths-core maths language.</li> <li>-Introduce a daily 5 minute tables and mental maths drill for classes 1<sup>st</sup>-6<sup>th</sup>, using a variety of counting and maths games.</li> <li>-Maths stations with SET.</li> <li>-Use loop cards and problem solving cards and activities.</li> <li>-Calculators will be in use from 4<sup>th</sup> class onwards.</li> <li>-Introduce the Ready Set Go Maths programme into the junior classes.</li> <li>-Provide CPD opportunities for staff in the area of maths, e.g. Ready Set Go.</li> </ul>	<ul style="list-style-type: none"> <li>-Introduce IXL Maths for 4<sup>th</sup>-6<sup>th</sup> class</li> <li>Introduce Izak 9 to 5<sup>th</sup> and 6<sup>th</sup> class</li> <li>-Continue to analyse the Drumcondra Maths results to identify students who may need support with numeracy.</li> </ul>	<p>Year 1 continued plus: We will concentrate more on problem solving and mental maths strategies.</p> <ul style="list-style-type: none"> <li>-Calculators and ICT are not only used to develop skills in computation but also in mathematical reasoning and problem solving.</li> <li>-Create Maths trails on the school grounds.</li> <li>- Promote integration of Maths into all subjects, especially Geography, PE and Science.</li> <li>- Promotion of group work and co-operative learning strategies.</li> <li>-Roll out IXL Maths to 1<sup>st</sup> to 4<sup>th</sup> class</li> <li>-Introduce Izak 9 to 3<sup>rd</sup> and 4<sup>th</sup> class</li> </ul>	<p>Year 1 &amp; 2 continued plus: Maintenance of programme.</p>
<p><b>Monitoring</b></p>	<p>The teachers will monitor the progress in their own classes and each year the Principal and SET will monitor the mathematical attainment levels under agreed milestones using standardised tests, work samples, projects, teacher observation and teacher designed tests. At the end of each year, we will compare the emerging attainment levels against the established baseline. Report will be given at staff meeting in final term Collaborative planning between SET team and class teachers.</p>		
<p><b>Evaluation</b></p>	<p>A review will be carried out at the end of each year and the results will be compared with the base-line and the targets. This will be carried out by the principal and teachers at a staff meeting at the end of June annually. Using baseline and targets as guide, progress made since inception of plan will be regularly measured and evaluated. Repeat review and compare results with baseline and targets. Identify lessons learned for future planning and development.</p>		

		Year 1 (2022-2023)	Year 2 (2023-2024)	Year 3 (2024-2025)
<b>Transition</b>	<b>Target(s)</b>	<ul style="list-style-type: none"> <li>-To support parents and children through the phase of transfer from primary school to post-primary school.</li> <li>-To support parents and children through the phase of transfer from preschool to primary school.</li> <li>-To build links between the preschools and the primary school to aid the transition process.</li> <li>-To build links between the primary and post primary school to aid the transition process.</li> </ul>		
	<b>Action Plan(s)</b>	<p><b>Primary to Post Primary</b></p> <ul style="list-style-type: none"> <li>-6<sup>th</sup> class teachers will meet with secondary school staff to ensure 6<sup>th</sup> class pupils have a smooth transition into post primary school.</li> <li>-Education Passports will be prepared for pupils in 6<sup>th</sup> class.</li> <li>-End of year reports will be passed on to the relevant schools.</li> <li>-Communicate with parents about open days, applications and closing dates for applications.</li> </ul> <p><b>Preschool to Primary</b></p> <ul style="list-style-type: none"> <li>-Visit preschools with information regarding enrolment.</li> <li>-Second visit to preschools for sharing of information to aid transition and to meet the children.</li> <li>-Use the Mo Scéal transition programme.</li> <li>-Invite all new Junior Infant parents to attend an information evening which will give them an insight into what their child will be doing in Junior Infants and how to prepare them for starting school.</li> <li>-Provide parents with a welcome pack with tips and advice about starting school.</li> <li>- Communicate to parents the importance of informing the school about any needs their child may have in order to have the relevant supports in place for September.</li> <li>-Identify the needs of any children with SEN to ensure that supports are in place for September.</li> </ul>		
	<b>Monitoring</b>	<p>Continue to strengthen relationships with local secondary schools to ensure open lines of communication.</p> <p>Monitor attendance and provide information packs for parents unable to attend the Junior Infant information evening.</p> <p>Assess various transition periods (the start of Junior Infants and the end of 6<sup>th</sup> class) and to keep parents informed about their child's progress.</p>		

