

## DEIS PLAN TARGETS 2021-2022

### **1. Prioritised Area of Activity – Literacy**

*Target Literacy Group refers to all children scoring on or below the 16th percentile in the Micra-T Test*

#### **Targets for 2021-2022**

1. To decrease the percentage of pupils scoring below the 16<sup>th</sup> percentile by 5% annually over the next three years. Analysis of MICRA-T Scores in June 2021 indicated that the percentage of pupils scoring below the 16<sup>th</sup> percentile increased by 2.9% since June 2019. This is our targeted literacy group and it will be reviewed and re-evaluated on an annual basis.
2. To increase the percentage of pupils scoring within the 51<sup>st</sup> to 84<sup>th</sup> percentile range by 2.5% annually. Analysis of MICRA-T Scores in June 2021 indicated that the percentage of pupils scoring within the 51<sup>st</sup> to 84<sup>th</sup> percentile range increased by 1.6% since June 2019. This will be reviewed and re-evaluated on an annual basis.
3. Continue to encourage parental involvement e.g. literacy for fun activities; homework; pumpkin carving – if possible this coming year.
4. Continue to assess Reading using Big Cat Reading scheme and incorporate this into two blocks of 8 weeks per year in each classroom.
5. Continue with writing genres as outlined in previous literacy school plan.
6. Focus on ICT – See-saw App and iPads purchased in June 2020 to enhance literacy.
7. PLC: - Focus on the Reading strand with emphasis on the element Exploring & Using

### **2. Prioritised Area of Activity – Numeracy**

*Target Literacy Group refers to all children scoring on or below the 16th percentile in the Sigma-T Test*

#### **Targets for 2021-2022**

1. To decrease the percentage of pupils scoring below the 16<sup>th</sup> percentile by 5% annually over the next three years. Analysis of SIGMA-T Scores in June 2021 indicated that the percentage of pupils scoring below the 16<sup>th</sup> percentile increased by 8.0% since June 2019. This is our targeted numeracy group and it will be reviewed and re-evaluated on an annual basis.
2. To increase the percentage of pupils scoring within the 51<sup>st</sup> to 84<sup>th</sup> percentile range by 2.5% annually over the next three years. Analysis of SIGMA-T Scores in June 2021 indicated that the percentage of pupils scoring within the 51<sup>st</sup> to 84<sup>th</sup> percentile range increased by 8.3% since June 2019. This targeted numeracy group will be reviewed and re-evaluated on an annual basis.
3. Continue to encourage parental involvement e.g. maths for fun activities / maths eyes etc.
4. Continue to focus on problem –solving using the ROSE (Read, Organise, Solve, Evaluate) acronym for 2-4<sup>th</sup> classes and RUCSAC (Read, Understand, Choose, Solve, Answer, Check) acronym for 5-6<sup>th</sup> classes.
5. Use online resources such as *NRICH Maths* at least once per month to enhance problem-solving skills.

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### 3. Prioritised Area of Activity – Attendance

*Whole School Attendance*

<b>Targets for 2021-2022</b>	<b>DEIS Priority Children</b> <ol style="list-style-type: none"><li>1. To reduce the number of children absent for 20 or more days per year by to 10% over the next three years. Baseline data from June 2021 indicate that the number of children absent for 20 or more days this school year was 33%. The number of children absent for 20 or more days excluding covid-enforced absences was 21%.</li><li>2. To increase overall attendance to 92% by the end of the three year period. Data from Databiz [June 2021] indicate that overall attendance decreased to 82% for the days that boys attended school during this school year. This is 10% below our target set in September 2018. We hope that attendance will much improve this coming year with the majority of the population now vaccinated.</li><li>3. To increase awareness of the link between attendance and attainment</li><li>4. To review and implement our school's Attendance Strategy Statement</li></ol>
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### 4. Prioritised Area of Activity – Retention

*Whole School Retention*

<b>Targets for 2021-2022</b>	<b>DEIS Priority Children</b> <ol style="list-style-type: none"><li>1. To retain 100% of pupils as school willing attendees up to 6<sup>th</sup> Class</li><li>2. To run a free afterschool club for children on the priority DEIS list through SCP funding.</li><li>3. To identify and review educational targets for children in these clubs to aid them in their areas of challenge e.g. literacy or numeracy</li><li>4. Involvement of SCP facilitator one day per week to target those most in need.</li></ol>
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### 5. Prioritised Area of Activity – Supporting Educational Transitions - 2<sup>nd</sup> Class and Post Primary Schools

<b>Targets for 2021-2022</b>	<b>Transition to Second Class</b> <ol style="list-style-type: none"><li>1. To support 1<sup>st</sup> class parents and their children in preparation for transition to second class through providing information regarding enrolment date.</li></ol>
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	<ol style="list-style-type: none"><li>2. To support those parents who may be experiencing difficulty completing applications forms.</li><li>3. To support incoming pupils transition to our school from Scoil Mhuire and enable them to see the school and meet some of the staff.</li><li>4. To promote positive friendship and aid transition to a new class – 2<sup>nd</sup> class and also children coming from other schools/countries.</li><li>5. To support parents of incoming 2<sup>nd</sup> class pupils in terms of our planning around Covid-19.</li></ol>
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### **5. Prioritised Area of Activity – Supporting Educational Transitions - 2<sup>nd</sup> Class and Post Primary Schools (Contd.)**

<b>Targets for 2021-2022</b>	<b>Transition to Post Primary Schools</b> <ol style="list-style-type: none"><li>1. To support 6<sup>th</sup> class parents and their children in preparation for transition to second level through providing information regarding enrolment dates.</li><li>2. To support those parents who may be experiencing difficulty completing applications forms.</li><li>3. To support those parents in the event of their child not securing a second level placement.</li><li>4. To support the pupils in their transition by facilitating a Transition Day in May of each school year.</li><li>5. To support the pupils in their transition to second level by preparing an Education Passport</li><li>6. To support the pupils in their transition to second level in general.</li></ol>
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### **6. Prioritised Area of Activity – Partnership with Parents**

<b>Targets for 2021-2022</b>	<ol style="list-style-type: none"><li>1. To increase the numbers of parents who are Garda Vetted in order to increase parental involvement</li><li>2. To further ensure a welcoming school climate and further increase opportunities for parents to take part in school activities such as literacy for fun or maths for fun.</li><li>3. Establish an active Parents' Association.</li><li>4. To continue to improve communication to parents via Databiz administrative system</li><li>5. To continue to improve attendance and punctuality in school with the aid of the School Completion Programme</li></ol>
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	<ol style="list-style-type: none"><li>6. To encourage as many parents as possible to attend parent teacher meetings.</li><li>7. To continue to offer parents opportunities to attend events in our school</li><li>8. To increase the number of target parents engaging in parenting courses and classes</li><li>9. To improve parents own educational opportunities and skills</li></ol>
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### **7. Prioritised Area of Activity – Partnership with Others**

<b>Targets for 2021-2022</b>	<ol style="list-style-type: none"><li>1. To successfully apply for and be awarded our 7<sup>th</sup> Green Flag.</li><li>2. To maintain and strengthen current links with local voluntary and statutory agencies</li><li>3. To use available supports to alleviate the effects of disadvantage for the pupils in our school</li></ol>
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### **8. Prioritised Area of Activity – Well-Being**

<b>Targets for 2021-2022</b>	<b>4 Key Areas of Well-Being</b> <ol style="list-style-type: none"><li>1. Culture &amp; Environment – Focus on School and Classroom Climate and Culture</li><li>2. Curriculum (Teaching &amp; Learning) – Focus on Co-Curricular learning</li><li>3. Relationships and Partnerships – Focus on student and staff relationships, Community Partnerships and External Supports.</li><li>4. Policy &amp; Planning – Focus on Continuing Professional Development</li></ol>
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