

# **DEIS Three-Year Plan**

## Summary Framework

**School Name:** Carndonagh Community School

**Roll Number:** 91406R

**Period of Plan:** 2013-2014

**Date(s) of Ratification by Board of Management:**

**SUMMARY OF DEIS PLAN FOR THE SCHOOL YEAR 2013-2014**

**Summary 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. Identify a list of students in each year group who are at risk of leaving school early and provide supports as necessary.
2. That the number of students completing Junior Certificate will be maintained at 98%.
3. That 90% of current 5<sup>th</sup> years will complete their Leaving Certificate.
4. LCA to be seen as a viable alternative to traditional LCA and students who are at risk of leaving school are given the option of taking up LCA.

**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	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
Attendance Monitor and Year Heads to compile a list of students in each year group who are at risk of early school leaving and ensure that suitable supports are put in place or appropriate steps taken for identified students.	1 2 3	SCP Year Heads	Deputy Principal – Owen McConway	2013-2014	Weekly meetings.  Interventions as necessary.
Attendance Initiatives – identify students at risk and monitor their attendance closely.	1 2 3	Attendance Monitor Year Heads Deputy Principal	Deputy Principal – Owen McConway	2013-2014	Attendance monitoring
Student Care System – Monitor the students at risk and liaise with the relevant link person. Weekly care meetings.	1 2 3	<i>Student Care Team</i> <i>Year Heads</i> <i>Class Teachers</i>	Deputy Principal – Owen McConway	2013-2014	Weekly care meetings.
Supports – Provide extra supports where necessary such as literacy and numeracy initiatives.	1 2 3	SCP SEN	SCP Facilitator	2013-2014	Literacy/Numeracy Tutors SCP Resources
Identify 3 <sup>rd</sup> and 4 <sup>th</sup> year students based on academic performance and attendance who would be suitable candidates for LCA.	4	3 and 4 Year Heads LCA Co-ordinator	LCA Co-ordinator	2014	None

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

SUMMARY OF DEIS PLAN FOR THE SCHOOL YEAR 2013-2014

HSCCL

**Monitoring:**

State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years

- Monitor attendance weekly, monthly and annually.
- Monitored term reports/ annual reports/NEWB reports
- Monitor identified students on an ongoing basis and monitor relevant supports.
- Regular contact with relevant link person for identified students e.g. weekly meeting with Year Heads, class teachers etc. so teachers remain informed.
- Monitor baseline data for literacy/numeracy and other supports.
- Monitor academic performance of those students who are possible candidates for LCA.

**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
- Evaluated by SCP Team in cooperation with school management
- Evaluated by comparison with baseline data and exam results/school reports.
- Evaluation of programmes and supports provided through student surveys i.e. did they help?
- Assess progress of identified students on an ongoing basis by consulting with year heads on student progress.
- Look at uptake of LCA
- Compare to previous years

**SUMMARY OF DEIS PLAN FOR THE SCHOOL YEAR 2013-2014**

**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. Identify students with chronic attendance and implement steps of one-page checklist for each student and maintain records.
2. Identify students with a pattern of arriving late to school and implement a plan to reduce the number of lates.
3. That the number of days lost through absence will decrease by 2% each year.
4. That the number of students who miss 20 days will decrease by 2% each year.
5. Liaise with NEWB regarding students with chronic attendance issues.
6. Reduce number of days missed by LCA students on a case by case basis.

**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	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
A one-page checklist consisting of steps to take in cases of chronic attendance will be created for each of the identified students and completed by various parties i.e. Attendance Monitor, Deputy Principals, Year Heads and HSCL.	1	Attendance Monitor, Deputy Principals, Year Heads	Deputy Principal – Owen McConway	2013-2014	Attendance Checklists
Attendance Monitor/SCP to meet on a weekly basis with HSCL and supply HSCL with weekly roll calls, to identify students who are arriving late to school. HCSL will liaise with students and parents to reverse the pattern of late arrival to school. Attendance Monitor and Year Heads will identify students at weekly meetings also and refer to HSCL as necessary.	2	Attendance Monitor HSCL Year Heads	HSCL	2013-2014	None
Attendance Monitor, Deputy Principal and Year Heads will meet on a weekly basis to identify students and attendance patterns and put necessary steps in place to reduce number of days absent.  Ensure staff awareness by providing lists of absences to all staff each	1 2 3 4	Attendance Monitor, Deputy Principals, Year Heads	Deputy Principal – Owen McConway	2013-2014	Allocated time for attendance

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

**SUMMARY OF DEIS PLAN FOR THE SCHOOL YEAR 2013-2014**

<p>term and on Parents Day.</p> <p>Provide feedback and information on individual students with irregular patterns of attendance.</p> <p>HSCL will visit families where attendance is an ongoing issue.</p> <p>Inform Parents/Gaurdians of absences and lates and maintain an open link of communication between Parents and Year Head/relevant Coordinator.</p>					
<p>Reports will be made to NEWB at the end of each term and at the end of the year regarding students with 20 or more days absent. Reports will also be made regarding students with chronic attendance issues.</p>	5	Attendance Monitor	Deputy Principal – Owen McConway	2013-2014	Online Reports
<p>Counsellor referrals – link with school guidance counsellors regarding identified students.</p>	1 2	Guidance Counsellors	Deputy Principal – Owen McConway	2013-2014	Counsellors Reports
<p>Monitor attendance of LCA students on a regular basis with the aim of reducing each student’s days absent by 2% based on last year’s figures, and on a case by case basis.</p>	6	Attendance Monitor LCA Coordinator	LCA Coordinator	2013-2014	Attendance Monitoring

**Monitoring:**  
 State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years

Attendance will be monitored at weekly attendance meetings between Attendance Monitor, Deputy Principal and Year Heads.  
 Attendance will be monitored weekly, monthly and annually, with high-risk students monitored on an ongoing basis.  
 Records of HSCL visits to families.  
 Records of attendance awards at end of school year.  
 Monitoring of NEWB reports and attendance checklist records.  
 Attend weekly care meeting to monitor progress of identified students.

**Evaluation:**  
 State how impact of actions on ATTENDANCE will be evaluated at the end of the three years  
 State how progress will be measured, using baseline and targets as guide

**SUMMARY OF DEIS PLAN FOR THE SCHOOL YEAR 2013-2014**

Progress will be evaluated through comparison with baseline data including last years figures.  
Evaluated by SCP team in cooperation with School Management and staff.  
HSCCL evaluations of visits carried out.  
Evaluation/comparison of NEWB reports.  
Analysis of counsellor referrals regarding identified students.  
Analyse attendance of LCA students.

## DEIS Planning: Plan to improve Literacy Levels

### Summary Plan to improve LITERACY LEVELS

#### Target(s):

State in specific terms how LITERACY LEVELS should improve as a result of measures in the school's DEIS plan (*number the targets*)

1. *Reading interest and ability should improve with the continuation of Drop Everything and Read from 2013/2014*
2. *Create an awareness of literacy as a skill necessary in all subjects – focus particularly on WRITING and the written word*
3. *Continue to provide in-school and after school interventions for students with weak literacy skills*
4. *Have a particular focus on spelling and the rules of spelling*
5. *Administer the CAT 4 test to 4<sup>th</sup> Years & LCA 4<sup>th</sup> Year.*
6. *Ensure a co-ordinated approach to literacy in key assignments and completion of tasks for LCA*
7. *More practice of Irish language and vocabulary with first years to improve the standard*

#### 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	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
<b>Test all students in 1<sup>st</sup> and 4<sup>th</sup> year using a Standardised Test Compare these results with Junior Cert Results following interventions for those who fall below the 10<sup>th</sup> percentile in reading</b>	3	SEN Co-Ord Teachers of English	Catherine Monagle	Term One 2013	
<b>Correspond with staff and parents about the importance of spelling accuracy.</b>	2	SEN Co-Ord Head of English	Catherine Monagle	All Year 2013-2014	Zodiac Internal Email SkillSpace? Staff/Subject Meeting Agenda item
<b>Teach the rules of spelling. Up-skill staff and students.</b>	4	All teachers	John C Doherty (Mary O'Kane)	All year 2013-2014	Spelling Rules provided by Mary O'Kane. Weekly publication of Word of the Week by Elaine Farren

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

## DEIS Planning: Plan to improve Literacy Levels

					Key Word Lists displayed in classrooms
<b>Drop everything and Read</b>	1	As per 2012-2013	Catherine Monagle	All year 2013-2014	Prefects announce every week by reading a set text to the school. Zodiac Survey after Easter investigate the value to students and staff of DEAR
<b>Implementation of reading program for those students with a serious deficit in their reading skills (i.e. a reading age of 8-10 years) within school hours(1<sup>st</sup> years), after –school club(2<sup>nd</sup> years) and holiday programs(all ages)</b>	1 & 3	SEN Co-Ord SCP H.S.C.L/	SCP Principal SEN Co-Ord	All year 2013-2014	SCP supports Tutors: TBA
<b>Continue the promotion of keywords and learning environments in the classroom.</b>	2,3,4,	All teachers	John C Doherty	2013-2014	Keyword templates and displays Introduction of the <b>Word Wall</b> with its rotating focus on Key curriculum areas - Numeracy, Literacy, Science, General
Administer the CAT 4 test to 4 <sup>th</sup> Years & LCA 4 <sup>th</sup> Year, with the aim of testing 1 <sup>st</sup> years at the beginning of September. Send away for Computer correction and use the results to inform students/ parents/ staff of strengths and weaknesses of student.	5	Catherine Monagle	Catherine Monagle	2013--2014	CAT 4
<b>Ensure a coordinated approach to literacy in LCA assignments and tasks through the consistent approach to the use of terms and keywords. Hold 4<sup>th</sup> and 5<sup>th</sup> year briefing sessions with teachers of LCA. Core team will have Literacy and Numeracy as primary targets in 4<sup>th</sup> year</b>	6	LCA Coordinator	LCA Coordinator	2013-2014	Keyword templates and displays



## DEIS Planning: Plan to improve Literacy Levels

LCA. Look at putting in place a template that is used in completing all Tasks					
Due to 40% of marks in the Leaving Certificate going for oral language exam, it is important to nurture the language/vocabulary from first year. More practice with classes and place more focus on language and vocabulary to improve the overall standard.	7	All Irish classes Irish Teachers	Marie Wilhare	3 <sup>rd</sup> term	Worksheets in class
<p><b>Monitoring:</b>            State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years:            Results will be collated and checked annually            Monitor standardised testing and results            Monitor all reading initiatives such as DEAR, accelerated reading and other reading initiatives            All classrooms to promote a positive learning environment and make use of keyword/literacy displays.            Feedback from staff and parent regarding spelling and other initiatives.            Discussion with Irish teachers during department meetings. Analysis of class worksheets.</p>					
<p><b>Evaluation:</b>            State how impact of actions on LITERACY LEVELS will be evaluated at the end of the three years            State how progress will be measured, using baseline and targets as guide            Exam attainments will be above what would have been anticipated had the interventions not happened.            Evaluate all literacy and reading interventions – student, parent and teacher.            Evaluate LCA briefing sessions and teacher feedback.            A standardised Irish test for all first years at the end of the year.</p>					

## DEIS Planning: Plan to improve Numeracy Levels

### Summary Plan to improve NUMERACY LEVELS

#### Target(s):

State in specific terms how NUMERACY LEVELS should improve as a result of measures in the school's DEIS plan (*number the targets*)

1. All students will be given their scratch score in each Maths exam in order for them to become more aware of Percentages.
2. Analyse exam results of 1<sup>st</sup> and 2<sup>nd</sup> year students and hold after-school classes for those in need of support.
3. To reduce common misconceptions and errors on a Whole-school approach and allow students the same mathematical experience in different classrooms.
4. For students to have a common and basic understanding of all topics.
5. Identify 3<sup>rd</sup>, 5<sup>th</sup> & 6<sup>th</sup> year students in need of Intervention before the State exams in June.
6. Co-ordinated approach to Numeracy in key assignments and completion of tasks for LCA.
7. Selected first years will make numeracy clocks for some maths classrooms.
8. Three sign posts will be designed by the Transition year maths classes.

Measure	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
<b>All maths teachers when returning their class tests will only provide scratch scores in order for each student to convert into a percentage</b>	1	All Maths Teachers	Breda Doherty and Hannah Hunter - <i>Head of Maths</i>	2013-2014	No
<b>Incoming test results for first years, along with their class test results will be analysed and a shortlist of students who are in need of an intervention will be put together. They will be offered after-school maths classes in small groups. This will involve liaising with class teachers and parents.</b>  <b>Exam results will also be analysed for 2<sup>nd</sup> years and a similar plan of action put in place. This will include students who have received an intervention in 1<sup>st</sup> year and still require support, and some new students.</b>	2	Amanda Harkin James Humphries	SCP	2013-2014	Teaching Resources
			<i>Breda Doherty and</i>	2013-2014	

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## DEIS Planning: Plan to improve Numeracy Levels

<b>All teachers to use methods that are shown to be best practice. All first years to be taught in a common approach to algebra using the stabiliser and array methods All teachers to use common approaches decided by the department.</b>	3	<i>First Year Maths Teachers</i>	<i>Hannah Hunter – Head of Maths</i>	2013 - 2014	Teaching Resources
	4	<i>First Year Maths Teachers</i>	<i>Breda Doherty and Hannah Hunter – Head of Maths</i>		Teaching Resources
<b>Identify a list of 3<sup>rd</sup>, 5<sup>th</sup> &amp; 6<sup>th</sup> year students who would benefit from numeracy intervention before completion of State Exams in June and analyse mock examination results to identify areas of weakness.</b>	5	<i>Maths Teachers</i>	<i>Breda Doherty and Hannah Hunter – Head of Maths</i>	2013 – 2014 Terms 3 & 4	Numeracy Resources S. C. P. Support
Core team will have Literacy and Numeracy as primary targets in 4 <sup>th</sup> year LCA. Look at putting in place a template that is used in completing all Tasks	6	<i>LCA Teachers</i>	<i>Martin Cavanagh</i>	2013-2014	Teaching Resources
Identify a group of current 1 <sup>st</sup> years who are struggling in maths. These students will work on a template with Breda Doherty and be handed over to the woodwork department during the final term.	7	<i>Breda Doherty Woodwork and Art Departments</i>	<i>Breda Doherty</i>	4 <sup>th</sup> term	SCP funding
Transition year students will carry out this initiative during maths class. These will be displayed on the wall outside room 102. Distance from top of first corridor to the canteen, coffee dock and library.	8	<i>Mickey O’Kane Maire Mathews Colm Doherty</i>	<i>Breda Doherty Hannah Hunter</i>	4 <sup>th</sup> term	SCP funding

### **Monitoring:**

State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years

Numeracy interventions will be monitored on an on-going basis. All Students receiving an intervention will be retested in May 2014.

Common tests and marking schemes to be used in March 2014.

Targets and measurers will be reviewed at departmental meetings at the end of the year.

Analysis of first year tests to find areas of strengths and weaknesses.

Check that all posters are displayed in Maths rooms and have keywords as part of common testing.

Check progress of clocks and signposts

## DEIS Planning: Plan to improve Numeracy Levels

**Evaluation:**

State how impact of actions on NUMERACY LEVELS will be evaluated at the end of the three years

State how progress will be measured, using baseline and targets as guide

At the end of the three years the impact will be evaluated by looking at Junior Certificate results for the present cohort of students. There will be consistent support and testing for identified students.

Evaluation of numeracy interventions for identified students and analysis of pre and post – programme testing.

Analysis of Mock and State examination results and performance of identified students.

Comparison of baseline data.

Evaluate schemes of work annually.

Check how many rooms have clocks displayed and that three signposts are displayed.

## DEIS Planning: Plan to improve Educational 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 (*number the targets*)

1. Examine results of 2014 state exams and align results with attendance.
2. Encourage students to take papers at the highest level suitable for their ability in the subject.
3. Identify students in need of an intervention in each year group to improve exam results.
4. Hold an information evening for parents of LCA students to support students and discuss career options.
5. Examine teacher and student expectations through an attitudinal study and investigate what determines pupil expectations.

**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*

Measure	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
Use the new Levello system to compare school results of 2014 state exams with national averages. Where results are below average, these will be aligned with student attendance during academic year.	1	Deputy Principal – John McGuinness  Attendance Monitor	Deputy Principal – John McGuinness	Sept 2014	Exam results Levello System
Analyse results of LCA students in 2013/2014 and compare to previous years	1	LCA Coordinator	LCA Coordinator	Sept 2014	Exam results
Subject Coordinators will encourage students to attempt subjects at the highest level suitable to their ability.  Subject Coordinators to encourage teachers to facilitate students to attempt subjects at the highest level suitable to their ability.	2	<i>Subject Coordinators</i>  <i>Teachers</i>	Deputy Principal – John McGuinness	2013-2014	Time allocated for meeting students
Students in each year group in need of extra support will be identified. This will be done through exam results, feedback from teachers and	3	<i>SCP</i> <i>SEN</i>	Deputy Principal – John McGuinness	2013-2014	Exam Results Literacy/Numeracy

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

## DEIS Planning: Plan to improve Educational Attainment

monitoring of academic progress. Supports such as literacy and numeracy initiatives will be put in place.					tutors SCP Resources
Examine teacher and student expectations through an attitudinal study and investigate what determines pupil expectations.	2	<i>Principal</i>	Principal	2013-2014	DEIS funding
Emphasis on supporting LCA students to study by holding an information afternoon for parents of LCA students. Use this opportunity to discuss career options of the students.	4	<i>LCA Co-ordinator</i>	<i>LCA Co-ordinator</i>	2013-2014	

### Monitoring:

State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years

Monitor academic performance of students with attendance.  
 Analysis of exam results and feedback from teachers.  
 Monitor subject choices of students and exam performance.  
 Monitoring of interventions such as literacy and numeracy programmes.  
 Monitoring of pastoral care reports.  
 Monitor study patterns of LCA students and feedback/support from parents.

### 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

Analyses of mock and state examination results.  
 Comparison of exam results with baseline data and national averages.  
 Correlation of exam results with attendance patterns.  
 Compare subject level choices with previous years and baseline data.  
 Evaluation of supports and interventions such as literacy and numeracy programmes.  
 Evaluate teacher motivation of pupils and determine how teachers create expectation.

## . DEIS Planning: Plan to improve Educational Progression

### Summary Plan to improve EDUCATIONAL PROGRESSION

**Target(s):**

State in specific terms how EDUCATIONAL PROGRESSION should improve as a result of measures in the school's DEIS plan (*number the targets*)

1. To aim for a 1% improvement in the overall Further Education (FE) and Higher Education (HE) progression rate.
2. To aim for a 1% improvement in progression to STEM courses.
3. To encourage more students to apply for the various third level access programmes as an additional / alternative way of applying to college.

**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	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
1. To encourage more students to apply for FE/HE by highlighting the top career areas where there will be jobs.	1 / 2	3 Guidance counsellors	Shared	During timetabled SPHE classes September - January	PowerPoint Presentation "Where the jobs are"
2. To encourage more students to apply for FE/HE by introducing an interactive student noticeboard, where all students can see at a glance who is going where, we hope this will encourage students to consider colleges and courses that they might not otherwise think of.	1 / 2	3 Guidance counsellors	Shared	February -May	Noticeboard. Paper. Thumbtacks.
3. To encourage as many students as possible to apply to HEAR / DARE / Breaking the Mould and other access programmes.	1/3	3 Guidance counsellors	Shared	During timetabled SPHE classes September -	PowerPoint Presentation "Applying to College in 2014"

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

**DEIS Planning:  
Plan to improve Educational Progression**

				January	
4. Begin a tracking process, to record and track students who apply for HEAR / DARE /Breaking the Mould and other access programmes. These access programmes offer an alternative access route to third level through reduced points for those who are socio-economically disadvantaged. As a DEIS school, this is important information and it is currently not being recorded or tracked.	3	3 Guidance counsellors	Shared	October to December 2014	Data on student destinations
<p><b>Monitoring:</b> State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years Actual student destinations will be researched and compiled from September until December 2014. A report will be written in December 2014.</p>					
<p><b>Evaluation:</b> State how impact of actions on EDUCATIONAL PROGRESSION will be evaluated at the end of the three years The statistics on actual student destinations will be used to evaluate the improvement in student progression over the three years.</p>					



## DEIS Planning: Plan to promote Partnership with Parents

### Summary Plan to promote PARTNERSHIP WITH PARENTS

**Target(s):**

1. Establish contact with families new to the school
2. Identify students arriving late in the mornings and put a plan in place to reduce the number of lates. Also liaise with parents of students arriving late to school.
3. Recruit parents to attend organised courses
4. Involve parents in 'Maths Eyes' project

**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*

Measure	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
1. Visit/ring parents who have a child in CCS for the first time. Invite First year parents to a coffee morning. The aim is to make contact with parents of 50 first year students.	1	<i>HSCL</i>	<i>HSCL</i>	Throughout school year	None
2. Identify a list of students who are arriving late to school in the mornings through weekly meetings with Attendance Monitor. Students will attend a 'punctuality workshop' with the aim of reducing the number of lates. Outline to parents the 'punctuality workshop'. Contact parents regarding regular 'lates'	2	<i>HSCL Attendance Monitor</i>	<i>HSCL</i>	As 'lates' require	None
3. Recruit parents to attend courses organised by HSCL or outside agencies. Advertise on school webpage/zodiac for parents to participate. The aim is to recruit 30 parents.	3	<i>HSCL</i>	<i>HSCL</i>	Oct-Dec Feb-April	Tutors
4. Recruit parents to 'Maths Eyes', a transfer initiative between Carndonagh Community School and primary schools with pupils who will be attending CCS.	4	<i>HSCL and staff in participating primary schools</i>	<i>HSCL</i>	Last term	Access digital camera and printers Finance prizes

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

## DEIS Planning: Plan to promote Partnership with Parents

Recruit parents with help of primary school teachers/principals. Also through links established as HSCL. The aim is to recruit 10 parents.					
<b>Monitoring:</b> <ol style="list-style-type: none"> <li>1. By setting term targets numbers</li> <li>2. Examination of morning lates, assessing trends among student 'lates'</li> <li>3. Attendance at courses will be uses as a monitor</li> <li>4. Parental involvement and participation in the project</li> </ol>					
<b>Evaluation:</b> <ol style="list-style-type: none"> <li>1. By reaching targets and feedback from parents</li> <li>2. To record trends in the number of students arriving late, communications with parents</li> <li>3. Parents will evaluate the courses, engaging parents in 'soft courses'</li> <li>4. Photograph evidence of project, parental feedback forms</li> </ol> <p style="margin-top: 10px;"> <b>Overall Educational-</b> By establishing links with the parental body will increase their engagement in the education system. This in turn will have positive effects on their children. In addition, reinforcing the message of having a shared goal, namely '<i>the child's best interest</i>', allowing parents to work with the school as an equal partner in a collaborative manner.         </p>					

## DEIS Planning: Plan to improve Partnership with Others

### Summary Plan to promote PARTNERSHIP WITH OTHERS

**Target(s):**

State in specific terms how PARTNERSHIP WITH OTHERS should improve as a result of measures in the school's DEIS plan (*number the targets*)

1. That a school representative will attend meetings of the following groups. e.g. IFAN, F.S.C, Strengthening Families/Advocacy Programme.
2. A member of school management will liaise with various sections of H.S.E., N.E.W.B, NEPS.
3. Encourage involvement with local community agencies e.g. IDP, Youth Clubs.
4. Liaise with relevant personnel in review of the Family Support Service.
5. Build relationships with local employers and outside agencies via LCA work experience and other LCA initiatives. To have a letter/info pack sent out to all employers of LCA.

**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	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
<p><b>Inishowen Family Action Network</b> A school representative will attend all meetings of the Inishowen Family Action Network</p>	1	H.S.C.L. Co-ordinator  SCP	H.S.C.L. Co-ordinator  Deputy Principal	2013-2014	Finance
<p><b>N.I.S.C.P. Family Support Committee</b> A school representative will attend meetings of the N.I.S.C.P. Family Support Committee</p>	1	H.S.C.L. Co-ordinator  SCP	H.S.C.L. Co-ordinator  Deputy Principal	2013-2014	Time for meetings
<p><b>Strengthening Families</b> A number of referrals will be made from Carndonagh Community school for the programme beginning February 2014 in Carndonagh. Ensure that sufficient personnel are trained to act as a link person for referred families.</p>	1	H.S.C.L. SCP	Deputy Principal	2013-2014	SFP Training  Referral / link person time allocation
<p><b>National Educational Psychology Services</b></p>	1	SEN	Deputy Principal	2013-2014	Meetings

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

## DEIS Planning: Plan to improve Partnership with Others

A school representative will attend meetings and liaise with NEPS personnel regarding relevant students. Note: There has been no NEPS Psychologist Services in this area since February 2013.	2				
<b>HSE and NEWB</b> A school representative will liaise with various sections of the HSE and NEWB.	2	Principal	Principal	2013-2014	Time for meetings
<b>Local Community Groups</b> Increase participation of identified students in local community groups	3	SCP	Deputy Principal	2013-2014	Liaise with local groups
<b>Family Support Worker</b> School Management, SCP and HSCL will participate in the review of the Family Support Worker Service.	4	SCP/HSCL Deputy Principals		2013-2014	Allocated time for participation
<b>LCA</b> Build relationships and liaise with local organisations regarding LCA work experience. Build partnerships with outside agencies to introduce new LCA initiatives e.g. Tidy Towns Committee	5	Jim Neary Martin Cavanagh	LCA Coordinator	2013-2014	DEIS Funding
<p><b>Monitoring:</b> State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years</p> <ul style="list-style-type: none"> <li>• The minutes from all meetings will be distributed and any issues arising will be dealt with.</li> <li>• Principal will liaise with staff regarding HSE and NEWB at pastoral care meetings</li> <li>• Feedback from relevant school personnel, such as link person.</li> <li>• Analyse NEWB reports</li> <li>• Maintain contact with and feedback from local community groups and organisations such as NEPS and SFP.</li> </ul>					
<p><b>Evaluation:</b> State how impact of actions on PARTNERSHIP WITH OTHERS will be evaluated at the end of the three years State how progress will be measured, using baseline and targets as guide</p> <ul style="list-style-type: none"> <li>• Measured by comparing with past years.</li> <li>• Attendance at meetings</li> <li>• NEWB reports</li> <li>• Liaise with SCP regarding attendance of identified group at local community groups.</li> </ul>					

**DEIS Planning:  
Plan to improve Partnership with Others**

- Evaluation of Family Support Worker service.
- Maintain reports regarding referrals to HSE and compare with previous years and maintain close contact with link person.
- Evaluation of reports such as students referred to NEPS

## Summary Plan for JCSP

### Target(s):

State in specific terms how LITERACY LEVELS should improve as a result of measures in the school's DEIS plan (*number the targets*)

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. <i>Community Service Initiative</i></li> <li>2. <i>Bodhran Initiative</i></li> <li>3. <i>Celebrity Chef Initiative</i></li> <li>4. <i>Drama Initiative</i></li> </ol> | <ol style="list-style-type: none"> <li>5. <i>Metalwork Initiative</i></li> <li>6. <i>Science Initiative</i></li> </ol> |
|---|--|

### 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	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
<p>This initiative will heighten awareness of the need to support others in the community and to practice skills needed to offer support to such groups. I plan to run the programme throughout the year, 1 day a month for 1-2 hours depending on activities. . I have a number of activities in mind - basket making, craft/baking, glass painting, card making, bingo/cards. The basket making activity will require an outsider coming in and working with both the students and the patients. The activity will demonstrate skills from the past and will enhance and enrich the learning of the students. Other activities will incorporate skills and learning from different areas.</p>	1	Class 2H	<i>Elaine Farren</i>	All year	Depending on activity planned. E.g. glass candle holders, bingo cards, bingo prizes.

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

<p>2. I propose to buy 16 self-assembly bodhran kits. The students will be in charge of creating, designing and assembling their own bodhrans. New skills will be taught along the way and as the responsibility is on the student it will give them a great sense of achievement when completed. Once completed I plan to have 6 weeks of bodhran lessons.</p>	2	Class 2H	Elaine Farren	Term 1	Bodhran kits, woodwork tools and varnish
<p>3. I am applying for the Celebrity Chef initiative. This proved to be a very popular and successful initiative in the past among our students. As the majority of our JCSP classes consist of boys I feel food and culinary skills are an important aspect of their overall development and wellbeing. For some of our students it is a "first time" experience of preparing food for themselves. I plan to run this initiative over 4 weeks, 4 classes over 2 weeks for 2nd years and 2 classes over 2 weeks for 3rd years.</p>	3	Class 2H and 3E	Elaine Farren	Term 3	Ingredients for the meals
<p>4. The Drama initiative will be for the 2nd and 3rd year JCSP classes. The classes overall would benefit hugely from this initiative as many are quite shy and reserved. We plan run this initiative throughout the school year and combine the 2 classes. We have a local Drama / Carnival group who</p>	4	Class 2H and 3E	Marie Mc Laughlin Lorraine Mc Daid Lorna Simkins	Term 3	Props?

perform locally as well as nationally and I would like them to work with the students in the area of improvisation, mime, clowning and movement. The English teachers would reinforce the work in class and link it into other subjects SPHE , CSPE, PE. This would be a fun initiative and one the students would enjoy.					
5. The metal work initiative will be used to help the students towards the Make A Book competition in Dublin	5	<i>Class 2H</i>	<i>Elaine Farren</i>		Recycled materials
6. Science Initiative. The students will be involved in making robots with their science teacher.	6	<i>Class 2H</i>	<i>Rob Mulally</i>		Small mechanical robots.
<p><b>Monitoring:</b> State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years</p> <p>On-going review of initiatives with students and teachers. Feedback and analysis.</p>					
<p><b>Evaluation:</b> State how impact of actions on LITERACY LEVELS will be evaluated at the end of the three years State how progress will be measured, using baseline and targets as guide</p> <p>All initiatives will be evaluated at the end of the year.</p> <ol style="list-style-type: none"> <li>1. Community Service – photographs, baskets made by the students themselves, painted candle holders.</li> <li>2. Bodhran – finished bodhrans and the students will perform at the JCSP Christmas Celebration.</li> <li>3. Celebrity Chef – students will make a meal for the JCSP teachers, Deputy Principals and Principal.</li> <li>4. Drama - students will perform an act/scene from a chosen play.</li> <li>5. Metalwork initiative – students will take part in the Make a Book Competition in Dublin in March 2014.</li> <li>6. Science – students will make their own robots.</li> </ol>					