



Coláiste Pobail Acla

DEIS Plan 2017 – 2020

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3. Declaration

1. DEIS: Delivering Equality of Opportunity in Schools

Delivering Equality of Opportunity in Schools (DEIS) plan was launched in 2017 which replaced the 2005 policy in addressing educational disadvantage. This DEIS plan focuses on addressing and prioritising the educational needs of children and disadvantaged communities. Coláiste Pobail Acla was accepted into the DEIS scheme. DEIS provides a system for identifying levels of disadvantage and integrated school supports.

The Vision for the DEIS Plan 2017 is as follows:

“For Education to more fully become a proven pathway to better opportunities for those in communities at risk of disadvantage and social inclusion.”

This is followed by the Ambition of the DEIS Plan 2017:

“To become the best in Europe at harnessing education to break down barriers and stem the cycle of inter-generational disadvantage by equipping learners to participate, succeed and contribute effectively to society in a changing world.”

The five key goals of the DEIS plan 2017 are built upon the goals set out in the Action Plan for Education 2016-2019

- Goal 1** - To implement a more robust and responsive Assessment Framework for identification of schools and effective resource allocation.
- Goal 2** - To improve the learning experience and the outcomes of pupils in DEIS schools.
- Goal 3** - To improve the capacity of school leaders and teachers to engage, plan and deploy resources to their best advantage.
- Goal 4** - To support and foster best practice in schools through inter-agency collaboration.
- Goal 5** - To support the work of schools by providing the research, information, evaluation and feedback to achieve the goals of the plan.

There are 8 key measures in the DEIS plan 2017

- Literacy
- Numeracy
- Pupil Retention
- Pupil Attendance
- Pupil Transition from Post-Primary Education
- Pupil Academic Attainment

- Partnership with Parents
- Partnership with Others

2. DEIS Planning

2.1. 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. **Students will perform to the best of their individual ability in oral exams, LCVP interviews, oral presentations as part of the new Junior Cycle. [Baseline data from teachers shows that students struggle to articulate all they know orally. Qualitative data will be gathered post interventions to assess progress.]**
2. **Reduce the number of students reaching the end of Junior Cycle with a reading age below 12 from 19% to 10% (2nd yr group 2017/2018) and from 10% to 6% (3rd yr group 2017/2018)**
3. **To maintain a 100% pass rate in Junior Cert Ordinary Level English while ensuring the number of students achieving a distinction grade at ordinary level is in line with, or lower than, the national average.**
4. **Déanfaimid iarracht An Ghaeilge a chur chun cinn inár scoil ar bhonn laethúil taobh istigh agus taobh amuigh den seomra ranga, trí Ghaeilge neamhfhoirmiúil a úsáid timpeall na scoile.**

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?
Pose, Pause, Bounce, Pounce will be used by all teachers across subject departments.	1 2 3 4	All teachers, all departments	Literacy team	Ongoing	Subject related questions, resources
Pre-teaching key words; Look, Cover, Write, Check	2 4	All teachers, all departments	Literacy team	Ongoing	Display boards, key word posters and books (JCSP)

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

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<p>Skimming, scanning, highlighting</p>	<p>1 2 3</p>	<p>All teachers, all departments</p>	<p>Literacy team</p>	<p>Ongoing</p>	<p>Reading material; written word</p>
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Monitoring:

Subject departments will monitor the value of each of the three interventions periodically; mid-term, Christmas, mid-term and Easter 2020. Subject departments will report back to the literacy team and DEIS committee on their deemed value of each measure.

Evaluation:

Qualitative evaluation of student oral literacy levels, 2020; department and individual teachers.

Reading age of students measured yearly.

Junior Certificate levels and results monitored yearly.

2.2. 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. **To reduce the number of students who have reached the end of Junior Cycle with a numeracy level categorised as below average from 16% to 8% (CAT4 Test) by year 3 [yr 1:16% to 12%; yr 2: 12% to 8%]**
2. **To improve students' numerical attitudes and sense of value in numerical literacy in everyday life.**
3. **To have a take up of different levels in Leaving Certificate Maths that is reflective of, or better than, the National Average 18% HL, 74% OL, 8% FL. To increase the percentage of LC Students pursuing Maths levels from 19% HL, OL73% and FL 8% 2018 in our school.**

Actions:

State proposed measures (both existing and new) to improve Numeracy 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?
To have a commonality in numeracy terminology and methodologies across all subject departments.	1 2	All staff	Maths teachers, led by co-ordinator	Ongoing from Sept 2017	Formulate booklet in 2017/2018; disseminate to departments from September 2018
Team teaching will be used in junior maths classes.	3	Principal	Maths teachers, led by maths co-ordinator	From September 2019	Team teaching cpd (whole staff), provided by PDST August 2019, shared planning
Teachers will get students to calculate their percentage results themselves for all assessments where appropriate	1 2	All staff	Numeracy team	Ongoing	Percentage calculation posters in each classroom

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

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Monitoring:

Each teacher and department will report back to the numeracy team periodically.

JCSP achievement targets will be used to monitor student progress.

Records will be collated and checked annually.

Monitor standardised tests and results.

Through the use of a student survey monitor numeracy initiatives for their efficiency.

Staff Feedback on whole school initiatives at planning, department and whole school meetings.

Responsibility of Learning support teacher for IEP development for students in L.S classes.

Standardised tests. Diagnostic Assessments termly for targeted students

Class tests –monthly depending on subject areas and subject plans

In-house exams – Twice Yearly

Student and staff questionnaire to assess current numeracy language/terminology used Sept 2018 and again in May 2019

Evaluation:

Numeracy Levels will be evaluated using numeracy tests.

Results will be compared with baseline data beginning in first year.

A terminal test will be administered at the end of each year to determine whether targets have been reached.

An attitudinal survey will be distributed to both the students and staff and these responses will be recorded; before, during and post interventions.

2.3. Plan to improve Pupil Retention

Summary Plan to improve Pupil Retention

Target(s):

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

- To reduce the number of students entering senior cycle but not sitting their Leaving Certificate from 5% (2018) to 2% (2019) to 0% (2020)**

Actions:

State proposed measures (both existing and new) to improve Retention Rates. *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?
All Junior cycle students will complete J.C.S.P and avail of its initiatives to improve academic attainment and success over 3 years of junior cycle	1	All Junior Cycle teachers	Kevin Shannon, JCSP Co-ordinator	Ongoing from Sept. 2017	Teachers materials Resources for Numeracy and Literacy Initiative, subject statements, initiative funding
All senior students will have weekly careers classes to investigate further study opportunities and career pathways	1	TY, 5 th & 6 th yr students	Guidance Counsellor, Margaret Ebbs	Weekly all year	CAO booklets, guest speakers, application forms, college prospecti
Provide as wide a curriculum as possible to meet the needs of students	1	Students, Principal	Principal	Ongoing	Teacher allocation, curricular concessions
Students will be encouraged to do Transition Year	1	TY Coordinator Guidance Counsellor	Kevin Shannon	Ongoing	Ongoing development of comprehensive TY programme
SCP curriculum modification and lunch time activities to make school more attractive- funding dependent	1.	SCP Co-coordinator Sarah Sheridan HSCLO, Principal	Principal	Ongoing from September 2017	Funded by South Mayo SCP
All students will be encouraged to participate in at least one extra-curricular activity to enhance engagement	1.	School Projects Coordinator, all extra-curricular teachers	HSCLO	Ongoing	Staff enthusiasm and commitment to facilitating extracurricular activities

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Parents and Students will receive CAT4 and DAT results to allow them to make appropriate subject choices for junior and senior cycle	1	Guidance Counsellor, SEN team, HSCLO	Guidance Counsellor	Ongoing	CAT and DAT assessments
Provision by HSCLO of initiatives that promote parental involvement in their children's learning	1	HSCLO, Principal	Therese Connolly	Ongoing	HSCL funding, guest speakers, evening courses
Provision of targeted home visits by HSCLO and SCP workers to students deemed at risk.	1	HSCLO, SCP worker	Therese Connolly	Ongoing	
Provision of counselling to students deemed at risk	1	Guidance Counsellor, Chaplain	Lisa Shannon, Therese Connolly, Margaret Ebbs	Ongoing	Outside agency links e.g., CAMHS, MindSpace
Weekly meetings of Pastoral Care team to discuss vulnerable students	1	PC Team	Lisa Shannon	Ongoing	Staff personnel
Weekly meeting of SEN Team to discuss students' curricular needs	1	SEN Team	Michelle Scully	Ongoing	Staff personnel

Monitoring:

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

1. H.S.C.L. Co-ordinator will visit targeted families.
2. Discussion at pastoral care team meetings re individual plan for promotion of attendance and subsequently retention.

Evaluation:

Baseline data will be compared year on year to measure retention rates. Targets may be adjusted if necessary.

2.4. Plan to improve Pupil Attendance Rates

Summary Plan to improve Pupil Attendance Rates

Target(s):

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

1. To improve Transition Year Attendance rate from 83% (2017-2018) to 88% (2018-2019) to 90% (2019-2020)
2. To reduce the percentage of Junior Cycle students' attendance rates that are below 85% from 10% (2017-2018) to 5% (2019-2020)
3. To improve overall average attendance from 91% (2017-2018) to 92% (2019-2020)

Actions:

State proposed measures (both existing and new) to improve Retention Rates. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

Measure	To address Target no.*	Who?	Lead responsibility	When?	Resources?
All Junior cycle students will complete J.C.S.P and avail of its initiatives to improve academic attainment and success over 3 years of junior cycle	1 2 3	All Junior Cycle teachers	Kevin Shannon, JCSP Co-ordinator	Ongoing from Sept. 2017	Teachers materials Resources for Numeracy and Literacy Initiative, subject statements, initiative funding
Meet with N.S Principals to learn more about the backgrounds of students who are transferring from National Schools.	1 2 3	HSCLO Officer and SCP Project worker	Therese Connolly,	Ongoing from Sept. 2017	
Provision of a comprehensive transfer programme to all incoming students and parents/guardians	3	HSCLO, SCP workers, chaplain, SEN team, tutors and teachers, Principal & Deputy Principal	Therese Connolly	Ongoing from Sept 2017,	Transition booklet, tasters day, information night, entrance assessment
Provide as wide a curriculum as possible to meet the needs of students	1, 2,3		Principal	Ongoing	Teacher allocation
To encourage better attendance at school to normalise going to school.	1 2 3	Tutors and Attendance Co-Ordinator, HSCLO	Principal Máire Sweeney	Ongoing	Use of VSWARE to monitor attendance, text alert to parents re absence. Letter home for incremental absences.
Students will be encouraged to do Transition Year	1	TY Coordinator	Kevin Shannon	Ongoing	Ongoing

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	2	Guidance Counsellor			development of comprehensive TY programme
SCP curriculum modification and lunch time activities to make school more attractive- funding dependent	1. 2. 3	SCP Co-coordinator Sarah Sheridan HSCLO, Principal	Principal	Ongoing from September 2017	Funded by South Mayo SCP
Parents and Students will receive CAT4 and DAT results to allow them to make appropriate subject choices for junior and senior cycle	1, 2, 3	Guidance Counsellor, SEN team, HSCLO	Guidance Counsellor	Ongoing	CAT and DAT assessments
Provision by HSCLO of initiatives that promote parental involvement in their children's learning	1, 2, 3	HSCLO, Principal	Therese Connolly	Ongoing	HSCLO funding, guest speakers, evening courses
Provision of targeted home visits by HSCLO and SCP workers to students deemed at risk.	1, 2, 3	HSCLO, SCP worker	Therese Connolly	Ongoing	
Provision of counselling to students deemed at risk	1, 2, 3	Guidance Counsellor, Chaplain	Lisa Shannon, Therese Connolly, Margaret Ebbs	Ongoing	Outside agency links e.g., CAMHS, MindSpace
Weekly meetings of Pastoral Care team to discuss vulnerable students	1, 2, 3	PC Team	Lisa Shannon	Ongoing	Staff personnel
Weekly meeting of SEN Team to discuss students' curricular needs	1, 2, 3	SEN Team	Michelle Scully	Ongoing	Staff personnel
Teachers will make subject material as interesting, meaningful and relatable as possible to encourage student engagement in teaching and learning	1,2,3	All staff	Principal	Ongoing	Staff and subject resources
Tutors will follow up on any unexplained absences and persist in garnishing notes for time missed	1,2,3	Tutors	Attendance Officer, HSCLO	Ongoing	Student journal, NEWB referral
Students will be encouraged to participate in themed weeks, e.g. mental health week, friendship week.....	1, 2 ,3	All Students and staff	Chaplain, HSCLO	Periodically	Workshops, guest speakers, random acts of kindness, meditation training, breakfast morning, prizes
Students will be rewarded for good attendance and behaviour with school outing	1, 2 ,3	Some students; selected using criteria generated by Tutors and Projects Coordinator	Project Coordinator	Biannually	Attendance and behaviour report; VSWare
Parents will be contacted on the day of student absence to investigate its rationale.	1, 2, 3	HSCLO, School Secretary, tutors,	HSCLO, Therese Connolly	As absences occur	VSWare

Monitoring:

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

- 1. At the end of each term check improvement in attendance records.**
- 2. H.S.C.L. Co-ordinator will visit targeted families.**
- 3. Discussion at pastoral care team meetings re individual plan for promotion of attendance weekly.**
- 4. Tutors will monitor journals weekly and look for absent notes.**
- 5. Students will sign in and out of office with a parent/guardian in attendance and a reason given for absence. Records kept and collated by attendance monitor.**
- 6. VSWare used to analyse daily, weekly, monthly attendance and patterns in general and individual attendance.**
- 7. Number of letters sent to students with 15 or more absent days will be recorded.**
- 8. Number of referrals to Tusla (NEWB) will be recorded**

Evaluation:

Attendance levels will be analysed monthly using VSWARE by HSCL/Attendance Co-Ordinator and this information will be reported to the Principal

Baseline data will be compared year on year to measure attendance rates and targets may be adjusted where valid.

2.5. Plan to improve Student Transition from Post-Primary Education

Summary Plan to improve Progression to Further and Higher Education

Target(s):

State in specific terms how Progression from Post-primary Education should improve as a result of measures in the school's DEIS plan (*number the targets*)

1. The number of students dropping out from 3rd level course will reduce from 24% (2017) to 15% (2019)
2. The number of students engaging with further training/further education/employment will be maintained at 95% and above from 2017

Actions:

State proposed measures (both existing and new) to improve Progression to Further and Higher Education. *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?
Higher Education Access Route will be promoted strongly each year	1 2	5 th and 6 th Year students	Guidance Counsellor Margaret Ebbs	February and June of each year	HEAR application form and information booklet
All students are encouraged to do Transition Year	1,2	3 rd yr students and TY Coordinator	Kevin Shannon	Spring of 3 rd year	TY Booklet, Current TY students
All students are encouraged to do Leaving Certificate Vocational Programme	1,2	3 rd and TY Students LCVP Coordinator	Kevin Shannon	Spring of 3 rd year/TY	LCVP Presentation
All Transition Year, 5 th and 6 th year students will continue to have weekly Careers classes.	1, 2	Senior students and Guidance Counsellor	Margaret Ebbs	Weekly	CAO booklet, apprenticeship information, college prospecti, guest speakers
All 5 th and 6 th year students will meet individually with Guidance counsellor to discuss their plans for after finishing school.	1, 2	Senior students and Guidance Counsellor	Margaret Ebbs	Ongoing	DATS results, College prospectuses, CAO form
Information Evening for senior cycle parents to advise them of college entry routes and grants available.	1, 2	Senior students, guidance counsellor	Guidance Counsellor Margaret Ebbs	November yearly	CAO booklets, college Prospectuses, SUSI website
Ongoing information sessions regarding subject choices and third level learning opportunities	1 2	3 rd year, TY, 5 th and 6 th Year students	Guidance Counsellor Margaret Ebbs	Careers classes, Information evenings etc.	

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

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European Language as a core subject for Junior Cycle students	1. 2.	1 st year students 2018-2019 and subsequent 1 st year cohorts	Principal	Ongoing from Sept 2018	Provision of Teaching Resources
Visits to Career Fairs, Inviting College representatives to visit school. Open day visits. Local PLC Centres visits.	1. 2.	TY, 5 th and 6 th Year students	Guidance Counsellor Margaret Ebbs	September- December of each year	Financial Assistance
School will continue to develop strong links with local colleges	1, 2	Guidance counsellor, students, principal	Guidance Counsellor Margaret Ebbs	Ongoing	Local College Presentations
School will continue to develop our partnership night where local people and former students are invited to talk to students about the possibilities for training after secondary school	1, 2	Past pupils, local role models	Guidance Counsellor Margaret Ebbs	Spring yearly	Guest speakers of varying academic and trade backgrounds
School will continue to develop students' self-management skills to promote independent living post-secondary school	1, 2	All Staff	Principal	Ongoing	
All 3 rd year/Transition year students will do DATS (differentiated aptitude tests) to highlight their strengths and make informed decisions about subject choices at senior cycle.	1 2	3 rd /TY students	Guidance Counsellor Margaret Ebbs	October yearly	DATS books and answer sheets
All 6 th year students meet with guidance counsellor to discuss their plans post-primary	1 2	6 th year students	Guidance Counsellor Margaret Ebbs	September of 6 th year onwards	
All households will be contacted in the year after leaving school to determine what further training, education or work is being pursued by students	1 2	Former pupils/their parents or guardians	Guidance Counsellor Margaret Ebbs	October and May in the year after finishing in CPA	

Monitoring:

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

Progress will be monitored annually during the month of August/September/October as information becomes available.

Data on students pursuing further education will be collated, as will the level course and where they are studying.

Data on students in the workplace and those with no fixed plans will be collated.

Data on students in apprenticeships will be broken down into the type and duration and location of the apprenticeship.

Students with no fixed plans for the future in October after leaving school will be invited to come in and discuss possibilities; these students will be contacted every month for as long as it is appropriate and deemed of value by all parties.

Evaluation:

1. Survey of Academic Progression will be carried out in October of every year

2. Increased target setting with regard to Further and Higher Education for the next planning period if original targets have been reached.

2.6. Plan to improve Academic Attainment

Summary Plan to improve Academic Attainment

Target(s):

State in specific terms how Progression from Post-primary Education should improve as a result of measures in the school's DEIS plan (*number the targets*)

1. State Exam Results from 2018 onwards will be in line with National Averages and DEIS Post-Primary School National Averages in at least 90% of subjects analysed.
2. State Exam Results will be correlated with attendance rates for students from 2018 onwards. Results will be communicated to the student and parent body.
3. Reduce the number of students taking Ordinary Level papers for Leaving Certificate from 30% (81 out of 273 exams, 2018) to 25% by 2020

Actions:

State proposed measures (both existing and new) to improve Progression to Further and Higher Education. *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?
Wellbeing will be explicitly taught to Junior Cycle students	1, 2, 3	Wellbeing teachers, SPHE teachers	Chaplain, Lisa Shannon	Throughout Junior Cycle	Mindfulness materials, teacher produced and sourced material
All students are encouraged to do Transition Year	1, 2, 3	3 rd yr students and TY Coordinator	Kevin Shannon, TY Coordinator	Spring of 3 rd year	TY Booklet, Current TY students
The link between attendance and attainment is regularly reinforced with students and parents	2	Tutors	Attendance monitor, HSCLO	Year round	VSWare
Students wishing to change the level they study a subject at must complete a form signed by parents, class teacher and guidance counsellor	3	Students changing subject level, subject teachers	Margaret Ebbs, Guidance Counsellor	Throughout academic year	Change of level form
Pastoral Care team will discuss any students flagged as at risk and appropriate interventions will be put in place where appropriate	1, 2, 3	Pastoral Care Team & vulnerable students	Lisa Shannon, Chaplain	Weekly meetings	PC Team, Outside agencies
All students are encouraged to do Leaving Certificate Vocational Programme	1,2	3 rd and TY Students LCVP Coordinator	Kevin Shannon, LCVP Coordinator	Spring of 3 rd year/TY	LCVP Presentation
All Transition Year, 5 th and 6 th year students will continue to have weekly Careers classes, incorporating study skills	1, 2, 3	Senior students and Guidance Counsellor	Margaret Ebbs, Guidance Counsellor	Weekly	CAO booklet, apprenticeship information, college prospecti, guest speakers

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

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All 5 th and 6 th year students will meet individually with Guidance counsellor to discuss their future plans and their current academic situation; anxieties, study timetables, work/life balance.	1, 2, 3	Senior students and Guidance Counsellor	Margaret Ebbs, Guidance Counsellor	Ongoing	DATS results, College prospectuses, CAO form
Teachers and SNAs will be informed of CAT results and students' additional needs, where necessary and appropriate, at the start of each academic year	1, 2, 3	Class teachers, SNAs	SEN Coordinator, Michelle Scully & HSCLO, Therese Connolly	August annually	CAT results, NEPS reports, enrolment form
Teachers will differentiate teaching methodologies, materials and student learning intentions to meet the needs of all students	1, 2, 3	Class teachers	Class teachers, SEN Coordinator in advisory capacity	Year round	Worksheets, audio-visual prompts, concrete materials, teacher and student produced resources
AFL strategies will continue to be utilised by staff and students to enhance teaching and learning	1, 2, 3	All teachers & students	Principal	Year round	AFL materials
Assessment and methodologies are varied and is an area of focus for SSE	1, 2, 3	All teachers	Subject Coordinators	Year round	Teacher prepared materials
All Junior Cycle teachers will work through their specifications to develop student critical thinking skills	1, 2, 3	1 st , 2 nd , 3 rd yr students	Subject Coordinators	Year round	JC Specifications
Ongoing information sessions will be held regarding subject choices and third level learning opportunities	1, 2, 3	1 st yr, 3 rd year, TY, 5 th and 6 th Year students	Guidance Counsellor Margaret Ebbs	Careers classes, Information evenings etc.	Subject outline information booklet
European Language as a core subject for Junior Cycle students	1.	1 st year students 2018-2019 and subsequent 1 st year cohorts	Principal	Ongoing from Sept 2018	Provision of Teaching Resources
Group work and peer teaching are key skills utilised by teachers in their classes	1, 2, 3	All students, class teachers	Subject Coordinators	Academic year	Teacher modelling, group work role cards
Students will be taught the skills to critique their own work	1, 2, 3	All students, class teachers	Subject Coordinators	Academic year	Teacher modelling, exemplar work
Core subjects are banded to allow students study at the highest level they are suited to	1, 2, 3	Student timetables	Principal	Summer annually	V\$ware, teacher allocation
School will continue to develop students' self-management skills to promote self-directed learning	1, 2, 3	All students, All subject teachers	Principal	Ongoing	Timetables, subject folders, role-play
Students' awareness of support services available within school and through outside agencies will be reinforced	1, 2, 3	All staff with all students	Guidance Counsellor, Margaret Ebbs, Lisa Shannon, Chaplain	January annually	

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All students will goal set and reflect on achievements	1, 2, 3	All students and teacher	Chaplain, HSCLO, Guidance Counsellor	September/January/ April or May annually	
All 3 rd year/Transition year students will do DATS (differentiated aptitude tests) to highlight their strengths and make informed decisions about subject choices at senior cycle.	1 2	3 rd /TY students	Guidance Counsellor Margaret Ebbs	October yearly	DATS books and answer sheets
Special Education classes are timetabled for all students with additional needs	1, 2, 3	SEN students and SETs	SEN Coordinator, Michelle Scully	September annually	VShare
All Junior Cycle students pursue the JCSP from 1 st - 3 rd year	1, 2, 3	All junior students	Kevin Shannon, JCSP Coordinator	3 years	JCSP resources, Junior cycle specifications
Students are encouraged to avail of homework club and study after school	1, 2, 3	Exam students, targeted students	SCP Coordinator, Sarah Sheridan, Therese Connolly, HSCLO	Each term	SCP funding, Supervisors
All teachers will encourage students to utilise our valuable in-school library	1, 2, 3	All Teachers	Celia McLoughlin, School Librarian	Ongoing	School Library
Students will be encouraged to present their work in a range of mediums	1, 2, 3	All Teachers	Literacy Team	Ongoing	Display boards, ICT, Video recording equipment
Teachers will fill in 'Initial concern forms' for any students they are concerned about in terms of their ability to access the curriculum	1, 2, 3	Class Teachers	SEN Co-ordinator, Michelle Scully	As needs become evident	Initial Concerns Form, Standardised Tests
All students will be encouraged to participate in at least one extra-curricular activity to enhance engagement	1, 2, 3	School Projects Coordinator, all extra-curricular teachers	HSCLO	Ongoing	Staff enthusiasm and commitment to facilitating extracurricular activities
Students will adhere to the Code of Behaviour and will not be permitted to interfere with the teaching and learning of themselves or others	1, 2, 3	All students working with all teachers	Deputy Principal, tutors	Ongoing, year round	Code of Behaviour, school journal, VShare

Monitoring:

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

State Exams examined in August and September by Principal and Deputy Principal. Compared with national and DEIS averages in October annually. Compared year on year.

Teachers provide data on students taking HL, OL or FL in their subjects in October; monitored by DP throughout the year as change of level forms are collated.

Christmas, summer and mock examinations will be reviewed in conjunction with ability, motivation and goals set.

Teachers will review their class assessments in line with teacher, parent and student expectations; referring students on appropriately where necessary.

Evaluation:

October 2019 for 1st cohort

October 2020 for 2nd cohort

Targets reviewed on reflection of data.

2.7. Plan to improve Partnership with Parents

Target(s):					
State in specific terms how Parental Engagement should improve as a result of measures in the school's DEIS plan (<i>number the targets</i>)					
<ol style="list-style-type: none"> 1. Attendance at PTM will increase from 88% 2017-2018 to 92% 2018-2019 to 95% 2019-2020 2. Parent attendance at trips out of school will rise from 2 trips in 2017-2018 to 5 trips 2018-2019, increasing year on year 3. Parent attendance at information nights will rise from below 40% on average in 2017-2018 to 55% in 2018-2019, increasing year on year. 					
Actions:					
State proposed measures (both existing and new) to improve Parental Engagement. <i>Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect</i>					
Measure	To address Target no.	Who?	Lead responsibility	When?	Resources?
Meet with Parents Association to evaluate all policy decisions	1 2 3	Parents Association	H.S.C.L. Thérèse Connolly	Ongoing throughout the year (monthly meetings)	
Publish policy documents on school website	1 2 3	PR/Social Media Team	Principal	As ratified by BOM	School website
Through the Parents' Association parents are invited to get garda vetted so they can accompany groups on trips out of school and can help with Extra-Curricular activities.	2	All Parents	H.S.C.L. Thérèse Connolly	Ongoing throughout the year	Garda Vetting forms/ETB paperwork
Meet with parents and evaluate the needs for additional classes evening classes i.e. Computer classes/Mathematics/Gaeilge	3	All Parents	H.S.C.L. Thérèse Connolly	September 2017	Provision of Teaching Resources
Visit Parents of targeted students and contact parents of all First Years.	1 2 3	H.S.C.L. Thérèse Connolly	H.S.C.L. Thérèse Connolly	Ongoing from Sept 2017	HSCLO
Communication with parents regularly through meetings, letter, phone-call, social media, parent teacher meetings, student journal, open nights & events organised for parents	1 2 3	All Staff & Parents	Principal	Ongoing	Website, Facebook Page, Staff, Guest Speakers, VSWARE
All Parents will be encouraged and reminded to attend Parent Teacher Meetings; follow up with those not in attendance.	1	HSCLO Therese Connolly	Principal	At start of school year and in the weeks preceding meetings	Website, text, school calendar, HSCL
Record attendance at all ptms, information evenings and courses running	1, 2, 3	H.S.C.L. Thérèse Connolly	H.S.C.L. Thérèse Connolly	All meetings	Collated spreadsheets

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Develop digital communication strategies to communicate more effectively with parents and guardians	1, 2, 3	IT contractors, school secretary, HSCLO, all staff	Principal	Ongoing since Sept 2017	VSWare, Microsoft 365
Utilise parental expertise to work with specific members of the student body	2	HSCLO, link teachers	Principal	Ongoing	Parental garda vetting clearance, resources will vary.
Parents are encouraged to support their children at school mass and graduation ceremonies	2, 3	Chaplain, HSCLO	Lisa Shannon, Therese Connolly	September & May annually	

Monitoring:

Each target monitored on a term by term basis. Providing the necessary resources are in place in particular for measure 2.

Evaluation:

1. We will look at original baseline data and targets and rewrite them and compare.
2. Parent Survey assessing attitude to school and their assessment of the level of inclusion they feel they have in school life will be conducted annually.
3. Attendance at meetings, Parents' Association meetings and parent teacher meetings will be logged as one measure of parental involvement.
4. Analyse the number of events where garda escorted parents have supported the school and acted as additional adult supervisors
5. Log the number of text messages and letters sent to parents and compare year on year.
6. Track engagement on social media for school posts. Analyse termly.

2.8. Plan to improve Partnership with Others

Target(s):					
State in specific terms how Community Links should improve as a result of measures in the school's DEIS plan (<i>number the targets</i>)					
<ol style="list-style-type: none"> To promote partnership with Local Feeder Schools; increase attendance at Taster Day from students of non-traditional feeder schools from 20% (2017-2018) to 50% (2019-2020) School Profile will be heightened in the local community. Increase the number of articles in the local paper from 4 articles in the 2017-2018 year to 1 per month 2018-2019, maintain or increasing this year on year. To facilitate Adult Learning in conjunction with the other education providers based in Achill. School will seek to increase participation in classes run by 10%; 5% in 2018-2019 and an additional 5% in 2019-2020 					
Actions:					
State proposed measures (both existing and new) to improve Community Links <i>Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect</i>					
Measure	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
Develop the profile of the school within the community. Have regular meetings.	1 2 3	VTOS, Outdoor Education Centre, Community Futures initiative.	H.S.C.L. Thérèse Connolly	Ongoing	Venue
Use website, Facebook page, school newsletter and local newspaper to publicise school activities, accomplishments and events.	1 2 3	PR/Social Media Team	Principal	Ongoing	ICT, local journalists and photographers
TY students will work with local horticulturist to improve the local environment	1 2	TY Students	Kevin Shannon (TY Co-ordinator)	Throughout school year	
TY students will do community work in St Fionnán's Community Nursing Unit weekly	1 2	TY Students	Kevin Shannon (TY Co-ordinator)	Throughout school year	
Co-curricular facilitators will be sourced from the locality where possible.	2 3	Teachers organising specialist talks, training for staff/students/parents	Principal	As required	Driving Instructor & car First Aid Trainers Manual Handling Trainers Specialised sport coaching, e.g., sailing, golf Internet Safety Cooking

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					Demonstrations
1st year students and their English teachers will link in with local national schools for ‘One Book One Read’ literacy Programme	1 2	1st year students English teachers	HSCLO, Therese Connolly	October-April annually	Novel and supporting materials
School will participate in St Patrick’s Day Parade	1 2 3	Staff & Students	Kate Callaghan (Art Teacher)	Annually from 2018	Materials to make float
School will give open invitations to community members to attend performances such as the Christmas Carol Services and plays/musicals	1 2 3	Staff & Students	Principal	As events are held; Christmas annually and as other performances are held.	Venue and performers
Students will assist local volunteers to decorate locality when requested.	1 2	TY Students	Kevin Shannon (TY Co-ordinator)	As required	Bunting, flags, ribbons etc
Continue to work closely with outside agencies to improve student outcomes	1 2	SEN Staff, ASD Staff, All Staff, HSCLO, Chaplain, Guidance Counsellor	Principal	As Available	Tusla, Local GPs, Social workers, CAMHS, Western Care, S&L Therapists, OTs
Set up classes for Parents of targeted students. Link with other local agencies	3	S.C.P	Principal H.S.C.L. Thérèse Connolly	Ongoing throughout the year	School
Work with Primary School Principals and other relevant staff	1 2	Primary School Principals and staff H.S.C.L Thérèse Connolly	H.S.C.L. Thérèse Connolly	September 2017	Student reports and local expertise
Use of the school premises for community events	1 2 3	Principal Deputy Principal	Principal	Ongoing from Sept 2017	As required
Students will continue to participate in work experience in the local and wider community as an integral part of Transition Year and LCVP.	1 2	TY, 5th Yr Students	Programme Co- ordinator, Kevin Shannon	Ongoing; 3 weeks in Ty, 1 week in 5th yr	Insurance paperwork, garda vetting as appropriate
Students will continue to receive talks from local agencies; the Gardai, Tusla, Coast Guard, MindSpace etc.	1 2	Students	HSCL, Therese Connolly, Chaplain, Lisa Shannon	Periodically	Relevant speakers, appropriate presentation equipment and meeting space
The school will continue to hold an Open Evening for members of the local community to attend.	1 2 3	All staff	Principal	January annually	Staff and subject materials
Principal and Deputy Principal will visit every National School in the	1	Principal	Principal	January	Prospectus

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catchment area		Deputy Principal		annually	
Students will fundraise for local, national and international causes	2	Link teachers; chaplain, TY Coordinator, Projects Coordinator, CSPE and SPHE teachers	Principal/Deputy Principal	Periodically	Shoe Box Appeal, Fundraising permits, daffodil day pins, Gearoid's Smile pins, other permits and fundraising materials as events arise.
Students will be encouraged to participate in John Paul II Awards	1, 2	Link teachers for achievements, projects coordinator	Chaplin	Ongoing	Student record of achievement
Where possible materials will be purchased from local suppliers	2	Purchasing teachers, e.g. woodwork materials	Principal	Periodically throughout the year	Procurement protocols, tenders, budgetary allowances
Students will all attend and music students will participate in Harp festival	1, 2,	Link teachers and music teacher	Doreen O'Connor and Phil Duffy	Annually; October	Musical instruments, local venues
Students will participate in a local beach clean up	1, 2	CSPE, Geography teachers	Green Schools Coordinator, Breda O'Malley	Annually in late Spring	Bags, gloves, litter pickers
Students will visit local enterprises as part of their Enterprise Link Module	2	6 th yr LCVP students and teachers	Kevin Shannon, LCVP Coordinator	1 st term of 6 th year.	Links with local enterprises

Monitoring:

At the end of each year the measures will be reviewed; staff, student counsel, parents' association, BOM.

1. Track the number of meetings with outside agencies.
2. Track attendance at all meetings, talks etc.
3. Collate data on the number of fundraisers undertaken.
4. Document all articles published in local media.
5. Ask for parent and community leaders' feedback on school involvement in the community. Conduct a survey of students and parents annually.

Evaluation:

1. Evaluation will be done annually and collated at the end of the three years.

3. Declaration

This Coláiste Pobail Acla DEIS Plan was adopted by the Board of Management of Coláiste Pobail Acla on:

Signed: _____

Mr. Pat Kilbane

Chairperson of the Board of Management

Date: _____

Signed: _____

Mr. Paul Fahy

Board Secretary & School Principal (Acting)

Date: _____