What is DEIS?

It is a national programme aimed at addressing the educational needs of young people.

Each DEIS plan is specific to each DEIS school but should contain the following eight key areas:
- Literacy
- Numeracy
- Attendance
- Retention
- Attainment
- Transitions
- Partnership with Parents
- Partnership with others.

DEIS is the whole school plan for Grennan College. It will be continually monitored over a 3-year period.

DEIS Area	Targets	Measures for Implementation in the Current Year
RETENTION	**1.Senior cycle retention to be maintained at an average of 98% over the life of the plan (average retention over the previous 3 years).** **2.Junior cycle retention to be maintained at 100% in each year of the plan.** **3.To increase the retention rate of members of the Travelling community from 0% (Baseline Data) to 50% in Senior Cycle over the course of the plan as these students are currently in 2nd year and 3rd year.** **4.To increase the retention of EAL students in Junior Cycle from 50% (baseline data, 1 out of 2) to 87.5% (7 out of 8 students to complete).**	Enhanced in school and external guidance for student who are displaying school anxiety or at risk of drop out. Home visits targeted to all at risk (of non-completion) students by HSCL. Teachers to engage with active teaching methodologies (Magenta Principles) appropriate to their class groups. Year Heads refer students of concern weekly to the Care Team and Care Team/Guidance Counsellor feedback weekly on the students referred to the relevant person. Establish in-house talks from practitioners in various career areas at senior cycle. MS Teams to be used daily for posting homework/assignments/notes.

DEIS Area	Targets	Measures for Implementation in the Current Year
ATTENDANCE	**1.To reduce the average rate of chronic absence (20 days or more) of students in the Junior Cycle from 44% (2021/22) to at least 40% in Year1, to 36% in year 2 and 32.55% in year 3 (average attendance in Junior Cycle 2018/2019, pre-COVID-19).** **2.To reduce the average rate of chronic absence (20 days or more) of students in the Senior Cycle from 44% (2021/22) to at least 37% in year 1, to 30% in year 2 and 23% in year 3 (average retention in Senior Cycle 2018/2019, pre-COVID-19)** **3.To reduce First year average number of days missed from7.47 days (17/18-20/21) by 3% each year of the plan i.e., to 7.24 year 1 to 7.03 in year 2 and to 6.82 in year 3 of the plan.** **4. To reduce the rate of absence of 6th year students from an average of 20.38 (18/19, 20/21, 21/22) to 19.38 in Year 1, to 18.38 in year 2 and to 17.38 days by end of year 3 of the plan.**	Teachers plan lessons to ensure active teaching methodologies. (Magenta Principles) Continue home visits to students exhibiting a poor attendance pattern. Invite parents to meet with DP and HSCL in school for all students who miss more than 10 days by November. All first-year students who achieve at least 90% attendance per term to be entered into a draw for a prize. Sixth Yr. Year head, class tutors and subject teachers will promote and reinforce good attendance through various initiatives such as assemblies, enhanced 1;1 guidance, where necessary, study skills programme/seminar, yoga/relaxation club. To streamline the number of activities, games and outings daily so that teaching and learning is not adversely impacted by teacher absence due to these activities.

DEIS Area	Targets	Measures for Implementation in the Current Year
LITERACY	**1.To maintain the % of students doing higher level Leaving Cert English at 63% (this is the % who sat higher level (LC English in 2022) in each year of the plan. This is to allow for covid.** **2.To maintain the % of students sitting Higher Level Junior Cert. English at 67% in each year of the plan. (This is based on data gathered from the 18-19 and 21-22 state examination results.)** **3.To maintain the reading comprehension standard score in the PPAD-E test of first year students who scored 85 or below in Sept. '22 in each year of the plan. These 9 students are DEIS targeted students.** **4.To reduce the % of students Not Awarded in Oral CBA presentations from 3.57% (6 students) to 2.98 % in year 1 (1 student), to 2.38% in year 2 (one student) and to 1.79% in year 3 (1 student). Also, to reduce the number of students who achieved Yet to Meet Expectations in Oral CBA presentations from 7.14 % to 5.95 % in year 1 (2 students) to 4.76% in year 2 (2 students) and to maintain this % in year 3 of the plan.** **5.To progress all A1 students (6) to A2 level by the end of year 2 of the plan and to progress 50 % of these students (3) to B1 by end of year 3.**	The Magenta Principles – Teachers use The Magenta Principles to improve students' comprehension of text (reduce, replace, sequence, arrange...) Suggestion: Teachers choose 2-3 principles to focus on and implement in their subject department. Create and populate a staff Team to show examples of Magenta Principles in use. Structure classroom discussion and groupwork using 'Talk Tactics' sheets as a guide. Build up presentation/discussion skills in First year students, begin with small group presentations/discussions to eventually lead to whole-class presentations / discussions. 3 Key Words: This strategy seeks to ensure that EAL learners will become familiar with 3 new words in every topic. Three words can be pre-taught in EAL Support class and reinforced in the subject classroom or reversely, they can be taught in the mainstream class and reinforced in EAL support class. Encourage student participation in the following initiatives: Book Club, World Book Day, Creative writing both internal and external, the reading hub in the canteen, Silent reading all 1st year 40 minutes per week, Join the local library.

DEIS Area	Targets	Measures for Implementation in the Current Year
NUMERACY	**1.To increase the number of students taking STEAM (Science, Technology, Engineering, Art, and HL Maths) subjects at leaving certificate from 43% to 44% in Year 1, to 45% in Year 2, and to 46% in Year 3.** **2. To increase the uptake of higher-level Maths at Junior Cycle from 45.5% to 46% in year 1, to 47% in year 2, and to maintain 47% in year 3.** **3. To improve the Numeracy skills of identifying patterns, trends and relationships of all Junior Cycle students, especially the DEIS targeted students (70) from 65% to 66% in year 1, to 67% in year 2, and to 68% in year 3. Digital technology platforms may be used to achieve this.** **4.To progress all A1 students (6) to A2 level by the end of year 2 of the plan, and to progress 50 % of these students (3) to B1 by end of year 3.**	Talk after the 4th year PTM informing parents on possible subject choices/college courses/careers in relation to STEAM. Promote individual STEAM subjects during subject awareness weeks e.g., Maths and Engineering week. Organise STEAM speakers during college awareness week. Teachers to engage with active teaching methodologies (Magenta Principles) appropriate to their class groups. Active promotion of Maths week to highlight the importance of Numeracy and to encourage students to take on Maths at Higher Level. Use of ICT resources to support numeracy development: Microsoft Teams/One Note/ online games. Teachers to highlight the importance of improving numeracy skills involving patterns, trends and relationships in their different subject area and the link between these skills in the different subjects. Maths department to trial the use of one note in their subject classes and for homework to try and improve these numeracy skills. Computer class can be used with all Junior cycle students including the DEIS targeted students to help improve the numeracy skills of identifying patterns and relationships, when teaching the topic of coding. 3 Key Words: This strategy seeks to ensure that EAL learners will become familiar with 3 new words in every topic linked to Numeracy in different subject areas. Three words can be pre-taught in EAL Support class and reinforced in the subject classroom or reversely, they can be taught in the mainstream class and reinforced in EAL support class.

DEIS Area	Targets	Measures for Implementation in the Current Year
ATTAINMENT	**1.To reduce the % of JC Students doing no HL in either English, Irish or Maths from 27.14% (19/70) to 25% (13/53) in Year 1. Review at the end of year 1 and set new target for year 2.** **2.To reduce the percentage of JC students who got partially achieved in Ordinary papers.** **3.To reduce the number of students who got at least one H8 or O7 in their 5th year Christmas exams from 46.67% (21/45) in Christmas 2021 (baseline) to 41% (18/44) in year 1 (Christmas 2022), to 38% in year 2 and to 35% in Year 3.** **4.To reduce the % of Leaving Cert students who sat no HL paper from 23.91% (11/46) to 18% (8/45) in year 1, to 15% (6/44) in year 2, and to 11% in year 3.**	Supervised after school study. Students track their exam results in the student diary. Senior cycle students track exam score and exam targets on careers portal. In house study skills programme. Subject departments at planning meetings track the level and progress of students in their subject area and discuss with students.

DEIS Area	Targets	Measures for Implementation in the Current Year
TRANSITIONS	**1.To reduce student anxiety /stress (organisational/emotional) when progressing from Primary to Post Primary from 33% (7 out of 21 1st years) down to 28% (1 student) in year 1, down to 23% (1 student) in year 2 and 18% (1 student) in year 3 of the plan, by measures implemented by the school management.** **2.To increase student confidence when deciding to progress to senior cycle directly from Junior Cycle from 16.66%** to 50% in year 1, to 75% in year 2 and to maintain or improve this % for the remainder of the plan.** 3. **To increase parent's participation in their child's future courses, career path.**	Regular assemblies (at least one every ½ term) to ease 1st Year Students into the school system and to listen to their concerns. Regular Check-in with whole staff RE: looking out for the 1st year welfare as they navigate their transition to Secondary School. Survey a random group of students regarding 1st years transition from primary school to Identify common sources of school-based anxiety with a view to producing more measures to reduce these common sources of anxiety. Develop a 1st year induction booklet and module (long term measure). Senior cycle information talk with 3rd Year parents/guardians. Meeting of 3rd Year students who intend on progressing to 5th year with 5th year YH and senior students. Information sheets re topics covered in the core subjects in TY to be available for those progressing from JC.

DEIS Area	Targets	Measures for Implementation in the Current Year
PARTNERSHIP WITH PARENTS	**1.To increase the % of parents accessing VS Ware weekly from 26% to 30% in Year 1, to 35% in Year 2 and to 40 % in Year 3. (1st year? 5th yr. Parents surveyed for the last plan)** **2.To increase the % of parents who use the school's website and social media platforms (Twitter/Facebook/Instagram) from 42% to 50% in Year 1, to 60% in Year 2 and to 65% in Year 3. (1st/5th year parents?)** **3.To continue to support parents of prioritised students by increasing home visitation by 6 visits per term on a year-by-year basis.** **4.To encourage and facilitate the involvement of parents in school policy and planning by re energising the Parents Council and increasing attendance from 0 to 6 parents during the term of the 3-year plan.**	All class tutors remind students each Friday to remind their parents to access VS Ware. All absence notes will be recorded on VS Ware by parents from October 2022 onwards. Links to Twitter and Facebook are included on the school website. Inform parents of school website and other social media platforms used by the school at the 1st Year and 5th Year Information Nights which will be held in September of each year. Information regarding the website and various social media platforms used to keep parents informed of school events, etc. will be included in the 1st Year handbook posted to all incoming 1st Year parents prior to the induction camp in July. DEIS priority families to be identified by end of September each year. Contact with families by phone and at school organised events. Home visitation to all priority families after initial contact to provide support, school information etc. All parents to be contacted through email/text/social media/school website regarding getting involved in the Parent's Council. An informal coffee meeting to be held in school for parents interested in joining. Meet with previous members of the Council. Two parent representatives of each year group to be encouraged.

DEIS Area	Targets	Measures for Implementation in the Current Year
PARTNERSHIP WITH OTHERS	**1. To increase the % of 5th Year students that see the <u>value of work experience in 5th year as a link with the community and others</u> from 86% (24 out of 28) to 89% (25 students) in Year 1 and to increase this to 93 % (26 students) in year 2, and to maintain this in year 3.** **2. To increase second year students' links with the local community. (Local library from 31% (11/36) to 38% (14/36) in Year 1 from 38% to 47% (17/36) in Year 2 and from 47% to 56% (20) in Year 3 and Credit Union from 53% (19 students)-61% (22 students) in Year 1, from 61-66% (24 students) in Year 2 and 66-72% in Year 3) (26 students).**	LCVP teachers to create an online form for student evaluation following work experience in 5th year. LCVP, careers and other teachers will make information available informing students of potential employers (e.g., on TEAMS/careers notice board). DEIS & EAL students to be prioritised for help finding work experience. Increase the number of local employers invited in to talk to students. Students will visit the local library twice per year. Encourage students to join their local credit union. Invite a representative of the Credit Union to speak to all 2nd years. Students to continue their links with the local community hospital.

DEIS Area	Targets	Measures for Implementation in the Current Year
WELLBEING	**Target 1: To reduce the number of students very stressed with regards to exams/workload. (Senior Cycle) from 36% to 30%- in Year 1, to 25% in Year 2 and to 20% in Year 3.** **Target 2: To reduce the rate of anxiety in students making the transition from the Primary classroom to the Post Primary classroom.** **Target 3: To increase the number of clubs and activities for students with social anxiety from 8 in Year 1 to 10 in Year 2 and to 12 in Year 3.**	To create a Study Skills Programme for Senior Cycle students, referencing Class tests, House tests and State Exams. Prepare a Study Timetable / Planner with students to help with organisation and time management. To host a Wellbeing Talk/ morning to promote physical and mental wellbeing for students inside and outside the classroom. To create a Wellbeing Wall as a visual aid for students with tips and advice. Induction month for 1st Years, Sports Days, Clubs Days, Teacher Expectations and Bonding trip. Reinstatement of Tutor Class, more regular contact time with students to address needs/concerns. To establish a "New Beginnings" ceremony to formally start the new school year and include 1st years along with the rest of the student body. Encourage the development of new clubs/lunchtime activities - utilise new teachers/ student teachers to share areas of interest. Senior students in leadership roles to establish clubs for junior students.