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| **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. *Retention for Junior cycle should increase from 94.2% to 100% (as required by EW)* 2. *Retention for Senior Cycle should increase from 76.9% to 87.7% (national average for whole school retention)* 3. *The proportion of students who drop out of school during transition year will reduce from to 16% to 5%* 4. *To develop a coordinated mentoring system of students at most risk of dropping out of school* | | | | | |
| **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.[[1]](#footnote-1)\* | **Who?** | **Lead responsibility** | **When?** | **Resources?** |
| Identify young people who are most at risk of early school leaving, using criteria such as attendance, challenging behaviour, commitment, poor academic levels, family circumstances, family history. | 1,2,3,4 | *Principal*  *Deputy Principal*  *Vice Principal*  *Year Heads*  *HSCL* | *AP1 Post Holder* | Review early academic year with DEIS Support team and again at the end of the academic year.  (Twice yearly) | DEIS Support Team |
| **Staff Mentoring/Coaching System with students** most at risk which is a solution-based framework to put the following in place:   * Identify desired outcomes * Delineate specific goals * Enhance motivation * Identify resources and formulating action plans * Monitoring and evaluating progress * Modifying action plan | 1,2,3,4 | *Principal*  *Volunteer Staff*  *Year Heads*  *Tutors*  *HSCL*  *Parents/*  *Guardians* | *AP1 Post Holder* | Weekly check-ins;  One period every two months;  Review by AP1 every term |  |
| Identify patterns of attendance on certain days and times and put measures in place to address the issues. This will be conducted through regular monitoring and student surveys. | 1,2,3 |  |  |  |  |
| The continued implementation of after school supports for SCP target group eg homework clubs, grinds, one on one supports. | 1,2,3 | *SCP Project Workers* | *SCP Co-ordinator* | Reviews will be carried out at the end of each term with a focus on achievability, progression and sustainability. | Location, staff, contact with local agencies, local training, curriculum materials. |
| The continued implementation of after school supports e.g. After school Activities by teachers, PE team, Music Generation, Song-writing workshops, school Staff, and SCP | 1  2  3 | *School Staff*  *SCP Team* | *SCP co-ordinator (for SCP interventions)* | Reviews will be yearly and carried out by SCP staff and key personnel St Kilian’s. | Location, trained staff, links with local agencies. |
| The continued implementation of “whole school in school” supports, such as Study Skills, Personal Development Programmes for Transition years, literacy and numeracy interventions, first year transfer programmes. | 1  2  3 | SCP Team  Resource Team  Ty Co-ordinator | Jane Sharpe  Nuala Farrell | Reviews will be yearly and carried out by SCP staff and key personnel St Kilian’s. | Location, trained staff, links with local agencies. |
| The continued implementation of intensive in school supports e.g. grinds, one on one supports, literacy and numeracy supports, resource. | 1  2 | SCP Team  Resource Team  Ty Co-ordinator  Chaplain | Jane Sharpe  Nuala Farrell | Review throughout the intervention and on completion | Location, trained staff, links with local agencies. |
| The continued and further development of re-integration strategies for out of school/suspended students including SCP intervention, HSCL home visits, attendance tracking. | 1  2  3 | SCP Team  Principal  Vice Principal  HSCL  Chaplain  CG Team  Attendance Officer | Principal | Review on returning to school and monitor progress. | Location, trained staff, links with local agencies. |
| **Monitoring:**  State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years   * **All SCP projects and interventions are proposed by staff with rationale and projected outcome stated. On completion of SCP intervention outcomes are measured and the programme reviewed under sustainability and progression (interval varies based on intervention).** * **Intensive supports will be reviewed twice termly with HSCL** * **Attendance of activities are monitored weekly.** * **An annual review of all SCP projects takes place at the end of the academic year with SCP staff and Committee.** * **Review of attendance figures of NEWB referred target group attending interventions takes place monthly with HSCL, EWO, Principal and SCP.** * **Twice yearly meeting with DEIS support team to review referral system of target groups.** * **Staff Mentors/Coaches have weekly check-in with at risk students.** * **Staff Mentors/Coaches have bi-monthly focus on progress in relation to goal attainment** * **AP1 oversees Mentor/Coaches and reviews with staff and students once a term** * **Early predictors and the successful use of preventative measures established to prevent causal factors of early school leaving eg poor attendance, literacy difficulties etc will be monitored .** * **Annual assessment of proposed outcomes to determine whether they were met, realistic and purposeful.** * **Whole School and SCP TY interventions will be reviewed annually** | | | | | |
| **Evaluation:**  State how impact of actions on RETENTION will be evaluated at the end of the three years.   * **Retention rates will be compared to baseline figures each year.** * **Targets will be reviewed and restated if deemed necessary**.   State how progress will be measured, using baseline and targets as a guide.   * **Targets will be measured yearly.** * **Transition year groups will be measured and compared to previous years and patterns identified.** * **Interventions implemented for students at risk of early school leaving will be reviewed for impact on retention with attendance and non attendance of target group compared for outcomes.**  1. *Retention for Junior cycle should increase from; 94.2% to* ***96%*** *in year 1,* ***98%*** *in year 2,* ***100%*** *in year 3.* 2. *Retention for Senior Cycle should increase from 76.9% to* ***79%*** *in year 1,* ***82%*** *in year 2,* ***87.7%*** *in year 3.*   ***iii)****The proportion of students who drop out of school during transition year will reduce from 16% to* ***13%*** *in year 1,* ***9%*** *in year 2,* ***5%*** *in year 3.* | | | | | |

1. \* It is possible that a measure may address a number of targets [↑](#footnote-ref-1)