



Creating a school literacy/ numeracy intervention plan

This resource aims to support school leaders who wish to develop a bespoke literacy and/or numeracy intervention plan for their school. It provides 10-steps to guide you through the planning process.

1. Analyse your data and identify gaps.

- Look at your results data and identify the areas of concern in your school; the number of at-risk students you have and the gaps they are facing. Use diagnostic assessments to pinpoint specific gaps. Review existing literacy and/or numeracy classroom practices.

Things you may wish to consider:

- Number of students in Year 9 and 10
- Number of students in Year 9 and 10 and their levels below the curriculum in reading, writing and maths
- CAA results for 2024-2026
- Results from other assessment tools e.g. SMART, e-asTTle, PAT, and teacher matrices
- The strengths of your school setting e.g. Experienced literacy/numeracy lead
- The limitations of your school setting e.g. Limited internet connectivity
- [Kaiako Literacy Action Plan](#)
- [Kaiako Numeracy Action Plan](#)
- Or speak to your regional Ministry contacts about support with this.

2. Identify the students

- **Identify.** Name each student and define the areas they need to focus on.
- **Be Specific.** Move beyond vague descriptions like "low literacy" to the specific, (e.g. 5 students in 10W at Level 3A for literacy. Noting, level 4A is the readiness indicator to pass the NCEA Co-requisite). Include gender, or other demographic attributes or identifiers used by your school if this is something you wish to track.
- **Prioritise:** Determine which areas are most critical for these students to address first.

Things you may wish to consider:

- Names of all students and their individual learning needs
- Area of focus the student requires extra support in?
- Which students will you be supporting?
- Other demographic attributes or identifiers used by your school that are important to address.

3. Research possible interventions

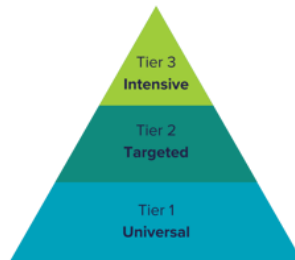
- Identify the probable area of focus for the intervention and research potential interventions and approaches.

The following may help you to start this process:

- [Literacy and numeracy interventions in secondary schools](#)
- [Case Studies | NCEA](#)
- [How to plan for whole-school literacy - THE EDUCATION HUB](#)

4. Develop an approach that suits your school setting.

- Consider the research and initiatives you have looked into and begin to design an approach that suits your school setting.
- Consider the tiered support structure and identify the aims you have for each tier of your school. The Tiered-supports structure is:
 - **Tier 1:** High-quality classroom teaching for all, with numeracy and/or literacy integrated across subject areas.
 - **Tier 2:** Small group instruction (3-5 students) focusing on specific gaps (e.g., additive strategies).
 - **Tier 3:** Intensive, individualized intervention.



5. Develop the goals and strategies

- Define your goals and structure:
 - **Set SMART Goals.** Ensure goals are Specific, Measurable, Achievable, Relevant, and Time-bound.
 - **Select Evidence-Based Interventions.** Choose methods that are proven and effective for the specific problem you have identified.
 - **Determine Intensity (Tiers).** Decide if the intervention needs to be across several tiers or if one tier is all that you require for now.
- Check your school plan and vision. Ideally, your literacy and/or numeracy plan should be reflected there.

6. Design the implementation plan

- Completing the steps above should mean you now have the start of a plan. Put this in writing so you can share with others and develop you plan further.
- Discuss the plan with other senior leaders or interested parties in your school to gather further insights and make further refinements to your plan. There is [Implementation Plan Template](#) and [Implementation Plan Template Exemplar](#) for you to to use if you wish.

7. Identify staff and see to their professional development needs

- Assign responsibilities by clearly stating who is responsible for each part of the intervention.
- Provide ongoing training for staff so they can meet the requirements of your plan. For example: on evidence-based literacy instruction, such as phonological awareness, spelling, and explicit comprehension strategies.

Consider:

- Can this be done in-house or do you need an outside facilitator?
- What support can the Ministry provide? See [Strengthen teaching practice through professional learning and development](#) or speak to your regional Ministry connect.

8. Inform and involve. Partner with parents and whānau

- Request parent/whānau permission to involve their child if removing them from timetabled classes.
- Consult with parents to gain a complete picture of the child and to support learning at home.
- Involve families by sharing strategies used in class, ensuring a consistent approach between home and school.

9. Put the plan into practice/implement the support

10. Monitor, review and adapt

- Once the intervention plan is underway, it is important to collect and record qualitative and/or quantitative data at regular intervals.
 - **Monitor.** How often you'll update the student's progress over the course of the intervention cycle. For example, this could be weekly, bi-weekly, or monthly.
 - **Monitoring Method.** Decide the assessment method you will use to track the students progress. Indicate a baseline and target assessment score.
 - **Evaluate and Adjust.** If the student is not making progress, consider adjusting the plan by increasing the frequency, changing the strategy, or reducing the group size. Consider if another plan may work better for that student.

