

PALL Sample Intervention Plan Summaries

School A

School Context Statement: _____

Intervention Plan Focus	Intervention Plan in Waves	Synopsis
<p>Create a school of readers who are positive, supported, continually developing and confident through an action plan that will be retained over an extended period.</p> <p>Support and implement high quality literacy programs and an individualised support program that includes intensive reading support using 'The Big 6'.</p>	<p>Wave 1:</p> <ul style="list-style-type: none"> • Through school community engagement create a positive and supportive learning environment that celebrates success in reading and discovers the purpose of reading for learners in this community • Classroom teacher and Assistant teacher professional development on 'The Big 6' • Primary classroom school commitment to an uninterrupted 120 minute literacy block, 5 days per week • School assessment plan implemented for reading <p>Wave 2:</p> <ul style="list-style-type: none"> • Small group instruction for students with like needs in reading strategies and 'The Big 6' skills <p>Wave 3:</p> <ul style="list-style-type: none"> • 23 students from year 1 to year 7 receiving intensive intervention workshops delivered outside the classroom supported by assistant teachers and our literacy support teacher. 	<p><i>This school will enable readers by developing and maintaining reading skills through a whole school commitment. High expectations of teacher practice, assistant teacher involvement and professional development, programming and accurate assessment will lead a significant shift in reading outcomes in the school.</i></p>

Intervention Plan Focus	Intervention Plan in Waves	Progress
<p>Wave 2: Providing systematic support to struggling students, particularly in the early years, using proven methods of instructing with a focus on the 'Big 6 Principles of Reading'</p>	<ul style="list-style-type: none"> • Utilising internal data and systemic data (NAPLAN) teachers will develop class response / intervention plans using the school "cone" intervention format (or similar) to focus on class, group and individual needs. • WAVE Reading continued to be implemented with a greater emphasis on comprehension and engagement with reading material. • Small group instruction for students with like needs in the areas of : <ul style="list-style-type: none"> ○ <i>Oral language</i> ○ <i>Phonological awareness</i> ○ <i>Fluency</i> ○ <i>Comprehension</i> 	
<p>Wave 3: Provide intensive 1:1 support with the aim of closing the reading gap early in a child's formal education</p>	<p>A limited number of students identified as requiring more intensive support</p> <ul style="list-style-type: none"> • <i>Rainbow reading years 6,7</i> • <i>Academic success program, year 2-3</i> 	

School C

Intervention Purpose and Focus: to implement a P-6 reading strategy using the “Big 6” as a basis that all staff are able to implement within given timeframes.

Rationale (the evidence base): High percentage of students below National Minimum Standards from NAPLAN and school based diagnostic testing.

	Who (which students)	What	When	Who	What resources	How
Wave 1	Years P –9	Explicit reading strategies based on the Big 6.	1hr 50min literacy block for all year levels: P – 3 – am session 4 – 6 – middle session 7 – 9 – as per timetables	All teaching staff, Teacher Aides and other literacy support staff	PM Benchmarks / Specialist Literacy Teacher support and Teacher Aides support for yr levels P– 6 7 - 9	Five (5) weekly assessments in line with C2C implementation. Teacher observation and coaching. Head of School & teacher conversation re data informing teaching
Wave 2	All students working towards regional targets	Explicit reading strategies based on the Big 6. Individual student case management	1hr 50min literacy block for all classes: P – 3 – am session and through C2C English lessons 4 – 6 – middle session and through C2C English lessons 7-9 – as per timetable	All teaching staff, Teacher Aides and other support staff	PM Benchmarks / Informal Prose Inventory (IPI) Specialist Literacy Teacher support Teacher Aides	Diagnostic Assessment, Teacher checklists. Literacy Teacher conferences with class teacher – develops an individual student plan
Wave 3	Identified and Referred students	The Big 6	Daily Reading Lessons	Teachers, teacher aides, Literacy Teacher support and Student Support Team	Reading Links PM Benchmarks	Student Support Team review

With our plan’s focus, what aspects of the Leadership for Literacy Learning Blueprint do we need to address?

What do we need to do in professional development?	What do we need to address in the conditions for learning?	What aspects of curriculum, teaching and learning do we need to focus on?	What parent/community issues need to be addressed?	How do we ensure leadership is shared and that we are well organised?	How do we monitor each aspect of the intervention?
Present the big six and how they fit into our reading strategy	Improving classroom explicit teaching. Focus on Warm Up & Plough Back stages. Engaging and fast paced to move knowledge to automaticity	Explicit Teaching C2C implementation Data Collection	Engaging and supporting Parents with reading, in the classroom and at home. Communicating the importance of reading through fortnightly newsletters and information session with parents. Reading is a core part of homework – development of Home Reading Policy Access and Support engagement for the FAFT program with high literacy focus. Parent involvement in the Love2Read Reading Program Term 2 and onwards.	Head of Junior School to monitor all classes. Continue support for HOS coaching / feedback roles. FAFT co-ordinator, Bridging the Gap Literacy Leaders & Adopt-a-school & Specialist Literacy Teacher to support Reading Intervention Plan	Regular diagnostic assessment and regular teacher feedback from Head of School.