

# Math Intervention Plans

Grade 3 - 8

September 2024





# Math Intervention Plans Guidance



# LEARNS:

## 6-17-431. Numeracy

By the **2023-2024** school year, each public school district and open-enrollment public charter school shall: Develop a **math intervention plan** for each student in **grades three through eight (3-8)** who is **not performing at or above grade level on the state assessment**, as defined by the State Board of Education.



## Grade 3 Guidance:

Student achievement data for instructional decision-making should use both formative and summative assessments. Grade 3 math intervention plans may utilize a student's Grade 2 summative data or formative 3rd grade data. High-quality instructional materials may also provide formative assessment data for these plans.



## Grades 4-8 Guidance:

Student achievement data for instructional decision-making should use both formative and summative assessments. Grades 4 through 8 math intervention plans will rely on the ATLAS Summative Assessment. High-quality instructional materials may also provide formative assessment data for these plans.



# ATLAS Levels

**Level 1-** Students not performing grade level work and will require a Math Intervention Plan or have an IEP with math goals.

**Level 2-** Students demonstrating some grade level content, but may not be consistent across standards. Student may need a Math Intervention Plan for additional support to meet proficiency.





# Math Intervention Plan Template



# Math Intervention Plans Aligned with LEARNS:

Provision for students not scoring at or above on the state assessment may include:

- access to high-dosage, targeted math tutoring in the subsequent school year.  
**High-dosage, targeted math tutoring** provided shall **mean three or more tutoring sessions a week in a one-on-one or small-group setting;**
- **assigned to a teacher** with the following:
  - value-added score in top quartile,
  - highly effective rating inTESS,
  - high performing teacher as defined by Master Teacher Designation.
- Provide **extended time** for math instruction during or after school.





# Math Intervention Plans Aligned with LEARNS:

Schools shall provide:

- Provide **written notification** to parents, legal guardians, or persons standing in loco parentis to a student throughout the school year.
- **Report** type or types of math intervention and number of students to DESE through eSchool.



# Math Intervention Instructional Strategies



## Things to Know



- Provide explicit, systematic instruction
- Use Concrete-Representational-Abstract (CRA) Approach
- Incorporate basic fact instruction & practice
- Start interventions with HQIM used in the Core (Tier 1) to support coherence of instruction
- Offer targeted support with small group instruction

# Math Interventions Goals.....

- ✓ **Are** Specific and Targeted
  - ✓ **Are** Measurable
  - ✓ **Are** Data-Driven
  - ✓ **Are** Aligned with Curriculum Standards
  - ✓ **Are** Focused on Growth and Mastery
  - ✓ **Are** Short-Term and Achievable
  - ✓ **Are** Flexible
  - ✓ **Are** Supportive of Foundational Skills
- **Are Not** Vague or General
  - **Are Not** Unmeasurable
  - **Are Not** One-Size-Fits-All
  - **Are Not** Detached from Core Instruction
  - **Are Not** Solely on Test Scores
  - **Are Not** Too Long-Term or Overly Ambitious
  - **Are Not** Fixed or Inflexible
  - **Are Not** Focused Only on the Weaknesses



# What key changes would improve this goals?

**Grades 3-5 Sample Goal:**  
Know all products with factors up to and including 12 and the corresponding division facts.

By the end of the first quarter, student will recall basic multiplication facts for numbers 0 to 6 with 90% accuracy during a fact fluency interview.

**Grades 6-8 Sample Goal:**  
Students will understand unit rates and proportional relationships by the end of the unit.

By October 15<sup>th</sup>, student will determine the unit rate (constant of proportionality) with 85% accuracy from at least three different representations.

# Sample Plans for Grade 3 -5



Arkansas  
Teaching & Learning  
Assessment System

Student Name: John Doe  
Student ID: 77777777  
Enrolled Grade: 4  
Semester: 1  
School: Utopia Elementary  
District: Utopia Public School  
Current Teacher: Diana Prince

## Grades 3-5: Math Intervention Plan Template 2024-2025

Your child's teacher has created this Math Intervention Plan (MIP) specifically for your student. This personalized plan is designed to help improve your child's mathematics skills by focusing on their unique needs. The MIP includes strategies to support your student's math development. In this report, you will find:

- \*Information about the specific math skills your child needs to develop as identified by the assessments they took throughout the year;
- \*Goals and benchmarks for your child's mathematics growth;
- \*A plan for how we will monitor and evaluate your child's progress;
- \*The set of interventions your child's teacher will use to support their development and
- \*Strategies for you to support your child's math at home.

### Diagnostic Test Results

| Date    | Test            | Score | NPV | CAR     | GM      | DA  |
|---------|-----------------|-------|-----|---------|---------|-----|
| 8/23/24 | HQIM Diagnostic | 425   | 399 | 399-476 | 402-421 | 401 |
|         |                 |       |     |         |         |     |

### Areas Indicating the Need for Intervention: Select all that apply.

- Number & Place Value (NPV)
  Computation & Algebraic Reasoning (CAR)  
 Geometry & Measurement (GM)
  Data Analysis (DA)

| Tier I Math Instruction Materials/Curriculum Used | Tier II Math Intervention Materials/Program Used |
|---|--|
| HQIM Name (District Purchased)                    | HQIM Supplemental/Intervention Program Name      |

### Beginning of the Year Goals Based on Diagnostic Results

#### Goal(s):

By the end of the first semester, John will accuracy, efficiently, and flexibly complete basic multiplication facts within 0 to 12 with 90% accuracy, according to a fact fluency interview.

### Intervention Session Information

|  |   |   |                                       |
|--|---|---|---------------------------------------|
| Teacher Name: Mrs. McAble                        |   | Minutes per session: 30                           |                                       |
| Delivery Mode: Select from below.                |   | Frequency per week: Select from below.            |                                       |
| <input checked="" type="checkbox"/> Face-to-Face | <input type="checkbox"/> Computer-Assisted      | <input checked="" type="checkbox"/> 3 or More     | <input type="checkbox"/> Daily        |
| Session Group Size: Select from below.           |   | Session Service: Select from below.               |                                       |
| <input type="checkbox"/> One-on-One              | <input checked="" type="checkbox"/> Small Group | <input checked="" type="checkbox"/> During School | <input type="checkbox"/> After School |

### Middle of the Year Goals Based on Interim and Progress Monitoring Results

#### Goal(s):

### Intervention Session Information

|  |  |  |                                       |
|--|--|--|---------------------------------------|
| Teacher Name:                          |  | Minutes per session:                   |                                       |
| Delivery Mode: Select from below.      |  | Frequency per week: Select from below. |                                       |
| <input type="checkbox"/> Face-to-Face  | <input type="checkbox"/> Computer-Assisted | <input type="checkbox"/> 3 or More     | <input type="checkbox"/> Daily        |
| Session Group Size: Select from below. |  | Session Service: Select from below.    |                                       |
| <input type="checkbox"/> One-on-One    | <input type="checkbox"/> Small Group       | <input type="checkbox"/> During School | <input type="checkbox"/> After School |

### Interim and Progress Monitoring Results

| Date     | Test                                    | Score | NPV | CAR | GM | DA |
|----------|---|-------|-----|-----|----|----|
| 9/13/24  | Fact Fluency Interview (2, 5, 10)       | 85%   |     | x   |    |    |
| 9/27/24  | Fact Fluency Interview (2, 5, 10)       | 100%  |     | x   |    |    |
| 10/11/24 | Fact Fluency Interview (8, 5, 10, 0, 1) | 100%  |     | x   |    |    |

### Summative Test Results

| Date | Test | Score | NPV | CAR | GM | DA |
|------|------|-------|-----|-----|----|----|
|      |      |       |     |     |    |    |

### Parent Resources

ADE Parent Pages (3rd and 4th Grades)

HQIM Online Resources - Lessons and Games

Facts Packet (Home Multiplication Kit)

### Strategies and Additional Services

HQIM Online Resource - Independent Practice

# Sample Plans for Grades 6-8



**ATLAS**  
Arkansas  
Teaching & Learning  
Assessment System

Student Name: *Vincent Barbarino* Enrolled Grade: *8*  
Student ID: *12345* Semester: *Fall*  
School: *James Buchanan High School*  
District: *Arkansas School District*  
Current Teacher: *Grabe Kotter*

## Grades 6-8: Math Intervention Plan Template 2024-2025

Your child's teacher has created this Math Intervention Plan (MIP) specifically for your student. This personalized plan is designed to help improve your child's mathematics skills by focusing on their unique needs. The MIP includes strategies to support your student's math development. In this report, you will find:

- \*Information about the specific math skills your child needs to develop as identified by the assessments they took throughout the year;
- \*Goals and benchmarks for your child's mathematics growth;
- \*A plan for how we will monitor and evaluate your child's progress;
- \*The set of interventions your child's teacher will use to support their development and
- \*Strategies for you to support your child's math at home.

### Diagnostic Test Results

| Date           | Test                   | Score      | NCC        | PR/FN      | ALG        | GM         | SP         |
|----------------|------------------------|------------|------------|------------|------------|------------|------------|
| <i>8.24.24</i> | <i>HQIM Diagnostic</i> | <i>465</i> | <i>475</i> | <i>415</i> | <i>430</i> | <i>500</i> | <i>505</i> |

### Areas Indicating the Need for Intervention: Select all that apply.

- Number Concepts & Computations (NCC)     Proportional Relationships (PR)/Functions (FN)  
 Algebra (ALG)     Geometry & Measurement (GM)  
 Statistics & Probability (SP)

### Tier I Math Instruction Materials/Curriculum Used

*HQIM Name (District Purchased)*

### Tier II Math Intervention Materials/Program Used

*HQIM/Supplemental Program Name*

### Beginning of the Year Goals Based on Diagnostic Results

Goal(s): *Vincent will be able to determine the unit rate from at least 3 of the following representations: tables, graphs, equations, diagrams, or verbal descriptions with 85% accuracy by the end of the nine weeks.*

### Intervention Session Information

|   |  |
|---|--|
| Teacher Name: <i>G. Kotter</i>  | Minutes per session: <i>45</i>         |
| Delivery Mode: Select from below.   | Frequency per week: Select from below. |
| <input checked="" type="checkbox"/> Face-to-Face <input type="checkbox"/> Computer-Assisted<br><input checked="" type="checkbox"/> 3 or More <input type="checkbox"/> Daily |  |
| Session Group Size: Select from below.  | Session Service: Select from below.    |
| <input type="checkbox"/> One-on-One <input checked="" type="checkbox"/> Small Group<br><input type="checkbox"/> During School <input type="checkbox"/> After School         |  |

### Middle of the Year Goals Based on Interim and Progress Monitoring Results

Goal(s):

### Intervention Session Information

|  |  |
|--|--|
| Teacher Name:  | Minutes per session:                   |
| Delivery Mode: Select from below.  | Frequency per week: Select from below. |
| <input type="checkbox"/> Face-to-Face <input type="checkbox"/> Computer-Assisted<br><input type="checkbox"/> 3 or More <input type="checkbox"/> Daily    |  |
| Session Group Size: Select from below.   | Session Service: Select from below.    |
| <input type="checkbox"/> One-on-One <input type="checkbox"/> Small Group<br><input type="checkbox"/> During School <input type="checkbox"/> After School |  |

### Interim and Progress Monitoring Results

| Date           | Test                   | Score      | NCC        | PR/FN      | ALG        | GM         | SP         |
|----------------|------------------------|------------|------------|------------|------------|------------|------------|
| <i>10.7.24</i> | <i>HQIM Diagnostic</i> | <i>461</i> | <i>475</i> | <i>425</i> | <i>430</i> | <i>475</i> | <i>500</i> |

### Summative Test Results

| Date | Test | Score | NCC | PR/FN | ALG | GM | SP |
|------|------|-------|-----|-------|-----|----|----|
|      |      |       |     |       |     |    |    |

### Parent Resources

*HQIM Parent Resources*  
*District created parent tool kit*

### Strategies and Additional Services

*High dosage tutoring - after school*



# Next Steps



# Math Intervention Plans Templates: Let's Practice!

Make a copy.

- ☐ [Word Template for Grades 3 – 5](#)
- ☐ [PDF Template for Grades 3 - 5](#)
- ☐ [Word Template for Grades 6 – 8](#)
- ☐ [PDF Template for Grades 6- 8](#)





# Thank You!

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