# Model Personalized Mathematics Plan

HF 784 Technical Assistance

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IOWA Department of Education

State of Iowa
Department of Education
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# Purpose

This document contains a model personalized mathematics plan and serves as technical assistance that districts may use or adapt to meet the legislated requirements of House File 784, which states:

A school district shall provide students in kindergarten through the end of grade six who are not mathematically proficient with personalized mathematics plans until the student meets a benchmark at grade level, as determined by the student's consistently proficient performance on valid and reliable measures of mathematics ability.

This Model Personalized Mathematics Plan is not required but is intended to support instructional best practices. Although voluntary, the use of this Model Personalized Mathematics Plan complies with the requirements in HF 784.

Another plan option is the use of the intervention plan within the statewide Multi-tiered Systems of Support (MTSS) data platform, Panorama Student Success. This will also meet the requirement of a personalized mathematics plan. Schools may also choose to use a locally created mathematics plan template.

To determine if a student requires a personalized mathematics plan, students in grades K-6 who are not mathematically proficient, meaning they have not met the grade-level benchmark on two consecutive screener assessments, will be determined to be persistently at risk. This status and the personalized mathematics plan will remain in effect until the student demonstrates proficiency on the Iowa Statewide Assessment of Student Progress (ISASP) or until the student performs at benchmark on two consecutive screener assessments, whichever occurs first.

Additional data may be used to make instructional decisions. Based on this data, interventions might be discontinued. However, the Personalized Mathematics Plan must continue to be monitored until the student demonstrates proficiency on the ISASP or until the student performs at the benchmark level on two consecutive screener assessments, pursuant to subsection 1 of Iowa Code section 279.68A, whichever occurs first.

# Students with Disabilities

Please note that, for students with disabilities, schools must comply with both HF 784 and state and federal special education law. The manner in which each law is met will be based on the specific facts of each student’s case. For many students with disabilities who have a mathematics goal on their individualized education programs (IEPs), the goals and specially designed instruction outlined in their IEPs will satisfy HF 784. For other students with disabilities without a mathematics goal, their IEPs’ goals and specially designed instruction will satisfy special education law (e.g., Endrew F. v. Douglas County School District, 137 S. Ct. 988 (2017)). However, they may not satisfy the requirements in HF 784.

# Important Plan Components

This section identifies the components for best practice that a district should consider having in the personalized mathematics plan used to address HF 784.

## Student's Identification Information

A student's personalized mathematics plan should be accessible from year to year to ensure that those involved in planning a student's instruction are aware of what has been and has not been successful in the past. This identifying information is for quick reference for the year the plan was written. Schools must follow best practices to protect students' personally identifiable information.

## Assessment Data

Assessment data plays a critical role in designing a personalized mathematics plan by providing a clear understanding of a student's current strengths, needs, and learning trajectory. Effective plans rely on multiple sources of data, including benchmark assessments, classroom formative assessments, progress monitoring tools, diagnostic evaluations, and student work. Each data point offers unique insights; for example, benchmark assessments help identify proficiency gaps aligned to grade-level standards, while formative data reveals how students engage with specific concepts during instruction. This comprehensive view allows educators to tailor goals, instructional strategies, and supports to each student's unique profile. Using assessment data in this way ensures the plan is both responsive and intentional, driving targeted instruction that adapts over time, supports Tier 1 access, and promotes meaningful progress toward math proficiency.

As a student continues to receive support over multiple years, the data section of the personalized mathematics plan will likely expand to reflect their evolving learning journey. Including both historical and current assessment data in the plan is essential for making informed decisions. Historical data offers context by highlighting long-term trends, persistent misconceptions, or successful interventions, while current data enables teams to respond to immediate instructional needs. Together, these data types allow educators to see the full arc of a student's progress and adjust supports accordingly. Platforms like Panorama Student Success can serve as valuable tools for organizing and visualizing this information, ensuring that key insights are easily accessible during team meetings and readily available to inform ongoing planning.

## Targeted Skills for Instruction

To design effective, personalized instruction, the team begins by thoroughly analyzing student data across key domains of early numeracy. These domains—subitizing, cardinality, object counting, verbal counting, spatial relationships, benchmark numbers, part-part-whole understanding, and operational fluency—represent foundational progressions in mathematical development.

The instructional planning team, which may include classroom teachers, interventionists, instructional leaders, and family members, collaboratively identifies the skill area with the greatest potential for accelerating learning. Universal screening results, diagnostic assessments, and classroom-based evidence of student strengths and unfinished learning inform this decision.

Once a focus area is identified, the team determines a precise instructional entry point using both student performance data and the district's scope and sequence for mathematics instruction. Instruction should begin at the most proximal point in the learning progression where the student shows partial understanding, allowing for just-right scaffolding that builds confidence while advancing conceptual understanding.

In classrooms aligned with Iowa's vision for high-quality mathematics instruction, teachers:

- Use student work to guide the next instructional move.
- Encourage students to discuss strategies, explain their reasoning, and use manipulatives and models to justify answers.
- Ensure instruction is tightly connected to grade-level standards while adjusting for the student's current developmental level.
- Maintain a focus on developing mathematical identity and agency alongside skill proficiency.

Educators should implement evidence-based instructional practices known to build mathematical proficiency, such as:

- The Concrete–Representational–Abstract (CRA) progression to support conceptual understanding and procedural fluency.
- Mathematics language routines that promote reasoning, precision, and discourse (e.g., number talks, sentence frames).
- Strategic use of visual models (e.g., ten frames, number lines, part-part-whole mats) to support sense-making and flexible thinking.
- Explicit instruction with clear modeling, intentional practice, and immediate feedback.
- Opportunities for guided and independent practice with cumulative review.
- Ongoing formative assessment and progress monitoring to ensure instructional decisions remain responsive to student growth.

By embedding these practices into the personalized plan, educators ensure that instruction is not only targeted but also intentionally designed to promote deep, transferable mathematical understanding.

## Targeted Mathematics Goal

Once the team has identified the focus area for instruction and determined the appropriate entry point based on student data, the next step is to establish a clear, measurable goal that defines the desired instructional outcome within a specific timeframe. This goal serves as an anchor for instruction, progress monitoring, and decision-making.

Effective mathematics goals should be:

- Specific – Clearly describe the mathematical skill or concept the student is expected to develop (e.g., solve addition problems within 20 using strategies based on place value).
- Measurable – Include a quantifiable outcome based on a reliable progress monitoring tool from the Approved Early Mathematics Assessments list.
- Achievable – Calibrated to the student's current level of performance and rate of expected growth.
- Relevant – Aligned with the student's instructional needs and long-term grade-level benchmarks.
- Time-bound – Include a defined period over which growth is expected (e.g., within 6 weeks, by the end of the quarter).

Example goals:
"The student will improve mathematical fluency by accurately solving addition and subtraction problems within 10, as measured by biweekly progress monitoring, within 8 weeks."

"The student will demonstrate an understanding of place value within 100 and identify simple patterns and shapes with 80% accuracy by the end of the intervention period."

Teams should collaboratively develop the goal. Using screening data, diagnostic assessments, and progress monitoring tools to determine a reasonable and rigorous growth target. Graphing the goal as part of the student's progress monitoring data allows the team to visually compare actual growth to the expected trajectory (aimline).

In high-quality instructional settings, goals are:

- Used to guide daily instruction and formative assessment.
- Reviewed regularly to evaluate whether the student is on track.
- Shared with students and families to build ownership, motivation, and clarity.

Setting a well-crafted mathematics goal ensures that instruction is not only targeted but also purposeful, trackable, and aligned with broader learning outcomes.

## Person(s) Planning and Person(s) Implementing the Instruction

Clear communication and collaborative planning are essential to ensuring that high-quality mathematics instruction is consistently and responsively implemented. In this section, the team identifies both the individuals involved in designing the instruction and those responsible for delivering it during the instructional cycle. These roles may include classroom teachers, interventionists, special education staff, instructional leaders, paraprofessionals, or others involved in supporting the student.

When the person implementing the instruction was not present during the planning process, the team must establish a reliable method for transferring instructional intent. This ensures the implementer fully understands the following:

- specific learning goals and targeted skill(s)
- instructional entry point and rationale
- evidence-based strategies to be used
- planned tools, scaffolds, and supports
- expectations for formative data collection and student observation

This transfer of information may include written instructional plans, shared digital documents, co-planning time, or modeling and coaching. The goal is to ensure instructional coherence and fidelity, even when multiple educators are involved in the process.

If more than one person is implementing the instruction, such as when instruction occurs in both the general education classroom and intervention setting, it is essential to create a structured communication system. This could include:

- weekly team check-ins
- shared instructional log or digital progress tracker
- scheduled time for collaborative data review and instructional adjustments
- use of shared student work samples and progress monitoring results to guide decisions

In classrooms aligned with Iowa's vision for effective MTSS implementation, instructional team members operate with a shared understanding of the student's learning path, use everyday language and tools, and regularly reflect on student progress together. This collaborative, transparent approach

not only enhances instructional consistency but also helps build a strong support network around each learner.

By documenting who plans and implements instruction—and how communication will occur—the team ensures that personalized learning is not only thoughtfully designed but also equitably and effectively delivered.

## Parent/Guardian Notification of Mathematical Concern and Mathematics Plan

Strong family partnerships are critical to supporting student success in mathematics. This section ensures that parents and guardians are promptly notified when a concern is identified regarding their child's mathematical progress and that a formal personalized mathematics plan has been developed in response.

Parent notification is not just a compliance task; it is an opportunity to initiate meaningful, two-way communication that affirms the family's role as an essential partner in the student's learning journey. Educators should provide notification in a timely and culturally responsive manner, using clear and accessible language. The notification should explain:

- The specific area(s) of concern
- A summary of the data used to identify the concern
- The following steps the school will take, including planned instruction and support
- An invitation for the parent/guardian to share their insights, questions, and goals

Effective communication may occur through a phone call, family conference, virtual meeting, or written letter, preferably in the family's home language. A relational, strengths-based tone should be employed, emphasizing that the goal is to collaborate in supporting the student's growth.

As part of the notification process, educators should:

- Invite parents to contribute goals, observations, and priorities for their child
- Document family input in the mathematics plan to inform instructional decisions
- Clarify how and when the school will follow up on progress
- Identify who initiated the communication, the method used, and the date of contact

In alignment with Iowa's expectations for inclusive and equitable practice, family engagement should be ongoing rather than one-time. Parents must be kept informed of their child's progress, invited to review and revise goals collaboratively, and provided with tools (such as home activities or strategy guides) to reinforce mathematical learning outside of school.

When parent/guardian notification is conducted with intention and care, it builds trust, strengthens home-school alignment, and creates a shared sense of ownership for student success in mathematics.

## Description of Instruction and Date Instruction Started

This section provides a detailed description of the evidence-based mathematics instruction the student will receive as part of their personalized support plan. To ensure clarity and instructional coherence, teams should document the key components of the intervention or instructional approach, including:

- Instructional materials and tools (e.g., manipulatives, visual models, high-quality instructional materials aligned to Iowa's Academic Standards for Mathematics)
- Group size and composition (e.g., a small group of 3–5 students with similar needs, one-on-one)
- Length and frequency of sessions (e.g., 30 minutes, 4 times per week for 8 weeks)
- Setting and instructor (e.g., within the general education classroom, during intervention block, with a math interventionist)
- Supports for student engagement and access (e.g., use of sentence frames, scaffolds, language supports, or assistive technology)
- Specific instructional strategies (e.g., Concrete-Representational-Abstract progression, number talks, structured problem-solving, explicit instruction)

The instructional description should reflect intentional alignment to the identified target skill and the learning trajectory appropriate for the student's current level of understanding. Instruction should be rigorous, differentiated, and focused on helping students access grade-level mathematics through strategic scaffolding and frequent opportunities for reasoning and discourse.

Additionally, it is essential to record the exact date the instruction begins. This enables the team to measure the duration of implementation, monitor progress at regular intervals, and assess the effectiveness of instruction during follow-up meetings.

By providing a clear and comprehensive description, educators ensure that instruction is not only personalized and targeted but also transparent, replicable, and aligned with research-based best practices that promote mathematical growth and equity.

## Identify Progress Monitoring Method(s)

Progress monitoring is a cornerstone of effective, responsive mathematics instruction. This section outlines how the team will track whether the selected instructional approach is producing meaningful academic growth for the student. Progress monitoring data should be used to inform instructional decisions, identify when adjustments are needed, and evaluate whether the student is on track to meet grade-level expectations.

To ensure accuracy and instructional alignment, the team will select progress monitoring tools that meet both technical adequacy and instructional relevance and are on the Department's Approved Early Mathematics Assessments.

Progress monitoring tasks must be administered at least every other week in alignment with HF 784. However, more frequent monitoring (e.g., weekly or twice weekly) has been shown to increase the accuracy of trend estimation and improve instructional responsiveness (January et al., 2019). In contrast, less frequent administration (e.g., once per month) often results in variable or unreliable data that may obscure meaningful trends (January et al., 2018).

To maximize the utility of progress monitoring:

- Data should be graphed over time to make trends visually accessible for instructional teams and families.
- Teams should set clear goals or benchmarks for expected growth and use trend lines to assess whether instruction is effective.
- Results should be reviewed regularly in team meetings to determine whether adjustments in intensity, method, or focus of instruction are needed.

High-quality implementation of progress monitoring ensures that every student's instructional plan remains dynamic, data-informed, and centered on equity and growth.

## Results of Instruction

This section documents the team's ongoing evaluation of the student's response to instruction, ensuring that decisions remain data-driven and tailored to student needs. At a minimum, teams should formally review progress every six weeks, though more frequent checks may be warranted depending on the intensity of the intervention or student response.

Each review should include:

- The date of the instructional check-in
- Data sources used to evaluate progress (e.g., graphed progress monitoring data, classroom performance, diagnostic assessments)
- A review of instructional fidelity, confirming that the planned instruction was delivered as intended in terms of time, content, method, and frequency
- A summary of the student's progress toward the identified goal
- Any instructional changes or intensifications being made in response to the data (e.g., change in group size, instructional strategy, frequency, or materials)

To assess whether progress is adequate, teams should compare current performance to:

- The student's individual learning goal or aimline
- The expected rate of growth (based on the selected assessment's norms or local benchmarks)
- The type of instruction being delivered and its known impact based on research.

Adjusting instructional support:

- If the student is meeting expectations, then they will continue with small group instruction.
- If the student is not meeting expectations, then the instruction must be intensified with individual instruction.

Fidelity tools, such as observation protocols, implementation checklists, or coaching reflections, should be used to ensure that the instruction is being delivered with integrity. In cases where the instruction was not implemented as intended, teams should first focus on providing the fidelity of implementation before modifying the plan.

In high-functioning MTSS systems aligned with Iowa's vision, these data review meetings are:

- Collaborative and focused on problem-solving, not blame
- Grounded in multiple data sources, not just a single test score

- Driven by a commitment to ensuring each student receives the intensity and type of instruction needed to succeed

Teams should document instructional changes made as a result of these reviews and track whether those changes lead to improved outcomes. This process helps ensure that instruction remains responsive, evidence-based, and effective over time.

For detailed guidance on reviewing progress data, determining adequate growth, and utilizing fidelity tools, refer to the Iowa MTSS webpage.

## Additional Considerations for Mathematics Instructional Services

While targeted instruction addresses specific learning needs, it is equally essential to ensure that students continue to access and engage with grade-level mathematics content. This section describes how instructional teams will maintain that access while simultaneously addressing unfinished learning or skill gaps through personalized support.

Instructional services should not operate in isolation from core instruction. Instead, Tier 2 and Tier 3 supports must be intentionally coordinated with Tier 1 classroom learning to ensure coherence, reduce redundancy, and reinforce key mathematical ideas across settings. This section should detail:

- How will grade-level instruction be scaffolded during core instruction (e.g., through use of manipulatives, graphic organizers, peer collaboration, or visual supports)?
- What additional support will be provided to help the student meaningfully engage with grade-level tasks (e.g., pre-teaching of vocabulary or concepts, access to anchor charts or worked examples, targeted small-group instruction)?
- How does instruction during intervention time connect back to Tier 1 content, reinforcing strategies and concepts in ways that support generalization and transfer?
- Who is responsible for delivering these supports, and how will communication occur between general education and intervention staff?

In classrooms aligned with Iowa's expectations for high-quality mathematics instruction, you will see:

- Students receive scaffolded entry points to engage in grade-level reasoning, discourse, and problem-solving.
- Teachers use formative data to determine when and how to provide targeted support within core instruction.
- Interventionists and classroom teachers collaborate regularly to ensure a shared understanding of student needs and progress.

This section also serves as a communication tool, allowing anyone working with the student to understand the instructional plan and support consistent implementation across settings. By documenting how students will maintain access to grade-level content, teams reinforce Iowa's commitment to equity, inclusion, and mathematical rigor for all learners.

## Parent/Guardian Resources

Families play a vital role in supporting students' mathematical development. This section provides a curated list of resources designed to help parents and guardians reinforce mathematical learning at home in ways that align with classroom instruction and are personalized to the student's needs.

Resources may include:

- General mathematics support tools that help families understand best practices for promoting numeracy, such as how to encourage math talk at home, foster a growth mindset, or support problem-solving strategies.
- Skill-specific activities or games that target the student's current instructional focus (e.g., subitizing, counting strategies, place value, or fact fluency).
- Visual models, videos, or tip sheets that explain key concepts or methods being used in the classroom make it easier for families to reinforce strategies consistently.
- Interactive digital tools or manipulatives that provide meaningful practice opportunities without requiring extensive parent direction or monitoring.
- Community resources or family math events (e.g., Family Math Night, library kits, local tutoring supports) that offer enrichment and engagement beyond school hours.

All resources shared should be:

- Culturally and linguistically responsive
- Accessible and easy to implement at home
- Aligned with the student's instructional goals and Iowa's Standards for Mathematics

To promote two-way communication and build trust, educators should also invite families to share feedback on how resources are being used at home and what types of support they find most helpful. In classrooms aligned with Iowa's vision for strong family-school partnerships, parents are viewed as co-educators, valued for their insights and empowered with the tools to support learning in meaningful ways.

By thoughtfully selecting and sharing resources in this section, educators foster a shared responsibility for student growth and create a bridge between home and school that strengthens mathematical outcomes.

## Parent/Guardian Updates and Notifications of Results of Instruction

Ongoing, transparent communication with parents and guardians is essential to ensuring that families are active partners in their child's mathematics learning journey. This section documents when and how families are informed about the student's instructional progress, who initiates the communication, and the key points shared.

Each time progress monitoring data is reviewed—typically every 2 to 6 weeks—parents or guardians should be informed of the results in a timely and accessible manner. These updates should include:

- The date of the communication
- The method of contact (e.g., phone call, email, conference, written report)
- The staff member who provided the update
- A summary of student progress, including graphed data or specific skill development
- Any adjustments being considered to instruction or interventions
- An invitation for family input, questions, or concerns

When data indicate that instructional changes or intervention modifications are needed, parents or guardians should be included in those conversations. Family engagement in instructional decision-making honors their unique perspective and reinforces the partnership between home and school.

High-quality practice aligned with Iowa's MTSS vision ensures that:

- Families are not only informed but also understand what the data means for their child's learning
- Communication is two-way and proactive, not limited to formal meetings or reports.
- Instructional teams actively seek out and incorporate family insights when designing the next steps

By consistently documenting these updates, schools create a shared record that fosters collaboration, builds trust, and ensures that families remain central to the decision-making process throughout the intervention cycle.

## Model Personalized Mathematics Plan

**State of Iowa Student Personalized Mathematics Plan**

**_____ Community School District**

| Student's Name | Grade | Student ID# | School | Academic Year |
|---|---|---|---|---|
| | | | | |

**Historic Achievement Data:**

| Academic Grade | Mathematics Screening Data | Summative Assessment Data (If applicable) | Formative Assessment Data (diagnostic data) | Other Data |
|---|---|---|---|---|
| | | | | |

**Targeted Skill for Instruction:**

Based on the assessment information, the student has the following area(s) of need: ☐ Subitizing ☐ Cardinality ☐ Object counting ☐ Verbal counting ☐ Spatial relationships ☐ Benchmark numbers ☐ Part-part whole models ☐ Fluency_____(fill in for specific area such as Add/subtract within 5)

**Targeted Mathematics Goal:** (Describe the anticipated outcome the student will reach by the end of the school year.)

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|---|
| |

**Person(s) Planning the Instruction:**

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|---|
| |

**Person(s) Implementing the Instruction:**

| |
|---|
| |

**Parent/Guardian Notification of Mathematics Concern and Mathematics Plan:**

| Data | Method of Contact | Person(s) Who Discussed Concern with Parent/Guardian | Parents'/Guardians' Key Concerns/Goals |
|---|---|---|---|
| | | | |

**Description of Instruction:** (Identify the evidence-based mathematics instruction the student will receive. Include instructional strategies and materials being used, group size, length of session, and any other information that would clarify the scope, depth and intensity of the instruction.)

**Date the Instruction Started: _____**

**Identify Progress Monitoring Method(s):** (Describe how progress will be monitored [e.g., progress monitoring tool, observation data, Curriculum-Based Measurement (CBM), Multi-Tiered System of Supports (MTSS), formative assessments, observation checklists, and standardized achievement test, etc.] including frequency of progress monitoring.)

**Results of the Instruction:** (Record the results below or attach a graph or chart.)

| Date | Data/Results | Key Discussion Points (Including instructional fidelity check data and instructional changes needed) |
|---|---|---|
| | | |

**Additional Consideration for Mathematics Instructional Services:** (Describe any additional services that are appropriate to accelerate the student's mathematics skill development.)

**Parent/Guardian Resources: (**The strategies, resources, or materials listed below may support mathematics progress at home.)

**Parent/Guardian Updates and Notification of Results of Instruction:**

| Date | Method of Contact | Person(s) Who Updated Parent/Guardian | Key Discussion Points |
|---|---|---|---|
| | | | |

## Example – Completed Personalized Mathematics Plan

### State of Iowa Student Personalized Mathematics Plan

### Example Community School District

| Student's Name | Grade | Student ID# | School | Academic Year |
|---|---|---|---|---|
| Student A | 2 | ####### | Sample School | 2025-26 |

**Historic Achievement Data:**

| Academic Grade | Mathematics Screening Data | Summative Assessment Data (If applicable) | Formative Assessment Data (diagnostic data) | Other Data |
|---|---|---|---|---|
| Kindergarten | FAST earlyMath Comp. Score Spring Kind = 35 (Goal = 64) | NA | FAST Number ID Fluency Kind. PM Graphs Attached | Attendance = 90%<br>Behavior = 0 incidents |
| Grade 1 | FAST earlyMath Comp. Score Spring Gr. 1 = 40 (Goal = 66) | NA | FAST Grade 1 Number Sequence PM Graphs Attached | Attendance = 95%<br>Behavior = 0 incidents |
| Grade 2 | FAST CBMmath Automaticity Composite Score Fall Gr. 2 = 10 (Goal = 56)<br><br>FAST aMath Fall Gr 2 = 190 (goal = 198) | NA | • Number Sense Screener<br>• Place Value Assessment<br><br>Additional Math Screening<br>• Fluency Checks<br>  ○ Addition Fluency =<br>  ○ 100%<br>  ○ Subtraction Fluency = 35%<br>  ○ Multiplications Concepts = 40%<br>  ○ Division Concepts = 0%<br>  ○ Fractions = 40% | Attendance (Aug-Sept) = 100%<br>Behavior = 0 incidents |

**Targeted Skill for Instruction:**

Based on the assessment information, the student has the following area(s) of need: ☐ Subitizing ☐ Cardinality ☐ Object counting ☐ Verbal counting ☐ Spatial relationships ☐ Benchmark numbers ☐ Part-part whole models X Fluency_Add/subtract within 10___(fill in for specific area such as Add/subtract within 5)

**Targeted Mathematics Goal:** (Describe the anticipated outcome the student will reach by the end of the school year.)

The student will improve mathematical fluency by accurately solving addition and subtraction problems within 10, as measured by biweekly progress monitoring, within 8 weeks. Additionally, the student will demonstrate an understanding of place value within 100 and identify simple patterns and shapes with 80% accuracy by the end of the intervention period.

**Person(s) Planning the Instruction:**

Teacher A and Instructional Coach B

**Person(s) Implementing the Instruction:**

Teacher A

**Parent/Guardian Notification of Mathematics Concern and Mathematics Plan:**

| Data | Method of Contact | Person(s) Who Discussed Concern with Parent/Guardian | Parents'/Guardians' Key Concerns/Goals |
|---|---|---|---|
| September 13, 2025 | Phone Call | Teacher A | Struggles with number recognition and basic counting. His FAST Math assessment scores have consistently been below benchmark. He has difficulty recalling number facts and applying strategies the next day. |

**Description of Instruction:** (Identify the evidence-based mathematics instruction the student will receive. Include instructional strategies and materials being used, group size, length of session, and any other information that would clarify the scope, depth and intensity of the instruction.)

Teacher A will meet with the student in a small group with two other students daily for instruction using our structured mathematics intervention program. This group will begin with foundational number sense activities, as they have demonstrated gaps in recognizing and manipulating numbers. The instruction will include explicit concept instruction followed by hands-on practice with problem-solving and number operations. The teacher will use manipulatives such as base-ten blocks, number lines, counters, and ten frames, along with whiteboards, markers, paper, and pencils. Instruction will focus on solving and explaining problems using visual models, number talks, and written representations. If errors are made, the teacher will incorporate re-teaching strategies, such as using manipulatives and breaking problems into smaller steps to help the student build understanding and fluency.

**Date the Instruction Started: _____September 16, 2025_____**

**Identify Progress Monitoring Method(s):** (Describe how progress will be monitored [e.g., progress monitoring tool, observation data, Curriculum-Based Measurement (CBM), Multi-Tiered System of Supports (MTSS), formative assessments, observation checklists, and standardized achievement test, etc.] including frequency of progress monitoring.)

Teacher A will collect daily data related to the student's accuracy and fluency in solving addition and subtraction problems within 10, as well as previously mastered skills. This data will be recorded on a chart to track progress. Teacher A will also administer biweekly FAST Math CBM assessments to measure growth in computation fluency and problem-solving accuracy. This data will be graphed to monitor trends and inform instructional adjustments.

**Results of the Instruction:** (Record the results below or attach a graph or chart.)

| Date | Data/Results | Key Discussion Points (Including instructional fidelity check data and instructional changes needed) |
|---|---|---|
| Progress Check10/30/25 | See graph | Daily data indicate that the intervention is effective for Student A. The student is engaged during sessions and benefits from the consistent 20-minute daily format. |
| Progress Check 12/15/25 | See graph | The student required extra time to master addition strategies with sums up to 10. Additional support was provided, and the skill will continue to be reviewed at the beginning of each session to support retention. |
| Progress Check 02/09/26 | See graph | The student now demonstrates a strong understanding of both addition and subtraction strategies. Reinforcement will shift to once or twice weekly. Instruction has progressed to place value and number comparisons, with the student responding well to number talks and manipulatives. Problem sets have been added to their review folder for independent practice. |
| Progress Check 03/30/26 | See graph | The student continues to make strong progress and is now on track to develop expected skills. Instruction is moving to two-digit addition with regrouping. Time will be spent reinforcing understanding of place value and using flexible strategies. Visual supports such as number charts and base-ten blocks will be used regularly. Daily 20-minute sessions remain in place. |

**Additional Consideration for Mathematics Instructional Services:** (Describe any additional services that are appropriate to accelerate the student's mathematics skill development.)

This student currently struggles with fluency, adding and subtracting within 10. To support their progress, the student will receive additional guided practice with peers, the teacher, and interactive digital tools. Visual support and hands-on manipulatives will be used to scaffold understanding. The student will have the option to demonstrate understanding verbally, through drawings, or with the assistance of a peer or teacher when recording answers.

**Parent/Guardian Resources: (**The strategies, resources, or materials listed below may support mathematics progress at home.)

When the student has practiced solving mathematics problems using visual models and strategies at least five times, a copy of the problems will be sent home for additional practice. Parents were encouraged to keep a folder of these problems so the child can revisit them regularly. Parents were asked to engage in mathematics practice at least three times a week for 10 minutes by reviewing number facts, playing simple mathematics games, or using real-life mathematics situations (e.g., counting objects, measuring while cooking, or using money). Parents were also encouraged to have their child explain their reasoning when solving problems and to ask guiding questions to promote mathematical thinking. It was shared that parents should look for correct number formation and organization when writing answers. Parents will provide feedback on their child's progress during parent-teacher conferences.

**Parent/Guardian Updates and Notification of Results of Instruction:**

| Date | Method of Contact | Person(s) Who Updated Parent/Guardian | Key Discussion Points |
|---|---|---|---|
| 10/30/25 | email | Teacher A | **Steady Engagement and Positive Participation**<br><br>Your child consistently engages and participates actively during the daily 20-minute math intervention sessions.<br><br>The regular structure and small-group setting continue to benefit their learning and focus.<br><br>**Progress in Early Addition Skills**<br><br>Your child needed a bit of extra time to master addition strategies with sums up to 10.<br><br>With targeted support and practice, they made noticeable improvements.<br><br>To support long-term retention, we will continue to review these strategies at the start of each session briefly.<br><br>**Growth in Addition and Subtraction Fluency**<br><br>Your child now shows a strong understanding of both addition and subtraction strategies.<br>Reinforcement of these skills will move to 1–2 times per week, as they are being used accurately and consistently. |

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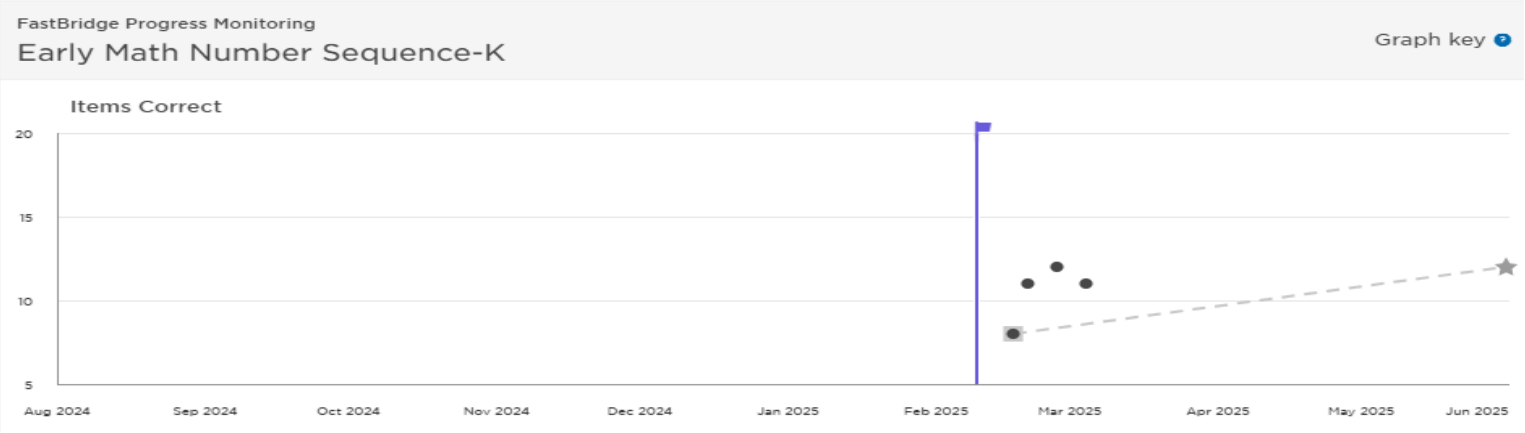
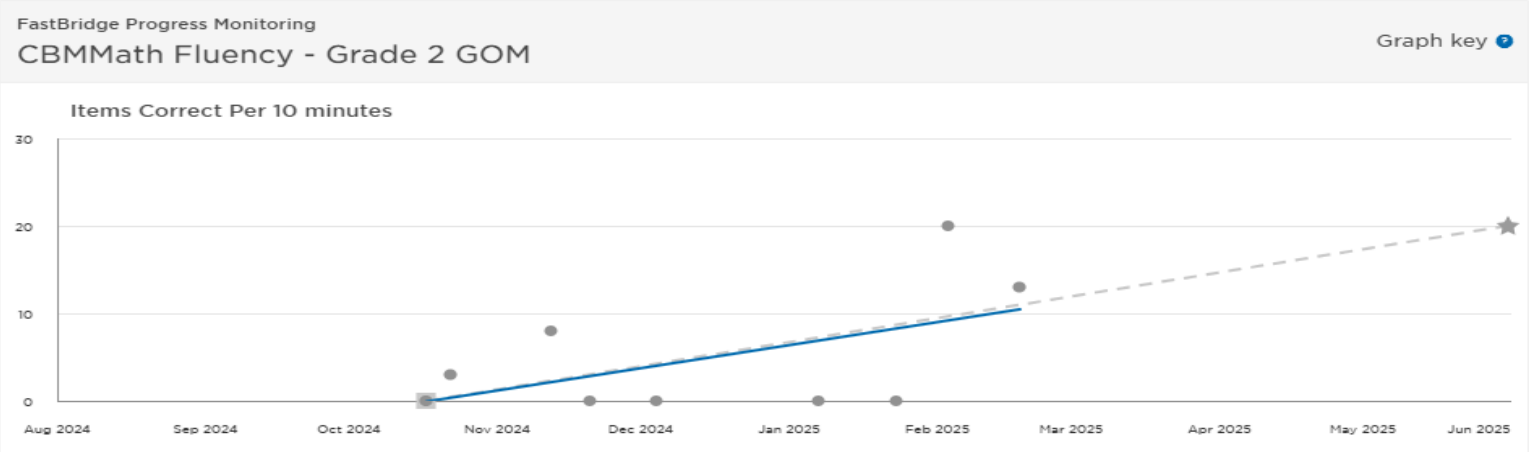
| | | | **New Skills: Place Value & Number Comparisons**<br><br>Instruction has moved into early place value and number comparison concepts.<br><br>Your child is responding well, especially to the use of hands-on tools, such as manipulatives and number talks.<br><br>They now have individualized practice sets to support independent work.<br><br>**On-Track and Ready for the Next Step**<br><br>Your child is currently on track with expected math skills for this point in the year.<br><br>We are beginning instruction in two-digit addition with regrouping.<br><br>We will continue to use visual aids, such as number charts and base-ten blocks, to strengthen our understanding of place value and the use of strategies.<br><br>**What is Next?**<br><br>Daily intervention will continue, and we will keep closely monitoring progress.<br><br>You are welcome to support at home with math games, flashcards, or discussing number strategies during everyday activities (like grocery shopping or cooking). |

## Sample Graphs

(These graphs are not aligned with the example above.)



# Glossary of Key Terms

This section provides consistency in defining terms used throughout this document.

**Basic Algebra** - The ability to recognize and analyze patterns, relationships, and functions. This includes working with variables, expressions, equations, and inequalities, as well as understanding the foundations of algebraic reasoning.

**Benchmark Numbers** - Reference numbers, such as 5 and 10, that students use to develop number sense and mental mathematics strategies. Benchmark numbers help students efficiently compose and decompose numbers, aiding in operations such as addition and subtraction.

**Cardinality** - Understanding that the last number stated when counting a set of objects represents the total number of objects in that set. This is an essential step in developing number sense and transitioning from rote counting to meaningful counting.

**Diagnostic Assessment** - A Flexible process of gathering information to identify which skills and concepts to target during instruction. This process may or may not include formal testing information and should consider the setting, curricular and instructional needs, as well as the student's specific knowledge and skills.

**Evidence-based Mathematics Instruction** - Practices for teaching the components of mathematics that are grounded in research. Evidence-based means that at least one peer-reviewed, high-quality study exists demonstrating statistically significant positive mathematics outcomes for students for the practice.

**Formative Assessment** - Formative Assessment is assessment *for* learning. It is a process used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of core content. Formative assessment practices provide students with clear learning targets, examples and models of strong and weak work, regular descriptive feedback, and the ability to self-assess, track their learning, and set goals. (Adapted from Council of Chief State School Officers, FAST SCASS)

**Geometry** - The study of shapes, their properties, and spatial reasoning. This includes recognizing, describing, comparing, and composing two- and three-dimensional shapes, as well as understanding concepts like symmetry, transformations, and coordinate geometry.

**Measurement** - Understanding and applying concepts related to length, weight, capacity, time, and temperature. This includes using appropriate tools and units, estimating measurements, and solving real-world measurement problems.

**Number Sense** - The ability to understand, relate, and connect numbers. This includes recognizing numbers, understanding place value, comparing quantities, estimating, and recognizing patterns in numbers.

**Object Counting** - The ability to count a set of objects accurately using one-to-one correspondence, stable order, cardinality, and conservation. This skill helps students build a strong foundation for understanding number relationships.

**Operations** - Understanding and applying mathematical operations such as addition, subtraction, multiplication, and division. This includes fluency with basic facts, understanding properties of operations, and applying strategies for computation.

**Part-part-whole Models** - The understanding that numbers can be broken down into parts and put together to form a whole. This concept is critical for developing addition and subtraction strategies, as well as a deeper understanding of number relationships.

**Progress Monitoring** - Frequent, brief assessment using a measure sensitive to growth in the content area. This serves as a means of providing feedback to monitor whether the student is closing the gap.

**Spatial Relationships** - The ability to recognize how numbers and quantities are arranged in relation to one another, such as seeing numbers in a ten-frame or on a number line. This helps students develop mental strategies for addition, subtraction, and number composition.

**Subitizing** - The ability to instantly recognize the quantity of a small group of objects without counting them individually. This foundational skill helps students build number sense and develop efficient strategies for working with numbers.

**Summative Assessment** - Assessments *of* learning, given at a point in time to measure and monitor student learning. They provide feedback to educators, students, parents, and community members and are used to make adjustments in instructional programs, report student progress, identify and place students, and grade students.

**Universal Mathematics Screener** - A test or assessment that helps teachers identify students who may be at risk of developing mathematics difficulties. It should be administered three times a year.

**Verbal Counting** - The ability to recite number words in the correct sequence without necessarily associating them with a set of objects. This skill lays the groundwork for later numerical understanding and fluency.