Implementation Timeline

Timeline	Action	Resources
August – September	Administer the beginning-of-year (BOY) universal screener to all students in grades 2-5. Specific screening window is set by the local school district.	Statewide Screener Coming Soon
August 31	District and site math proficiency plan due on Single Sign On.	Tutorial Video Coming Soon
October 1	The Math Proficiency Act Beginning of Year report is due.	Tutorial Video Coming Soon
No later than November 1	Establish an Individualized Math Intervention Plan (IMIP) within 30 days of identifying a student in grades 2-5 as at-risk for mathematics difficulties. Notify families within 30 days of the need for **intervention** or **advanced** mathematics opportunities. **Universal Screener Indicator:** Student is below the 30th percentile or above the 75th percentile. Begin intervention plan.	Individualized Math Intervention Plan (IMIP) Supporting Math Learning: Information and Resources for Families
December – January	Administer the middle-of-year (MOY) universal screener to all students in grades 2-5. (Specific screening window is set by the local school district). Adjust students' IMIPs as needed. If a student exceeds the MOY target after being placed on an IMIP at BOY, intervention is no longer needed, and growth should continue through high-quality Tier 1 instruction. Establish an IMIP for students who have dropped below the target (30th percentile). Notify families within 30 days of the need for intervention or advanced mathematics opportunities.	Statewide Screener Coming Soon
April – May	Administer the end-of-year (EOY) universal screener to all students in grades 2-5. Specific screening window set by the LEA.	Statewide Screener Coming Soon
May 31	Math Proficiency Act End of Year report due.	Tutorial Video Coming Soon
May – July	Offer research-based mathematics program / summer academy.	
Throughout the year	Administer interventions as described on the IMIP. Monitor student progress (recommended monthly or more often for more intensive interventions) and make appropriate adjustments to intervention.	Oklahoma Dyslexia and Dysgraphia Handbook