

## INDIVIDUALIZED MATH INTERVENTION PLAN (IMIP)

<b>Student:</b>		<b>District:</b>	
<b>Grade Level:</b>	2   3   4   5	<b>School:</b>	
<b>Date:</b>		<b>Teacher:</b>	
<b>Parent/Guardian:</b>		<b>Principal:</b>	

The purpose of an Individualized Math Intervention Plan (IMIP) is to outline the instructional supports that will enable the student to acquire the appropriate grade-level mathematics skills and communicate this information and the student's progress to the student's family.

### Universal Screener for Mathematics and Characteristics of Dyscalculia Approved by the Oklahoma State Board of Education

The student took all required components of the following universal screener:

- |                                      |                                     |                                     |                                  |
|--------------------------------------|-------------------------------------|-------------------------------------|----------------------------------|
| <input type="checkbox"/> AimswebPlus | <input type="checkbox"/> Classworks | <input type="checkbox"/> Exact Path | <input type="checkbox"/> i-Ready |
| <input type="checkbox"/> Istation    | <input type="checkbox"/> MAP Growth | <input type="checkbox"/> Star Math  |                                  |

**A math deficiency has been identified based on results from a screener.**

Student screening scores for this year are below:

Timeframe	Date	Percentile Target Percentile Rank	Student Score	Student Percentile
Beginning of Year		30th		
Middle of Year		30th		
End of Year		30th		

Data indicates the student is struggling in mathematics and may be at-risk for characteristics of dyscalculia. This is **not** a diagnosis of dyscalculia. This data indicates the student needs access to high-quality instruction and intervention. This does not mean the student is automatically eligible for or needs an Individualized Education Program (IEP) or Section 504 plan under the Individuals with Disabilities Education Act (IDEA).

**Additional assessment(s) used for informal diagnostic purposes:**

---



---



---

**An Individualized Math Intervention Plan (IMIP) has been created for this student with the goal of improving mathematics skills in the area(s) of:**

---



---



---

**Based on the data, the student will receive supports at the following level of intensity:**

- Tier 1 + Differentiation: Targeted instruction is based on the needs of the student.
- Tier 2: Supplemental instruction is provided in addition to core instruction that fits the need of the student. The student will receive intensified instruction focusing on specific skills for which they need extra support.
- Tier 3: Intensive intervention is required time in addition to core instruction that fits the need of the student. Interventions focus on individual learning needs and usually involve frequent one-on-one or small group instruction.

**The student will receive collaborative services through:** (if applicable, check those that apply)

- Special Education (IDEA)     
  Title I     
  English Learner/Title III

**Description of Supplemental or Remedial Mathematics Services and Supports**

The IMIP shall align with the Oklahoma Academic Standards for Mathematics. In addition to high-quality Tier 1 mathematics instruction using research-based curriculum resources, the student will receive the following instructional supports:

Instructional Support	Frequency	Duration
<input type="checkbox"/> Additional in-school instructional time	_____ x/week	_____ x/week
<input type="checkbox"/> After school tutoring	_____ x/week	_____ x/week
<input type="checkbox"/> Before school tutoring	_____ x/week	_____ x/week
<input type="checkbox"/> Saturday school	_____ x/week	_____ x/week
<input type="checkbox"/> Summer school	_____ x/week	_____ x/week

**High-quality instructional materials and evidence-based program(s) that will be used to remediate the identified area of mathematics deficiency:**


---



---

**Plan for monitoring student progress:**
**Frequency**

Assessment name:

- Weekly       Monthly  
 Every other week       Other

How will the progress monitoring results be communicated to the family?

**Family Support Strategies:**


---



---

**As the Parent/Guardian, I have been notified of the following:**

- The student has been identified as having a deficiency in mathematics.
- The performance scores of the student.
- A description of the research-based mathematics interventions that the student will receive.
- A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area(s) of deficiency.
- Strategies and online resources to support the student's mathematics skills at home.
- Resources and information regarding dyscalculia (if applicable).

**Signatures below indicate that this intervention plan has been reviewed and agreed upon.**

Conference Date: \_\_\_\_\_

Parent/Guardian Print Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Teacher Print Name: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

**If applicable: A parent/guardian was unable to attend a parent-teacher conference. A written mathematics progress update was mailed to the parent/guardian, and attempts to schedule a conference have been documented.**

Attempt 1: (date) \_\_\_\_\_ Attempt 2: (date) \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_