

Mathematics Improvement Plan: A Step-by-Step Resource for K–3 Classroom Teachers in Kentucky May 2026

How to Use This Guide

As specified in Kentucky Revised Statute (KRS) 158.8402, kindergarten through grade 3 (K–3) classroom teachers must complete a [Mathematics Improvement Plan](#) for students who have been identified as needing accelerated interventions to progress toward proficient performance in mathematics. This resource seeks to help Kentucky educators understand how the [Kentucky Multi-Tiered System of Supports](#) (KyMTSS) process connects to the Math Improvement Plan.

The guide moves through the fields in the Math Improvement Plan template in the same order that district leaders, principals and teachers will encounter them in the template. It explains what each section is asking for and where to find the information and provides prompts and tips for writing a strong, actionable response. A completed example for a fictional grade 2 student appears near the end of this guide so educators can see what a finished Math Improvement Plan looks like.

What you will need before you start

1. Universal screener report and the follow-up diagnostic assessment results
2. Recent classwork examples from the implemented [high-quality instructional resource \(HQIR\) for mathematics](#) (e.g., homework, curriculum-embedded assessments, exit tickets, other formative evidence)
3. Your school's evidence-based intervention menu aligned to Tier 1 core instruction for mathematics and your school's or district's progress monitoring tool
4. Names and roles of the math improvement team members (including the parent or guardian)



Why the Math Improvement Plan Exists: Policy and Practice Context

Under [KRS 158.8402](#) (from the Kentucky Numeracy Counts Act), beginning in the 2026–27 school year, every K–3 student must receive a universal mathematics screener within the first 30 calendar days of school. The universal screener one-pagers found on the [Kentucky Department of Education \(KDE\) Numeracy Screening Assessments webpage](#) provide guidance for interpreting assessment benchmarks as either “At or Above Benchmark” or “Below Benchmark.” Students flagged as being at risk for not meeting grade-level benchmarks must receive a follow-up diagnostic assessment within the first 45 calendar days of the school year. If that assessment or additional diagnostic data confirm the need for accelerated supports, the district must provide evidence-based, tiered intervention with regular progress monitoring and family communication. The Math Improvement Plan is the working document that captures that process.

The Math Improvement Plan fits within the KyMTSS framework, in which Tier 1 is high-quality core instruction for all students that is grounded in an approved HQIR, Tier 2 is supplemental small-group support, and Tier 3 is intensive, individualized intervention. The plan must be developed and monitored by a math improvement team, which consists, at minimum, of the parent or guardian, the student’s general education teacher(s), a local educational agency (LEA) representative knowledgeable about the math curriculum and evidence-based resources, and any specialized certified employees serving the student.

In Kentucky, KyMTSS (codified in [704 KAR 3:095](#)) organizes academic, social and behavioral supports into one integrated system. The team completing the Math Improvement Plan is functioning as a [KyMTSS collaborative problem-solving team](#) at the student level, and the work should connect to the school’s broader KyMTSS plan.

How the Math Improvement Plan Fits Within the Six Essential Elements of KyMTSS

Each section of the Math Improvement Plan supports one or more of the six essential elements that KyMTSS describes as the foundation of an effective multi-tiered system of supports. Use information in table 1 to keep that connection visible as you complete the plan.

Table 1. Essential Elements of KyMTSS in the Math Improvement Plan

KyMTSS essential element	How it shows up in the Math Improvement Plan
Equitable Access and Opportunity	Access to high-quality instructional resources and consistent grade-level instruction for each and every student as the foundation for coherent acceleration, intervention and enrichment
Tiered Delivery System with a Continuum of Supports	Tier selection in Section 2 (Tier 1 differentiated/Tier 2 supplemental/Tier 3 intensive)
Collaborative Problem-Solving Teams	The math improvement team membership in Section 1 and the four-step process used to develop the plan in Section 2
Data-Based Decision Making with a Comprehensive Screening and Assessment	Screeners and diagnostic data in Section 1; written decision rules and progress monitoring data in Sections 2 and 3
Evidence-Based Instruction, Intervention and Supports	The named intervention, delivery model and fidelity plan in Section 2
Family, School and Community Partnerships	Inclusion of family members in the math improvement team, written quarterly progress reports for parents or guardians, and information for families on how to support mathematics success at home

Sources: [Kentucky's Multi-Tiered System of Supports](#) (KyMTSS); [Kentucky Department of Education: Numeracy Counts](#)

The KyMTSS Four-Step Problem-Solving Model

KyMTSS recommends every problem-solving team to use a consistent four-step process described in table 2. The Math Improvement Plan template walks you through these four steps in order; naming them out loud helps the team stay focused on the right work at the right moment.

Table 2. KyMTSS Four-Step Problem-Solving Model

KyMTSS step	Core question	Math Improvement Plan location
1. Problem definition	What exactly is the gap between expected and actual performance?	Section 1 – Student Information and Identified Areas, and Section 2 – Verified Problem Statement
2. Problem analysis	Why is the problem occurring? What barriers prevent successful achievement of the goal?	Section 2 – Goal and Timeline, Action/Intervention Plan, Monitoring Plan, Tier
3. Planning and implementation	What evidence-based intervention will address the cause, who will deliver it, and how will it be monitored?	Section 2 – Goal and Timeline, Action/Intervention Plan, Monitoring Plan, Tier

KyMTSS step	Core question	Math Improvement Plan location
4. Evaluation	Did the intervention work? If not, what adjustments do we propose to the plan?	Section 3 – Progress Review; new Math Improvement Plan (if necessary)

In [KRS 158.8401](#), KyMTSS also defines who must be on the math improvement team, as indicated in table 3.

Table 3. Members of the Math Improvement Team and Their Roles

Required member	Role in the team meeting
Parent or guardian	Brings information about the child at home, partners on at-home practice, agrees to the plan and progress reporting cadence
General education teacher(s)	Provides classroom evidence (work samples, observations) and is typically the primary author of the plan
LEA representative	Knowledgeable about the K–3 math curriculum and the evidence-based intervention resources available in the school or district
Specialized certified staff (as applicable)	Required when the student receives English learner services or special education services

Section 1. Student Information and Identified Areas

Section 1 establishes whom the plan is for, who built it and what the data say about the student’s mathematics strengths and risks.

Step 1.1. Complete the demographic block

Fill in the student’s name, date of birth, grade, school, classroom teacher and parent/guardian. Use the student’s legal name as it appears in the student information system so the Math Improvement Plan can be reliably matched to other records.

Step 1.2. List team members in attendance

Record every math improvement team member’s name and role for the meeting during which the plan was developed. This step documents that the process meets the requirements of KRS 158.8402. If the parent or guardian could not attend, still list them and note in Section 4 how they were notified and involved.

Tip

If your school already has an MTSS student problem-solving team that meets the membership requirements, that team can serve as the math improvement team – you do not need a separate group.

Step 1.3. Identify areas *at or above* benchmarks

Using the approved universal screener, diagnostic assessment and additional diagnostic data, check every math domain in which the student is already at or above grade-level benchmarks. The template requires the team to identify the student's strengths to ensure that the intervention plan leverages what the student already knows. The data used to develop a Math Improvement Plan should be included in the Notes field. Attach the screener and diagnostic data when you submit the plan. If using another method outside of Infinite Campus, use the Notes field to document data points.

Step 1.4. Identify areas *at risk*

Check every domain where the student is at risk for not meeting grade-level benchmarks. The template lists eight categories that should be considered, broken into grade-appropriate content domains plus two cross-cutting categories (see table 4).

Table 4. Mathematics Domains Emphasized in the Kentucky Academic Standards (KAS)

Grade	Related domains in KAS – Mathematics
Kindergarten	Counting and Cardinality (major focus); Operations and Algebraic Thinking; Number and Operations Base 10 (numbers 11–19, foundations for place value); Measurement and Data; Geometry
Grade 1	Operations and Algebraic Thinking (add/subtract within 20); Number and Operations Base 10 (place value, add/subtract within 100); Measurement and Data (length, time, money); Geometry
Grade 2	Number and Operations Base 10 (place value to 1,000; fluency within 100); Operations and Algebraic Thinking (add/subtract within 100; foundations for multiplication); Measurement and Data (length in standard units, money, time); Geometry
Grade 3	Operations and Algebraic Thinking (multiplication and division within 100); Number and Operations Base 10; Number and Operations Fractions (unit fractions, denominators 2, 3, 4, 6, 8); Measurement and Data (time, mass, volume, area, perimeter); Geometry
All K–3	Procedural Fluency (efficient, accurate, flexible use of computational procedures) and Conceptual Understanding (knowing why a procedure works); checked when those broader proficiencies are themselves an at-risk area

Note: Not all domains are emphasized in all grade levels of the KAS – Mathematics.

Be specific. “Operations and Algebraic Thinking” is broad; in the problem statement (Section 2), you will name the underlying skill – for example, “struggles with put-together/take-apart word problems with addend unknown.”

Section 2. The Implementation Plan

Section 2 is the heart of the Math Improvement Plan. It is organized as a four-column problem-solving table: Verified Problem Statement, Goal and Timeline, Action/Intervention Plan, and Monitoring Plan. Work through it column by column.

Step 2.1. Write verified problem statement

Two things go in this column: the targeted area of concern with a possible root cause and the data that verify the concern.

In KyMTSS terms, the problem statement carries out two of the four steps of the problem-solving process at once: problem definition (the targeted area of concern) and problem analysis (the data-grounded hypothesis about why it is occurring).

Note: For students who present multiple areas of concern, start by identifying the most fundamental skill that requires tiered support and the expected progression of skills development. You may describe more than one area of concern but remember that when the student meets their goal for the targeted area, a new Math Improvement Plan should be created to address requiring tiered support.

Writing the problem statement

Use a simple sentence frame.

Sentence frame for the verified problem statement

[Student] is performing below grade-level expectations in [specific skill/KAS standard]. A likely root cause is [hypothesis grounded in data – for example, missing prerequisite, limited fluency, language demands, error pattern].

Identifying a root cause

A root cause is your best instructional hypothesis about why the student is struggling. It should point toward an intervention. Useful root cause categories for K–3 math include the following:

- Missing prerequisite skills (e.g., a grade 2 student who has not yet developed cardinality or one-to-one correspondence)
- Limited number-sense foundations (subitizing, magnitude comparison, mental number line)

- Underdeveloped procedural fluency (slow or inaccurate basic facts that bottleneck higher level problems)
- Conceptual misconceptions (e.g., believing that the equal sign means “the answer is coming”)
- Mathematical language demands (vocabulary, word problem comprehension)

Keep in mind that you may also need to consider factors unrelated to math proficiency that may affect student performance in mathematics, including the following:

- Limited English proficiency that affects the student’s ability to access learning in a general education classroom
- Excessive absences that have created gaps in instruction
- Environmental factors in the student’s life (e.g., homelessness, traumatic event, chronic adversity)
- Insufficient quality of instruction in the general classroom to necessitate the student’s growth¹

Documenting the data that verify the problem

List the specific data sources you used – universal screener subtest scores, diagnostic assessment categories, work samples, curriculum-embedded assessment items, or observation notes. Be sure to reference percentiles, benchmark categories or accuracy rates when available so the gap is visible at a glance.

Step 2.2. Establish goal and timeline

Strong Math Improvement Plan goals are SMART – specific, measurable, attainable, relevant and time-bound – and tied to a grade-level benchmark.

Use the benchmark on your school’s progress monitoring tool as the criterion of success whenever possible. If the student is far below benchmark, set an ambitious but attainable interim goal and plan to revise upward as the student demonstrates progress.

Step 2.3. Develop action/intervention plan

The Action/Intervention Plan column captures the evidence-based intervention itself. Be precise – “small-group math” is not an intervention; the specific program, routine or protocol is. Answer each prompt in the template as noted in table 5.

¹ These are “exclusionary factors” in the identification of a specific learning disability, but they are not limited to that purpose. They should be proactively considered in any effort to determine the root cause of insufficient progress and ruled out as primary contributors. Be sure to coordinate with your special education coordinator or school social worker for additional assistance.

Table 5. Components of the Action/Intervention Plan

Prompt	What to write
What evidence-based intervention aligned to the target area will be used?	Name the specific program, routine or research-based practice (e.g., “Number Talks – addition within 20,” “Bridges Intervention Volume 1 – Module 2,” “explicit and systematic instruction in part-whole word problems using bar models”). Ensure instruction is aligned with Tier 1 concepts and standards, providing support that directly advances the student’s understanding of grade-level content.
Who will deliver it?	Name the educator and their role (classroom teacher, interventionist, math specialist). The team should verify that the person is trained on the resource.
When will it occur (frequency and duration)?	Specify minutes per session, sessions per week, and total weeks (e.g., 30 minutes, four times per week, for eight weeks), in addition to Tier 1 instruction. Aim for frequency and intensity appropriate to the tier (see table 7).
How will it be delivered?	Specify setting and grouping (small group of three to five students; one-to-one; push-in versus pull-out), incorporating routines, representations and language from Tier 1.

Six evidence-based practices for K–3 math intervention

These practices appear in the Institute of Education Sciences (IES) practice guide *Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades* (Fuchs et al., 2021). Look for these features in any intervention you select:

1. Systematic instruction – clear modeling, guided practice, scaffolded independent practice, with cumulative review
2. Mathematical language – deliberately teaching and using precise math vocabulary
3. Representations – moving students across concrete, pictorial (semiconcrete) and abstract representations
4. Number lines – using number lines to build magnitude, ordering and operation sense
5. Word problems – teaching students to identify problem types and solve them with diagrams and equations
6. Timed activities – brief, motivating fluency practice for basic facts

Source: Fuchs, L. S., Newman-Gonchar, R., Schumacher, R., Dougherty, B., Bucka, N., Karp, K. S., Woodward, J., Clarke, B., Jordan, N. C., Gersten, R., Jayanthi, M., Keating, B., & Morgan, S. (2021). *Assisting students struggling with mathematics: Intervention in the elementary grades* (WWC 2021006). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
<https://ies.ed.gov/ncee/wwc/practiceguide/26>

Step 2.4. Create a monitoring plan

The fourth column of Section 2 documents how progress and fidelity will be tracked. Respond to the prompts in the template as noted in table 6.

Table 6. Components of the Monitoring Plan

Prompt	What to write
How will the effectiveness of the intervention be monitored over time?	Name the specific progress monitoring tool or other formative assessment (e.g., existing school progress monitoring tool, mastery checks aligned to the intervention, other curriculum-based assessment questions).
Who will be responsible?	The person responsible for collecting and graphing data is usually the interventionist.
How will the fidelity of implementation be monitored?	Explain how implementation will be verified (e.g., observation walk-through using a fidelity checklist twice during the cycle) and who is responsible.

Step 2.5. Set intervention start date, duration and cadence

Fill in the small table that follows the four-column plan: start date, total duration in weeks, frequency of intervention sessions and frequency of progress monitoring.

Step 2.6. Select the tier of support

Check the tier at which the problem will be addressed. The template offers Tier 1, Tier 2 or Tier 3. Use the descriptions in table 7 as a guide; your district may have additional criteria.

Table 7. Differentiators for Tiers 1, 2 and 3

Tier	Typical group size	Typical dose	When it fits
Tier 1 – Differentiated Support	Whole class	Core block, daily	Student needs differentiated supports inside core instruction; gap is small or emerging.
Tier 2 – Supplemental Support	Small group (3–5)	20–30 minutes, 3–5 times per week, in addition to Tier 1	Student is below benchmark on the screener and needs targeted skill instruction on top of core.
Tier 3 – Intensive Support	1:1 or 1:2	30–45 minutes daily, in addition to Tier 1	Student is well below benchmark and/or has shown a poor response to Tier 2 intervention.

KyMTSS expectation: Written decision rules

KyMTSS guidance asks every problem-solving team to operate from written decision rules – agreed-upon thresholds that tell the team when to continue an intervention, when to intensify it and when to exit a student from it. Your district or school should have these documented. In the Math Improvement Plan, record which rule set the team is using and reference it in the appropriate column in Section 3 under “Notes.”

KDE recommendation for progress monitoring using formative assessments

- Tier 2 – at least every two weeks (monthly at minimum)
- Tier 3 – weekly

Plan for a minimum of six to eight data points before making a formal decision about response.

Section 3. Progress Review

Section 3 is the evaluation step of the KyMTSS four-step problem-solving process. After six to eight progress monitoring data points, the team meets to graph the data with a goal line and a trend line and decides whether the student’s response is positive, questionable or poor. Describe the data and trend in the Notes field and link the graphed data with the goal line and the trend line at every review.

Whole child/integrated MTSS check

Before deciding whether the response is questionable or nonexistent, pause to consider co-occurring needs. KyMTSS is an integrated system: Many K–3 students who struggle in math also have active behavior plans, mental health plans, attendance concerns or unmet basic needs. If any of those are in play, coordinate with the student’s other support teams before changing the math intervention. A questionable or poor response trend may be a fidelity-and-fit issue tied to factors outside the math block.

Reading the graph

- **Positive response** – the trend line and the goal line are parallel, or the trend line is steeper than the goal line. The student is on track.
- **Questionable response** – the data are highly variable, with significant point-to-point swings, and no clear pattern emerges.
- **Poor response** – the trend line is flat or falls below the goal line, and the gap is widening.

Decision guide

If the data show... Then the team should...

Positive response	If the student's trend line and goal line are the same or overlapping, continue the intervention with the current goal and reevaluate after another six to eight data points to ensure adequate progress until the goal is met. If the student met or exceeded the goal, consider a more ambitious goal if the current goal was set below a grade-level benchmark, create a new intervention plan to focus on another area of need or plan to fade the support and return to a lower tier level.
Questionable response	Check confounding factors first: delivery, quality, student engagement, attendance, and scheduling. If confounds are present, employ strategies to improve integrity and collect four more data points. If there are no confounds, adjust the plan (e.g., increase intensity, review student data to identify areas of improvement or gaps in intervention) and collect four more data points.
Poor response	A change is needed. Recheck fidelity, then consider fit: Is the intervention aligned to the identified need, is the progress monitoring tool sensitive enough, was the problem identified correctly, or have there been confounding factors affecting student achievement (factors in the student's personal life, student not wearing glasses to the intervention, etc.)? Document the change in a new Math Improvement Plan form: Change duration, group size, interventionist, instructional delivery or type of intervention.

Record the follow-up review date and brief notes on the decision in the space provided in the appropriate column. If you change the intervention, start a new Math Improvement Plan form so the data trail for each plan is clean.

Section 4. Parental Notification of Intervention

KRS 158.8402 requires schools to keep families informed and provide them with opportunities to support math learning at home. Section 4 documents how that happens.

Section 4 also operationalizes the KyMTSS essential element of Family, School and Community Partnerships, which expects active, reciprocal, two-way communication and meaningful family voice in the problem-solving process. Treat this section as more than a checkbox: Families who help shape the plan, see the data and have concrete at-home strategies are stronger partners across all four review cycles.

Equitable access and opportunity prompt

KyMTSS places equitable access and opportunity around the entire framework.

Before finalizing the plan, ask:

- Is the intervention available to this student in the language they learn in best? Are family-facing materials translated and culturally responsive?
- Does the intervention schedule pull the student out of another grade-level subject or experience they need? If so, can a different time be found?
- Are images, problem contexts and examples reflective of the student's identity and experience?
- Has the plan documented and addressed any access barriers (transportation, attendance, technology, materials)?

Step 4.1. Note whether the parent attended

Check Yes or No. If the parent attended and contributed to the problem-solving process, no additional notification action is needed for the initial plan.

Step 4.2. Plan notification if the parent did not attend

Describe how the parent will be notified (phone, in-person meeting, written communication, virtual conference), name who is responsible, and record the date by which it must happen.

Step 4.3. Provide at-home math support information

Record what materials or guidance the parent has been given to support math at home, who is responsible and the date. Examples include a take-home number line card and dice game, a brief parent guide on counting strategies or a family-friendly explanation of the intervention skill with photos of classroom routines.

Step 4.4. Set the quarterly progress reporting cadence

Schools must provide quarterly written progress reports, which may be incorporated into the existing school progress report. Note the method (e.g., section added to the report card; standalone Math Improvement Plan progress letter) and list the quarterly reporting dates for the remainder of the school year.

Tip

When in doubt, overcommunicate. Many families have not seen a Math Improvement Plan before. When sharing the form, be sure to include a short, plain language summary of the goal, the intervention and the next review date. Add a friendly reminder that the plan is designed to help their student with mathematics.

A Completed Example: Maya, Grade 2

The example on the following pages shows a finished Math Improvement Plan for Maya, a grade 2 student flagged on her fall universal screener. The example serves only as a model. Your actual entries will reflect your student's data and your school's intervention menu.

Mathematics Improvement Plan

Section 1:

Student Name: Maya Rivera	DOB: 3/15/2018	Grade: 2
School: Maple Elementary	Teacher: Ms. Carter	Parent/Guardian: A. Rivera

Team Members* in Attendance (enter name and role):

A. Rivera (parent); Ms. Carter (grade 2 classroom teacher); Ms. Park (math interventionist, LEA representative); Ms. Olsen (EL teacher)

This team may be an existing [MTSS Student Problem Solving Team](#); however, to meet the requirements of KRS 158.8402 math improvement team members **must include: the parent or guardian; general education teacher(s) of the student; a representative of the LEA who is knowledgeable about the mathematics curriculum and availability of the evidence-based mathematics resources; and any specialized certified school employees for students receiving language instruction educational programming or special education services.*

Area(s) At/Above Grade-Level Benchmarks in Mathematics (Check all that apply based on approved mathematics universal screener/diagnostic assessment. Attach data.):

- ☐ Counting and Cardinality (K)
- ☐ Number and Operations Base 10
- ☐ Operations and Algebraic Thinking
- ☐ Number and Operations Fractions (3-5)

- ☒ Measurement and Data
- ☒ Geometry
- ☐ Procedural Fluency
- ☐ Conceptual Understanding

Area(s) At Risk for Not Meeting Grade-Level Benchmarks (Check all that apply based on approved mathematics diagnostic assessment. Attach data)

- ☐ Counting and Cardinality (K)
- ☒ Number and Operations Base 10
- ☒ Operations and Algebraic Thinking
- ☐ Number and Operations Fractions (3-5)
- ☐ Measurement and Data
- ☐ Geometry

- ☒ Procedural Fluency
- ☐ Conceptual Understanding

Section 2:

Implementation Plan: (To be completed based on review of [universal screening and diagnostic data](#) and use of a [standardized problem-solving model](#). Plan may be modified as needed based on review of student progress data.):

Verified Problem Statement	Goal and Timeline	Action/Intervention Plan	Monitoring Plan
What is the targeted area of concern and possible root cause? Maya is performing below grade-level expectations in adding and subtracting within 100 (KY.2.NBT.5) and in solving one- and two-step word problems within 100 (KY.2.OA.1). Compared with peers, she counts by ones instead of using place-value strategies, and she reverses operations in compare problems. Likely root cause (skills to target): limited place-value sense (does not flexibly decompose two-digit numbers into tens and ones) and limited mathematical language for compare problem types.	What is the criterion for success? Identify the goal or benchmark the student will be expected to meet. When given a two-minute computation probe within 100, Maya will score at or above the grade 2 winter benchmark (target = 25 correct digits) for three consecutive sessions.	What evidence-based intervention aligned to the target area will be used? Intervention: Bridges Intervention, Volume 2 – Place-Value Module, supplemented by daily Number Talks focused on flexible decomposition of two-digit numbers and explicit instruction in problem-type schemas (add-to, take-from, put-together/take-apart, compare) using bar models. Concrete–representational–abstract sequence with Base 10 blocks → drawings → equations.	How will the effectiveness of the intervention be monitored over time? Monitoring method: Weekly computation probe; problem-type accuracy check every two weeks using a four-item set drawn from grade-level item bank. Data recorded and graphed with goal line and trend line in the school’s intervention tracker. Who will be responsible? Ms. Park How will the fidelity of implementation be monitored? Walk-through using the Bridges fidelity checklist twice (week 3 and week 6) Who will be responsible? Ms. Park’s coach (math specialist)

assessments and classroom exit tickets confirm pattern.		When will it occur (frequency and duration)? 30 minutes per session, 4 days per week (Mon–Thu), for 8 weeks How will it be delivered? Pull-out during WIN block, in addition to Tier 1 instruction.	
---	--	--	--

Intervention Start Date:	Duration of Intervention	Frequency of Intervention	Frequency of Progress Monitoring
10/12/2026	8 weeks	4 days per week, 30 minutes	Weekly <i>KDE recommendation: Tier 2: every two weeks or at least monthly; Tier 3: weekly</i>

At what Tier will the problem be addressed?

- ☐ Tier 1 – Differentiated Support
☒ Tier 2 – Supplemental Support
☐ Tier 3 – Intensive Support

Section 3:

Progress Review: (To obtain a reliable estimate of the student’s response to the intervention, progress monitoring data should be collected for a minimum of six to eight data points. Every time the progress monitoring probe is administered, ensure the score is recorded and graphed.)

Review Date: 11/7/2026

(Attach graphed data with goal line and trend line at each data review.)

Positive Response to the Intervention	Questionable Response to the Intervention	Poor Response to the Intervention
☒ The trend line and goal line are the same or the trend line is steeper than the goal line. Student on track to meet their goal. ☒ Continue intervention with current goal and re-evaluate in another 6-8 data points. Student met or exceeded their goal. ☐ Plan to fade the support; and return to Tier 1 or Tier 2; or ☐ Consider a more ambitious goal if set below grade-level benchmark; or ☐ Revise intervention to focus on additional skills needed in order to meet grade-level goals. Follow-Up Review Date: 11/7/2026 Notes: Maya is having a positive response, with her trend line running parallel on the goal line. She met the computation benchmark on weeks 7 and 8 and solved three of four compare problems on the most recent check.	☐ Data is highly variable, with significant changes from data point to data point. There is not a clear pattern of the student’s response to the intervention due to significant inconsistencies in the data. Fidelity: Consider if issues with one or more of confounding factors contributed to this data pattern: ☐ Delivery ☐ Quality ☐ Student engagement/behavior ☐ Attendance ☐ Scheduling conflicts ☐ Other ☐ Yes, one or more confounding factors were present that impacted implementation. Employ strategies to improve implementation integrity of the current intervention.	☐ Trend line is flat or falling below the goal line and gap is widening. Intervention is not working and needs a change. Consider fidelity and fit. Fidelity: Was the intervention implemented as intended? ☐ No, employ strategies to improve implementation integrity. ☐ Yes, consider fit and begin a new form to document the change. Fit: Is the intervention/assessment tool aligned to the identified targeted need? Potential Actions: ☐ Change to the intervention: ☐ Increase duration. ☐ Change in interventionist. ☐ Decrease group size. ☐ Change in instructional delivery. and/or

Plan is to continue the current intervention for another six data points with a more ambitious goal (30 correct digits) before considering a fade to Tier 1 with differentiated support.	Collect data for 4 more data points and assess impact. OR ☐ No confounding factors were present, and intervention was implemented as designed. Increase intensity of current intervention for 4 data points and assess impact. Follow-Up Review Date: Click or tap to enter a date. Notes:	☐ Change in type of intervention. ☐ Was the problem identified correctly? Return to problem analysis. ☐ Was the progress monitoring tool the right match for the intervention? Appropriate match for the student? Sensitive to change?
--	--	---

Section 4:

Parental Notification of Intervention: Parent was in attendance and part of the problem-solving process ☒ Yes ☐ No

If no, how will the parent be notified of the intervention: [Click or tap here to enter text.](#)

Who will be responsible: Ms. Carter

Date: 1/4/2027

Parent provided with information on how to encourage mathematics success at home: Ms. Rivera received a family-friendly summary of the goal and intervention, plus a place-value at-home practice kit (number line strip, two ten-frames, decomposition card games).

Who will be responsible: Ms. Carter

Date: 1/4/2027

Written quarterly progress report provided to the parent (may be included in the school's existing quarterly progress report):

Who will be responsible: Ms. Carter

Method: Email to parent with link to progress report in Infinite Campus

Dates:

1. 1/4/2027 2. 3/23/2027 3. 5/24/2027 4. N/A (next school year)

Notes:

Before-You-Submit Checklist

- ☐ All Section 1 demographic fields are complete, and team membership meets the KRS 158.8402 minimum.
- ☐ Screener and diagnostic data are attached and/or described in the Notes field.
- ☐ Areas at and above benchmark and areas at risk are both checked.
- ☐ Problem statement names a specific skill or standard and a plausible root cause grounded in the data.
- ☐ Goal is SMART, anchored to a benchmark, with a clear review date.
- ☐ Intervention is named specifically (program, routine or protocol) – not just “small-group math,” for example.
- ☐ Interventionist is named and known to be trained on the resource.
- ☐ Frequency, duration and total weeks are specified.
- ☐ Progress monitoring tool is identified; data collection cadence matches the tier.
- ☐ Fidelity check method and responsible person are named.
- ☐ Tier of support is checked.
- ☐ Parental notification plan, at-home support and quarterly reporting dates are documented in Section 4.

Resources Referenced in This Guide

These links open in your browser.

[KRS 158.8402 – Multi-Tiered System of Supports \(Statute Text\)](#)

[KRS 158.8401 – Mathematics Improvement Team](#)

[704 KAR 3:095 – KyMTSS Administrative Regulation](#)

[KyMTSS.org – Essential Elements, Video Collection, Resource Library](#)

[KyMTSS Implementation Guide \(KDE\)](#)

[KyMTSS Self-Assessment Tool \(KDE\)](#)

[Crosswalk – Kentucky Multi-Tiered System of Supports \(KyMTSS\), Response to Intervention \(RTI\), Positive Behavioral Interventions and Supports \(PBIS\) and Interconnected Systems Framework \(ISF\)](#)

[KDE – Numeracy Screening Assessments](#)

[KDE – Kentucky Academic Standards \(KAS\): Mathematics](#)

[Kentucky Academic and Behavioral Response to Intervention \(KY-ABRI\) – Resources \(University of Louisville\)](#)



[KY-ABRI – Training Documents and Forms \(includes Tiered Plan Snapshot – Math and Intervention Tracking Sheet\)](#)

[Center for Instructional and Behavioral Research in Schools \(CIBRS\) – Free Training Modules and KDE Micro-Credentials](#)

[IES Practice Guide – Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades \(2021\)](#)

The contents of this guide were developed under a grant from the U.S. Department of Education (Department). The Department does not mandate or prescribe practices, models or other activities described or discussed in this document. The contents of this report may contain examples of, adaptations of and links to resources created and maintained by another public or private organization. The Department does not control or guarantee the accuracy, relevance, timeliness or completeness of this outside information. The content of this report does not necessarily represent the policy of the Department. This publication is not intended to represent the views or policy of or be an endorsement of any views expressed or materials provided by any federal agency. This report was also developed with the assistance of artificial intelligence (AI) tools to support research, drafting and synthesis. All content has been reviewed and validated by the project team; however, AI-generated outputs may contain inaccuracies or incomplete information. The authors assume responsibility for final interpretations and conclusions presented herein. 2026, Appalachia Comprehensive Center at Westat, Inc.