

Hypothetical Scenario: Tier 2/Tier 3 Math Intervention Using TouchMath

Dyscalculia Elementary School has been identified for ATSI (Additional Targeted Support and Improvement) due to persistent underperformance among its socioeconomically disadvantaged student group, particularly in math. Benchmark assessments indicate that a substantial number of students are performing below grade level, with a smaller group requiring intensive, individualized support.

In collaboration with the district ATSI coordinator, the school leadership team analyzes student data and identifies gaps in foundational numeracy skills, especially in computation and number sense. To address these needs, they incorporate TouchMath, a multisensory math intervention program, into their ATSI improvement plan.

The proposed strategies include:

- Tier 2 Intervention: Small groups of students performing below grade level in math receive targeted instruction using the TouchMath curriculum three times per week for 30 minutes. Instruction focuses on core numeracy, visual-spatial concepts, and multisensory reinforcement.
- Tier 3 Intervention: Students in the lowest 10th percentile receive daily one-on-one instruction with a trained interventionist using TouchMath's intensive intervention materials, including manipulatives, visual aids, and scaffolded lessons tailored to individual student needs.
- Professional Development: ATSI funds support training for instructional staff on the effective implementation of TouchMath strategies, progress monitoring, and fidelity checks to ensure consistent application.
- Use of Funds: ATSI funding is allocated for the purchase of TouchMath materials (print and digital), professional learning workshops, and a part-time interventionist to lead Tier 3 sessions.

The improvement plan includes measurable goals, such as a 20% increase in proficiency on interim math assessments and monthly monitoring using TouchMath's built-in progress tools.

ATSI Improvement Plan: Math Intervention Focus

School Name: Dyscalculia Elementary School

Focus Area: Mathematics – Socioeconomically Disadvantaged Student Group

Program/Intervention: TouchMath (Multisensory Math Program)

Plan Year: 2025–2026

I. Needs Assessment

Recent benchmark data from the winter diagnostic assessment show that over 40% of socioeconomically disadvantaged students at Dyscalculia Elementary are performing below grade level in mathematics. Of that group, approximately 12% fall in the lowest performance band, indicating the need for intensive intervention. A review of classroom walkthrough data and student work samples revealed gaps in number sense, computation accuracy, and problem-solving fluency.

II. SMART Goal

By the end of the 2025–2026 school year, at least 70% of socioeconomically disadvantaged students receiving Tier 2 or Tier 3 support will demonstrate growth of at least one performance band on the district's math benchmark assessment, as measured by fall-to-spring comparison.

III. Intervention Strategy: Multisensory Math Implementation

Tier 2 (Targeted Support)

- Implement multisensory math small-group instruction 3x per week (30 minutes/session).
- Students selected based on benchmark and teacher-collected formative data.
- Focus: numeracy, computation, multisensory strategies to support concept retention.
- Staff: Trained general education teachers and support staff.

Tier 3 (Intensive Support)

- Provide daily one-on-one instruction (4x per week) for students in the bottom 10th percentile.
- Utilize specialized intensive instructional tools and manipulatives.
- Instruction led by a credentialed interventionist with targeted training.

IV. Professional Development

- Conduct a full-day implementation training for relevant staff at the start of the year.
- Provide ongoing coaching and progress monitoring check-ins every 6 weeks.
- ATSI funds cover training fees and substitute teacher coverage for training days.

V. Monitoring and Evaluation

- Use TouchMath’s built-in assessment tools for biweekly progress monitoring.
- Administer district benchmark assessments three times per year to measure broader impact.
- Analyze subgroup data monthly to ensure interventions are closing achievement gaps.
- Adjust groups and strategies quarterly based on progress data.

VI. Budget & Resource Allocation (ATSI Funding Use)

Item	Description	Estimated Cost
Curriculum	Classroom kits, digital access, manipulatives	\$
Interventionist (Part-Time)	Leads Tier 3 instruction	\$
Professional Development	Initial + follow-up training, coaching	\$
Substitute Coverage	For teacher training days	\$
Total		\$

VII. Family & Community Engagement

- Host two family math nights to introduce parents to multisensory math strategies.
- Provide take-home resources and tutorials to support students at home.
- Communicate individual student progress through monthly reports and goal-setting conferences.