



BENSENVILLE

SCHOOL DISTRICT 2

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Bensenville School District 2 Instructional Framework

Instructional Framework Goals

- Provide requirements and guidelines for Math instruction
- Outline core programs and/or resources to be used for Math instruction
- Assist in the development of daily schedules that allow for a well-rounded, guaranteed, and viable math experience in each learning space
- Explain key components of Math instruction

Math Minutes Per day Includes Lesson and designated intervention/Enrichment Time	
Grades 6 - 8 Monday, Wednesday, Thursday, Friday	Grades 6 - 8 Tuesday
88 (58 Core, 30 More Time)	75 (45 Core, 30 More Time)

Assessment		
Assessment	Frequency	Type of Assessment
IAR	1 / year	• Standardized State Assessment
NWEA MAP Growth 6+: MAP	3 / year	• Adaptive Growth Assessment
Common Unit Assessments	End of each unit	• Summative
Common Formative Assessments	Intermittent	• Formative • Ex: Quiz, Exit Ticket, etc
Formative Assessments	Daily	• Formative • Ex: Anecdotal notes, Exit Ticket, post it note, etc
 Screener: FastBridge	SY23-24: 2x/year SY24-25: 3x/year	• Universal Screener • Progress Monitoring Tool ○ Tier 2: Biweekly ○ Tier 3: Weekly

Lesson Component	Math Components At-A-Glance
Warm-up Activity 8 - 10 minutes	• Whole Group Number Talk ☐ Minimum 3 times per week with the whole group to support fluency ☐ Can be facilitated 5 times a week ☐ Resources • Remaining 2 days ☐ Carnegie Getting Started, Review previous day ☐ Number Talks ☐ 10 min BRAIN
Core Instruction 50 minutes	Core Instruction <i>Note: Not all components will be completed within one 50 min block</i> • Follow Carnegie Learning (CL) Lesson Structure ☐ Getting Started (<i>if not done during Warm-up</i>) ☐ Lesson Activities ☐ Lesson Assignment ☐ Talk the Talk (Lesson Closure Activity) ☐ Revisit Learning Target ☐ Exit Ticket ☐ Fist to Five ☐ Student Self-Assessment <i>Note: Carnegie resources should be prioritized, however, if other resources are used they MUST be shared at grade level math PLC to determine validity & usability.</i>
More Time Intervention/ Enrichment Block 30 minutes	30 Minutes, More Time: Intervention/ Enrichment • An instructional structure that allows for Interventionists and grade-level teachers to work together to provide targeted intervention/enrichment. • Teams work in their PLCs to analyze student data, group students, collaborate around instructional goals and plan for Intervention/Enrichment learning experiences. • Dedicated time to work on MATHia: minimum 60 min per wk ○ Priority- District Required

Intervention/Enrichment Options

- [Digital Resources Overview](#)
 - MathStream (Enrichment/Intervention)
 - IXL (Enrichment/Intervention)
 - Reflex, Frax (Intervention)
- [BMS - Math Differentiation & Enrichment folder](#) (Enrichment)
- Tiered Interventions
 - Tier 2 Interventions
 - Instruction provided by the classroom teacher
 - Identified by the classroom teacher using multiple data points
 - NWEA MAP and/or Summative Assessment
 - Number of students
 - Max. 6 students per group
 - Meet Min. of 60 minutes per week
 - Progress monitoring
 - Min. 6-8 weeks
 - Min. 3 data points
 - [Progress Monitoring data](#)
 - [Bank of Tier 2 options](#)
 - Tier 3 Interventions
 - Instruction provide by math interventionist
 - Identified by the interventionist using multiple data points
 - NWEA MAP
 - FastBridge Screener
 - Summative Assessment
 - Number of students
 - Max. 3 students per group
 - Min. of 4 times per week for 30 minutes
 - Progress monitoring
 - Once per week at student's level
 - Once per month at grade level
 - Can utilize FastBridge
- Small Group Instruction (Enrichment/Intervention)
 - Instruction provided by the classroom teacher
 - Not part of Tier 2 or 3
 - Identified by the classroom teacher using data

Reference: [MTSS Handbook](#) [LEARN Platform](#) (list of approved technology resources)

Definitions and Details: Core Time and More

Number Talks	• The purpose of a number talk is to give students the opportunity to use mental math to solve addition, subtraction, multiplication or division. • This is an opportunity for students to think flexibly with math computation and hear alternative strategies. • Resources ○ What is a Number Talk ○ Videos: Number Talk demos @ BMS
Other Resources	• In order to be mindful of the needs of our students, there are times when we need to rely on additional resources beyond what is listed in our framework. When this occurs, teachers are expected to bring the resource to the grade level math PLC team to determine the validity and usability. • Once a resource is identified by the math PLC team, include this document in the corresponding Module - Topic folder.
Carnegie Learning (CL)	• CL Research / Resources ○ Research behind CL (EdReport) ○ Student Growth With Carnegie Learning (RAND Study) ○ How is MATHia Different?