



2018 **Implementation** 2019 **Planning Guide**

This guide outlines best practices associated with student gains and walks you through the creation of your *i-Ready* Implementation Plan.

District or School: _____

Topics to Cover

We want to make sure your district receives the maximum benefit from *i-Ready* and *Ready*. Planning ahead in the areas below can go a long way to ensuring a smooth implementation that yields the greatest possible outcomes for students and teachers.



Purpose & Areas of Focus:

Align on what we want to accomplish with *i-Ready* and *Ready*.



Assessment Plan:

Create an assessment plan that delivers high-impact data while minimizing student testing time.

- **Use Assessment Data Effectively**
- Determine how to use the data we collect to enable discussions about instructional priorities and resource allocation.



Online Instruction Plan:

Create an online instruction plan that provides all students with personalized digital learning support.



Teacher-Led Instruction Plan:

Create a teacher-led instruction plan that enables teachers to efficiently and effectively differentiate instruction.



Foundation

Have the critical underlying conditions in place to enable success.

• Communication & Culture

- Set up a communication plan that fosters a culture of data, growth, and shared responsibility.

• Professional Development & Support

- Provide educators with the right knowledge and support.

• Logistics & Ownership

- Have the right account setup, technology infrastructure, and owners to adequately support the program.

• Leading & Monitoring

- Ensure owners understand key actions and measures to monitor as you ensure a healthy implementation.



Purpose & Areas of Focus

1 Purpose of *i-Ready* and *Ready* in your school/district:

Assessment:

Which decisions would you like *i-Ready* data to help inform?

(Please rank in order of importance.)

- Allocation of resources and support.
- Screening of students.
- Evaluation of progress with Special Populations (e.g., MTSS, RTI, Special Ed., EL).
- Teachers' class instruction and differentiation plans.
- Evaluation of instructional effectiveness.
- Track progress on grade-level standards using *i-Ready Standards Mastery*.
- Other:

Instruction:

Which actions would you like *i-Ready* and/or *Ready* instructional tools to help support?

(Please rank in order of importance.)

- Deliver personalized instruction to below-grade level students to fill in gaps in student knowledge.
- Support struggling learners (e.g., MTSS, RTI, Special Ed., EL).
- Deliver personalized instruction to on-grade level students to reteach on-grade level skills.
- Support teachers in delivering differentiated small group instruction.
- Supplement core instructional program.
- Other:

Notes and Next Steps:



Assessment Plan

2.1 Reflection: How well did you gather high-impact data while minimizing assessment time?

Reflection

Must-Haves

- Establish a comprehensive assessment calendar that eliminates any redundant tests.
- Actively monitor assessment administration and test all students in 2–4 week testing windows.
- Have consistent measures of success (growth and proficiency) at the district, school, and class levels, and use data to understand progress.

Notes and Reflection

2.2 Assessment Plan:

State tests/other assessments	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Diagnostic												
<i>Optional Growth Monitoring</i>												
Standards Mastery												
Level: <input type="checkbox"/> District assigned <input type="checkbox"/> School assigned	Scope: <input type="checkbox"/> Select standards <input type="checkbox"/> All standards											
Standards Mastery Assessment Plan ➔												

Notes and Next Steps:

Assessment Plan, Cont'd.: *Have consistent measures of success and use data to understand progress.*

2.3 What priorities and goals does the district have in place for proficiency and/or growth?

[Learn more about i-Ready's new growth model](#) →

2.4 How can i-Ready support tracking proficiency?

If you want to:	Look at:
Understand the distribution of your students across each placement level (tier) and how it is changing over time.	% of students at each placement level and change over time

2.5 How can i-Ready support tracking growth?

If you want to:	Look at:	Aim for:	Notes and Next Steps:
Compare students' growth across classrooms and schools to national averages.	Progress toward ▬ <i>Typical Growth</i>		
Understand how students' growth is helping them reach proficiency over time (as measured by the <i>i-Ready Diagnostic</i>).	% of students reaching ▬ <i>Stretch Growth</i>		

[Learn more about i-Ready's new growth reports](#) →


2.6 When will you look at your data?

	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
State test												
Diagnostic												
District level												
School level												



Teacher-Led Instruction

4.1 Reflection: How well did we enable teachers to effectively differentiate instruction?

 Must-Haves	Notes and Reflection
<ul style="list-style-type: none"> Teachers reviewed reports after each Diagnostic and had Data Chats with their instructional leaders on next steps. Teachers did weekly data checks to monitor <i>i-Ready Instruction</i> and Standards Mastery. Teachers did weekly differentiation and remediation in the classroom using recommended resources (Tools for Instruction, Online Teacher Toolbox). 	

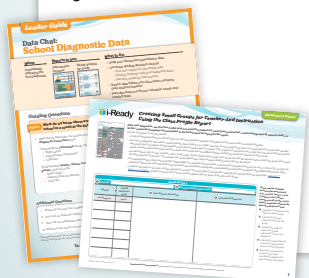
4.2 How will teachers differentiate instruction using *i-Ready* and *Ready* resources?

<i>i-Ready</i> and <i>Ready</i> Resources	Notes and Next Steps

Ideas for Next Steps



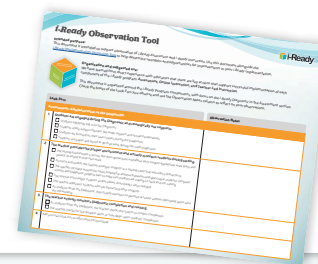
Advise instructional leaders to:



- Designate time for teachers to review their data and have **Data Chats** with students about their learning after each Diagnostic.
- Create **schedules** that allow for implementation of small group instruction.
- Define and **communicate expectations** to teachers for how to intervene when students struggle with Online Instruction and which materials to use during small group instruction.
- Look for small group differentiation as they review lesson plans, **observe teachers**, and have coaching discussions.



Inspire and energize teachers by sharing “shout-outs” of good differentiation practices and highlighting featured resources to use.





Foundation: Communication & Culture

5.1 Reflection: How well did we communicate with stakeholders to build a culture of shared responsibility?

Reflection

5.2 When will you communicate about *i-Ready* to stakeholders?

[See communication guidance and access email templates](#)

June July Aug Sept Oct Nov Dec Jan Feb Mar Apr May

Diagnostic

Communicate to school leaders and teachers about:	Date	Notes and Next Steps
The new BTS 2018 <i>i-Ready</i> experience and growth model. Learn more →		
The purpose and goals for <i>i-Ready</i> and upcoming Professional Development.		
The importance of getting good data from the Diagnostic and expectations/ best practices on how to prepare for and administer it.		
Reviewing their Diagnostic data to differentiate instruction and share growth goals, successes, and best practices.		
The positive impact of using Online Instruction, and share goals and expectations for using it.		

Ideas for Next Steps:



- 💡 Include *i-Ready* updates in **regular or existing communications** (e.g., staff meeting announcements, weekly emails, etc.)
- 💡 **Share successes and best practices** to inspire teachers to replicate them
- 💡 **Leaders attend PD alongside staff** to inspire collaboration

5.3 Additional communications

In addition to your own communication, *i-Ready* supports users with helpful guidance.

Special considerations:



Foundation: Professional Development & Support

6.1 Reflection: How well did our PD provide educators with the right knowledge and support?



6.2 Professional Development Plan

Annual Development Goals to Improve Implementation:	Recommended Timing (Within <i>i-Ready</i> Implementation Calendar):	Recommended Tactical Plan (Sessions/Days):
<p>With District- and School-Level Leaders:</p>	<p>Michael is waiting to find out about August availability and will let us know BTS dates for both teachers and leaders.</p>	<p>1 LBP session with leaders before 8/29</p>
<p>With Teachers, Specialists, and Coaches:</p> <ul style="list-style-type: none"> - Make sure they feel comfortable with all instructional resources, have enough time to go deeply with data, and fully understand the growth model and scores/placements in their <i>i-Ready</i> data 	<p>For Understanding Data and Tailored Support dates, a decision will be made hopefully by the end of the school year about the early-release plan for Wednesdays next year.</p>	<p>4 GS sessions (centralized by grade level, still deciding how to organize MS/HS), 11 UD sessions (site-based), and 11 TS sessions (site-based)</p>

6.3 Planning Next Steps

Key Contact/Owner	Meeting Date to Determine PD Schedule
	TBD



Foundation: Logistics & Ownership

7.1 How are you setting up your account?

Area	Details	Target Date
Setup		
Rollover		<i>Changes are not possible after this date.</i>
Infrastructure Readiness	<input type="checkbox"/> Curriculum Associates' email address is whitelisted.	

7.2 Who are the owners?

Note: Specify with an asterisk (*) who in the district should receive security notifications.

Area	Owner	Other Key Contacts
<i>i-Ready</i> Overall:		
Account Setup:		
Infrastructure Readiness Check:		
Assessment Plan Overall:		
Diagnostic	Set Windows: _____ Assign: _____	
Standards Mastery	Align and Build: <input type="checkbox"/> District assigned <input type="checkbox"/> School assigned	Monitor: _____
Optional Growth Monitoring	Assign: _____	
Professional Development:		

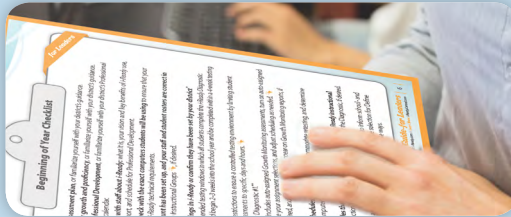


Foundation: Leading & Monitoring

1 Create the plan and calendar



2 Set the right structures, schedules, and support



3 Set goals and track progress



4 Communicate with staff and stakeholders



5 Set implementation metrics and monitor

Key Things to Monitor		Aim for	Notes and Next Steps
Assessment	% of total time spent on assessment		
	% of students completing Diagnostics within testing windows		
	% of students rushing on Diagnostic		
	District/school leaders setting goals and using data to drive decision-making		
Online Instruction	% of students spending 45 minutes per subject, per week on <i>i-Ready Instruction</i>		
	Average % of lessons passed		
	Teachers using visible <i>i-Ready</i> goals and progress measures		
Teacher-Led Instruction	Teachers reviewing data after every Diagnostic		
	Teachers differentiating instruction in small groups weekly		
	Teachers reviewing <i>i-Ready</i> student progress weekly		
Foundation	Principals/teachers/families receiving ongoing communication about <i>i-Ready</i>		
	Teachers/leaders receiving professional development/support		
	Infrastructure aligning with assessment and Online Instruction plans		