



Lead the Charge for Impactful Learning

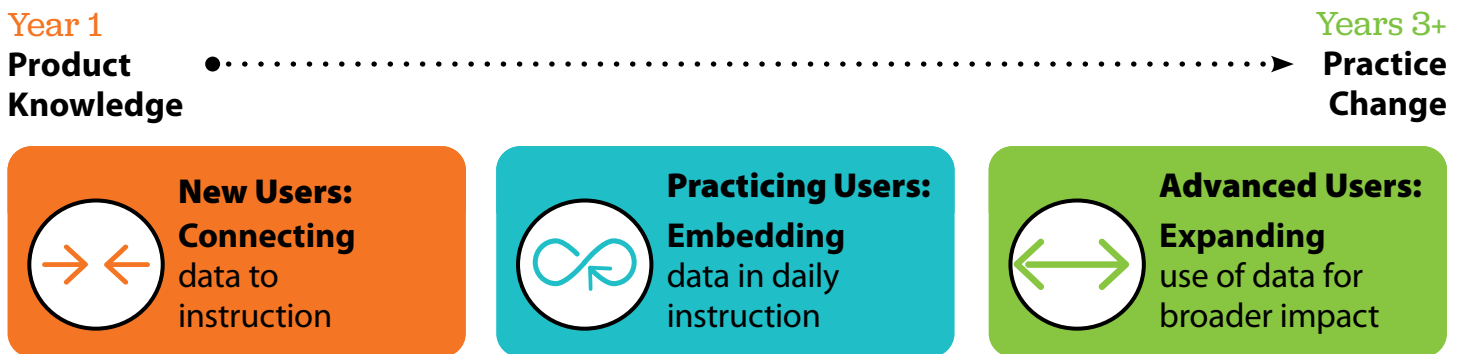


Looking for grants and funding support? Find out if you are eligible for *i-Ready* Professional Learning at: CurriculumAssociates.com/Grants-and-Funding.

Your Impact Is Our Purpose

Propel your team's professional learning growth to new heights. Curriculum Associates partners with you to guide and strengthen instructional practices based on your classrooms' unique assessment and learning data, all powered by *i-Ready Assessment*. Both teachers and leaders develop muscles ready to flex to make the leap to identify growth opportunities and reinforce daily data-driven instructional strategies. Sustained in-person or virtual sessions drive educator engagement with a partner there to work alongside you as you move along the continuum from product to practice. Educators can inform and make adjustments to their instruction and watch their practice improve with real-time feedback from assessment data and personalized instruction that mirrors what is happening in the classroom.

Create professional learning plans that can be updated and modified along the way. *i-Ready Partners* work alongside you to understand your needs and goals, outlining pathways to measurable and visible growth as your needs and goals change, product enhancements launch, and even when new educators onboard.



Energize Your Educators with Exceptional Professional Learning

“ My professional learning session taught me so much about *i-Ready*! Our [professional learning] specialist was prepared, knowledgeable, and showed me a lot of ways to use my data to inform my instruction. I feel so excited to go and use what I learned in my classroom!
—Teacher, Memphis, TN ”

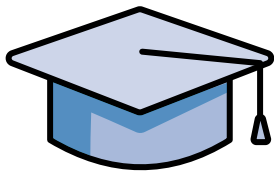
95%
of educators gained useful and relevant knowledge in their professional learning sessions.

Your *i-Ready Partners* team is your partner in learning, from successful implementation to data analysis, to improving day-to-day instructional routines.



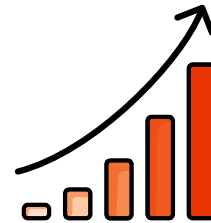
Partner Success Managers

Dedicated partners working with you to integrate *i-Ready* into your classrooms and create a data culture



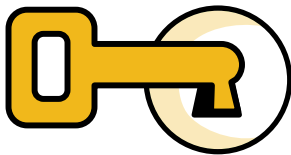
Professional Learning

Experienced educators delivering immersive experiences focused on best teaching practices to drive student achievement



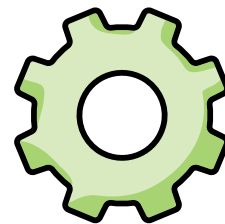
Achievement Analytics

Periodic placement and progress analyses with ongoing analytic support



Educational Consultants

Program design and pedagogy experts providing strategic guidance



Technical Support

Responsive technical support and proactive issue identification

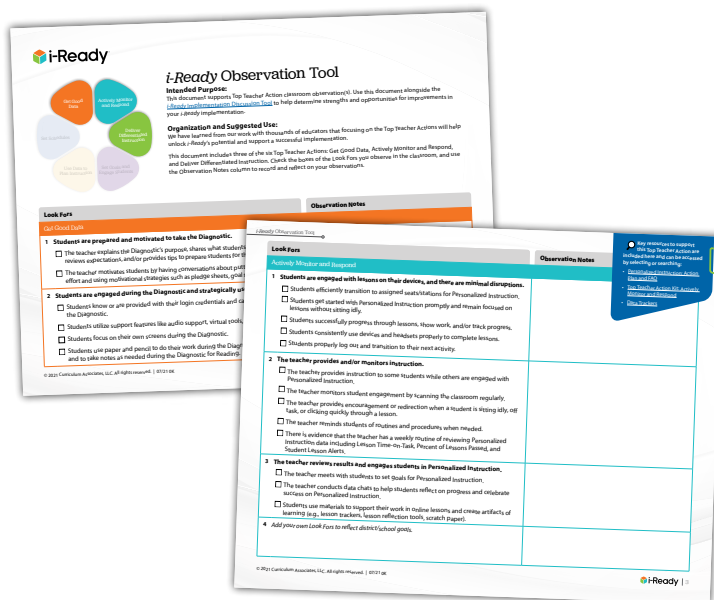
What We Offer

A System of Support to Meet in-the-Moment Needs to Drive Student Growth

Leader Support

Building Leader Capacity for Successful Implementations

Leaders are an essential component of a strong *i-Ready* implementation, and building their capacity is part of our plan. We offer leader support through focused courses as well as ongoing consultation via Tailored Support sessions. Our specialized tools for data analysis, walkthroughs, and feedback discussions enable leaders to better manage their implementations to success.



Professional Learning Sessions

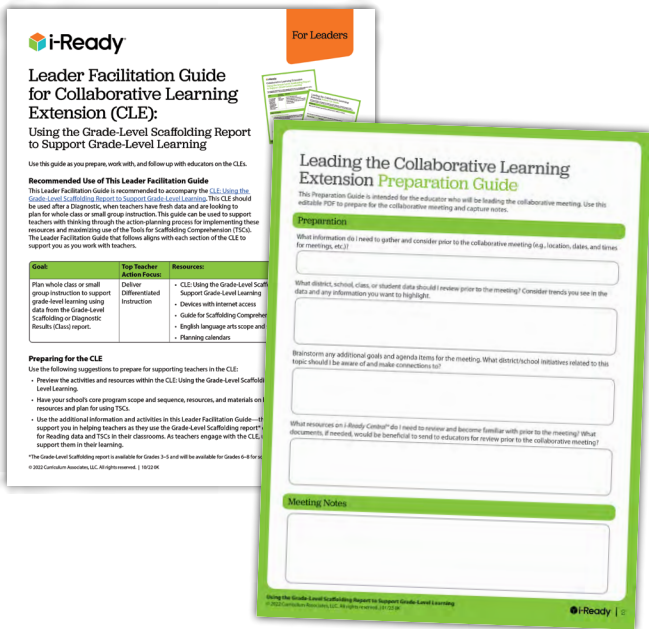
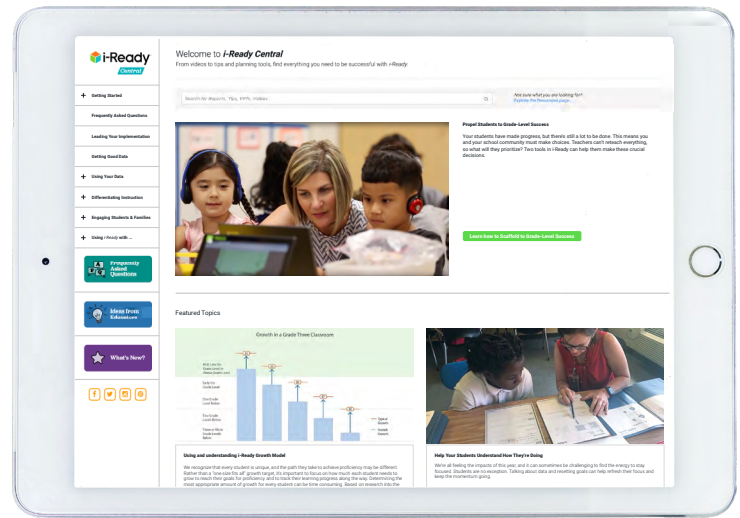
Expert-Facilitated, Sustained Support

Led by expert former educators, our live sessions use active, hands-on learning and engagement with data to build practical knowledge and pedagogical change. These sessions can be delivered on site or virtually. **See pages 6–7 for scope and sequence and pricing.**

i-Ready Central

Curated Resources on a Single Platform

Comprehensive and easy to access, *i-Ready Central* is filled with a wealth of resources for teachers, coaches, and leaders. The platform is carefully curated to help the novice get just what they need in the moment or the expert dive deeply into the many facets of *i-Ready*. Every educator is welcome to stop by and get inspiration or an answer.



Collaborative Learning Extensions

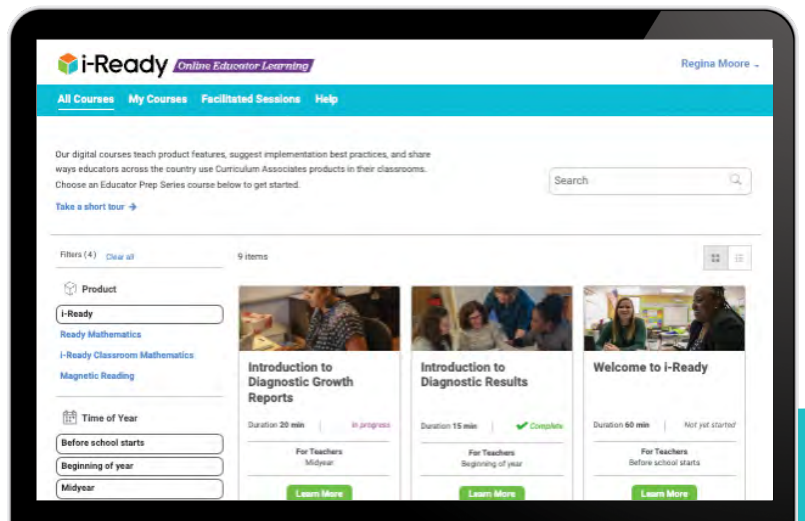
Tools to Build a Collaborative Learning Community

Dive deep into the areas of *i-Ready* that are most useful to your implementation. Collaborative Learning Extensions (CLEs) are designed help you explore key steps and strategies in professional learning communities (PLCs), grade-level or team meetings, or other collaborative settings. The CLEs include all necessary resources for educators—including leaders, coaches, or teachers—to facilitate collaborative meetings with colleagues.

Online Educator Learning



On-Demand, Interactive Learning

Engaging Online Educator Learning (OEL) courses complement *i-Ready* Professional Learning sessions by reinforcing key concepts. Educators learn best practices by completing modular courses at the right time, at their own pace. Detailed course completion reports offer school and district leaders insight into their staff's professional learning.



Professional Learning Scope and Sequence

Our professional learning is designed to grow along with your implementation, meeting the learning needs and interests of educators at each phase of their development: New, Practicing, and Advanced. Our courses address a set of common learning outcomes, while our Tailored Support sessions deliver targeted outcomes specific to your needs. All sessions in this scope and sequence can be facilitated on site or virtually. Some sessions may be recommended for virtual facilitation depending on your implementation needs.

	 New Connecting Data to Instruction	3 Sessions* Total: \$6,000/Site	 Practicing Embedding Data in Daily Instruction
Back to School	For Leaders: Starting Strong with <i>i-Ready</i>	Included**	For Leaders: Analyzing School Data to Start Your Year Strong <i>This course can be delivered during Back to School or after the first Diagnostic.</i>
	For Teachers: Getting Good Data with <i>i-Ready</i>	✓	
After the First Diagnostic	For Teachers: Using Data to Plan Instruction	✓	For Teachers: Delivering Differentiated Instruction
After the Second Diagnostic	 Tailored Support Supporting Fidelity We identify data trends and recommend topics to get everyone on the path to <i>i-Ready</i> success. This session ensures that momentum from Using Data to Plan Instruction extends to the second Diagnostic and beyond.	✓	For Teachers: Helping All Learners Succeed
			 Tailored Support[†] Supporting Classroom Impact We collaborate with you to gauge teachers' proficiency so we can build differentiated agendas to meet their needs and help develop internal coaching capacity in providing flexible support to educators as they implement <i>i-Ready</i> .

*Each à la carte session is \$2,000 (\$2,250 in Alaska and Hawai'i). See [pages 14–15](#) for details about our flexible scheduling and grouping.

**Districts with three or more implementing sites purchasing professional learning packages will receive a centralized leadership session (one per every 10 sites) of up to three hours in length.

†Practicing and Advanced Tailored Support sessions can be scheduled at any time during the school year.



New to Teaching Series!

The *i-Ready* New to Teaching series is a three-session*, in-person professional learning series designed for first-time teachers who have not participated in traditional teacher education coursework.

Before a Diagnostic

Session I: Getting and Understanding Good Data (2 hours)

- Prepare and motivate students.
- Collect meaningful data.
- Implement data practices.

After a Diagnostic

Session II: Using Data to Plan Whole Class Instruction (2 hours)

- Analyze data to strategically plan for whole class instruction.

Session III: Using Data to Plan Small Group Instruction (2 hours)

- Analyze data to strategically plan for small group instruction.

	3 Sessions* Total: \$6,000/Site	2 Sessions* Total: \$4,000/Site
	Included**	Included**
	✓	✓
	✓	✓
	✓	



Advanced

Expanding Use of Data for Broader Impact

2 Sessions*
Total: \$4,000/Site

1 Session*
Total: \$2,000/Site



Tailored Support†

Supporting Continuous Growth and a Culture of Data

We collaborate with you to deliver targeted support to address building- or classroom-level interests and issues, support new users, and ensure that all educators are evolving their practice using the latest and greatest updates and tools for *i-Ready*.

For Leaders:



Tailored Support

Included**

Included**

For Teachers:



Tailored Support

✓ ✓

✓



Your First Year with i-Ready Surrounded by Support

New: Connecting Data to Instruction

In your first year with *i-Ready*, our *i-Ready Partners* will support you every step of the way. Your first year of professional learning will include several expert-led sessions, along with just-in-time OEL resources, as well as resources for PLCs or other educator-led groups to deepen their learning.

	Professional Learning Led by Our <i>i-Ready</i> Experts*	Online Educator Learning	Select Teacher and Leader Resources and Tools**
Before the First Diagnostic	<p>For Teachers: Getting Good Data with <i>i-Ready</i> ①</p> <p>For Leaders: Starting Strong with <i>i-Ready</i></p>	<p>For Teachers: Administering the Diagnostic</p>	<p>For Teachers: Kit: Get Good Data</p> <p>For Leaders: Diagnostic Look Fors ③</p>
After the First Diagnostic	<p>For Teachers: Using Data to Plan Instruction ④</p> <p>For Leaders: Grade-Level Data Analysis and Action Planning†</p>	<p>For Teachers: Introduction to Diagnostic Results</p>	<p>For Teachers: Kit: Use Data to Plan Instruction ④</p> <p>For Leaders: Leader Action Pack: Using Assessment and Data</p>
Between the First and Second Diagnostic		<p>For Teachers: Best Practices for Personalized Instruction ②</p>	<p>For Teachers: Kit: Actively Monitor and Respond</p> <p>For Leaders: CLE: Scheduling <i>i-Ready Personalized Instruction</i> in Your Building</p>
After the Second Diagnostic	<p>For Teachers:</p> <p>🎯 Suggested Tailored Support Responding to Growth Data or Monitoring Personalized Instruction</p>		<p>For Teachers: CLE: Using the Prerequisites or Grade-Level Scaffolding Reports to Support Grade-Level Learning</p> <p>For Leaders: CLE: Leader Facilitation Guides for Using the Prerequisites or Grade-Level Scaffolding Reports to Support Grade-Level Learning</p>

[Connect with your *i-Ready Partners* to learn more.](#)

*Can be delivered on site or virtually

**We will recommend additional resources and tools during our courses.

†Site-based leadership support provided before or after teacher session.

Checklist for Administering the Diagnostic

Get Organized

- Set or review your schedule for administering the Diagnostic.
- Review accuracy of class roster(s), obtain login information for each class on administrator or any discrepancies.
- Test technology students will use to take the Diagnostic. Run the i-Ready Diagnostic before class to confirm computers are functioning and audio are working.
- Plan ahead for use of accessibility features and provision of accommodation. Consult Accessibility resources page to help.
- Order paper and pencils for students' scratch work and notes.

Diagnostic Scheduling Information

Recommended testing sessions are based on average total testing time. Consider adding logging in, viewing tutorial videos, and allowing students who are absent or need Diagnostic before it expires. Some students may need more or less time.

Grade	When to Schedule the First Diagnostic	Recommended Test for Each Diagnostic
K	4-6 weeks into the school year	Three 20-minute
1	Start as soon as possible*	Two 20- to 30-minute
2-5	Start as soon as possible*	Two 40- to 50-minute
6-8	Start as soon as possible*	Plan number and length of testing sessions * Most students complete within 40-45 minute session(s); some will need more
9-12	Start as soon as possible*	

Prepare and Motivate Students

- Explain the student Diagnostic experience and important test procedures. Students for the Diagnostic presentation and/or introductory videos.
- Motivate students to do their best on the Diagnostic.
- Communicate with families so they can convey the importance of the Diagnostic.

Actively Proctor

- Monitor and encourage students as they are testing.
- Watch for students who seem to be rushing or are spending too long on items.

Track Completion

- Use the Diagnostic Status report to:
 - Check for Rush alerts. Collaborate with your administrator to make decisions.
 - Ensure that each student completes a Diagnostic before their test expires and "single sign-on" can still access i-Ready through their district's login portal.

Get Good Data Action Plan

Use these guiding questions to help you plan for a successful Diagnostic administration.

To access this worksheet, download the **Get Good Data at i-ReadyCentral.com/GetGoodData**.

Diagnostic Windows:

Get Organized:
When will you review schedules, rosters, and test technology?
Prepare and Motivate Students:
When and how will you prepare students and encourage them to do their best?
What resources will you use?
How and when will you communicate with students' families about the upcoming Diagnostic?
Actively Proctor:
How will you monitor and encourage students as they are testing?
What will you do if students are rushing or spending too much time on particular items?
Track Completion:
When will you check the Diagnostic Status report?
How will you celebrate test completion and successes?

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1 The foundation of a successful first year is high-quality, reliable data. In the first session, teachers learn how the *i-Ready Diagnostic* works and make a plan to get good data.

Teacher or Class: Date and Time:

Diagnostic Look Fors

Teacher was organized for the Diagnostic as evidenced by . . .

- Students having their login credentials and quickly logging in
- Technology functioning properly
- Students using headphones
- Students effectively using paper and pencil to show their work

Teacher has prepared students for the Diagnostic because . . .

- Students know how to answer questions and interact with the test
- Students use support features, like audio support and tools
- Students appear encouraged and motivated to try their best
- Students know what to do if they finish early

Teacher actively proctors by . . .

- Circulating the room and using a purposeful path
- Glancing at computer screens and progress bars
- Reminding students who are rushing to take their time
- Encouraging students who are taking too long to make their best guess
- Allowing students who seem frustrated to take a short break
- Redirecting students who are not following expectations

Teacher tracks completion and rushing by . . .

- Reviewing the Diagnostic Status report during the test to provide support
- Checking for test duration alerts or Rush flags upon students' completion
- Congratulating students for trying their best
- Pulling individual students for quick data chats if appropriate

It was great to see . . .

For next time, please try to . . .

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Exploring the Personalized Instruction Summary (Class)

Let's take a closer look at how you can actively monitor your students' performance in Personalized Instruction using the Personalized Instruction Summary (Class). **Select each PIN to learn more.**

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2 Educators use OEL to dive into the areas of *i-Ready* that are most applicable to their needs.

Tips & Tools for Using Data to Plan Instruction

Reviewing data after each Diagnostic will help inform your instructional decisions. Review interim assessments and formative assessment processes can also help you prioritize a plan for immediate action in your classroom.

Start with a Question

When analyzing data, the first step is to identify the question you are trying to answer. Approaching your data with a specific question provides a clear starting point and focus of your analysis, helps you stay objective, saves time, and allows you to create a plan for immediate action in your classroom.

Class Data Questions:

- How is my class performing, and what are their domain-specific instructional priorities? Report to Use: Diagnostic Results
- What are the suggested growth measures for each of my students? Report to Use: Diagnostic Results
- What skills have my students likely acquired, and how can I support them in upcoming grade-level mathematics instruction? Report to Use: Pre-requisites
- How can I support my students when learning grade-level comprehension skills and reading text? Report to Use: Grade-Level Scaffolding
- How can I group my students and plan to address their instructional priorities? Report to Use: Instructional Groupings
- Which students could benefit from additional support between now and the end of the year? Report to Use: Diagnostic Growth

Student Data Questions:

- What are the strengths and areas for improvement for an individual student? How do I plan my differentiated instruction and identify the right resources to best support my students? Report to Use: Diagnostic Results
- How is an individual student progressing toward their growth measures? Report to Use: Diagnostic Growth

Use Data to Plan Instruction

I really like all of the data that i-Ready provides. It tells me how the students score, if they rush, and where I need to work with them to get them where they need to be. —Elementary School Teacher

Using data to inform instruction supports high expectations for all students and increases student achievement. Throughout the year, use data regularly to recognize class and individual student growth, progress toward goals, and identify areas for improvement. Knowing the questions to ask and how to find the answers in data and reports allows you to make instructional decisions and informs your own goals and goals you set with students.

When using data:

- Ask: Identify the right questions to focus your data analysis.
- Observe and Reflect: Analyze data and reflect on previous grade-level instruction and how students performed.
- Take Action: Plan instruction, share results, and celebrate student growth.

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3 Right from the start, leaders are given the tools they need to give their implementation a solid foundation by helping educators establish effective strategies and foundations that unlock *i-Ready's* potential to drive student growth.

4 After the first Diagnostic, educators analyze their students' data, beginning to build their effective data analysis practices and planning instruction to accelerate student learning. They leave the session with a kit of materials to continue to home in on their students' instructional priorities.




Your Second Year with i-Ready

Making Change through Practice

Practicing: Embedding Data in Daily Instruction

In your second year with *i-Ready*, our *i-Ready Partners* take you deeper into using *i-Ready* to effect change and drive student growth. Professional learning sessions focus deeply on the daily work of data impacting everyday instructional practices, while OEL resources help educators understand all of the instructional materials available through *i-Ready* and how to use them most effectively.

	Professional Learning Led by Our <i>i-Ready</i> Experts*	Online Educator Learning	Select Teacher and Leader Resources and Tools**
Before the First Diagnostic	For Leaders: Analyzing School Data to Start Your Year Strong	For Teachers: Administering the Diagnostic	For Teachers: Preparing Students for the Diagnostic Presentations For Leaders: CLE: Examining School Historical Results
After the First Diagnostic	For Teachers: Delivering Differentiated Instruction ❷	For Teachers: Preparing for Small Group Instruction	For Teachers: Kit: Deliver Differentiated Instruction For Leaders: Observation and Implementation Discussion Tools
Between the First and Second Diagnostic	For Teachers:  Suggested Tailored Support Monitoring and Responding to Instruction or Student and Family Engagement	For Teachers: <ul style="list-style-type: none"> • Introduction to Diagnostic Growth • Engaging Students through Data Chats 	For Teachers: Student Data Chats ❹ For Leaders: CLEs on <i>i-Ready</i> instructional resources recommended for anytime during the school year
After the Second Diagnostic	For Teachers: Helping All Learners Succeed ❶ For Leaders: Analyzing School Growth and Performance Data†	For Teachers: Using Data to Plan Instruction after the Second Diagnostic ❸ For Leaders: Analyzing Growth to Inform Decision-Making	For Teachers: Student Growth and Performance Analysis Worksheet

[Connect with your *i-Ready Partners* to learn more.](#)

*Can be delivered on site or virtually

**We will recommend additional resources and tools during our courses.

†Site-based leadership support provided before or after teacher session.

Responding to Midyear Diagnostic Growth Worksheet

Analyze your Diagnostic Growth report and additional data, as needed, to determine action steps for your students.

Date: _____
School, Grade Level, and/or Class: _____ Mathematics Reading

Review	Observe & Reflect	Take Action
Analyze student data by growth and performance.*	List the students who placed in each category and think about the possible causes. Review individual student data as needed.	Consider these action steps:
Higher Growth & Higher Performance Growth: Achieved at least 50% progress to Typical Growth Performance: ● Early On or Mid On or Above Grade Level		How can I continue to provide enrichment and challenge for these students? <input type="checkbox"/> Provide independent or collaborative opportunities for enrichment. <input type="checkbox"/> Provide teacher-led small group instruction to students with similar areas for enrichment using next steps and instructional resources. <input type="checkbox"/> Consider how to balance time in online lessons and Learning Games with other forms of enrichment and challenge. <input type="checkbox"/> Have data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.
Higher Growth & Lower Performance Growth: Achieved at least 50% progress to Typical Growth Performance: ● On Grade Level Below ● Two or Three or More Grade Levels Below		How can I continue to provide instructional support to promote growth? <input type="checkbox"/> Continue individualized instruction, interventions, and/or additional supports that have been effective in promoting growth for these students. <input type="checkbox"/> Provide teacher-led small group instruction to students with similar areas for improvement. <input type="checkbox"/> Continue to monitor and respond to students' priority domain(s) as they work through Personalized Instruction. <input type="checkbox"/> Continue to use engagement strategies you've found to be successful, including opportunities for students to lead their data chats.
Lower Growth & Higher Performance Growth: Achieved less than 50% progress to Typical Growth Performance: ● Early On or Mid On or Above Grade Level		How can I promote growth for these students? <input type="checkbox"/> Target instruction and enrichment to students' needs to help promote growth using next steps and instructional resources. <input type="checkbox"/> Provide teacher-led small group instruction to students with similar areas for improvement. <input type="checkbox"/> Continue to use Personalized Instruction to address priority domain(s) and provide instruction and practice at advanced levels (as available). <input type="checkbox"/> Have data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.
Lower Growth & Lower Performance Growth: Achieved less than 50% progress to Typical Growth Performance: ● On Grade Level Below ● Two or Three or More Grade Levels Below		How will I support these students' instructional priorities to promote growth? <input type="checkbox"/> Adjust scheduling to prioritize Personalized Instruction to students' domain(s) of need. <input type="checkbox"/> Provide teacher-led small group instruction to students with similar instructional priorities using next steps and instructional resources. <input type="checkbox"/> Monitor students' progress in Personalized Instruction and Learning Games, and respond quickly to provide additional support. <input type="checkbox"/> Continue to have data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.

*Please note: These recommendations are based on a midyear Diagnostic that is completed about halfway between the baseline and end-of-year Diagnostics, with equal periods of instruction between each assessment. When the midyear Diagnostic is scheduled earlier or later in the year, look for progress to Typical Growth to vary accordingly.

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1 Help educators use data in a continuous feedback process to accelerate student growth.

2 Help educators make the leap from analyzing their data to effectively differentiating instruction.

3 Educators use OEL to learn to design activities that students complete, collaboratively or independently, during station rotations.

Sample Learning Goals and Station Activities

Identify a learning goal and related learning activity that students can complete as part of a station. Choose the activity that matches each learning goal, then view the related resource.

Draw lines of symmetry in plane figures.	Fold paper shapes into two matching parts to identify lines of symmetry.
Practice rounding to the nearest 10 on a number line.	Complete lessons from their personalized learning path.
Identify known words and look up unfamiliar words using a Word Roots graphic organizer.	

View I-Ready's bank of user sample learning goals and station activities.

4 Help educators engage students in goal-setting conversations.

Differentiated Instruction Planning Worksheet: Supporting Grade-Level Instruction

Class: _____ Subject: _____

Report(s) Used: _____

Ask: How is my class performing, and what are their instructional priorities for upcoming grade-level learning?

Whole Class Observations	Small Group: Who?			
	Who?			
	Who?			
Upcoming Grade-Level Instruction	How and When?			

Keep the Foundations of Effective Data Use in mind:

- Maintain objectivity.
- Use a purposeful, structured process to analyze data.
- Analyze data regularly.
- Engage students and families in growth and progress.

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Data Chat Worksheet

Using Student-Level Reports

After Each Diagnostic — Or — For Entire School Year

Name: _____ Mathematics Reading

Diagnostic Data	Previous Year		Current Year		
	Baseline	Final	First	Second	Last
Diagnostic Date					
Overall Scale Score					
Overall Placement					
Typical Growth Percent Progress			Leave blank		
Stretch Growth SM Percent Progress			Leave blank		

Personalized Instruction Data			
Date	Lessons Passed	Lessons Completed	Time

Click here to download this worksheet as an individual page.

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Years 3 and Beyond

Growing and Changing with You

Advanced: Expanding Data Use for Broader Impact

From your third year on, our *i-Ready Partners* tailor your support to align with the needs you identify for your implementation. Professional learning sessions are carefully chosen to enrich areas of focus, while OEL resources deepen educator understanding and help experienced users keep pace with new *i-Ready* features.

	Professional Learning Led by Our <i>i-Ready</i> Experts*	Online Educator Learning	Select Teacher and Leader Resources and Tools**
Before the First Diagnostic	<p>For Teachers or Leaders:</p> <ul style="list-style-type: none"> Suggested Tailored Support Examining Historical Results 	<p>For Teachers:</p> <p>Administering the Diagnostic</p>	<p>For Teachers:</p> <p>CLE: Family Engagement 4</p> <p>For Leaders: CLE: Strengthening Collaborative Planning in Your School</p>
After the First Diagnostic	<p>For Teachers:</p> <ul style="list-style-type: none"> Suggested Tailored Support Using Data to Adjust or Create Small Groups 1 <p>For Leaders:</p> <ul style="list-style-type: none"> Suggested Tailored Support Strengthening Your <i>i-Ready</i> Implementation or Using <i>i-Ready</i> Data to Support Your Implementation 	<p>For Teachers:</p> <ul style="list-style-type: none"> Using Tools for Scaffolding Comprehension Using the Prerequisites Report to Inform Instruction 	<p>For Teachers: Data Analysis Guide</p> <p>For Leaders: Leader Action Pack</p>
Between the First and Second Diagnostic			<p>For Teachers: Middle School Lesson Plans: Engaging Students with <i>i-Ready</i></p> <p>For Leaders: CLE: Analyzing Diagnostic Results or CLE: Analyzing Personalized Instruction 4</p>
After the Second Diagnostic	<p>For Teachers:</p> <ul style="list-style-type: none"> Suggested Tailored Support Using Multiple Data Sources to Drive Instruction 2, Accelerating Learning, or Special Group Support by Grade Band 	<p>For Teachers: Setting Goals with Students after the Second Diagnostic 3</p>	<p>For Teachers: CLE: Goal Setting</p> <p>For Leaders: Kit: Reflect and Plan</p>

[Connect with your *i-Ready Partners* to learn more.](#)

*Can be delivered on site or virtually

**We will recommend additional resources and tools during our courses.

“ Each time I receive professional [learning] to learn more about *i-Ready* from Curriculum Associates, I feel like I have new tools in my toolbox to support my students' growth. —Year 3 *i-Ready* Educator ”

Using Data to Adjust Small Group Instruction

Between Diagnostic administrations, use your Instructional Groupings and Personalized Instruction by Lesson reports to adjust small group instruction. Follow the directions below and record your observations on Part 1 of the Using Data to Adjust Small Group Instruction Worksheet.

Then complete Part 2 of the worksheet, using the guide:

- Determine which existing small group will be your Report Group for these students in *i-Ready Connect*. For step-by-step directions on building Report Groups, refer to the *i-Ready* User Guide.
- Write the group number or name and each student Using Data to Adjust Small Group Instruction Worksheet.
- Navigate to your Instructional Groupings report from the *Class Report Group* dropdown, indicate if you used to create this small group, and note each after the most recent Diagnostic.
- Review the Recommendations for Teacher Led and note the skills you have not taught in whole or that students have not yet acquired during in-class.
- Navigate to the Personalized Instruction by Lesson Group from the *Class Report Group* dropdown and note how long you have been working with this small group Detail.
- From the Domain dropdown, select the domain you students' most recent placement level in Personalized Instruction.
- Search for keywords related to skills you listed in numbers by 10) in the All Lessons column and note:
 - X = Student did not pass the lesson(s) on all attempts
 - ✓ = Student has completed and passed the lesson
 - Blank = Student has not completed a lesson for the skill listed.
- Repeat Step 7 for all skills listed.

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Using Data to Adjust Small Group Instruction Worksheet

Part 1: Choose one small group to be your focus, and build a Report Group for these students in *i-Ready Connect*. Then review the Instructional Groupings and Personalized Instruction by Lesson reports and complete the table below.

Group Number or Name	Domain	Placement in Domain after Most Recent Diagnostic	Most Recent Placement on Personalized Instruction	Recommendations for Teacher-Led Instruction
Eva S.	Grade 3	Mid 3		
Mario B.	Grade 3	Late 3		

Continue to Part 2 on the next page.

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1 As teachers advance their use of *i-Ready*, they use data to effectively work with students in small group instruction settings.

Student Growth and Performance Analysis Worksheet, Cont'd

Class: _____ Date: _____ Reading Mathematics

Median Class Progress to Annual Typical Growth: _____%

Quadrant 2: Higher Growth & Lower Performance

Growth: Achieved at least 50% progress toward Typical Growth Performance: One Grade Level Below or Two or Three or More Grade Levels Below

Quadrant 3: Higher Growth & Higher Performance

Growth: Achieved at least 50% progress toward Typical Growth Performance: Early On or Mid On or Above Grade Level

Part 2: Select one of the four quadrants from the previous page as your focus. Write in the quadrant and the corresponding question to focus your analysis. From this quadrant, write the names of students you will support as a small group.

Focus Quadrant: _____ Subject: Reading Mathematics

Ask: (Write in the question from the quadrant you selected in Part 1.)

Report	What questions is this data answering?	Student	Student	Student	Student	Student
Diagnoses Results	What are the student's strengths and areas for improvement?					
Personalized Instruction	How is this student progressing in Personalized Instruction? - Weekly Average Time-on-Task for Last Month - % Lessons Passed YTD					
Other Data	What does data indicate about the student's strengths and instructional priorities?					
Other Information about This Student	What other factors may be impacting this student's growth and performance?					
Reflection	What trends are you seeing in the data and your observations of these students? What questions do you have about their instructional practices?					

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2 To make the most of every instructional moment, educators use their *i-Ready* data to make effective decisions about how to adjust instruction throughout the year using multiple sources of data.

Data Chats

Select each TAB on the left to review actions you can take.

- Give Context for Data
- Keep it Narrow Focus
- Connect Data to the Familiar
- Encourage Ownership

Tip: Focus on one area of strength and one area of improvement.

The *i-Ready* Diagnostic tells us how you are doing on certain Mathematics/Reading skills. It tells us what you know and what you need to learn to keep improving. Let's look at your data so we can figure out the best way to help you grow.

What is one thing you did well? What is one area for improvement?

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3 Educators use OEL to explore best practices for student data chats through video examples and preparation tips.

i-Ready Collaborative Learning Extension: Family Engagement

This Collaborative Learning Extension (CLE) includes all the necessary resources to facilitate a collaborative with colleagues that focuses on engaging families with *i-Ready* throughout the school year.

Goal	Top Teacher Action Focus	Resources	Time
Engage families with <i>i-Ready</i> to broaden students' networks of support.	Set Goals and Engage Students	<ul style="list-style-type: none"> Devices with internet access Action Plan for Engaging Families Planning calendar 	45-6

Table of Contents

- CLE Guidance Documents
- Leading the Collaborative Learning Extension: Preparation and Follow-Up Guides
- Collaborative Learning Extension: Agenda
- Resource: Action Plan for Engaging Families

Collaborative Learning Extensions

Collaborative Learning Extensions (CLEs) are created to help you employ strategies to ensure a successful *i-Ready* implementation. Each CLE includes all necessary resources for you to get started in collaborative meetings. For leaders, we've designed a two-part CLE specifically to help you promote, promote practices across your district and within school buildings.

Analyzing Personalized Instruction Data to Identify Trends CLEs

Having a strong data culture in which data is shared transparently and used regularly to collaborate and make data-informed decisions is critical to successful implementation. Review the following CLEs to access the district, school, and class levels to inform instructional planning and address student priorities.

- Analyzing Personalized Instruction Data to Identify Trends at the District and School Levels 2
- Analyzing Personalized Instruction Data to Identify Trends at the School and Class Levels 11

Want to send this to your teachers? Download [here](#).

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4 Leaders, teachers, and coaches use CLEs to foster a productive data culture in their buildings and better foster collaboration and growth.

Flexible Scheduling, Differentiated Learning

While our professional learning scope and sequence is designed to move teachers and leaders along the continuum from product to practice, we continuously calibrate our approach because not everyone has the same needs at the same time. Our flexible days and grouping allow us to work with you to meet multiple sets of needs in one session, lasting up to six hours.



Scheduling Courses

The recommended time for our New and Practicing courses is three hours, but we work within the flexibility of up to six hours to meet your needs.

Scenario 1

The Need: Educators at a site have the same learning needs and can meet at the same time.

The Solution: Deliver a three-hour course to all teachers together.

3 hr. Course delivered to up to 30 teachers

Break

3 hr. Grade-Level Data Analysis and Action Planning with site-based leadership

Scenario 2

The Need: All educators need the same learning, but scheduling prevents them from meeting as one group.

The Solution: Rotate teacher groups through the same course.

90 min. Courses for Grades K–1 educators

90 min. Courses for Grades 2–3 educators

90 min. Courses for Grades 4–5 educators

Break

90 min. Grade-Level Data Analysis and Action Planning with site-based leadership

Scenario 3

The Need: Educators at a site have varying levels of *i-Ready* experience or other differentiated learning needs.

The Solution: Rotate teacher groups through different courses.

2 hr. Condensed course delivered to group with similar learning needs

2 hr. Different, condensed course delivered to group with separate learning needs

Break

2 hr. Grade-Level Data Analysis and Action Planning with site-based leadership



“Curriculum Associates becomes your family, and it’s all because of the service you receive.”

—Rosemary V.,
Resource Specialist



Scheduling Tailored Support

Tailored Support sessions last up to six hours and are designed in cooperation with leaders and coaches based on implementation goals and educator needs.

Scenario 1

The Need: All teachers at a site need support reviewing their midyear data after the second Diagnostic.

The Solution: Rotate grade-level teams through PLCs.

50 min.	PLC to analyze midyear data with Grade K and plan for accelerated growth
50 min.	PLC to analyze midyear data with Grade 1 and plan for accelerated growth
50 min.	PLC to analyze midyear data with Grade 2 and plan for accelerated growth
Break	
1 hr.	Analyzing School Growth and Performance Data with site-based leadership
50 min.	PLC to analyze midyear data with Grade 3 and plan for accelerated growth
50 min.	PLC to analyze midyear data with Grade 4 and plan for accelerated growth
50 min.	PLC to analyze midyear data with Grade 5 and plan for accelerated growth

Scenario 2

The Need: Advanced *i-Ready* users need to work on data-driven collaboration strategies specific to their roles.

The Solution: Rotate like-role teams through advanced learning modules.

2 hr.	Stenghtening Your <i>i-Ready</i> Implementation for instructional coaches
2 hr.	Using Multiple Data Sources to Drive Instruction for all general education teachers
Break	
2 hr.	Using <i>i-Ready</i> to Support Intervention for intervention specialists

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