

Planning for Success

A Guide for iLit Administrators



Use this guide to help you prepare for implementation and support teachers with instruction.



Prepare for Success	Launch iLit	Middle of Year	End of Year
<ul style="list-style-type: none"> ➤ Develop an Implementation Plan ➤ Ensure access to devices and technology ➤ Support teachers as they set up digital classrooms ➤ Encourage collaboration 	<ul style="list-style-type: none"> ➤ Roster students ➤ Prepare devices ➤ Develop classroom management procedures ➤ Monitor Beginning-of-Year GRADE administration ➤ Monitor the first Interactive Reader assignment 	<ul style="list-style-type: none"> ➤ Monitor the Middle-of-Year GRADE administration 	<ul style="list-style-type: none"> ➤ Monitor the End-of-Year GRADE administration ➤ Analyze overall student progress

Ongoing

- Access the ClassView reports to monitor iLit implementation and student progress
- Support teachers as they use data to monitor progress and build grades
- Support teachers as they assign and grade Interactive Reader assignments
- Encourage collaboration

PREPARE FOR SUCCESS

Implementation Plan

Set the stage for success by planning ahead. Develop a detailed implementation plan with your Personalized Learning Lead. This plan will outline your goals and plans for usage and accountability. Your Personalized Learning Lead will take your intended outcomes and align them to iLit best practices. Consider the following as you prepare:

- ☐ What are your goals for using the program?
- ☐ How will you determine who will use the program?
- ☐ Do you have scheduling concerns or other restrictions to plan around?
- ☐ How will you ensure teachers and students are using the program consistently?
- ☐ How will you manage the devices?
- ☐ What data would you like to see? How frequently?

Devices and Technology

Prepare for the increased technology usage that comes with implementing iLit. Ensure that your devices and infrastructure can support this increase. Consider the following as you prepare:

- ☐ Ensure that all areas of the school have a strong and reliable internet connection.
- ☐ Each student will need access to a personal device every day.
- ☐ Each teacher will need two devices—one device logged in to the Teacher App and the other connected to a projector.
- ☐ Provide your IT administrator with a list of technical requirements before you begin using the program. Locate these at <https://classviewappstore.com/>. If your district or school requires additional support in this area, contact your sales representative to inquire about our Technical Consultation services.

Set Up Digital Classrooms

Support teachers as they set up their digital classrooms. Take into consideration the iLit program they will use because this determines the amount of time students will use devices. Configure the classroom so that:

- ☐ All devices can be easily monitored.
- ☐ There are dedicated spaces for whole- and small-group instruction, as well as individual conferences.
- ☐ All students can see the projection screen.
- ☐ Students can easily access and store the devices.
- ☐ Devices can charge while stored.

Encourage Collaboration

Encourage teachers to collaborate as they prepare for iLit implementation. All teachers should:

- ☐ Visit My Savvas Training at [MySavvasTraining.com](https://www.mysavvas.com/training).
My Savvas Training offers on-demand iLit tutorials and guides. Teachers can watch training tutorials and download guides and resources.



Visit **My Savvas Training** to learn more about preparing for iLit implementation.

- Watch the [Get Ready to Teach](#) and [Teaching a Lesson](#) tutorials.

Roster Students

iLit accelerates reading and language development for students reading below grade level. The iLit levels correspond to familiar grade levels. Reach out to your Personalized Learning Lead for assistance in selecting an iLit level for your class.



- ☐ If you are not an EasyBridge customer, complete the manual rostering process for each iLit class in [ClassView](#).
- ☐ Assign one iLit level to each class. The level dictates the instructional level of the curriculum and the embedded anchor texts. The program will differentiate independent assignments for students based on Group Reading Assessment and Diagnostic Evaluation™ (GRADE) data and Interactive Reader assignments.
- ☐ Guide your teachers to reference the list of [Read Aloud, Think Aloud Books](#) on My Savvas Training to help decide which iLit level they want to select for their class.



Visit **My Savvas Training** to learn more about manual rostering.

- Watch the [iLit ClassView—Account Set-up and Manual Rostering](#) tutorial.
- Read the [iLit ClassView—Account Set-up and Rostering Guide](#).

Prepare Devices

Install the iLit apps on all mobile devices. For best results, download the apps from the official app store for your device.

- ☐ Download and install the Teacher App on all teacher devices.
- ☐ Download and install the Student App on all student devices.
- ☐ Access the web-based Projector App via ProjectiLit.com.
- ☐ When using a web browser on a computer, go to:
TeachiLit.com
LearniLit.com
ProjectiLit.com
- ☐ Charge all devices.
- ☐ Store devices so that students can easily access them.

Classroom Management

Support teachers as they develop classroom management procedures and routines that take into consideration the daily use of technology. Help them develop and communicate:

- ☐ Protocol for logging in and out of devices
- ☐ Procedures for checking in and out devices efficiently
- ☐ Cues or signals to reengage students
- ☐ Clear expectations around the use of technology that align with school and district policies
- ☐ Policies for accessing websites during class
- ☐ Assignment completion procedures and timelines
- ☐ Ways to access iLit outside of school
- ☐ Plans for instruction if they encounter technical difficulties

Monitor Beginning-of-Year GRADE Administration

All students complete GRADE during the first two weeks of instruction. This assessment provides teachers and administrators with standardized baseline data from which to measure individual student growth. The program uses the data to provide students with a Grade Level Equivalent (GLE) for reading comprehension and to place students in an Interactive Reader level. Prepare for GRADE administration.

- ☐ Help teachers develop a plan for assessing all students.
- ☐ Arrange support for teachers, if needed.
- ☐ Ensure all teachers understand the directions for administration.
- ☐ Ensure all iLit students complete GRADE.

Monitor First Interactive Reader Assignment

The Interactive Reader assignment is the primary measure of reading comprehension. It is critical that teachers administer GRADE prior to assigning the first Interactive Reader.

- ☐ Ensure all teachers assign the first Interactive Reader after students complete GRADE.
- ☐ Review the steps teachers should follow for each Interactive Reader assignment.
 1. Teachers assign the Interactive Reader.
 2. Students complete the assignment.
 3. Teachers score the Critical Response writing activity embedded within the Interactive Reader.
 4. Teachers assign the next Interactive Reader.

Monitor Progress and Build Grades

Access iLit data through ClassView, the platform that houses the class rosters, data, and reporting tools for iLit. Use this data to monitor progress and usage. Teachers can access iLit data through the Teacher App and ClassView. They will use this data to monitor progress and build grades in various ways.

- ☐ Generate ClassView reports to monitor iLit implementation, program usage, and student progress across classes or schools. Access the following reports:
 - Student Summary Reports provide a snapshot of a specific student's performance and progress.
 - Class Summary Reports provide a snapshot of the performance and progress of the whole class.
 - Skill-Based Reports show how students are performing on target skills within a given date range.
 - District Reports show aggregated data and can be filtered to show different groups of students.
 - GRADE reports show student performance data on GRADE.

- ☐ Ensure all teachers have access to ClassView reports.
- ☐ Develop consistent grading scales across classes and grades to ensure a more meaningful analysis of student progress.



Visit **My Savvas Training** to learn more about iLit data.

- Watch the [ClassView: Reporting for Administrators](#) tutorial.
- Read the [iLit Building Grades](#) handout.

Monitor Interactive Reader Assignments

iLit uses Interactive Reader performance to determine student reading levels. It is important that teachers score the Interactive Reader assignment before assigning a new one so that the program has the most current and accurate data. If the assignments are not scored, the students will continue to be assigned the same level and may not make progress.

- ☐ Ensure all teachers are grading Interactive Reader assignments prior to sending new assignments.
- ☐ Encourage teachers to stress the importance of completing these assignments so that the program can obtain an accurate measure of comprehension for each student.

Encourage Collaboration

Collaborate with teachers and provide support to improve instruction. Encourage teachers to communicate and seek help as needed.

- ☐ Use the Administrator Look Fors to support teachers with iLit instruction.
- ☐ Encourage teachers to use the *How Am I Doing?* tool to reflect on their iLit instruction.
- ☐ Help teachers navigate [MySavvasTraining.com](https://www.pearsoned.com/mySavvasTraining.com) if they need questions answered.
- ☐ Encourage teachers to collaborate with other iLit teachers at the school.



Monitor the Middle-of-Year GRADE Administration

All students complete the Middle-of-Year GRADE to provide an independent measure of reading growth and to help determine whether students are ready to exit the program.



- ☐ Help teachers develop a plan for assessing all students.
- ☐ Arrange support for teachers, if needed.
- ☐ Ensure all iLit students complete GRADE.
- ☐ Follow these steps to help teachers determine whether students are ready to exit.
 1. Identify performance indicators that suggest students should exit:
 - Students who have moved into the top two bands of the Interactive Reader
 - Students who are reading at or above grade level according to performance data
 - Students who score 85% or higher on Unit Benchmark Assessments
 - Students whose fluency scores are on or above the grade-level expectations indicated in the *Assessment Handbook*
 2. Confirm that students should exit.
 - Analyze the Middle-of-Year GRADE scores. Students are ready to exit if they achieve a GLE score that is at or above grade level.
 3. Work with teachers to determine what type of support to provide to students who exit iLit.

Monitor the End-of-Year GRADE Administration

All students complete the End-of-Year GRADE to provide an independent measure of reading growth for the full year and to help determine whether students are ready to exit the program for the following year.

- ☐ Help teachers develop a plan for assessing all students.
- ☐ Arrange for support for teachers, if needed.
- ☐ Ensure all iLit students complete GRADE.
- ☐ Follow these steps to help teachers determine whether students are ready to exit.
 1. Identify performance indicators that suggest students should exit:
 - Students who have moved into the top two bands of the Interactive Reader
 - Students who are reading at or above grade level according to performance data
 - Students who score 85% or higher on Unit Benchmark Assessments
 - Students whose fluency scores are on or above the grade-level expectations indicated in the *Assessment Handbook*
 2. Confirm that students should exit.
 - Analyze the End-of-Year GRADE scores. Students are ready to exit if they achieve a GLE score that is at or above grade level.
 3. Work with teachers to determine what type of support to provide to students who exit iLit.

Analyze Overall Student Progress

Use ClassView to access and analyze reports that show overall student performance for the year.

- ☐ Compare Beginning-of-Year GRADE data to End-of-Year GRADE data.
- ☐ Use data to begin to determine student placement for next year.
 - If students are continuing in an iLit class, encourage collaboration amongst teachers as students move from one class to another.
 - Consider an organizational system for tracking student progress for subsequent years. Running, exporting, and saving individual student reports is one way to capture progress over multiple years.