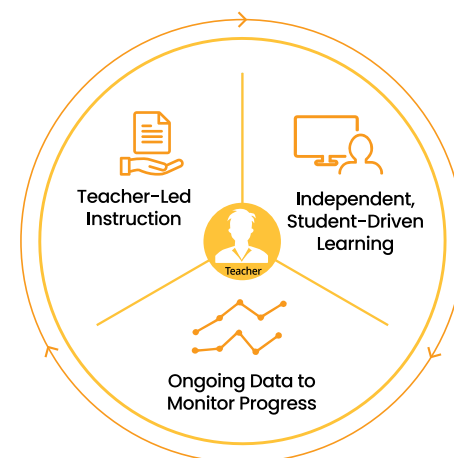


Lexia English® Implementation Planning Chart

Lexia® English Language Development™ is an adaptive blended learning speaking and listening program that supports students' English language development through academic conversations.

Lexia English fits flexibly into your existing schedule in a variety of ways. Goal setting and planning the implementation of each component of Lexia's Adaptive Blended Learning model is key to student success.



The Implementation Planning Chart is designed to help you consider and document important goals and tasks as you implement Lexia English. This resource outlines a variety of ways the components of Lexia English can be implemented to fit both the needs of your students and the demands of your schedule. Take a moment to review and consider the implementation options for “when, who and how” before drafting your implementation goals and completing your planning chart.

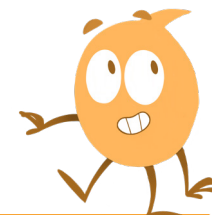
This document may be updated as often as needed as you monitor and manage your Lexia English implementation.

	<div data-bbox="344 164 663 355"></div> <div data-bbox="300 380 703 485"> <p>Lexia English Student Program Usage (10–20 minutes 3 times per week)</p> </div>	<div data-bbox="846 147 1356 358"></div> <div data-bbox="842 380 1350 493"> <p>Teacher-facilitated Instruction Lexia Lessons (2 times per week) Lexia Skill Builders (every 4–13 weeks*)</p> </div>	<div data-bbox="1549 164 1850 355"></div> <div data-bbox="1413 380 1982 485"> <p>Check mylexia.com Data Dashboard and Collaborate (at least weekly)</p> </div>
When	<input type="checkbox"/> English Language Development block <input type="checkbox"/> Literacy/Reading Block <input type="checkbox"/> Content blocks (Science, Math, or Social Studies) <input type="checkbox"/> Intervention block <input type="checkbox"/> Before or After school <input type="checkbox"/> Home use/Distance Learning <input type="checkbox"/> Other_____	<input type="checkbox"/> English Language Development block <input type="checkbox"/> Literacy/Reading Block <input type="checkbox"/> Content blocks (Science, Math, or Social Studies) <input type="checkbox"/> Intervention block <input type="checkbox"/> Before or after school <input type="checkbox"/> Home use/Distance Learning <input type="checkbox"/> Other_____	<input type="checkbox"/> Weekly planning for actionable steps <input type="checkbox"/> Grade Level Meetings <input type="checkbox"/> Co-teaching Meetings <input type="checkbox"/> School Leadership Meetings <input type="checkbox"/> Instructional Coaching Sessions <input type="checkbox"/> Student Conferencing <input type="checkbox"/> MTSS Meetings <input type="checkbox"/> Other_____
Who	<input type="checkbox"/> Emergent Bilingual Coordinator/Teacher <input type="checkbox"/> Primary Educator <input type="checkbox"/> Paraprofessional/Tutor <input type="checkbox"/> Volunteer <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Other_____	<input type="checkbox"/> Emergent Bilingual Coordinator/Teacher <input type="checkbox"/> Primary Educator <input type="checkbox"/> Paraprofessional/ Tutor <input type="checkbox"/> Volunteer <input type="checkbox"/> Other_____	<input type="checkbox"/> Emergent Bilingual Coordinator/Teacher <input type="checkbox"/> Primary Educator <input type="checkbox"/> Leadership Team <input type="checkbox"/> Other_____
How	<input type="checkbox"/> Whole Class <input type="checkbox"/> Small Group pull out/push in <input type="checkbox"/> Station Rotation <input type="checkbox"/> Bellringer <input type="checkbox"/> Other_____	<input type="checkbox"/> Whole Class <input type="checkbox"/> Small group pull out/push in <input type="checkbox"/> Incorporated into content <input type="checkbox"/> Station Rotation <input type="checkbox"/> Distance Learning – Video Conference <input type="checkbox"/> Other_____	<input type="checkbox"/> Planning daily instruction <input type="checkbox"/> Informing student grouping <input type="checkbox"/> Preparing for student conferencing <input type="checkbox"/> Celebrating student progress <input type="checkbox"/> Communicating progress to families <input type="checkbox"/> Other_____

My goal for Lexia English student program usage for my students is:	My goal for facilitating small-group teacher-facilitated instruction using Lexia Lessons and Lexia Skill Builders is:	My goal for integrating myLexia data into my instructional decision-making is:

The following template can be used to plan your implementation of Lexia English. You may copy the template for additional groups.

Group: _____



Implementation of Lexia English Components

	Monday/Day 1 WHERE? • WHEN? • WHO?	Tuesday/Day 2 WHERE? • WHEN? • WHO?	Wednesday/Day 3 WHERE? • WHEN? • WHO?	Thursday/Day 4 WHERE? • WHEN? • WHO?	Friday/Day 5 WHERE? • WHEN? • WHO?
Student Program <input type="checkbox"/> Onsite <input type="checkbox"/> Remotely					
Teacher-facilitated Instruction <input type="checkbox"/> Onsite <input type="checkbox"/> Remotely					
Data Monitoring (Small Group Planning) (Lexia Lesson Checklist)					