SEI Refinements

in the Cartwright Elementary School District #83

Elementary Model

Elementary Model

Integration of the 4 time blocks for first year ELLs and all ELL below the Intermediate proficiency level

120 minutes of integrated reading, oral English conversation and vocabulary

120 minutes of integrated writing and grammar

Up to 30 minutes of literacy intervention with non-ELLs as part of 4-hours if appropriate

We Are Doing This Refinement

Elementary Model

Integration of the 4 time blocks and ***reduction up to 1 hour*** for Intermediate ELLs in their 2nd or later year of ELD instruction

90 minutes of integrated reading, oral English conversation and vocabulary

90 minutes of integrated writing and grammar

We Are Not Doing This Refinement, Now

Integration of the 4 time blocks and ***reduction up to 1 hour*** for Intermediate ELLs in their 2nd or Later year of ELD Instruction

Our student population is fairly transient, so it is hard to set-up classes that would be able to stay on a reduced timeframe.

If a few students within a class qualify for a reduction in block time, our SEI teachers have preferred to differentiate for them within their own room vs. sending them elsewhere.

We Are Not Doing This Refinement, Now

Integrated *Scheduling* - Benefits

Scheduling Benefit *Sample*

8:00 – 9:00	Reading
9:00 – 10:00	OEC/Vocab
10:00 – 10:45	**Music**
10:45 – 11:45	Grammar
11:45 – 12:00	????
12:00 – 12:45	**Lunch**
12:45 – 1:45	**All Grade-Level Math Intervention**
1:45 – 2:30	????

8:00 - 10:00	Reading and OEC/ Vocab
10:00 – 10:45	**Music**
10:45 – 12:00	Grammar and Writing
12:00 – 12:45	**Lunch**
12:45 – 1:45	**All Grade-Level Math Intervention**
1:45 – 2:30	Grammar and Writing

Integrated *Planning* - Benefits

Integrated *Planning* - Staff Quotes

Benefits of moving to integrated planning:

“Makes planning work easier!”

“We are able to increase the students DOK (Depth of Knowledge) and build upon what they already know from the prior lesson.”

“Being able to teach more in less time.”

“It’s a powerful mindset for teachers to always integrate rather than isolate.”

“School-wide- Scheduling 30 minutes interventions groups across the school has been easier to schedule.”

“It has made lesson planning easier and less time consuming.”

“Teachers tell me that lesson planning is easier with the integrated blocks.”

Integrated *Planning* - District Support

SEI *Regular* Planning Template

Week of: _____to_____ Teacher_____ Grade _____

Reading				
Monday	Tuesday	Wednesday	Thursday	Friday
(Performance Indicator from ELP Reading)	(Performance Indicator from ELP Reading)	(Performance Indicator from ELP Reading)	(Performance Indicator from ELP Reading)	(Performance Indicator from ELP Reading)
(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)

Oral English/ Conversation & Vocabulary				
Monday	Tuesday	Wednesday	Thursday	Friday
(Performance Indicator from ELP Listening & Speaking)	(Performance Indicator from ELP Listening & Speaking)	(Performance Indicator from ELP Listening & Speaking)	(Performance Indicator from ELP Listening & Speaking)	(Performance Indicator from ELP Listening & Speaking)
(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)
Vocabulary Word List: than, then there, their, they're to, too, two				
(Performance Indicator from ELP Language Strand Standard 2: Vocabulary)	(Performance Indicator from ELP Language Strand Standard 2: Vocabulary)	(Performance Indicator from ELP Language Strand Standard 2: Vocabulary)	(Performance Indicator from ELP Language Strand Standard 2: Vocabulary)	(Performance Indicator from ELP Language Strand Standard 2: Vocabulary)
(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)

SEI *Regular* Planning Template

Week of: _____to_____

Grammar				
Monday	Tuesday	Wednesday	Thursday	Friday
(Performance Indicator from ELP Language Strand Standard 1)	(Performance Indicator from ELP Language Strand Standard 1)	(Performance Indicator from ELP Language Strand Standard 1)	(Performance Indicator from ELP Language Strand Standard 1)	(Performance Indicator from ELP Language Strand Standard 1)
(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)

Writing				
Monday	Tuesday	Wednesday	Thursday	Friday
(Performance Indicator from ELP Writing)	(Performance Indicator from ELP Writing)	(Performance Indicator from ELP Writing)	(Performance Indicator from ELP Writing)	(Performance Indicator from ELP Writing)
(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)	(Meaningful activity that addresses the Performance Indicator and reflects daily instruction)

SEI *Integrated* Planning Template

Week of: _____ Teacher: _____ Grade: _____

Reading & Oral English Conversation and Vocabulary				
Monday	Tuesday	Wednesday	Thursday	Friday
(Performance Indicator from ELP Reading)	(Performance Indicator from ELP Reading)	(Performance Indicator from ELP Reading)	(Performance Indicator from ELP Reading)	(Performance Indicator from ELP Reading)
(Performance Indicator from ELP Listening & Speaking)	(Performance Indicator from ELP Listening & Speaking)	(Performance Indicator from ELP Listening & Speaking)	(Performance Indicator from ELP Listening & Speaking)	(Performance Indicator from ELP Listening & Speaking)
(Performance Indicator from ELP Language Strand Standard 2: Vocabulary)	(Performance Indicator from ELP Language Strand Standard 2: Vocabulary)	(Performance Indicator from ELP Language Strand Standard 2: Vocabulary)	(Performance Indicator from ELP Language Strand Standard 2: Vocabulary)	(Performance Indicator from ELP Language Strand Standard 2: Vocabulary)
Vocabulary Word List:				
(Meaningful activities and materials that addresses the Performance Indicator and reflect daily instruction)	(Meaningful activities and materials that addresses the Performance Indicator and reflect daily instruction)	(Meaningful activities and materials that addresses the Performance Indicator and reflect daily instruction)	(Meaningful activities and materials that addresses the Performance Indicator and reflect daily instruction)	(Meaningful activities and materials that addresses the Performance Indicator and reflect daily instruction)

Grammar & Writing				
Monday	Tuesday	Wednesday	Thursday	Friday
(Performance Indicator from ELP Language Strand Standard 1: Standard English Conventions)	(Performance Indicator from ELP Language Strand Standard 1: Standard English Conventions)	(Performance Indicator from ELP Language Strand Standard 1: Standard English Conventions)	(Performance Indicator from ELP Language Strand Standard 1: Standard English Conventions)	(Performance Indicator from ELP Language Strand Standard 1: Standard English Conventions)
(Performance Indicator from ELP Writing)	(Performance Indicator from ELP Writing)	(Performance Indicator from ELP Writing)	(Performance Indicator from ELP Writing)	(Performance Indicator from ELP Writing)
(Meaningful activities and materials that addresses the Performance Indicator and reflect daily instruction)	(Meaningful activities and materials that addresses the Performance Indicator and reflect daily instruction)	(Meaningful activities and materials that addresses the Performance Indicator and reflect daily instruction)	(Meaningful activities and materials that addresses the Performance Indicator and reflect daily instruction)	(Meaningful activities and materials that addresses the Performance Indicator and reflect daily instruction)

Template is minimum…

- This template demonstrates the ***minimum*** requirements for compliance when lesson planning for SEI classes
- Mastery of a PI may take several days
- Coding and titles are as expected by State monitors
    - o ***LS*** = Listening & Speaking ***L*** = Language Strand when coding
    - o Use title ***Oral English/Conversation & Vocabulary***
- Wording in parenthesis are included for clarification
- There may be additional district and school level expectations for lesson plans
- Blank spaces on the template are for the teacher to include meaningful activity/district adopted materials/resources/methods used to address the skills of the PI during the allocated time
- It is recommended that plans and schedules be visible and in a prominent place in each SEI class.

SEI Integrated Planning *Sample*

Week of: February 12 to February 16 **6th Grade PE/E, Basic & Low Intermediate**

Friday	Thursday	Wednesday	Tuesday	Monday
Reading & Oral English Conversation and Vocabulary				
Vocabulary List: Geography, geographic, region, feature, natural resources, supplies, waterway, desert, mountain, plain, forest, (will add terms throughout week)				
IV-R-4: HI-29 Comparing and contrasting two items within an expository text. IV-LS-1: LI-8 responding to questions and statements in an academic discussion by using key vocabulary in complete sentences. IV-L-2: HI-4 Explaining the meaning and usage of grade-specific academic vocabulary and symbols.	IV-R-4: HI-29 Comparing and contrasting two items within an expository text. V-LS-1: LI-8 responding to questions and statements in an academic discussion by using key vocabulary in complete sentences. IV-L-2: HI-4 Explaining the meaning and usage of grade-specific academic vocabulary and symbols.	IV-R-4: HI-29 Comparing and contrasting two items within an expository text. IV-LS-1: HI-8 Offering and justifying opinions and ideas in response to questions and statements in academic discourse. IV-L-2: HI-4 Explaining the meaning and usage of grade-specific academic vocabulary and symbols.	IV-R-4: HI-29 Comparing and contrasting two items within an expository text. V-LS-1: HI-8 Offering and justifying opinions and ideas in response to questions and statements in academic discourse. IV-L-2: HI-4 Explaining the meaning and usage of grade-specific academic vocabulary and symbols.	IV-R-4: HI-29 Comparing and contrasting two items within an expository text. V-LS-1: HI-8 Offering and justifying opinions and ideas in response to questions and statements in academic discourse. IV-L-2: HI-4 Explaining the meaning and usage of grade-specific academic vocabulary and symbols.
Whole group read-aloud, *Modern* Regions - Mix-Pair-Share to orally match regions and features	Whole group read-aloud, *Ancient* Regions - Pairs Share describe regions and features	Independently read short passages on variety of different regions. Timed Round Robin to evaluate desirable geographic features for settlement.	Independently read longer passage on Arizona. Timed Round Robin to evaluate desirability of own region.	Independent reading of longer passage on region they believe would be ideal, at their independent reading level. Orally support opinions, whole group.
Listen/watch Nat Geo video on desert. plain. Frayer Model terms w/partner: Region, geography, features, Share at table	Listen/watch Nat Geo video on mountain, forest. Frayer Model terms w/partner: Natural resources, supplies, waterway, Share at table	Review regions from videos using Pairs Compare w/Response Frames on board: ____ are natural resources in our region. There are waterways in ____. etc.	Partners use map of Arizona for Continuous Round Robin orally describing features	Table groups create and label a graphic of an ideal region and its features Carousel Feedback to eval other teams' creations

SEI Integrated Planning *Sample*

Friday	Thursday	Wednesday	Tuesday	Monday
Writing & Grammar				
IV-W-1: LI-1 generating, organizing, and maintaining a record of ideas for pre-writing IV-L-(ADJ): HI-1 producing a series of adjectives in the correct order	IV-W-1: LI-1 generating, organizing, and maintaining a record of ideas for pre-writing IV-L-(ADJ): HI-1 producing a series of adjectives in the correct order	IV-W-1: LI-1 generating, organizing, and maintaining a record of ideas for pre-writing IV-L-(ADJ): HI-1 producing a series of adjectives in the correct order	IV-W-1: LI-1 generating, organizing, and maintaining a record of ideas for pre-writing IV-L-(ADJ): HI-1 producing a series of adjectives in the correct order	IV-W-1: LI-1 generating, organizing, and maintaining a record of ideas for pre-writing IV-L-(ADJ): HI-1 producing a series of adjectives in the correct order
Table partners use Jot Thoughts to brainstorm and record list of geographic features from earlier reading selection. Add adjectives to features list.	SW review writing from Monday, and add adjectives of size, shape, quantity, and color *in order* in their descriptions of regions. Share orally, and groups listen and eval.	All Write Round Robin to document thoughts on why people settled in three different geographical regions.	SW Independently write draft three-paragraph essay from Wednesday notes.	SW edit their essays w/partner, adding adjectives in order and publish.

SEI Integrated Planning *Sample*

Weekly Calendar-READING, VOCABULARY, ORAL ENGLISH CONVERSATION					
Week of: (2/26/18-3/2/18)	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	Module/Unit: Module 3a, Unit 1	**Module/Unit:** Module 3a, Unit 1	**Module/Unit:** Module 3a, Unit 1	**Module/Unit:** Module 3a, Unit 1	**Module/Unit:** Module 3a, Unit 1
	Lesson: ATI Lesson 10 Chapter 6	**Lesson:** ATI Lesson 10, Chapter 7 and 8	**Lesson:** Lesson 11, Chapter 9	**Lesson:** Lesson 11, Chapter 9	**Lesson:** Lesson 12
	Learning Target: I can identify character traits using text evidence to support my answer.	**Learning Target:** I can answer questions using evidence from the text.	**Learning Target:** I can use context clues in text to determine the meaning of new words.	**Learning Target:** I can describe the characters, their actions and their feelings, using evidence from the text.	**Learning Target:** I can state my opinion about a topic from the story using evidence to support it.
	Success Criteria: I will know I am successful when I can use text evidence to identify character traits.	**Success Criteria:** I will know I am successful when I can answer questions using complete sentences with evidence to support my answer.	**Success Criteria:** I will know I am successful when I can use a vocabulary word correctly in a new sentence.	**Success Criteria:** I will know I am successful when I can identify characters' actions and feelings as a reason for an event taking place, using evidence to support my answer.	**Success Criteria:** I will know I am successful when I can write an opinion, using evidence from the text as my reasons to support it.
	Language Objective: I can describe characters' traits and their motivations within a fictional text.	**Language Objective:** I can ask and answer questions about a text.	**Language Objective:** I can determine the meaning of words using clues from the story.	**Language Objective:** I can describe characters' traits and their motivations within a fictional text.	**Language Objective:** I can use details from the text to make a pursusavie statement.
ELL Teachers Only	**READING ELP Standard:** III-R-4: HI-14 describing the characters' traits and motivations within a fictional text. **ORAL ENGLISH CONVERSATION ELP Standard:** III-LS-2:HI-5 asking and responding to academic questions in complete sentences **VOCABULARY ELP Standard:** III-L-2: HI-12 using context clues in a variety of content texts to confirm the intended meaning of grade level content words.	**READING ELP Standard:** III-R-4: HI-3 answering literal and/or personal response questions about text. **ORAL ENGLISH CONVERSATION ELP Standard:** III-LS-2:HI-5 asking and responding to academic questions in complete sentences **VOCABULARY ELP Standard:** III-L-2: HI-12 using context clues in a variety of content texts to confirm the intended meaning of grade level content words.	**READING ELP Standard:** III-R-4:HI-32 identifying words that the author selects in a literary selection to create a graphic visual image. III-R-4:HI-33 identifying words that the author selects to create a rich auditory experience in a literary selection. **ORAL ENGLISH CONVERSATION ELP Standard:** III-LS-2:HI-5 asking and responding to academic questions in complete sentences **VOCABULARY ELP Standard:** III-L-2: HI-12 using context clues in a variety of content texts to confirm the intended meaning of grade level content words.	**READING ELP Standard:** III-R-4: HI-14 describing the characters' traits and motivations within a fictional text. **ORAL ENGLISH CONVERSATION ELP Standard:** III-LS-2:HI-5 asking and responding to academic questions in complete sentences **VOCABULARY ELP Standard:** III-L-2: HI-12 using context clues in a variety of content texts to confirm the intended meaning of grade level content words.	**READING ELP Standard:** III-R-4: HI-7 summarizing the main idea and supporting details from text using appropriate academic vocabulary. **ORAL ENGLISH CONVERSATION ELP Standard:** III-LS-2:HI-5 asking and responding to academic questions in complete sentences **VOCABULARY ELP Standard:** III-L-2: HI-12 using context clues in a variety of content texts to confirm the intended meaning of grade level content words.
Vocabulary:	opinion, reasons, shrill, excitedly, urging, sternly. frantically. figurative, literal, point of view, pride, thundered, dazed, madly, supporting details				

Integrated *Instruction* - Benefits

Integrated *Instruction* - Staff Quotes

Benefits instructionally, and/or for students of integrating:

“More cohesive instruction”

“Teachers can spend more time targeting the specific needs of their ELs.”

“Learning, at its best, is not done in ‘snippets of time’ but rather, when integrated into all subject areas.”

“Teachers would tell me they sometimes needed more time for Reading, so the integrated block was the answer they needed. They now have time to weave phonemic awareness, phonics, vocabulary, fluency, and comprehension along with providing multiple opportunities for students to talk about what they are learning.”

Integrated *Instruction* - Staff Quotes

Benefits instructionally, and/or for students of integrating:

“Students are becoming better readers and writers as they have more time to process information.”

“Teachers tell me that the integrated reading block feels more natural.”

“I can say that from my experience students are making more of a connection with the integrated planning.”

“It is easier to understand the subjects when you see them together and how they work together.”
“Our kindergarten data was strikingly higher across the board.”

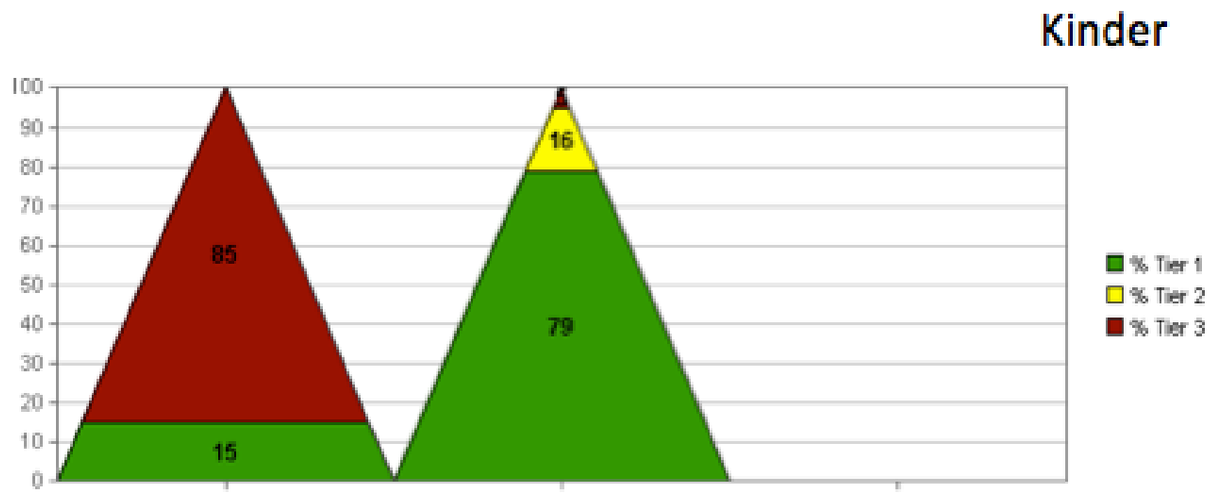
“ALL teaching when spiraled and encompassing all subject areas provides for greater understanding. “

Integrated *Results* - Data

Data

Limited comparison of AIMSWeb data from Fall - Winter by grade level for a few of our SEI teachers

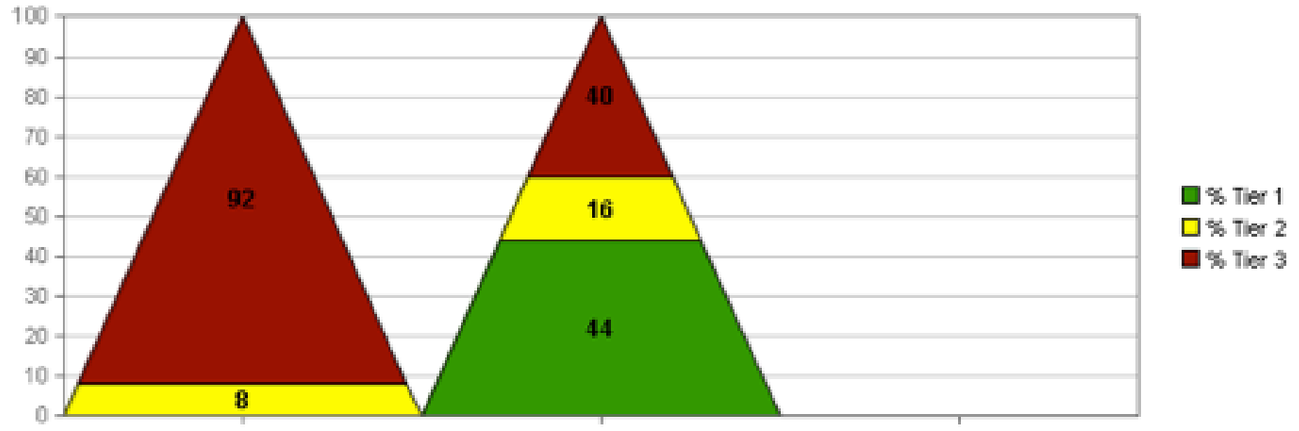
Kindergarten Classes from a K-5 School



	Fall	Transition	Winter	Transition	Spring
Tier 3	17 (85%)	1 3 11	1 (5%)	0 0 0	0 (0%)
Tier 2	0 (0%)	0 0 0	3 (16%)	0 0 0	0 (0%)
Tier 1	3 (15%)	0 0 2	15 (79%)	0 0 0	0 (0%)
New Student		2		0	
Unscored		3		0	
Total Students	20		19		0

Note: Unscored also includes any students who may have been transferred.

Integrated



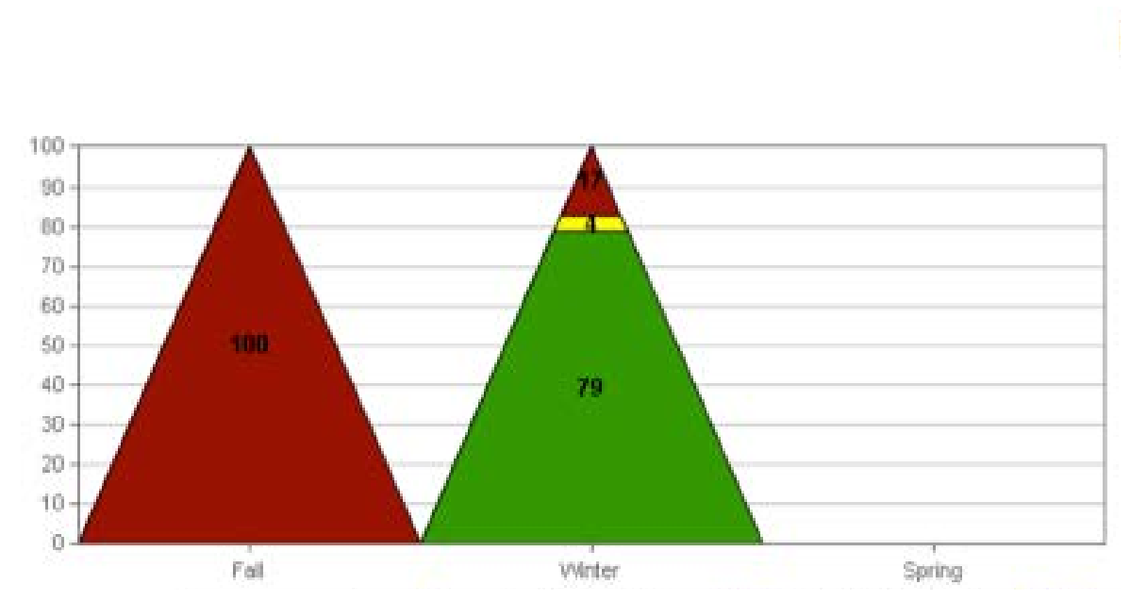
	Fall	Transition	Winter	Transition	Spring
Tier 3	11 (92%)	3 3 5	10 (40%)	0 0 0	0 (0%)
Tier 2	1 (8%)	0 0 1	4 (16%)	0 0 0	0 (0%)
Tier 1	0 (0%)	0 0 0	11 (44%)	0 0 0	0 (0%)
New Student		13		0	
Unscored		0		0	
Total Students	12		25		0

Note: Unscored also includes any students who may have been transferred.

Not Integrated

Measure of Phoneme Segmentation Fluency

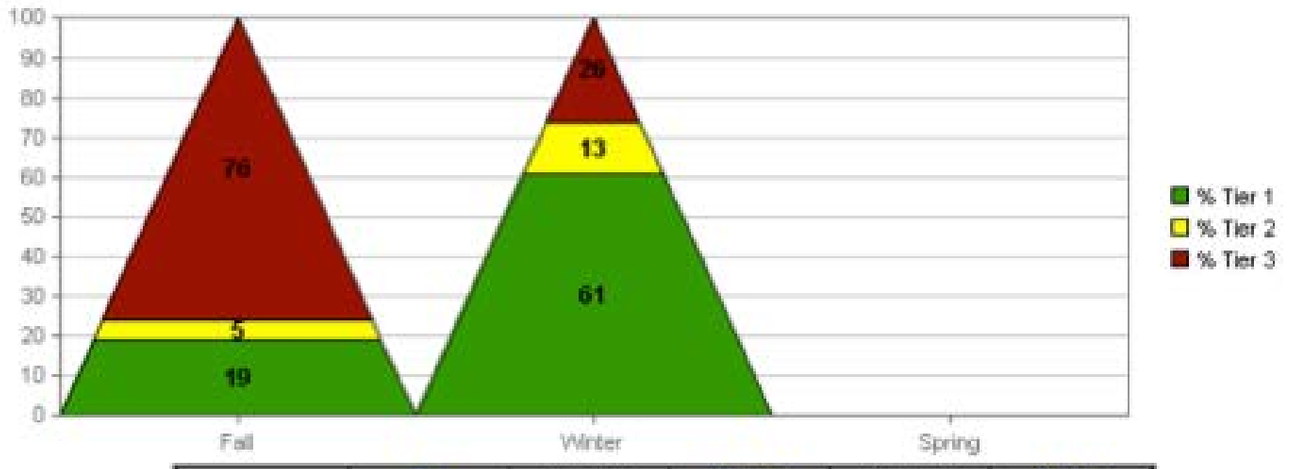
Kindergarten Classes from a K-8 School



	Fall	Transition	Winter	Transition	Spring
Tier 3	16 (100%)	4 0 12	4 (17%)	0 0 0	0 (0%)
Tier 2	0 (0%)	0 0 0	1 (4%)	0 0 0	0 (0%)
Tier 1	0 (0%)	0 0 0	19 (79%)	0 0 0	0 (0%)
New Student		8		0	
Unscored		0		0	
Total Students	16		24		0

Note: Unscored also includes any students who may have been transferred.

Integrated



	Fall	Transition	Winter	Transition	Spring
Tier 3	16 (76%)	5 2 9	6 (26%)	0 0 0	0 (0%)
Tier 2	1 (5%)	0 0 1	3 (13%)	0 0 0	0 (0%)
Tier 1	4 (19%)	0 1 3	14 (61%)	0 0 0	0 (0%)
New Student		2		0	
Unscored		0		0	
Total Students	21		23		0

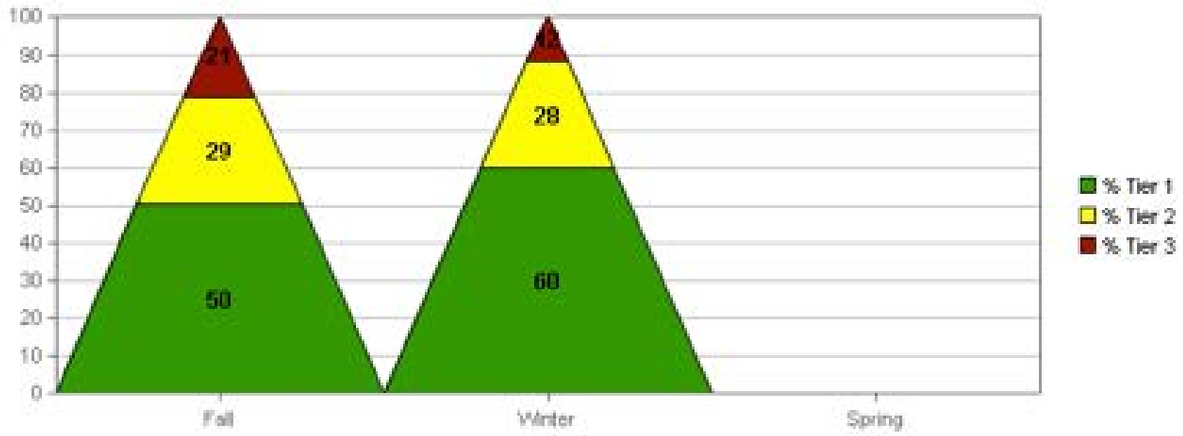
Note: Unscored also includes any students who may have been transferred.

Not Integrated

Measure of Phoneme Segmentation Fluency

Similar Proficiency Levels 2nd Grade Classes *Intermediate*

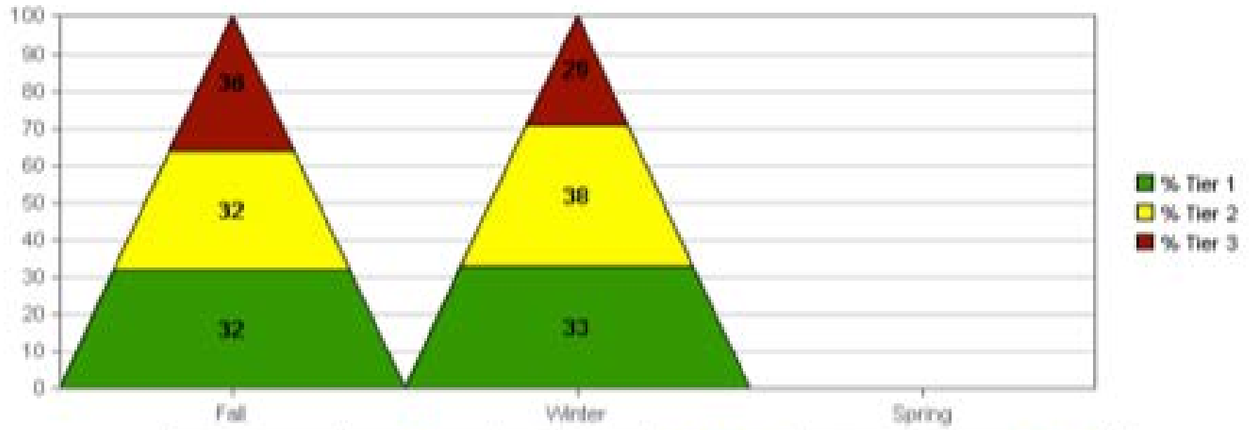
2nd Grade



	Fall	Transition	Winter	Transition	Spring
Tier 3	5 (21%)	2 0 0	3 (12%)	0 0 0	0 (0%)
Tier 2	7 (29%)	0 6 1	7 (28%)	0 0 0	0 (0%)
Tier 1	12 (50%)	0 0 11	15 (60%)	0 0 0	0 (0%)
New Student		5		0	
Unscored		4		0	
Total Students	24		25		0

Note: Unscored also includes any students who may have been transferred.

Integrated



	Fall	Transition	Winter	Transition	Spring
Tier 3	8 (36%)	5 2 0	6 (29%)	0 0 0	0 (0%)
Tier 2	7 (32%)	1 3 2	8 (38%)	0 0 0	0 (0%)
Tier 1	7 (32%)	0 3 4	7 (33%)	0 0 0	0 (0%)
New Student		1		0	
Unscored		2		0	
Total Students	22		21		0

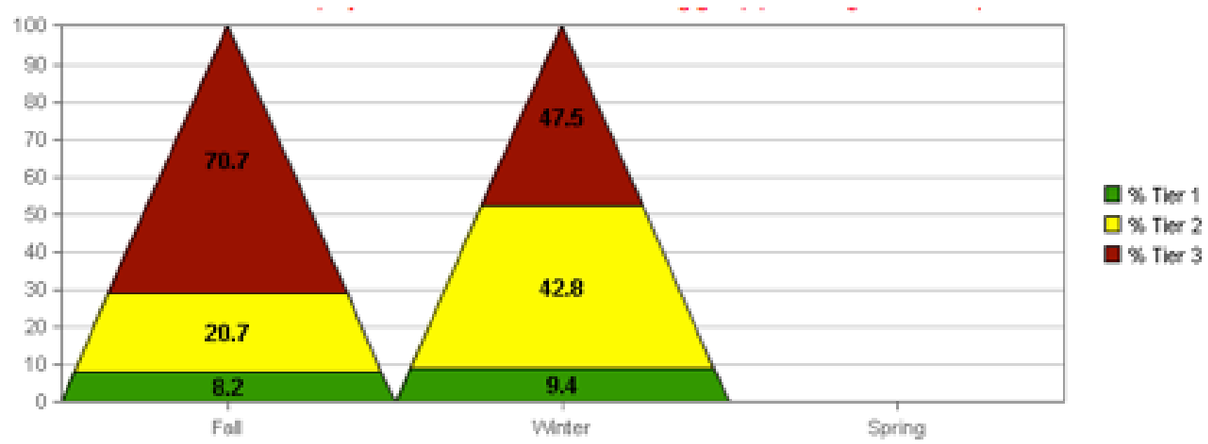
Note: Unscored also includes any students who may have been transferred.

Not Integrated

Measure of Reading- Curriculum Based Measurement

Wide Proficiency Range 5th Grade Classes *PE - Intermediate*

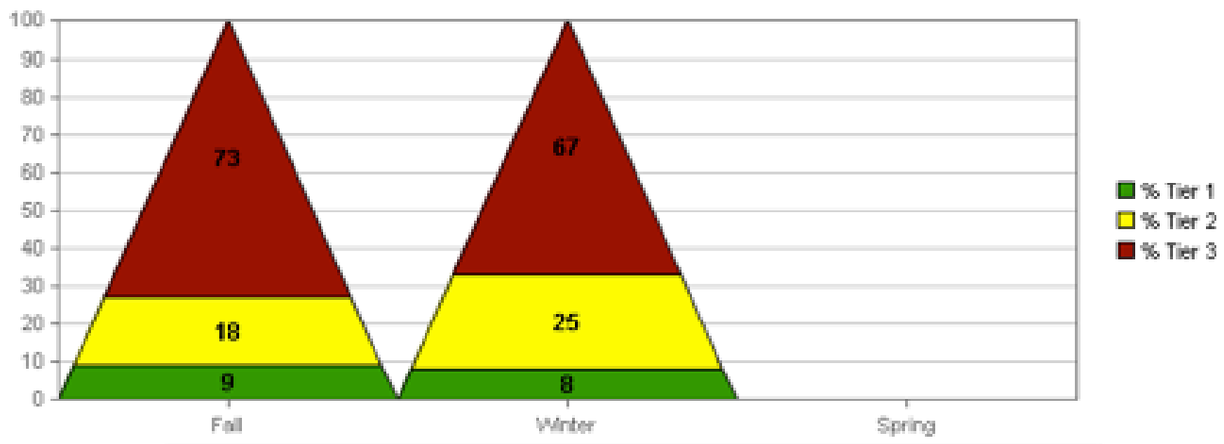
5th Grade



	Fall	Transition	Winter	Transition	Spring
Tier 3	17 (70.7%)	8 7 0	10 (47.5%)	0 0 0	0 (0%)
Tier 2	5 (20.7%)	1 2 2	9 (42.8%)	0 0 0	0 (0%)
Tier 1	2 (8.2%)	1 0 0	2 (9.4%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		3		0	
Total Students	24		21		0

Note: Unscored also includes any students who may have been transferred.

Integrated



	Fall	Transition	Winter	Transition	Spring
Tier 3	16 (73%)	10 4 0	16 (67%)	0 0 0	0 (0%)
Tier 2	4 (18%)	2 1 1	6 (25%)	0 0 0	0 (0%)
Tier 1	2 (9%)	1 0 1	2 (8%)	0 0 0	0 (0%)
New Student		4		0	
Unscored		2		0	
Total Students	22		24		0

Note: Unscored also includes any students who may have been transferred.

Not Integrated

Measure of MAZE - Comprehension

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GLENDALE UNION
HIGH SCHOOL DISTRICT

Kimberly Means
District ELL Coordinator
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623-435-6063

High School Model

GUHSD ELL Program Demographics

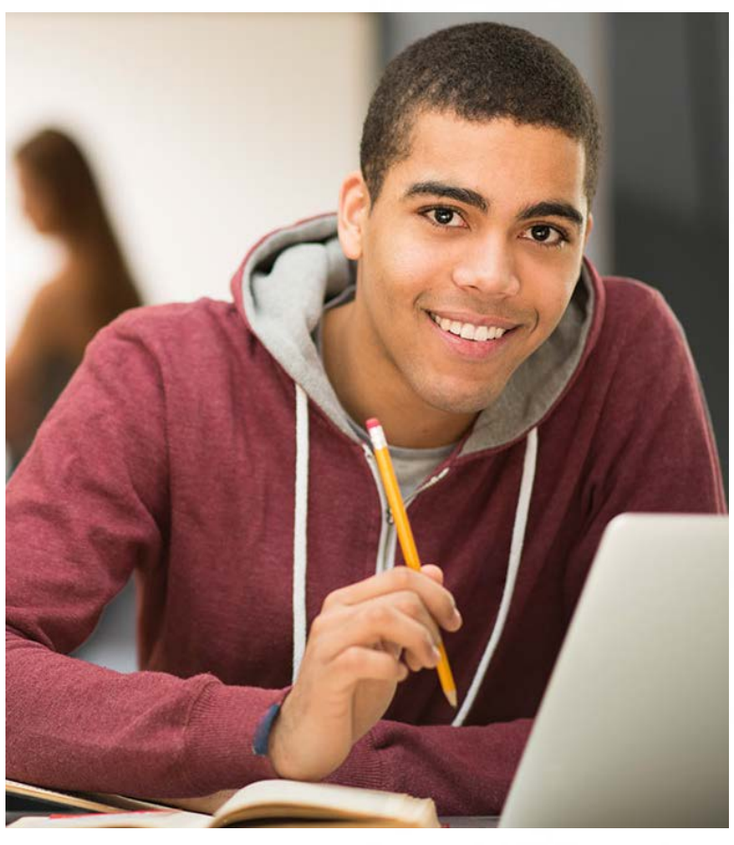
- **889 ELL students** – served mainly is 7 high schools

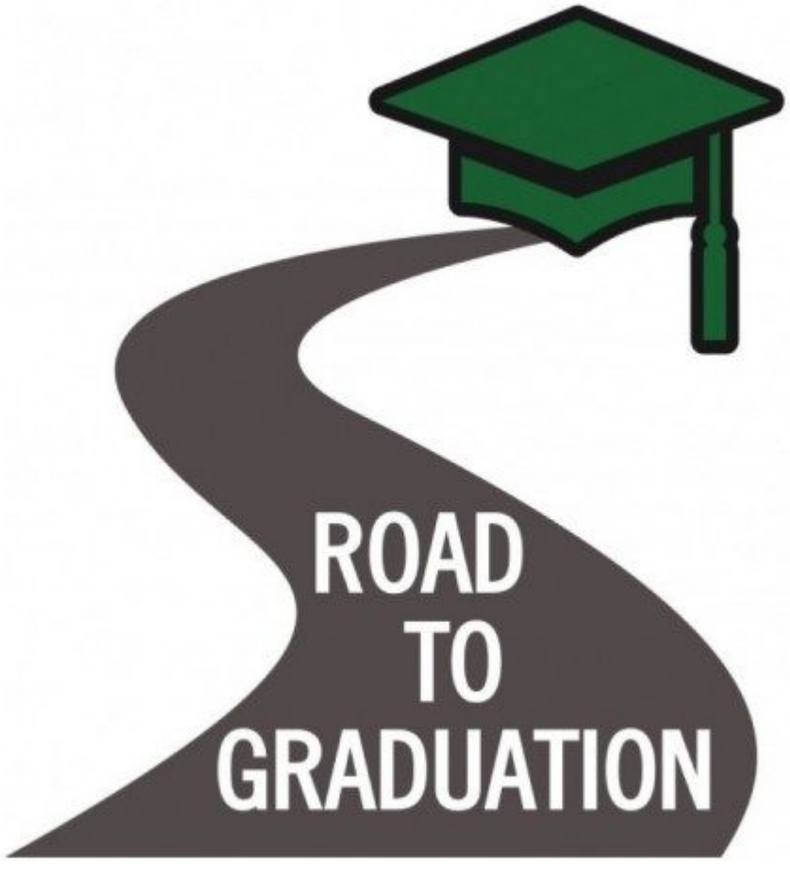
- Top Languages: Spanish Arabic Swahili Kinyarwanda Somali

- **Program Membership:** *25% pre-emergent / 15% Basic / 60% Intermediate

*These are approximate percentages

Path to Graduation within the constraints of the SEI Model and the Refinement.





Graduation Requirements

- 4 credits Language Arts
- 4 credits Mathematics (3 with a personal curriculum plan)
- 3 credits Science
- 3 credits Social Studies
- 1 credit Fine Arts or CTE
- 1 credit Physical Education
- 7 Elective Credits

Entering 9th Grade as a Pre-emergent

Pre-emergent

9th

4 hours SEI
Algebra 1
PE

*ALL SEI are elective credits this year

Basic/Intermediate

10th

4 hours SEI
Geometry
Integrated Science

*SEI = 3 elective & 1 LA credits

Intermediate

11th

2 hours SEI
Algebra 2
Biology
World History
Elective

*SEI = 1 elective & 1 LA credit

Proficient / PW

12th

Language Arts
Pre-Cal / Finance
Chemistry
US History
US Government
Elective

*See Course Flow Handout

Entering 9th Grade as a Basic or Intermediate

Basic/Intermediate

9th

4 hours SEI
Algebra 1
PE

*SEI = 3 elective &
1 LA credits

Intermediate

10th

2 hours SEI
Geometry
Integrated Science
World History
Elective

*SEI = 3 elective and
1 LA credits

Proficient / PW

11th

Language Arts
Algebra 2
Biology
US History
Elective
Elective

12th

Language Arts
Pre-Cal / Finance
Chemistry
US Government
Elective
Elective

*See Course Flow Handout

or Implementing the 2 hour refinement

- It creates a path to graduation in four years even for students who start as pre-emergent.

- It opens up doors of opportunity for students to take a few electives their Junior and Senior Years- especially CTE courses or the arts programs.

- It motivates students who can see progress by moving from 4 hours to 2 hours of SEI a day.

2 hour SEI Course- for Qualifying Intermediates

This course includes a:

Writing Focus

Grammar Focus

Reading Focus

Vocabulary Focus

Listening and Speaking Focus

*See handout for Year at a Glance

Data Points

77%

of our students currently in the refinement SEI course this year are on track to graduate following the four year plan as previously shared.

Data Points

74%

GRAD RATE

for 2017 cohort class who were served in ELL for at least one year during high school

Questions?