APAS Plans for Bilingual Schools 2014-2015

ELL plans for ELL direct services and ELL monitor students
Who Needs an ELL Plan?

- Your ELL teacher can print a list from Infinite Campus to let you know which students have been identified as ELL students.

- You can look up individual student’s ELL status in Infinite Campus (see next slide)

  - Any NEP, LEP, Monitor Year 1 or Monitor Year 2 student needs a plan

  - Any Not LEP (or blank LEP module) student does **NOT** need a plan
ACCESS, CELA and TCAP scores can be found under the Assessment tab.

Additional ELL info in the LEP module (Index > Program Participation > LEP).

Not LEP = Not identified as ELL
Pending = will be tested soon
Student Measures Tab in Alpine
APAS Page in Alpine

- **Browse**: search by school and grade level

  OR

- **Lookup**: search by student name or ID
“Front pages” for all previously identified kids have been created in Alpine for you. Please click on the purple edit pencil and update the rest of the plan.
2014-15 Plan for Newly Identified Kid

If no plan for the 2014-15 year has been started, click on the green + sign and create a new plan. *****If a 2014-15 plan was created by another stakeholder (MTSS, ALP, Literacy, etc.) DO NOT create a new plan, simply click on the purple edit pencil and update.*****
Purple Pencil Rule of Thumb

- if the purple pencil is available...use it!

We do not want to have more than one plan created for a term (fall, winter, spring)
**Information Sections**

- Date, school & grade are preloaded
- Enter your name (Classroom)
- Select “Yes” for Accommodations (if needed); leave blank if the student does not receive ELL accommodations
- Select “Yes” for ELL
- Click Continue
- Background section is OPTIONAL
- Parent Contacts section is OPTIONAL

- Open Student Achievement & Plan Data
  - Click on the “Click Here To Add/Edit” (if no data is open)
  - Click to add ACCESS, TCAP, etc
  - Finalize Selections
Goals for the Year = ACCESS Goal

- Select at least ONE goal area based on ACCESS data (Reading, Writing, Listening, or Speaking)
- Click on Goals for the Year & select a SMART goal from the pop up menu (hover over and click on the blue text: “Goals for the Year”)
- e.g. Student’s writing score on ACCESS will improve from 2.4 to 3.4 by Jan. 2015.
- do not type in a WIDA CAN DO Descriptor goal in this section
- you can use W-APT scores if ACCESS scores are not available (e.g. Student’s writing score on W-APT will improve from a 2.0 to a 3.0 on ACCESS by Jan 2015.)
**Goals for the Year = Annual ACCESS SMART Goal**

**Student’s ACCESS score in speaking will improve from 2.4 to 3.4 by January 2015.**

<table>
<thead>
<tr>
<th>Level</th>
<th>Label</th>
<th>CELA Category</th>
<th>CELP/WIDA</th>
<th>Approx. Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NEP</td>
<td>Non-English Proficient</td>
<td>Beginning (Beg)</td>
<td>Entering</td>
</tr>
<tr>
<td>2</td>
<td>NEP</td>
<td>Non-English Proficient</td>
<td>Early Intermediate (Elnt)</td>
<td>Emerging</td>
</tr>
<tr>
<td>3</td>
<td>LEP</td>
<td>Limited English Proficient</td>
<td>Intermediate (Int)</td>
<td>Developing</td>
</tr>
<tr>
<td>4</td>
<td>LEP</td>
<td>Limited English Proficient</td>
<td>Proficient (Prof)</td>
<td>Expanding</td>
</tr>
<tr>
<td>5</td>
<td>FEP</td>
<td>Fluent English Proficient</td>
<td>Advanced (Adv)</td>
<td>Bridging</td>
</tr>
</tbody>
</table>
Goals for NEP and LEP students should be SMART goals centered around ACCESS

- Review student ACCESS data, select an area of the greatest need (Listening, Speaking, Reading, Writing), and make a goal for approximately one level higher.
  - e.g. Student’s score in writing on ACCESS will improve from 2.3 to 3.3 by January 2015.
Goals for Monitor Year 1 & 2 students

Monitor year 1 & 2 students do not take ACCESS therefore...

- Review student TCAP data, select an area of the greatest need (Reading, Writing), and make a goal for maintaining or reestablishing grade level proficiency.
  - e.g. Student will maintain grade level proficiency on Reading and Writing PARCC for the 2014-2015 academic year.
  - e.g. Student’s score in writing on PARCC will be PP (High) or P by May 2015.
Kinder Goals should be SMART goals centered around W-APT and ACCESS

1st semester kinder (Aug-Dec) are only given the listening or speaking portion of the W-APT test, therefore...

- annual goals should be a listening or speaking goal

Kinder W-APT scores (1st semester) are based off 30 points total
- NEP: 0-21
- LEP: 22-28
- May not be LEP: 29-30

- Students will receive 1/2 a year of instruction before the assessment
- You will need to use teacher discretion when forming goals
- Recommendations for W-APT --> ACCESS, if a student scored in the
  - beginning NEP range on W-APT --> 1.5-2.0 on ACCESS (Listening or Speaking only)
  - mid NEP range on W-APT --> 2.0-3.0 on ACCESS (Listening or Speaking only)
  - beginning LEP range on W-APT --> 3.0-4.0 on ACCESS (Listening or Speaking only)
  - mid LEP range on W-APT --> 4.0-5.0 on ACCESS (Listening or Speaking only)

E.g. Student’s score in speaking on W-APT will improve from 24 (L&S) to 3.3 on ACCESS by January 2014.
**Review plan in December or January and update**
- If students are on target and not struggling, Mid Year Review of Progress does not need to be updated.
- If students are not on target and are struggling, Mid Year Review of Progress should be updated (if frozen, copy and update) based on progress report, class performance and/or collaboration with classroom/content teachers and collaboration should be documented in the ELL Support section (Collaboration between ELL/Classroom teacher meeting section).

*Goal Area - Writing/Language Usage*

<table>
<thead>
<tr>
<th>Name of Teacher/Advisor</th>
<th>Awesome Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals - Time Period</td>
<td>Annual</td>
</tr>
<tr>
<td>Goals for the Year</td>
<td></td>
</tr>
<tr>
<td>Maximum size: 2000</td>
<td></td>
</tr>
<tr>
<td>Current size: 167</td>
<td></td>
</tr>
</tbody>
</table>

- **Student's writing score on ACCESS will improve from 2.4 to 2.8 by Jan. 2014.**

*At midyear, use this section to update the student's progress:*

- **Mid Year Review of Progress:** Some

*Mid Year Progress Notes*

- **Maximum size: 1500**
- **Current size: 237**

- **Special chars (eg: return, tab) saved as spaces**

- **Student has demonstrated some progress in writing. His/her writing scores on prompted writing have improved from ___ to ___. Student also consistently demonstrates level 2 skills from the WIDA CAN DO Descriptors and some level 3 skills.**
- **Student will produce simple expository or narrative text that describe events, people, process, and procedures using graphic organizers and language frames.**

*At the end of the year, use this section to update the student's progress:*

- **End of Year Progress:** Completed

*End of Year Progress Notes*

- **Maximum size: 1500**
- **Current size: 122**

- **Special chars (eg: return, tab) saved as spaces**

- **Student's goal for Jan 2014 ACCESS writing score was 2.8 and student's actual score was 3.0. The annual goal was exceeded.**

**Review plan in April or May and update**

- **End of Year Progress will be updated when ACCESS scores arrive in April.**
- **Actual results will be compared with goals.**
- **Notes to help next year's teachers may be added.**
For classroom & assessment accommodations, use the links to select from the list

- Type “none” if there is no accommodation
ELL Support Section

- **Select type of plan** (initial is just for newly identified students; everyone else is continuing)
- **Use the LEP tab in Infinite Campus to find parent refusal date (if applicable) and home language** - [PowerPoint Link](#)
- **Use previous year’s ACCESS scores or W-APT scores** (Infinite Campus) to determine State ELL Classification
- **Select appropriate ELL programming label**
- **OPTIONAL: Use hover menus to select CAN DO Descriptor goals**
4th Grade Transitioning Students

2013-14 third grade students that are 2014-15 fourth grade students need to have a reading goal in the ELL section of their APAS plans if they are not reading at grade level in English.

Please select appropriate CAN DO Descriptor strategies from the reading goal section and make a goal for an SRI or DRA/Benchmark reading level.

e.g.
Student will improve SRI reading score from 520 to 600 by December 2014
Student will improve reading score from level 28M to level 34O by December 2014
When students meet the exit criteria, they are redesignated as Monitor students and do not take ACCESS, but we monitor their academic progress for 2 years and can put them back in services if necessary. This movement from services to monitor (no services) is done at the district ELL office.

### ACCESS Overall Score

<table>
<thead>
<tr>
<th>Range</th>
<th>Composite</th>
<th>Proficiency Level</th>
<th>State Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1-1.9</td>
<td>Overall</td>
<td>Level 1- Entering</td>
<td>NEP 1</td>
</tr>
<tr>
<td>2.0-2.9</td>
<td>Overall</td>
<td>Level 2- Beginning</td>
<td>NEP 2</td>
</tr>
<tr>
<td>3.0-3.9</td>
<td>Overall</td>
<td>Level 3- Developing</td>
<td>LEP 3</td>
</tr>
<tr>
<td>4.0-4.9</td>
<td>Overall</td>
<td>Level 4- Expanding</td>
<td>LEP 4</td>
</tr>
</tbody>
</table>

See next chart for students who scored 5.0 or above

### ELL Programming
- **ESL** (English instruction classroom)
- **Bilingual** (only if in a bilingual instruction classroom)
- **Pre-Monitor 4.0+**
- **No Services - Monitored** (only those officially Monitor Yr 1 or Yr2)
- **No Services - Parent Refusal**
Collaboration Documentation

- Dual Identified SPED/ELL
  - Supporting documents are required for any SPED student who is not receiving direct ELL services (upload the documentation form)
- Select “Yes” for active record
- Click Validate