

English Language Development and Common Core

A Goal Setting and Strategy Worksheet

Design Your LCAP for Student Achievement

As districts develop their first Local Control Accountability Plans (LCAPs), an important area to consider is the integration of ELD strategies into district Common Core State Standards implementation plans.

For many districts, this integration is an area of needed development, and in the new world of the LCAP, creating measurable goals that are targeted on student achievement can feel challenging.

Pivot has developed a sample set of goals and annual measures to provide insight into what an integrated ELD/CCSS plan might look like.

We invite districts to review these sample goals and metrics to give inspiration to their own locally-developed goals.

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District Goal	SMART Goal	Measures	State Priority Areas	Strategies Actions	Resources (Staff)
Ensure equitable outcomes for all English Learners	1) All teachers understand what effective instructional supports are necessary to support English Learners and they are regularly and consistently implementing these practices.	2014 –15 1) Updated ELD instructional model 2) Plan for teacher PD on new model, to be implemented in year 2 3) All teachers have received awareness PD on the new ELD standards.	CCSS Pupil Achievement Pupil Engagement	2014 –15 1) Review and update current instructional model in ELD, and refine to align with CCSS and the new ELD standards. 2) Update CCSS plan to include ELD. 3) Provide awareness PD for staff on new ELD standards and how they integrate into CCSS.	2014 –15 EL instructional coordinator, teachers, principals, instructional coaches, CCSS steering committee
		2015 –16 1) Staff and PLC meeting agendas show evidence of ELD integration planning. 2) Grade-level lesson plans show evidence of ELD strategy use. 3) Staff survey demonstrates basic understanding of ELD standards integration. 4) Establish baseline for student performance on the ELPAC. 5) Establish a baseline for student conversation on the academic conversation rubric.		2015 –16 1) Use grade level/subject area PLCs to agree on common implementation of the ELD instructional model. 2) Develop systems within the district to provide the new ELPAC assessment. 3) Create a rubric to measure academic conversation in the classroom and begin using it. 4) Revisit how dedicated ELD time fits within the structure of the school day (in elementary school, middle school, high school).	2015 –16 Same as 2014-15
		2016 –17 1) Updated PLC and staff PD structure. 2) Updated master calendars. 3) Student achievement on the ELPAC increases by 5%. 4) Continued improvements in the academic language rubric.		2016 –17 1) Assess the work of the PLCs and determine: what they are working on, what is working and what should be changed moving forward. 2) Adjust structured ELD time across the district based on findings from year 2.	2016 –17 Same as 2014-15

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	<p>(2) All principals will be able to develop and implement site-based plans for ELD instruction that are aligned with the CCSS and the District plan for ELD students.</p>	<p>2014 –15</p> <ol style="list-style-type: none"> 1) Principal participation in PD. 2) Evidence of site-based classroom observations and teacher support that is aligned with ELD instructional model. 	<p>CCSS Pupil Achievement Pupil Engagement</p>	<p>2014 –15</p> <ol style="list-style-type: none"> 1) Provide CCSS and ELD PD for principals on how to assess and provide support to teachers on ELD instruction that is aligned with the district ELD instructional model. 2) Update classroom walkthrough protocol to include shared ELD strategies identified by the district. 	<p>2014 –15</p> <p>Central office EL/ELD department, site principals, site teachers</p>
<p>2015 –16</p> <ol style="list-style-type: none"> 1) District calendar showing evidence of instructional rounds. 2) Survey of principals demonstrates that the quality of PLCs is improving and that PLCs are focused on ELD. 3) Principal feedback to teachers on ELD instruction as evidenced by academic language rubric and classroom walk-through tool. 		<p>2015 –16</p> <ol style="list-style-type: none"> 1) Institute instructional rounds at all sites to support cross-school collaboration on effective strategies for ELD instruction and effective PLCs. 2) Provide training to principals on the criteria for effective PLCs. 3) Establish dedicated time at each school for teacher PLCs. 4) Provide support to principals to understand the ELPAC. 		<p>2015 –16</p> <p>Central office and site leader teams involved in instructional rounds, site principals, staff who manage site master calendars, Curriculum and Instruction department</p>	
<p>2016 –17</p> <ol style="list-style-type: none"> 1) PD plan aligned with areas of needed improvement on the ELPAC and SBAC. 		<p>2016 –17</p> <ol style="list-style-type: none"> 1) Principals initiate site-based assessment of ELPAC and SBAC data and develop and implement a PD plan for teachers to address areas of needed improvement. 		<p>2016 –17</p> <p>Same as 2014-15</p>	

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	<p>3) District develops an annual cycle of inquiry to assess student achievement on the SBAC, ELPAC and other measures of student achievement and adjusts instructional plan to align with student needs</p>	<p>2014 –15</p> <ol style="list-style-type: none"> 1) Annual school site calendar that demonstrates a review of student achievement and adjustments to the instructional plan based on the data. 2) District-wide ELD instructional plan that is integrated with the CCSS plan. 3) Student performance and redesignation rates on the CELDT improve by 5%. <p>2015 –16</p> <ol style="list-style-type: none"> 1) Annual calendar that demonstrates a review of student achievement and adjustments to the instructional plan based on the data. 2) District-level plan that identifies schools requiring and receiving intervention services. 3) Problems of practice assessed in the instructional rounds is aligned with student achievement data that identifies an area of needed development. 4) Student performance and redesignation rates on the CELDT improve by 5%. <p>2016 –17</p> <ol style="list-style-type: none"> 1) Modified district-level instructional plan. 2) Site-based instructional plans. 3) District-level and site-level intervention plans that are aligned and have clear action plans to address student achievement. 4) Established baseline for student redesignation rates based on the ELPAC. 	<p>CCSS Pupil Achievement Pupil Engagement</p>	<p>2014 –15</p> <ol style="list-style-type: none"> 1) Align district instructional program with the SBAC benchmark assessments (or other district assessments) and begin to highlight areas of needed enhancement to the district's instructional plan. 2) Adjust instructional plan for EL students based on performance on SBAC benchmarks. 3) Review information about ELPAC and begin to plan for implementation in 2015-16. <p>2015 –16</p> <ol style="list-style-type: none"> 1) Review results of SBAC, with a focus on ELs, and update district instructional plan to address findings. 2) Develop an intervention system to identify and support schools whose students are consistently not showing improvement on a wide range of assessments. 3) Implement the plan to prepare for the ELPAC, including principal and teacher PD. 4) Initiate Instructional Rounds focused on a problem of practice identified through analysis of student achievement data. <p>2016 –17</p> <ol style="list-style-type: none"> 1) Conduct a coordinated review of SBAC and ELPAC data to identify trends in student achievement and modify instructional plan accordingly. 2) Provide support/PD to principals to conduct a parallel site-based assessment of student needs. 3) Principals initiate a site-based intervention plan for students requiring additional support to meet standards, with a particular focus on EL students. 	<p>2014 –15 Central office EL/ELD department, site principals, site teachers</p> <p>2015 –16 Same as 2014-15</p> <p>2016 –17 Same as 2014-15</p>

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	4) Curriculum and formative assessments across all grades and subject areas are aligned to the new ELD/CCSS standards	2014-15 1) Instructional materials, curriculum development tools, sample lessons and units, and formative assessments have been analyzed to assess gaps in alignment between the CCSS and the ELD standards. 2) A plan is developed to update these gaps.		2014-15 1) Assess current instructional materials, curriculum frameworks, curriculum unit templates, curriculum units, and formative assessments. 2) Make a plan to address ELD gaps and begin implementation.	2014-15
		2015 -16 1) Teachers trained on designing curriculum and assessments that are effective for ELs. 2) New instructional materials (if appropriate) that are aligned to demands for ELD. 3) Model lessons and units with ELD component. 4) Rubric on curriculum quality. 5) Baseline data on curriculum quality.		2015 -16 1) Update curriculum development tools and formative assessment tools according to plan. 2) Purchase new instructional materials (if called for in the plan). 3) Train teachers on how to design curriculum to meet the needs of English Learners. 4) Develop model units/lessons that address EL needs across grade/subject levels. 5) Develop a rubric to assess the quality of curriculum and assessments that includes a focus on ELD and begin using it.	2015 -16
		2016 -17 1) Improvement in data assessing curriculum/ formative assessment quality including improvement in areas related to ELs. 2) Action plan created for improvement.		2016 -17 1) Assess the data on curriculum/assessment quality. 2) Begin implementing improvement tactics for curriculum and assessment.	2016 -17

Please contact Pivot for more information on our programs and services in LCFF/LCAP, CCSS and ELD.
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Pivot Learning Partners is a nonprofit organization of K-12 experts who work with schools, districts and charters to address the biggest challenges they face in creating more equitable systems of schools. We provide the strategic vision for reform and the on-the-ground training and implementation support needed to ensure that transformational change happens.



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