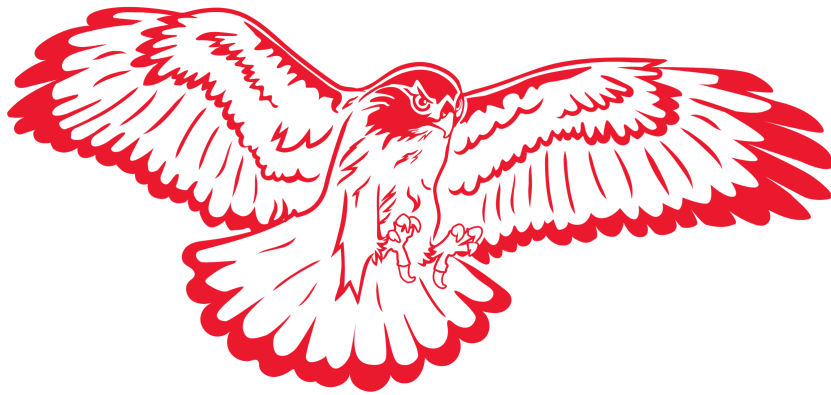


**LCSD Student Services
Priority Document**

2025-2026



COMMITMENT I

Our Commitment

What is one commitment we will promote for 2025-2026?

We commit to increasing student achievement by providing an accessible, relevant and engaging education to support our Students with Disabilities and our Multi-Language Learners.

Baseline data from 2024-2025 school year:

48% of walkthrough forms district wide show that teachers utilized SDI in all classes attended by special education.

SMART Goal #1:

- By the end of January 2026 walkthrough data will show an increase of 10% of teachers having utilized collaborative engagement learning strategies: (stations/centers, skill work, real world problem solving, EDI, SDI) in all classes attended by special education and/or Multi Language Learners.
- By the end of June 2026 walkthrough data will show an additional increase of 10% of teachers having utilized collaborative engagement learning strategies: (stations/centers, skill work, real world problem solving, EDI, SDI) in all classes attended by special education and/or Multi Language Learners.

Why are we making this commitment?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the school's vision?*
- *Why did this emerge as something to commit to?*
- *In what ways is this commitment influenced by accessible data?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the school's long-term plans?*

We believe that providing accessible, relevant, culturally responsive and engaging instruction with the use of collaborative engagement learning strategies is essential to equip students with the tools they need to persevere and reach their full potential.

STRATEGY	METHODS	GAUGING SUCCESS/Lead Measures?	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<p>Implement a specific walkthrough tool to be used in all Special Education and English as a New Language setting/classroom.</p> <p>HS Walkthrough Form</p> <p>MS Walkthrough Form</p> <p>ES Walkthrough Form</p>	<p>Administration from Student Services will do 5 walkthrough visits weekly rotating through the 3 school buildings to Special Education and ENL settings/classrooms to observe instructional practices and strategies. Feedback will be shared with teachers following the visit. In addition, building specific data will be shared to discuss and analyze at PLC meetings.</p>	<p>Data will be shared and discussed at monthly PLC meetings and bi-monthly special education facilitator meetings to look for areas of strength and areas in need of improvement.</p>	<p>Student Support Admin time to conduct walkthroughs</p>
<p>All staff will receive training and/or refresher on Specially Designed Instruction (SDI) and Explicit Direct Instruction (EDI).</p>	<p>RPC will provide SDI training.</p> <p>EDI training</p> <ul style="list-style-type: none"> One-Page Skill Work Cheat Sheet EDI & SDI Instructional Str... 	<p>Walkthrough results</p>	<p>Funding for training</p> <p>Funding for the Book <u>Explicit Direct Instruction The Power of the Well Crafted, Well-Taught Lesson</u> by John R. Hollingsworth & Silvia Ybarra or the Book <u>Explicit Direct Instruction for English Learners</u> by John R. Hollingsworth & Silvia Ybarra to be given to all staff</p>

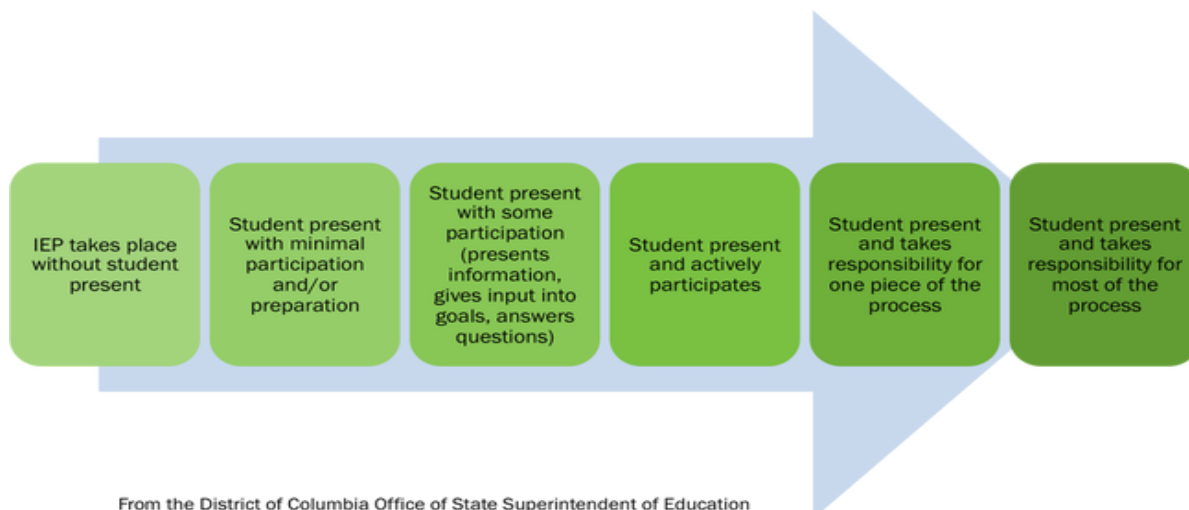
All ICT (both SPED and ENL) teams (elementary sped) (middle sped/ENL) will receive continued ICT training.	G&R Inclusive Group will provide instructional coaching throughout the school year at both the elementary and middle schools whereas the focus will be planning for the implementation of SDI strategies	Walkthrough results	Funding

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2025-2026?	<p>We commit to creating a positive student centered environment for our Students with Disabilities by increasing our implementation of student directed CSE meetings.</p> <p>SMART Goal: By June 2026, at least one student from each caseload k-12 will have increased their participation in CSE meetings and be “present with some participation (presents information, gives input into goals, answers questions)” according to the Student Directed IEP Continuum below.</p>
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• <i>How does this commitment fit into the school’s vision?</i>• <i>Why did this emerge as something to commit to?</i>• <i>In what ways is this commitment influenced by accessible data?</i>• <i>What makes this the right commitment to pursue?</i>• <i>How does this fit into other commitments and the school’s long-term plans?</i>	<p>We believe if students are educated about their rights and the IEP process and they are given opportunities and support to lead their IEP meetings, then they will become more engaged and motivated in their education. This increased engagement will lead to better alignment of educational strategies, fostering improved academic performance and personal growth. Over time, students will develop essential self-advocacy and self-determination skills, leading to higher rates of graduation and success in post-secondary endeavors, as well as better preparedness for adult life.</p>

Student-Directed IEP Continuum



STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
All special education teachers will implement this initiative in collaboration with speech pathologists and school psychologists as applicable.	All k-12 special education teachers will choose one student from their caseload to help facilitate the self directed IEP process as outlined in the Leader-In -Me resource library.	Increased student engagement and participation for the pilot group in their CSE meeting.	Leader in Me Student Led IEP Resource Library
Training and Ongoing Support	At the first k-12 special education faculty meeting, teachers will receive an overview as to how to use the Leader In Me resources to facilitate student led IEP development. Pilot teachers from 2024-2025 will lead this training.	Check-ins and ongoing support will be provided through the PLC process and recorded on the agenda	PLC Meeting Time

