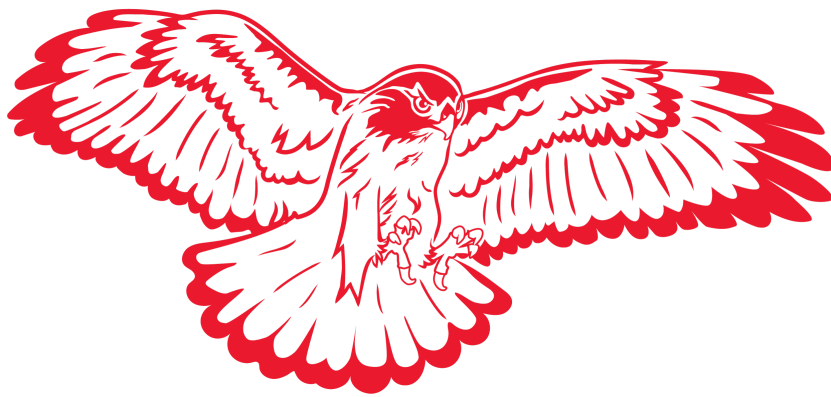


**LCSD Student Services
Priority Document**

2026-2027



COMMITMENT I

Our Commitment

What is one commitment we will promote for 2025-2026?	We commit to moving our IDEA Determination from a school that Needs Intervention to a school that Needs Assistance by increasing our overall performance matrix score. Baseline data from 2025-2026 school year: In the 2025-2026 school year we received an overall matrix score of 58.54% placing the district in the Needs Intervention category. IDEA SMART Goal #1: • Upon receiving our matrix score in April 2027, we will have increased our score to > 60% thus moving us to a new IDEA determination category by increasing our earned points in the performance matrix categories including but not limited to graduation rate, 3-8 performance and LRE.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <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>	We commit to raising our IDEA performance matrix score from 58.54% to over 60% by April 2027—transitioning our district from <i>Needs Intervention</i> to <i>Needs Assistance</i>—because every student deserves an educational environment equipped to support their growth. Our 2025–2026 baseline data clearly highlighted gaps in our current systems, and this target represents an essential, data-driven first step toward building sustainable equity, accountability, and instructional excellence for all learners including our ELL population. .

Key Strategies and Resources

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	What resources (Schedule, Space, Money, Processes, Individuals) are

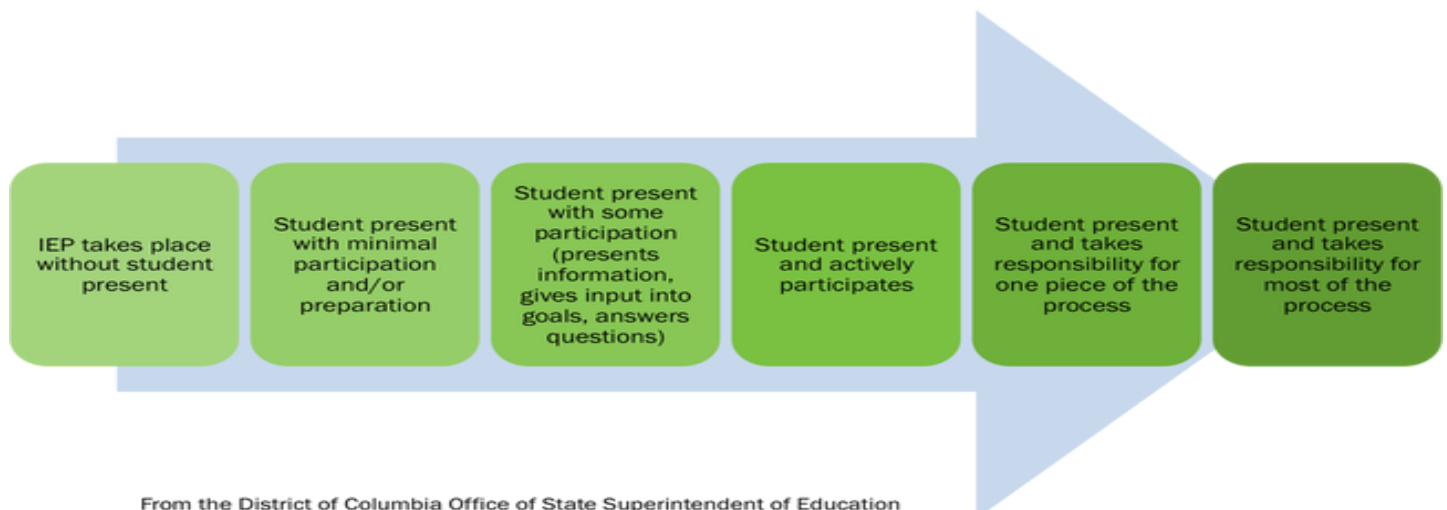
		during the year that will be helpful in gauging success.	necessary to support these strategies?
Implement the district specific walkthrough tool to be used in all Special Education and English as a New Language setting/classroom.	Administration from Student Services will do 5 walkthrough visits weekly 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.	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.	Student Support Admin time to conduct walkthroughs
All staff will receive access to the  Special Educ... which includes resources on Specially Designed Instruction (SDI) and Explicit Direct Instruction (EDI).	 One-Page Skill Work Cheat Sheet   EDI & SDI Instructional Str... Teachers will be encouraged to attend professional development available through outside agencies including but not limited to The Regional Partnership Center. Frontline Professional Growth	Walkthrough results	Funding for training

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2025-2026?	We commit to fostering a student-centered environment by empowering students with disabilities to lead and actively participate in their CSE meetings. SMART Goal: By June 2027, a minimum of 50% of students on each K–12 caseload will reach or exceed the “Present with Some Participation” level on the Student-Directed IEP Continuum during their annual CSE meetings.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <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>	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.

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 50% of their caseloads to 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 a review of how to use the Leader In Me resources to facilitate student led IEP development.	Check-ins and ongoing support will be provided through the PLC process and recorded on the agenda	PLC Meeting Time