

LA GRANDE SCHOOL DISTRICT STRATEGIC PLAN 2023 - 2025

LOVE, CARE, SERVE



La Grande
SCHOOL DISTRICT

La Grande School District
1305 N. Willow Street • La Grande, Oregon 97850
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Prepared by La Grande School District Staff
and Colonna Strategic Planning Services

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SUPERINTENDENT'S MESSAGE:

La Grande is a community in which we have much to be thankful for and proud of; one of the greatest sources of pride in our community is our children, students, and school system! Our district is known for having a strong reputation as a school system that outperforms the state on a variety of metrics and indicators centered on graduation, attendance, and academic achievement.

La Grande School District (LGSD) is continually striving to provide a high quality, engaging, and personalized education experience for all students. Through a systematic and comprehensive approach called the LGSD "Culture of Care Framework" our school district is committed to providing all students a safe and caring learning environment. LGSD is focused on helping students to grow into productive, positive, competent and service oriented citizens.

La Grande School District is also committed to academic rigor, providing cutting-edge technology resources, high interest and future focused career and technical education programs, as well as providing opportunities for students to participate in clubs, sports, and community service activities that support a holistic education and lifelong learning.

This Strategic Plan serves as a guide for focusing our attention and prioritizing our resources on initiatives that improve our schools, support great teaching, and empower all learners. The plan defines steps and metrics for fulfilling the district's mission: "Empowering learners to learn, staff to thrive, and our community to prosper." Should you wish to visit, ask questions, or share concerns around the district's strategic plan, our district administrative team will make ourselves available to you.

Our district vision statement is: "Preparing all students for their brightest future!" I certainly feel LGSD is working in alignment to that vision. Thank you for being a supportive community that values education. Our district offers exceptional schools and meaningful learning experiences aimed at helping all LGSD students discover their passions and successfully pursue any career path they may choose.

Best Wishes,

George Mendoza
LGSD Superintendent

PREAMBLE:

La Grande School District is located in the Grande Ronde Valley of eastern Oregon on the historic Oregon Trail. The district includes the communities of La Grande and Island City and accounts for a combined population of approximately 14,000 residents. La Grande is the seat of Union County, home of Eastern Oregon University, and serves as a regional education hub. The area has access to a unique blend of cultural, athletic, recreational and entertainment amenities.

One can ski, hike, camp, fish, bike, hunt, boat and golf within an easy drive of La Grande or explore nearby areas such as Morgan Lake, Ladd Marsh, Mt. Emily Recreation Area, Elkhorn Mountains, Anthony Lakes, and Wallowa Lake. The numerous streams, rivers and lakes are home to salmon, steelhead and native trout.



Farming and ranching are important sources of income in the Grande Ronde Valley. Some key employers include Grande Ronde Hospital, Woodgrain Millwork, Barreto Manufacturing, Northwood Manufacturing, Eastern Oregon University and the Union Pacific Railroad. Annual events of note are the Eastern Oregon Film Festival, Ladd Marsh Bird Festival, Eastern Oregon Livestock Show, Union County Fair and the EOU sponsored Indian Arts Festival/Spring Powwow.

La Grande School District staff is proud to serve over 2,150 students and their families. LGSD embraces the idea that students are best served in schools close to where they live. Central, Greenwood and Island City Elementary schools provide this opportunity for K-5 students and families. La Grande Middle School meets core instructional needs of students and starts extending learning beyond the classroom by providing outdoor school, art, career and technical education, choir, band, computer science and competitive athletic programs. La Grande High School is a comprehensive high school that extends the programs listed above and provides students an opportunity to pursue their passion(s) and start their path to post-secondary education, trade school, the military and the workforce. Our committed staff of over 300 employees is focused on student excellence in and out of the classroom.



La Grande School District is committed to the safety and care of students. Its focus is on social and emotional needs while emphasizing strong academic programs. The district's effective communication and collaborative partnerships are essential. These partnerships help provide quality training and experiences for students, parents and the community. This multi-year strategic plan was designed to allow students to reach their individual potential, the staff to thrive and the greater La Grande community to prosper.

PROCESS USED FOR STRATEGIC PLAN DEVELOPMENT:

The strategic planning process was initiated at a meeting on July 12, 2018, with a commitment from La Grande School Board members and Superintendent George Mendoza to undertake a rigorous, comprehensive effort with a vision to the future. The process commenced with a review of district strengths and areas to consider for improvement, then transitioned into the creation of a multi-year, strategic plan by a district-appointed team. The plan started in September 2019 and is projected to remain in place, with necessary yearly modifications, through the 2023-24 school year. The district contracted with Colonna Strategic Planning Services to facilitate the process.

Members of the District Strategic Planning Team were selected with broad representation in mind. They represented and spoke for the many district and community interest groups. Below is a list of the LGSD Strategic Planning Team members:

George Mendoza, *Superintendent, La Grande School District*

Jerry Colonna, *Facilitator, Strategic Plan Committee*

Donna Beverage, *Union County Commissioner*

Cody Bowen, *Deputy, Union County Sheriff's Office/School Resource Officer*

Carol Byron, *Director, Special Education, La Grande School District*

Stacey Candlish, *Bank Manager, U.S. Bank*

Scott Carpenter, *Director of Education Programs, La Grande School District*

Ian Gregory, *Paraeducator, La Grande School District*

Erin Lair, *Director of Teaching and Learning, InterMountain Education Service District*

Chris Leavitt, *Music Teacher, La Grande School District*

Alec McHaddad, *Executive Director, United Way of Eastern Oregon*

Joelene Peasley, *Parent and R.N., SBHC, LHS*

Wendy Roberts, *Senior Director of Administrative Services, Grande Ronde Hospital*

Chris Wagner, *Assistant Principal, La Grande School District*

Danelle Wilson, *Board Member, La Grande School District*



The full team participated in 35 hours of meeting time from August 8, 2018 to April 2, 2019 to develop the data and concepts for this report. The first task was to organize a community-wide series of focus groups from which to collect district baseline information. On September 10, 11 and 12 staff members, students, parents and various other groups participated in 12 separate sessions held throughout the community. A total of 381 individuals attended the focus groups. Because many community members were unable to participate in the scheduled meetings, the district posted a survey on its website with the same focus group questions. Forty-seven individuals used the electronic survey. In addition to those who spoke at the meetings, 334 individuals responded to the focus group questions by writing answers on forms distributed at the meetings.

After the *La Grande School District Strategic Plan Focus Group Report* was completed in November 2018, community and staff members along with the facilitator started developing each component of the strategic plan as listed in the table of contents at their monthly meetings.

STRATEGIC PLAN REVIEW AND UPDATE: SEPT. - DEC. 2022

When creating the LGSD Strategic Plan we could have never anticipated that we would face a global pandemic that would result in significant school closures, universal distance learning, and subsequent disruptive schedules and mitigations. This period has had a significant impact on our district, staff, and students that we are still trying to fully understand. As part of the process of coming out of COVID, the district reconvened the strategic plan committee and asked the community to re-evaluate the focus of our strategic plan.

To understand our community's perspective, the district released a survey entitled **2022/23 Strategic Plan Feedback**. The district received 220 responses to this survey that included: 96 parents, 31 students, 67 staff, 9 admin, 7 board members, and 9 community agency partners. This information as well as district data was used by the strategic plan review committee to make updates and recommendations for the La Grande School Board to consider. Committee members were representative of admin, certified and classified staff, parents, and agency partners. Meetings were held from Sept. - December 2022 and recommendations were developed in a consensus model.

CORE VALUES:

Core values support the ethics and ideals an organization holds that form the foundation of its culture. They are the basis from which work is performed and how employees are expected to conduct themselves. La Grande School District has a number of core values. However the five listed below were determined to be so important that they will be systematized, district-wide, over the two-year period this strategic plan is meant to be carried out. Even in Oregon's ever-changing landscape of public education these four core values should stay constant and impact all aspects of the district's business. They represent the compass from which the district will navigate its mission, follow its vision, achieve its strategic goals, measure its progress, utilize its resources and make major decisions.

After many hours of discussion to improve clarity and style, the District Strategic Planning Team selected these frequently mentioned values as documented in the La Grande School District Focus Group Report that was completed in November 2018, updated in 2022 by the strategic planning committee, and is available at lagrandesd.org.

The La Grande School District is Committed to:

SAFE AND CARING ENVIRONMENTS

We strive to create high-quality, integrity-driven, equitable education experiences by providing safe and caring environments in which to learn and grow.

INDIVIDUAL WELL-BEING

We focus on the well-being of all students and staff members. This includes social, emotional and academic needs.

RESPECTFUL RELATIONSHIPS

We aspire to have respectful relationships in all school district and community interactions to build trust and belonging within the district between our staff, students, parents, and community.

EFFECTIVE COMMUNICATION AND COLLABORATION

We strive for positive and proactive communication and collaboration in district operations. We want all stakeholders to be heard and have opportunities to work with district staff in making positive outcomes for students.

REAL WORLD EDUCATION

We believe exceptional education creates life-long learners, develops students to their potential and builds positive character traits and job skills. In addition, we highly value involvement in meaningful community service and beneficial partnerships.

Over the two-year implementation of this plan the active participation of LGSD employees along with development of systems supported by district leadership will establish a district-wide, value-based future.

MISSION STATEMENT:

The La Grande School District mission statement identifies its purpose, indicates why it exists and why it was originally founded. In one sentence it is intended to clearly communicate what has heart and meaning in the district. It was created and designed to capture the district's intended culture in a few carefully selected words. It is a brief 12 words so it can be remembered easily and used often. The statement is more about what the district wants to be known for rather than how to carry out the meaning of its individual words.

Mission statements are difficult to create. They must be succinct, memorable and unique. In designing this statement the planning team collected trend data from the *La Grande School District Strategic Plan Focus Group Report*, considered ideals from the district core values and reviewed other public and private sector mission statements.

LGSD MISSION STATEMENT:

Empowering learners to learn, staff to thrive and our community to prosper.



VISION STATEMENT:

The District's vision statement is a concise, seven-word description of what it wants to achieve during the next two school years (2023-2025). Its purpose is to inspire, energize, motivate and stimulate all facets of La Grande School District. It is intended to serve as a guide for selected current and future actions LGSD is highly recommended to take. The statement focuses on the district's most hopeful, successful and ideal future. It is not about what is already in place or what might easily be implemented. The words challenge the status quo and demand significant system changes. Like the district mission statement, it is designed to say a lot in just a few words. While the sentence does not indicate how the district will achieve its desired future, it does set a definite philosophical direction for the overall strategic improvement process.

The Strategic Planning Team selected concepts for the vision statement from the *La Grande School District Strategic Planning Focus Group Report*, its core values, the district mission statement, team participants' experience and from other public and private sector vision statement examples.

LGSD VISION STATEMENT:

Preparing all students for their brightest future!



TAGLINE:

These three words are a brief description of the values, mission, vision and strategic goals of the La Grande School District. The desired effect is to attach significant and lasting meaning to the brand of the district. This tagline will be put on district reports, the website, letterheads, end of digital messages, banners on the entrance of district facilities and anywhere else appropriate. The idea is to sum up and reinforce the components of the La Grande School District Strategic Plan in as few words as possible. The tagline is meant to be concise, memorable and positive and help all audiences understand the desired culture this report represents. Readers should notice that *love, care and serve*, if not written outright, are inferred in the various components of this strategic plan.

LGSD TAGLINE:

Love, Care, Serve



STRATEGIC GOALS, INDICATORS & MEASURES:

STRATEGIC GOALS

The District Strategic Planning Team realized that if this plan is to be successful, challenging but reachable goals had to be set. Goal identification was a lengthy and important process for the team. The team limited the number of goals to only three so that the three following goals can be high priorities and aligned with adequate and sustainable resources. An emphasis was placed on focus group input, relevance, clarity, brevity and achievability. The goals were formed from and connected to the district's core values, mission and especially the vision statement. La Grande School District strategic goals are a roadmap for achievement of the vision over the 2023-25 school years. With limited resources, being strategic forces the district to make extremely difficult choices about what to start doing now and even more challenging, about what to stop doing now.

PERFORMANCE INDICATORS

Each goal has up to four performance indicators. Performance indicators break goal efforts into manageable units and represent steps in the implementation process. They are the major activities but not the only ones the district will use to achieve its multi-year goals. Without performance indicators this plan, more than likely, would fail since the district would not have accurate, real-time data to measure progress. Performance indicators are the most significant components to use for periodically reporting the status of strategic goals to district constituents and specifically to LGSD Board members.

Several of the indicators in our plan are directly aligned to state priorities for all schools and districts in Oregon. In the coming years, Oregon will be sharing state and district progress on the following achievement indicators:

1. Regular Attendance: La Grande SD Indicator 1B
2. Third Grade Reading: La Grande SD Indicator 2B
3. Freshman On-Track: La Grande SD Indicator 2A
4. Graduation Rates: La Grande SD Indicator 2C
5. Completion Rates: La Grande SD Indicator 2C

For more information on how these rates are calculated, please see the following information.

Regular Attendance

A student is considered a “Regular Attender” and in compliance with state attendance requirements if they attend 90% or more of the required school days. In La Grande School District this means that students need to miss less than 17 days over the course of the school year regardless of whether the absence is considered: Excused, Unexcused, Vacation, or Student Illness. While these different codes are important to acknowledge the individual circumstances that impact each student and family, they all count against the student’s overall attendance percentage and impact the students ability to consistently learn at high levels. Absences for school activities or extracurriculars do not count towards the students absences as they are connected to district activities (ORS 399.010 - 399.095).

We appreciate families who work tirelessly to make sure students attend school regularly and access the benefits of public education on the path to graduation.

Third Grade Reading

The district will annually report students that demonstrate proficiency at reading in the third grade. Historically, national, state, and district data has shown that the ability to read by the end of the third grade has been a key indicator of school success and the likelihood of future success in school.

We encourage all families to read at least 20 minutes a day with their child(ren) to support this goal and nurture a love of reading that will serve them well throughout their lives to access work or play.

Freshman On-Track

The district will annually report the number of students that complete their freshman year earning 6 or more credits (7 possible). Historically, national, state, and district data has shown that maintaining “on-track” status at the end of the freshman year is a strong indicator of the likelihood of high school success and on-time graduation. Students who attend and complete coursework can earn 3.5 credits per semester in a 7 period day (0.5 credits per class per semester). It is important that students exercise good habits and time management to stay on track. We encourage parents and guardians to regularly check Google Classroom and ParentVue to monitor student progress and communicate with teachers when there are questions about student progress or grades.

High School Graduation Rates

This indicator for student success is calculated based on the total number of students in a given year that complete a Honors, LHS, State of Oregon - Regular, or State of Oregon - Modified Diploma options in a four-year period. Students who earn a GED, Extended Diploma, or Certificate of Completion are celebrated for their success, and considered a completer by La Grande School District but are not calculated as graduates in the state calculation. Additionally, students who do not complete a diploma or move without requesting their records move to another district also count against this rate calculation.

La Grande School District staff work with students and families to develop individual learning plans to best meet their needs. On the path to graduation students can pursue an Associates Degree, dual credit classes with EOU, OIT, or BMCC, and/or complete CTE Pathways that provide meaningful hands-on learning with connected career internships, job shadows, or work experiences.

High School Completer Rates

This indicator for student success is calculated based on the total number of students in a given year that complete a Honors, LHS, State of Oregon - Regular, State of Oregon - Modified Diploma, GED, Extended Diploma, or Certificate of Completion in a five-year period. We celebrate students who complete on-time or attend an additional year to complete their diploma, GED, or certificate for their best possible future. Students that do not complete a diploma, GED, or certificate or move without requesting their records move to another district also count against this rate calculation.

La Grande School District staff work with students and families to develop individual learning plans to best meet their needs.

MEASURES

Strategic measures are quantitative factors used to track progress made from certain points in time on performance indicators. The metrics not only chart progress or lack thereof, they also provide a quantitative tool to determine if adjustments to the goals, indicators or measures themselves should be made. To help monitor success this strategic plan's progress must be regularly reported out. The start, middle and end of each school year are suggested reporting time frames. This frequency of reporting will allow the strategic goals to be adequately assessed over the strategic plan's two-year life.

La Grande School District
2023-2025 STRATEGIC PLAN
Goals and Measures

The LGSD 2023-25 Strategic Plan is the fifth of a series of strategic plans to accomplish the goals of the overarching district strategic plan.

GOAL 1:
ENSURE ALL STUDENTS ARE READY TO LEARN

Indicator 1A: The district will implement, monitor, and expand Culture of Care strategies, effective, tiered student interventions, and a robust health and wellness program to meet needs of student and staff.

Assigned Administrator(s): Erika Pinkerton and Scott Carpenter

Method(s) of Measurement:

1. By June 2025, 100% of LGSD staff trained on Culture of Care strategies.
2. By June 2025, 100% of schools effectively use early warning systems to identify and intervene with at-risk students.

KEY ACTIONS
<ol style="list-style-type: none">1. Universal Positive Behavior Intervention Supports (PBIS) provided at all school locations.2. Early warning systems (i.e., EBIS - attendance, behavior, and grades) established K-12 and reviewed quarterly with staff and communicated with families as needed.3. Creation and support of K-12 long-term care and treatment services/centers with staffing, as needed.4. Resources (i.e., staffing, budget, facilities, etc.) allocated to support long-term staff wellness efforts.

Indicator 1B: The district will improve the Regular Attender rate (90% attendance or better) at all school sites and communicate frequently with students and parents on the importance of attendance.

Assigned Administrator(s): Chris Wagner

Method(s) of Measurement:

1. Regular Attender rate will increase from 66% (2021/22) to 86% in 2024/25
2. Regular Attender rate for Students with Disabilities will increase from 54.1% (2021/22) to 80% and Regular Attender rate for Emerging Bilinguals will increase from 50.7% (2021/22) to 80% in 2024/25.

KEY ACTIONS
<ol style="list-style-type: none">1. Maintain building attendance committee at all school sites.2. Annual, quarterly, and regular parent/community communication on the importance of attendance with flexible scheduling.3. Regular parent/student conferences regarding attendance when student attendance falls below 90%.4. Quarterly student incentives centered on attendance with student input and leadership.

Indicator 1C: The district will continually update its comprehensive safety plan, enhance relationships with emergency services, and provide ongoing training for all staff and students.

Assigned Administrator(s): Scott Carpenter, Joseph Waite, & Casey Hampton

Method(s) of Measurement:

1. LGSD Emergency Operations Plan will be reviewed and updated annually with local emergency response agencies.
2. By June 2025, 100% of schools will have adequate camera coverage to provide a secure and observable perimeter and secondary schools will have adequate technology to impede the use of vapes and other drug-related devices.

KEY ACTIONS
<ol style="list-style-type: none">1. LGSD will maintain an Emergency Operations Plan, provide annual staff training, and quarterly communication with the community on school safety topics.2. Purchase cameras, lighting, technology, and sensors with appropriate licensing to secure school sites.3. Annual community agency forum on safety protocols conducted with LGSD staff.4. Create targeted resources and training for substitutes on: emergency response, behavior management, and required protocols.

Indicator 1D: The district will continually update its school sites and physical facilities to provide the best environments for students and staff to learn, work, and thrive.

Assigned Administrator(s): Joseph Waite

Method(s) of Measurement:

- 1. 100% of High-Cost and Maintenance projects will be completed annually based on district plans.
- 2. District will report at least annually to the board and community on facilities projects completed within the fiscal year.

KEY ACTIONS
<ul style="list-style-type: none">1. Ensure technology infrastructure is maintained with adequate funding/resources to achieve desired objectives.2. Quarterly updates to the community on facilities updates and progress.3. Completion of two or more grant applications annually to support facilities improvements.

**GOAL 2:
FOSTER INCREASED ACADEMIC SUCCESS**

Indicator 2A: The district will annually increase the Freshman On-Track rate (6 or more credits) for all students and identified focal populations.

Assigned Administrator(s): Brett Baxter

Method(s) of Measurement:

- 1. LGSD will annually increase Freshman On-Track rate by 5% as measured by SIS/ODE Report Card. (Y1: 70%, Y2: 75%)

KEY ACTIONS
<ul style="list-style-type: none">1. Maintain formal process for identification of at-risk students.2. Maintain and expand programs to support Freshman (i.e., Tiger Ambassadors, Success Classes, CIS, Counseling Groups, Freshman Academy, Credit Recovery, etc.).3. Ensure transition meetings happen with families, admin, counselors for those entering REACH or with IEP or 504 plans, or any at-risk student.4. All 7th and 8th graders will meet with counselor(s) at LMS to develop and maintain a strong middle school to high school transition plan.5. LHS/LMS at-risk peer mentoring program.

Indicator 2B: The district will annually assess, implement interventions/ extensions, and report student growth and grade-level achievement in core academic areas.

Assigned Administrator(s): Brett Smith & Scott Carpenter

Method(s) of Measurement:

- 1. By June 2025, 80% of all K-12 students will meet annual growth targets on a nationally normed assessment in math and reading as measured by the adopted district assessment.
- 2. By June 2025, 55% of all K-12 students will meet or exceed national grade-level standard in math and reading (mid- or late-grade level) on their annual Spring adopted district assessment (Y1: 50%, Y2: 55%)

KEY ACTIONS
<ul style="list-style-type: none">1. Clearly communicate, educate, train, and implement early warning systems that review academics, attendance, behavior, and social emotional/mental health needs at least three times annually.2. District level (K-12) reading and math formative and summative data is collected, shared, and utilized for decision making and instructional improvement for growth at least three times annually.3. Effective PLC teams to determine appropriate power standards and common assessments.4. Annually communicate with parents and community members about the standards and assessments used to assess student growth and progress.

Indicator 2C: The district will annually increase the percent of students graduating and/or completing high school with a diploma or other certificate.

Assigned Administrator(s): Brett Baxter

Method(s) of Measurement:

- 1. Increase rate of all students graduating/completing high school with a diploma or certificate 2.5% per year from 90% to 95% (Y1: 92.5%, Y2: 95%).

KEY ACTIONS
<ul style="list-style-type: none">1. Investigate what the obstacles are to diplomas and certificates for subgroups of SPED and Hispanic/Latinx students.2. Develop and offer interventions for students not on track - credit recovery, scheduling changes, counseling, mentoring, etc.3. Regular communication, monitoring, and planning in Grades 6-12 on diploma requirements and steps to meet requirements.

GOAL 3:
DEVELOP CIVIC-MINDED, ENGAGED, LIFE-LONG LEARNERS

Indicator 3A: The district will annually increase the percent of students who participate in community service and clubs, sports, or activities.

Assigned Administrator(s): Darren Goodman and Chelsea Hurliman

Method(s) of Measurement:

1. Student participation in school sports, clubs, and activities in Grades 4-12 will increase 5% annually from 60 to 70% by June 2025 (Y1: 65%, Y2: 70%)
2. By 2025, 100% of LGSD students will annually participate in community service.

KEY ACTIONS
<ol style="list-style-type: none">1. Annually, schools will advertise and promote participation in clubs, sports, and activities as well as additional opportunities outside the classroom to connect with peers and develop life-long skills at each school site or grade.2. District will maintain stipends for club, sports, and activities so that programs are adequately staffed.3. District will provide and maintain equipment, resources, and transportation to support student participation.

Indicator 3B: The district will annually increase community and regional partnerships to support students in developing into college and career ready adults.

Assigned Administrator(s): Eric Freeman

Method(s) of Measurement:

1. By 2025, La Grande School District will increase Pathways Completer rate from 50% to 60% in an effort to prepare career ready adults. This will include access to high quality job shadows, work experiences, and internships (Y1: 55%, Y2: 60%).

RECOMMENDED FUTURE KEY ACTIONS
<ol style="list-style-type: none">1. Maintain Career Pathways with concrete and sufficient funding.2. Maintain post-high school planning systems/requirements in middle school and high school.3. Increase access to and promote internship opportunities (paid and otherwise) through grants and partnerships. Educate students, staff, and families about tiered levels of career-related learning opportunities.4. Promote and celebrate job skills successes with our business/agency/organization partners in a variety of ways.

Indicator 3C: The district will update its technology systems, devices, and infrastructure to provide the effective learning and work environments for students and staff.

Assigned Administrator(s): Casey Hampton

Method(s) of Measurement:

1. District will report at least annually to the board and community on technology projects completed within the fiscal year.
2. 100% of technology projects will be completed annually based on district plans.

KEY ACTIONS
<ol style="list-style-type: none">1. District will maintain or increase its technology infrastructure, including staffing, as well as its technology-based security measures (i.e., alarm systems, cameras, cybersecurity, etc. at a sufficiently high level).2. District will provide ongoing training, tech cadre, and tech coaching for all systems and devices used in LGSD.3. District will promote programs for students that focus on technology literacy and digital citizenship in a K-12 alignment.4. District will promote programs and curricula that help students develop informational literacy skills (critical thinking and critical consumers of information) in a developmentally appropriate K-12 alignment.

REPORTING ON PROGRESS

Administrators and school staff will make multiple annual reports to the strategic plan committee and to the school board to update them on progress, assess results, make adjustments, and celebrate successes. Reports will be made available on the lagrandesd.org website so that community members can be informed and advocate for needs as they arise as well.

LA GRANDE SCHOOL DISTRICT ACRONYM GLOSSARY

Acronym Term

- 1. 504 Plan** Section 504 of the Rehabilitation Act of 1973.
- 2. AAOT** Associates of Art Oregon Transfer Degree (2 year degree)
- 3. ADA** Americans with Disabilities Act
- 4. ADM** Average Daily Membership
- 5. ASPIRE** Aspire Education - HS Adult Mentor Program
- 6. CIS** Career Information System
- 7. CCSS** Common Core State Standards
- 8. CTE** Career & Technical Education
- 9. DESSA** Devereux Student Strengths Assessment
- 10. EBIS** Effective Behavior and Instructional Support
- 11. ELA** English Language Arts
- 12. ELL** English Language Learners
- 13. EOP** Emergency Operations Plan
- 14. ESL** English as a Second Language
- 15. ESD** Education Service District
- 16. ESOL** English Speakers of Other Languages
- 17. ESSA** Every Students Succeeds Act
- 18. FAPE** Free and Appropriate Public Education
- 19. FERPA** Federal Educational Records Protection Act
- 20. GED** General Education Degree
- 21. IDEA** Individuals with Disabilities Act

22. **IEP** Individual Education Plan
23. **IMESD** Intermountain Education Service District
24. **LEA** La Grande Education Association (Certified Staff Union)
25. **LRE** Least Restrictive Environment
26. **LTCT** Long-Term Care and Treatment
27. **LVLA** La Grande Virtual Learning Academy
28. **ODE** Oregon Department of Education
29. **ORS** Oregon Revised Statute
30. **OSEA** Oregon School Employee Association (Classified Staff Union)
31. **PBIS** Positive Behavior Interventions and Supports
32. **PD** Professional Development
33. **PLC** Professional Learning Community
34. **PTO** Parent Teacher Organization
35. **RTI** Response to Intervention
36. **SEL** Social Emotional Learning
37. **SES** Socioeconomic Status
38. **SIA** Student Investment Account
39. **SPED** Special Education
40. **SRO** School Resource Officer
41. **STEM** Science Technology Engineering and Math
42. **TAG** Talented & Gifted
43. **YIT** Youth in Transition
44. **YTP** Youth Transition Program

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