Small LEA Support Team (SLST)

Virtual Statewide Network Meeting

October 11, 2023

Jason Miller — Executive Director, Elementary, Early Learning, and Federal Programs
Dr. Yesenia Rodriguez — Assistant Director, Federal Programs
Tony May — Rural Education Program Supervisor
Ellen Hopkins — Program Supervisor Title I, Part A

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Tribal Land Acknowledgement

I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.

AGENDA

First Hour – Informational

- Vision, Mission, Values, Equity Statement
- Tribal Land Acknowledgement
- Beginning of year sharing
- Welcome Rebecca Estock
    - MTSS
    - Dyslexia Legislation
    - Integrated Student Supports
    - Literacy Professional Learning Opportunities
- Upcoming SLST Events/Dates
- Set up of Open Space

- 10:50 – 11:00 BREAK

Second Hour – Open Space Collegial Conversations

- Self-selected topics in breakout rooms

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Think of an event during this start of the year that was a success for your LEA.

Prepare a 1-2 minute piece about this to share.

You will randomly be placed in a breakout room with others from this meeting

Determine:
1. A method to determine the order of sharing.
2. Timekeeper/Facilitator so that all may share.

?

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Open Space

An intentional, self-organized approach to generating and addressing issues of immediate relevance and importance to members of our community

Principles

- Whoever comes is the right people
- Whatever happens is the only thing that could have
- When it starts is the right time and when it's over it's over

The Law of Two Feet

If you notice you are neither learning nor contributing, move somewhere where you can

Fueled by

Passion + Responsibility

Topics: What are you curious about? What do you want to learn more about?

WELCOME

Rebecca Estock
Integrated Student Supports Program Supervisor
Center for Improvement of Student Learning
Office of Superintendent of Public Instruction (OSPI)
rebecca.estock@k12.wa.us

Washington Office of Superintendent of
PUBLIC INSTRUCTION

MTSS & Small Local Education Agencies

Rebecca Estock
Integrated Student Supports, Program Supervisor

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Agenda / Concepts

Multi-Tiered System of Supports (MTSS)
Review the MTSS framework and clarify the essential role of teams.

ESSB 6162: Dyslexia Legislation
Provide an overview of the essential elements of ESSB 6162 and provide professional learning options in literacy.
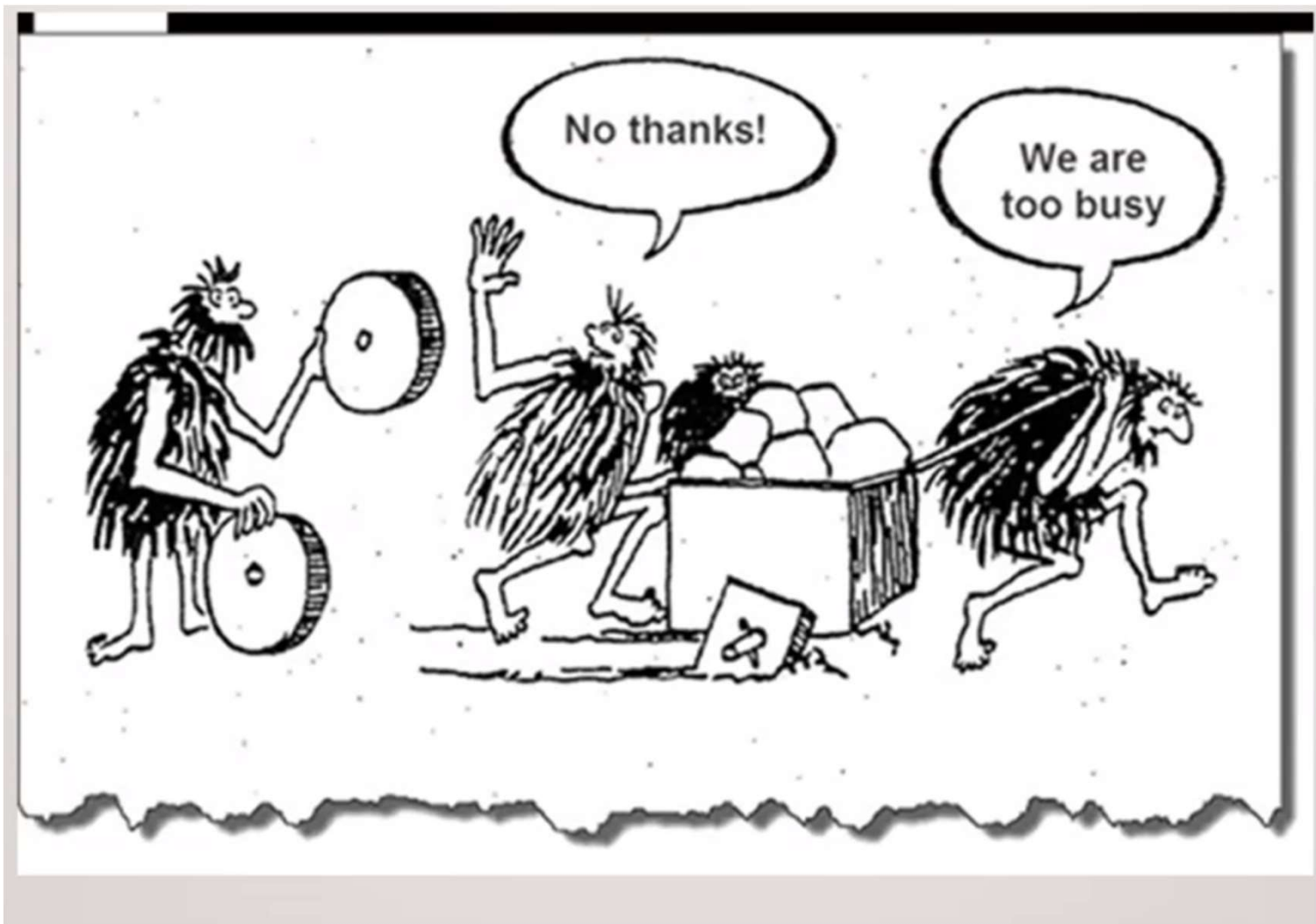
Integrated Student Supports
Present the requirements of integrated student supports, how it relates to MTSS, and how this impacts schools.
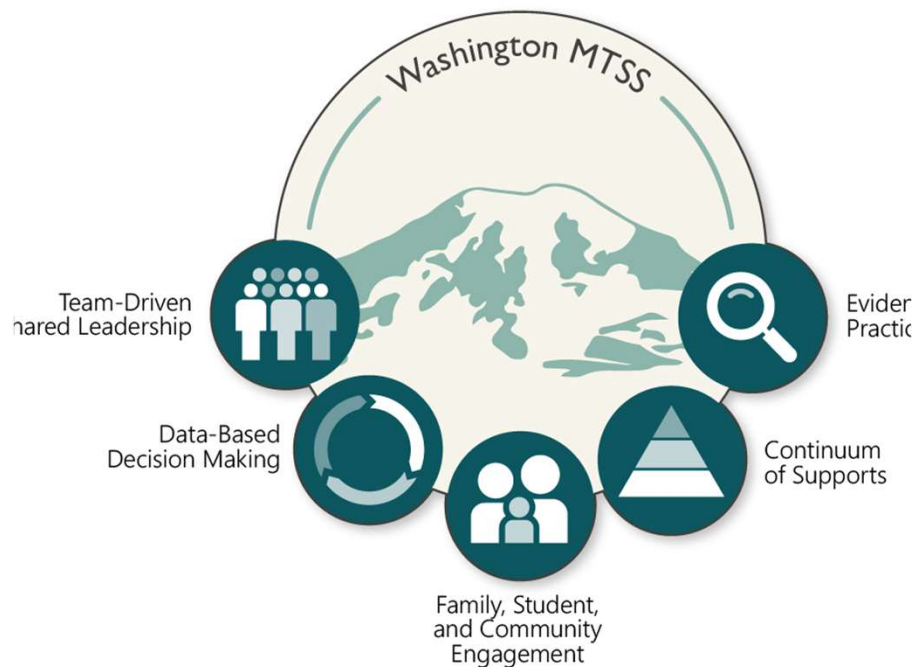
Questions & Conversations
Allow for time to discuss and ask questions or present elements of consideration.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Multi-Tiered System of Supports

Multi-Tiered System of Supports

- Evidence-based organizational approach
- Equitable, consistent, and flexible systems, and
- Supports that ensure benefit for **every** student.

Learn More: https://www.k12.wa.us/mtss

Building MTSS Capacity in Washington

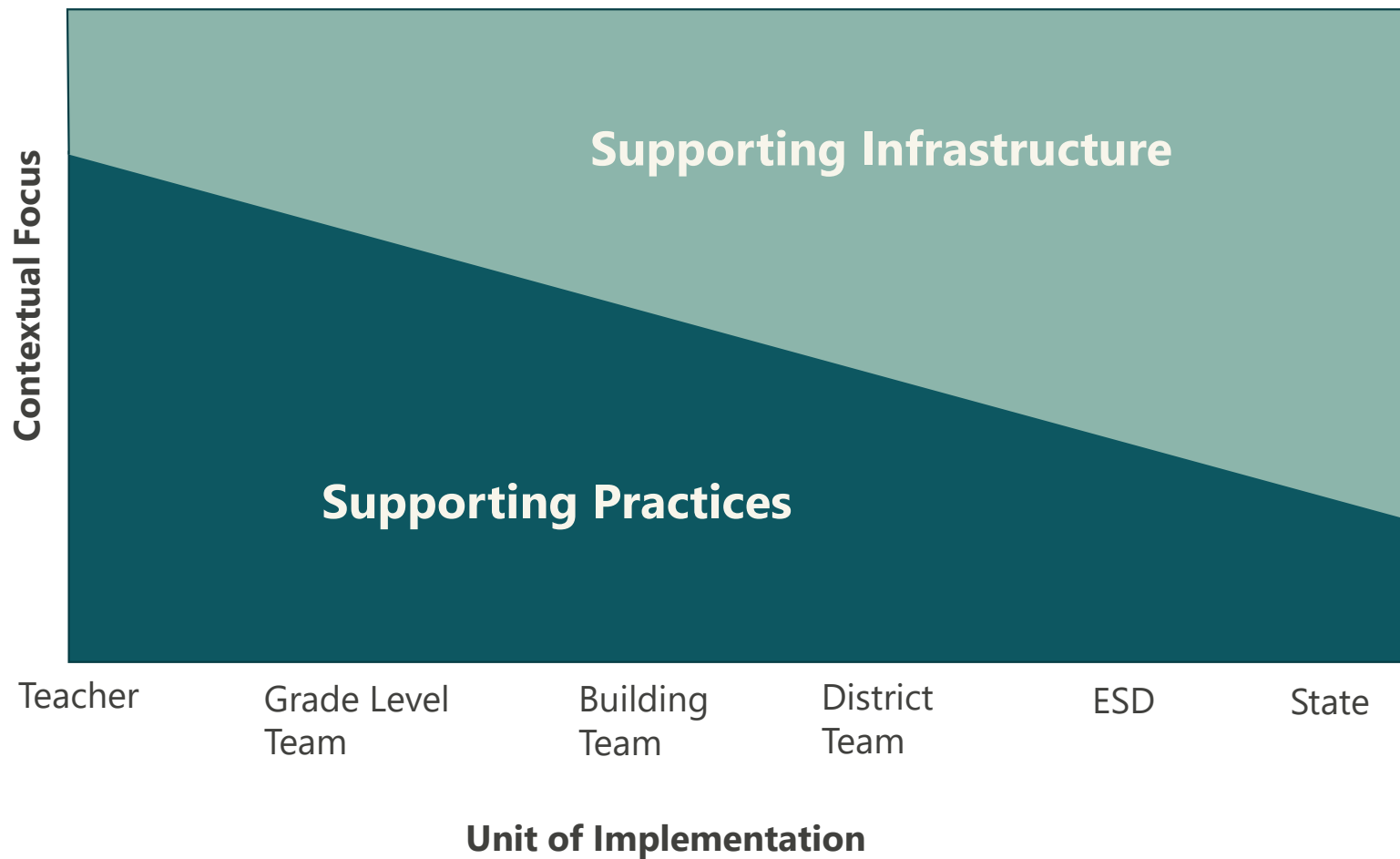|			
School Climate	Inclusionary Practices	Dyslexia Legislation	Discipline Reform
Early Childhood Supports	Identification of Learning Disabilities	Social-Emotional Learning	Behavioral Health
Washington Integrated Supports Protocol (WISSP)	School improvement	Learning Assistance Program	Attendance and Engagement

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Supporting Infrastructure

Supporting Practices

Contextual Focus

Teacher | Grade Level Team | Building Team | District Team | ESD | State

Unit of Implementation

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Source: Steve Goodman
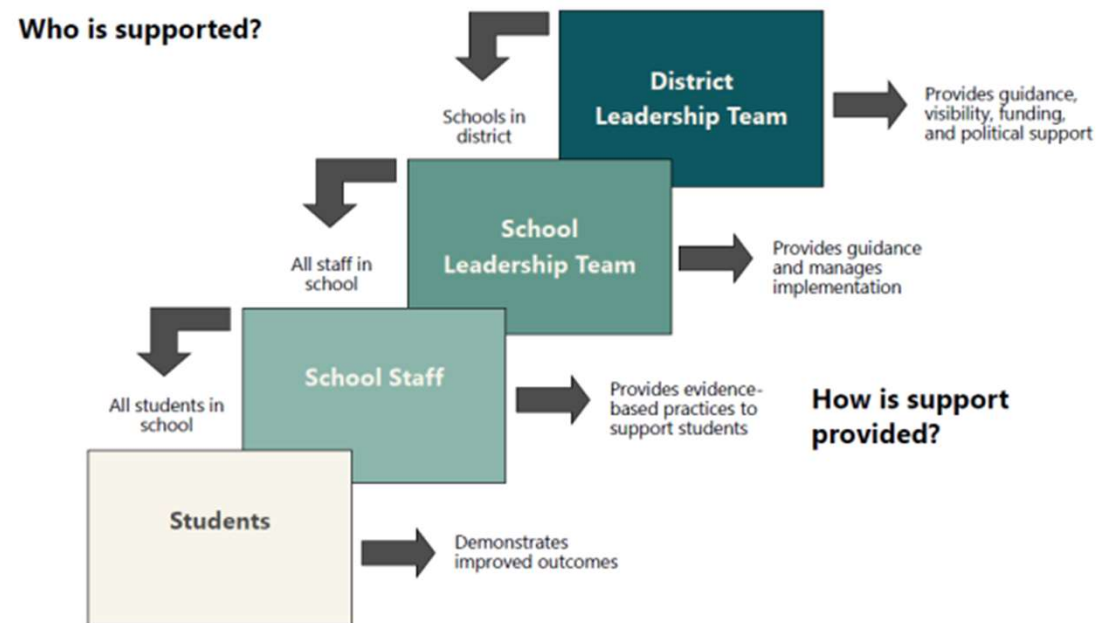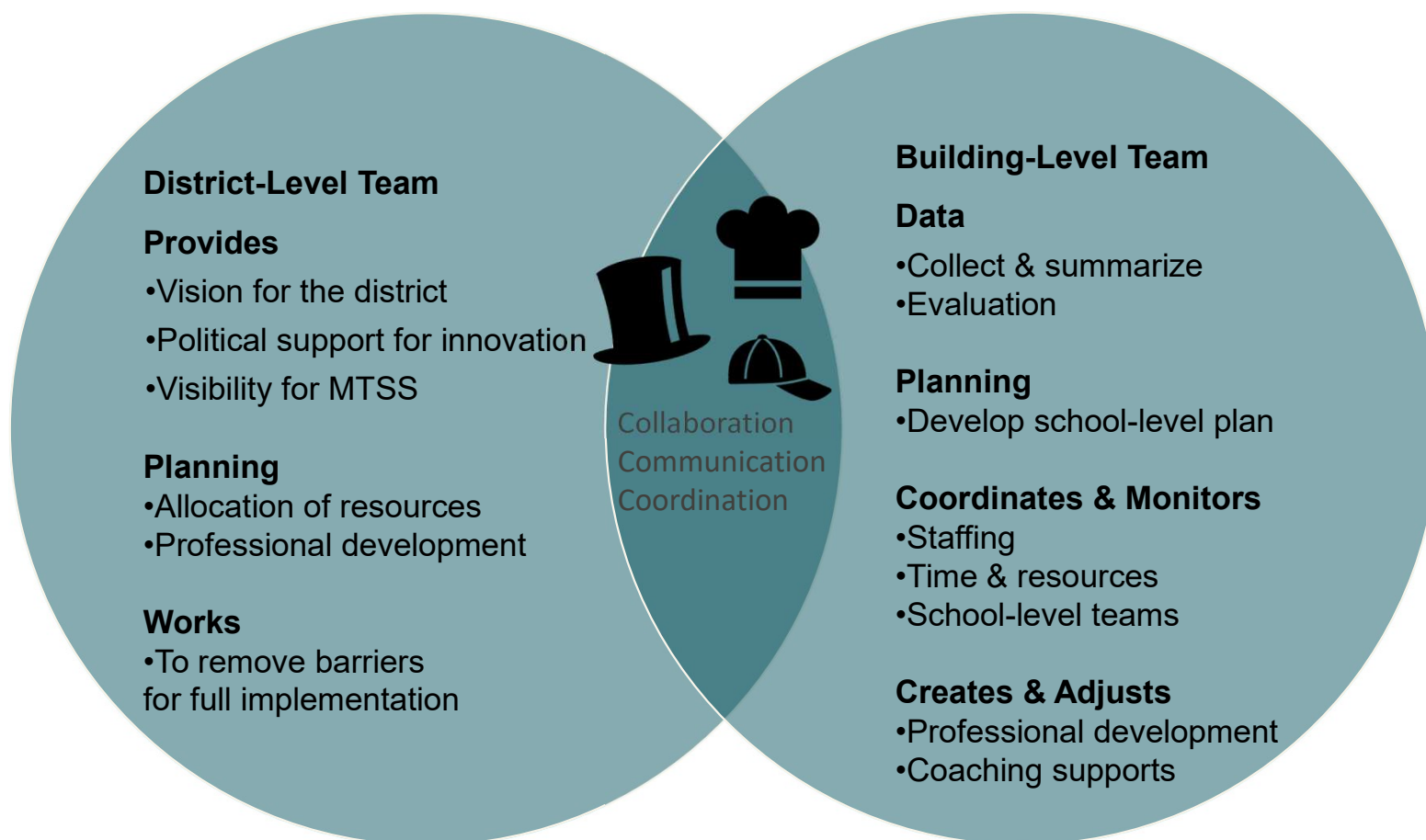
Cascading Supports

Figure 2: Cascading Systems. Adapted from Michigan Multi-Tiered Systems of Supports Technical Assistance Center (MiMTSS TAC) with permission.
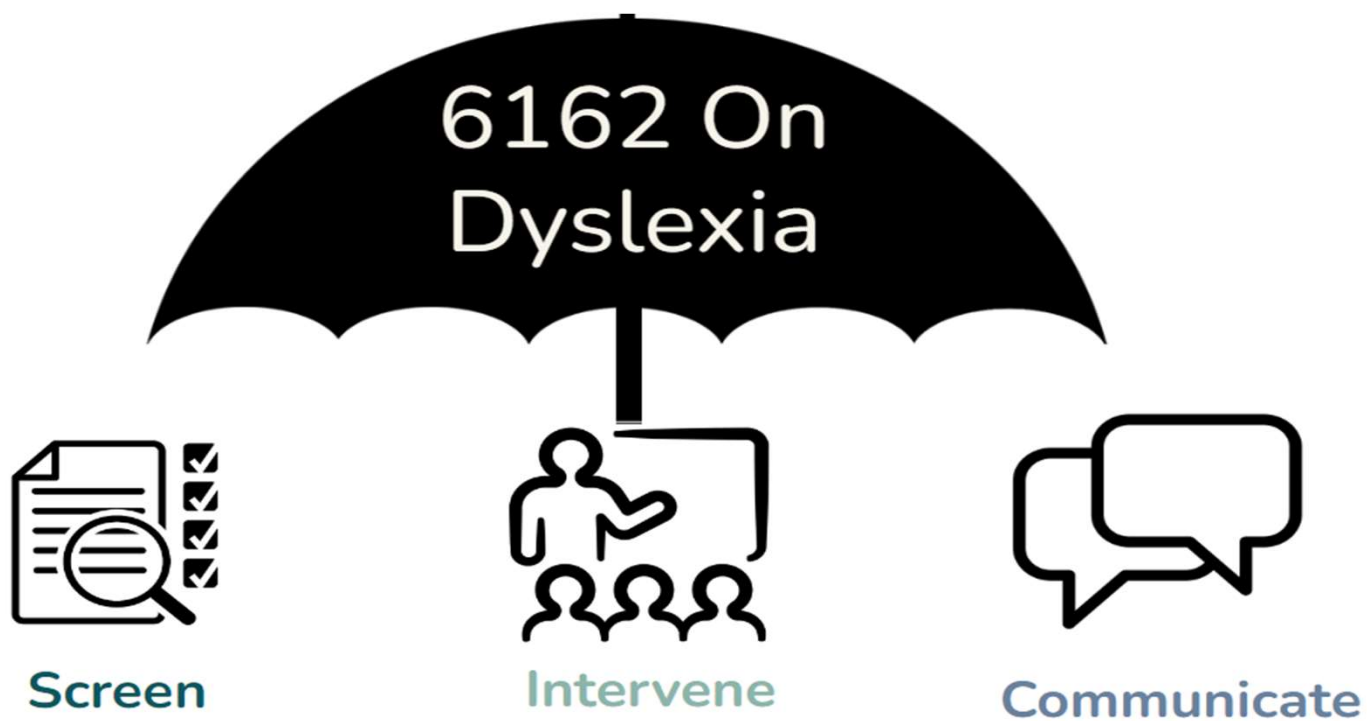
Team-Driven Shared Leadership

District-Level Team

Provides
•Vision for the district
•Political support for innovation
•Visibility for MTSS

Planning
•Allocation of resources
•Professional development

Works
•To remove barriers
for full implementation

Collaboration
Communication
Coordination

Building-Level Team

Data
•Collect & summarize
•Evaluation

Planning
•Develop school-level plan

Coordinates & Monitors
•Staffing
•Time & resources
•School-level teams

Creates & Adjusts
•Professional development
•Coaching supports

Washington Office of Superintendent of
PUBLIC INSTRUCTION

ESSB 6162: Dyslexia Legislation

Overview of Requirements

Screen   Intervene   Communicate

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Screen

Recommended Screening Timeline

	Fall (Beginning of Year)	Winter (Middle of Year)	Spring (End of Year)
Kindergarten	WaKIDS Family History	Literacy screener • phonological awareness • phonemic awareness • letter-sound knowledge Rapid automatized naming (RAN)	Literacy screener • phonological awareness • phonemic awareness • letter-sound knowledge
Grade 1	Literacy screener • phonological awareness • phonemic awareness • letter-sound knowledge Family History if unknown	Literacy screener • phonological awareness • phonemic awareness • letter-sound knowledge RAN	Literacy screener • phonological awareness • phonemic awareness • letter-sound knowledge
Grade 2	Literacy screener • phonological awareness • phonemic awareness • letter-sound knowledge	Literacy screener • phonological awareness • phonemic awareness • letter-sound knowledge	Literacy screener • phonological awareness • phonemic awareness • letter-sound knowledge

Washington Office of Superintendent of
PUBLIC INSTRUCTION

All K–2 students

2–3 times per year

Phonological awareness, phonemic awareness, letter–sound knowledge, RAN, and family history

Dyslexia Guidance: Implementing MTSS for Literacy

Intervene

Students who demonstrate below grade-level literacy development and/or indications of heightened risk for dyslexia.

Tier 3/Intensive Supports:
Supplementary support provided to a few students

Tier 2/Targeted Supports:
Supplementary support provided to some students

Tier 1/Universal Supports:
Provided to every student
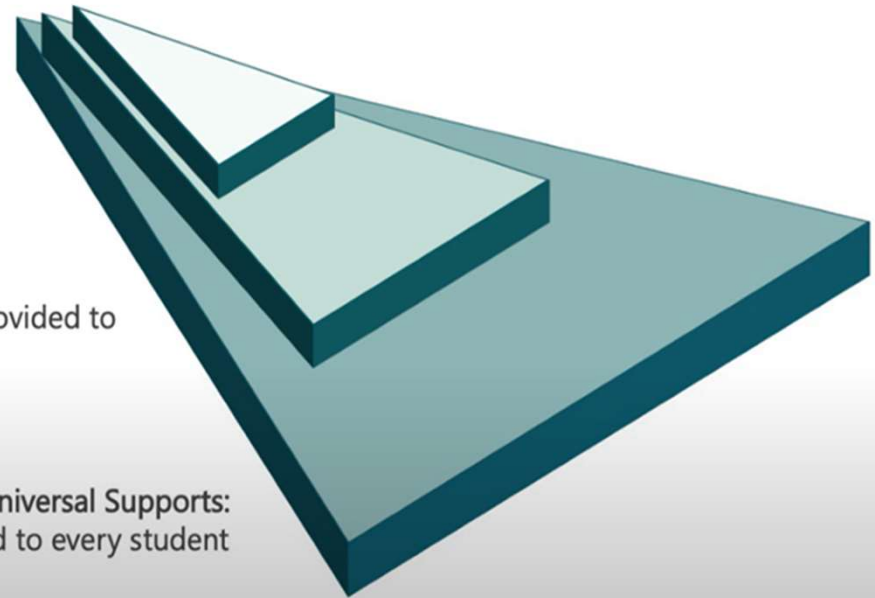
Communicate

Screening process and results

Plan for intervention

Student progress

Dyslexia Fact Sheet

Dyslexia is:
- A difference in the brain... ability to hear, substitute...
- Characterized by challen... between letters and sou...
- Likely to lead to problem... read, and getting thoug...
- Not related to overall int...
- Not a visual problem or... or ineffective classroom...

See also What is Dyslexia/Dysle...

Focus on Strengths
A child with dyslexia may strugg... and interests that should be enc...
- Creative, innovative prob...
- Listening skills
- Imagination and curiosit...
- Pattern recognition
- Building, assembling, an...
- Athletic, artistic, or musi...

Common Needs
Each Child is Different. Dyslex... common for people with dyslex... may also exhibit the following d...

Pre-School through Kindergar...
- Delayed speech (ages 2-...
- Following oral directions...
- Learning and remember...
- Rhyming

Early School Years
- Delayed speech; speech...
- Connecting letters to so...
- Getting thoughts on pap...
- Following multi-step dir...
- Memorizing math facts a...
- Slow or choppy reading,...
- Leaving out words, parts...
- Poor and inconsistent sp...
- Mixing up terms for con...
- Participating in reading...

Sample Conversation & Notification

Indicators Associated with Dyslexia
At [school name], we regularly screen for risks associated with future reading difficulties, including weaknesses associated with dyslexia. The results guide us in providing timely support and interventions to students who may need them. The screening results for [student name] indicate needs for support in the following areas:
- ☐ Phonological awareness
- ☐ Phonemic awareness
- ☐ Letter-sound knowledge
- ☐ Rapid naming skills

One indicator that has been found to be highly predictive of future reading difficulty is a family history of difficulty with reading and language development. We would appreciate learning more about [student name's] family history if you are able and willing to share.

- ☐ Do you know about the reading, writing, and speaking experiences of [student name]'s biological family?
- ☐ If yes, did any of [student name]'s biological relatives experience difficulties learning to read, write, or speak? (Yes/No; names and relationships not necessary)

Please keep in mind no one factor guarantees or even predicts a student's literacy development. The information gathered contributes to a deeper understanding of each student's literacy strengths and needs and will be kept with the data on the student's literacy skills. Strengths and interests will be leveraged in the process of providing interventions and supports.

Plan for Support
Here is how we plan to provide interventions to strengthen [student name]'s skills. We will adjust the plan as necessary and notify you of changes.

Intervention Plan	Focus	Frequency	Duration	Monitoring Tool	Next Update

Please remember we want to partner with you in this process. We will share specific strategies with you. Here are some general resources and tips for supporting reading at home.

Resources for Families
- ☐ Decoding Dyslexia Washington
- ☐ National Center on Improving Literacy: Dyslexia Resources for Families
- ☐ International Dyslexia Association (IDA) Handbook: What Every Family Should Know
- ☐ Oregon Branch of IDA's Dyslexia Guides & Videos (in English & Spanish)
- ☐ Myths of Dyslexia article by understood.org
- ☐ Reading Rockets: Target the Problem, things to look for
- ☐ NCIL: Learning About Your Child's Reading Development

Dyslexia Guidance: Implementing MTSS for Literacy

Professional Learning in Literacy

The Science of Reading
A Virtual Learning Experience with Literacy Leaders
The Why and How of Equitable Structured Literacy

When: May 11 & 12, 2003

What: A Summary of Sessions

Resources
- Slides and presenter resources
- Dyslexia Guidance: Implementing MTSS for Literacy
  - Structured Literacy Overview, OSPI
- Washington's Multi-Tiered System of Supports Framework, 2020

[The Science of Reading: The Why and How of Equitable Structured Literacy](#)

Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Glean Education + OSPI Partnership

Understanding Dyslexia & Dysgraphia | Washington State
Course
Reviewed by national dyslexia expert Emerson Dickman, JD, this course will introduce you t...
Free

Structured Literacy Instruction | Washington State
Course
In this online course, learners will gain an understanding of the linguistic structure of...
Free

Reading Fluency Instruction | Washington State
Course
Reviewed by nationally recognized fluency expert, Jan Hasbrouck, PhD, this course...
Free

Intensifying Instruction Through MTSS & RTI | Washington State
Course
Reviewed by University of Texas at Austin Assistant Professor, Jessica Toste, PhD, this course...
Free

Serving Students with Dyslexia for School Psychologists | Washington State
Course
Reviewed by Subject Matter Expert and Department Chair of School Psychology Laurice...
Free

DYSLEXIA AND STRUCTURED LITERACY INSTRUCTION
These classes are funded by OSPI ELA and Special Education and are created in collaboration with partners from OSPI and the State's Regional Literacy Coordinators.

DO YOU NEED SUPPORT?
School districts must use evidence-based, multi-tiered systems of support to help students in kindergarten through 2nd grade who show indicators of, or weaknesses associated with, dyslexia.

Educators who provide this support must be trained in methods that target students' identified needs.

WE CAN HELP!
Effective reading instruction is at the core of our practice and training. Our professional learning opportunities will lead you through the foundational elements of literacy, including phonology, orthography, etymology, morphology, syntax, and semantics. We also offer trainings and host professional learning communities focused on teaching principles and strategies for supporting student growth
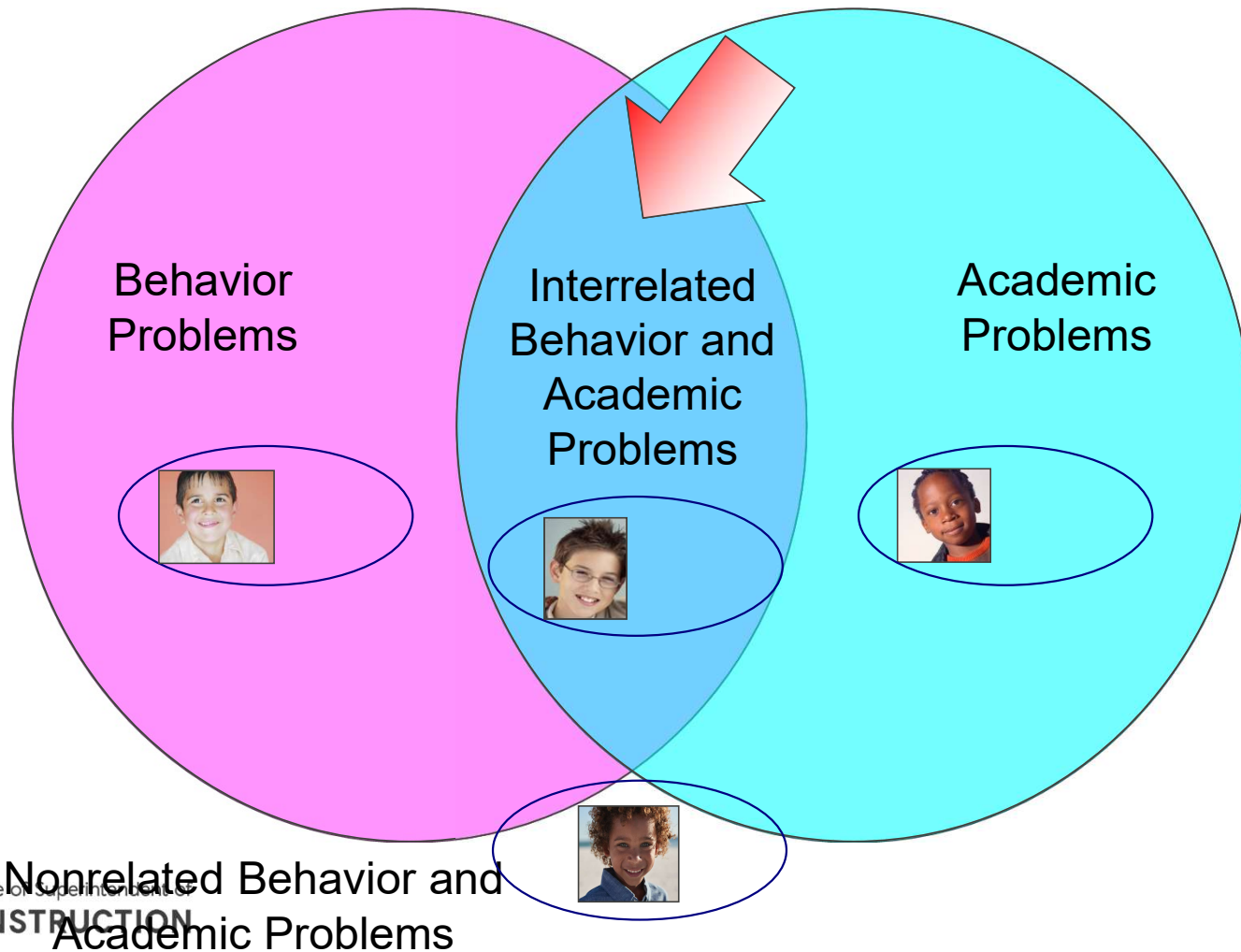
Washington Office of Superintendent of **PUBLIC INSTRUCTION**   Capital Region **ESD 113**

[Synchronous Professional Learning](#)

Integrated Student Supports

Possibilities of behavior/academic concerns

Behavior Problems

Interrelated Behavior and Academic Problems

Academic Problems

Nonrelated Behavior and Academic Problems

Integrated Student Supports (ISS)
Multi-Tiered Framework Summary of Outcomes

B. Simonsen, 2021

Slide from Dr. Steve Goodman
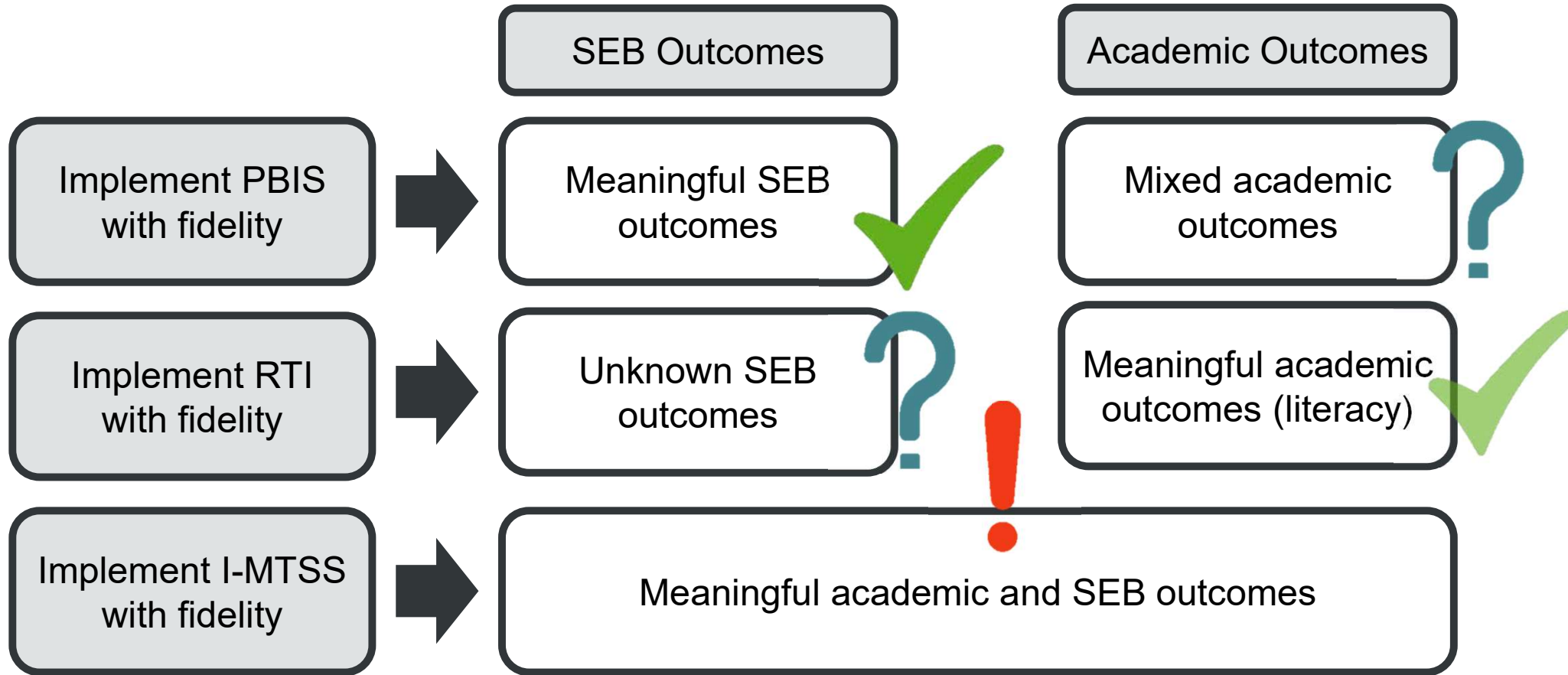
Washington Integrated Student Supports Protocol *(WISSP)*

- What are Integrated Student Supports?

Integrated student supports *(ISS)* are *what* students receive across education and community services to be fully engaged in learning in school, within a *Multi-Tiered System of Supports (MTSS),* which is the structure for *how* supports are organized and delivered by the adults.

- How is this unique to Washington?

In Washington, all districts receiving LAP funds will be *required* to use the Washington Integrated Student Supports Protocol (WISSP) to budget and expend LAP funds. This requirement begins in school year 2025-2026 (HB 1208, Questions and Answers). Presently, school districts *may* use the WISSP to budget and expend their LAP funds.

- What do I need to know about the protocol?

The purpose of the protocol is to outline the steps and resources needed to successfully implement ISS through an MTSS framework.

ISS Components & Definitions

COMPONENT	DEFINITION
Needs and strengths assessments	Identifying and examining student academic and nonacademic needs and strengths using various school and community data for the purpose of planning integrated student supports.
Community partnerships	Establishing strong partnerships with community-based organizations to leverage available supports and resources.
Coordination of supports	Planning the integrated delivery of academic and nonacademic support to create a single system of supports.
Integration of supports	Providing academic and nonacademic supports in collaboration to ensure positive outcomes for students.
Data driven	Utilizing the data-based decision-making process to continually review implementation and student data for on-going improvement.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Implementation Timeline

Convene ISS Implementation Team

Demonstration Sites & Universal Suite of Professional Learning

Year 1- Implementation & Support Provided by OSPI

Summer/Fall 2023

Winter/Spring 2024

Fall 2024

Winter/Spring 2025

Fall 2025

Fall 2026

Release ISS Guidance 1.0

Update ISS Guidance with Lessons Learned

Data Collection & Review from OSPI

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Conversation With Colleagues

Breakout Room

- Thoughts to ponder
  - Share successes in MTSS implementation.
  - How do you staff your MTSS endeavors?
  - What role do teachers play in MTSS? How are they supported in this work?
  - How is data used to inform MTSS?
  - Do barriers hold your LEA back from strong implementation? What are the barriers? How might they be overcome?

  (Just a few suggestions. Take the conversation where it leads related to MTSS, Dyslexia Legislation and/or Integrated Student Supports.)

Questions & Conversations

Professional Learning Opportunities

SLST STATEWIDE VIRTUAL NETWORK MEETINGS

Purpose:

- **To provide small LEA leaders with timely information**
- **Respond to LEA leader suggestions for content**
- **Provide space for collegial conversation around problems of practice**

- -

➤ **Date:** August 9, 2023   **Time:** 10:00 – 12:00 ✔
   ➤ Dr. Jon Mishra   Assistant Superintendent (EELFP)
   ➤ Logan Morrow   Community Prevention Project Coordinator
➤ **Date:** October 11, 2023   **Time:** 10:00 – 12:00
   ➤ Rebecca Estock   MTSS & WA Literacy PL
➤ **Date:** December 13, 2023   T**ime:** 10:00 – 12:00
   ➤ Kasha Roseta   Civil Rights
   Date: February 14, 2024   **Time:** 10:00 – 12:00
➤ **Date:** April 10, 2024   **Time:** 10:00 – 12:00

Event Catalog (pdenroller.org)

Washington Office of Superintendent of
PUBLIC INSTRUCTION

ANNOUNCING: TITLE I, PART A PROFESSIONAL LEARNING WEBPAGE

[Professional Learning Opportunities for Title I, Part A and LAP | OSPI](#)

Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Professional Learning Opportunities for Title I, Part A and LAP

This webpage is dedicated to providing you with information about networking and learning opportunities. We offer Statewide Network Meetings and Virtual Office Hours for Title I, Part A/LAP directors. These meetings provide updates, requirements, and solutions to problems of practice. They also keep you informed about what is happening in the field. By working together, we can achieve high-quality professional learning and support for continuous improvement.

Statewide Network Meeting Schedule

These meetings continue to strengthen and improve our partnerships by offering the following:

1. Opportunities to answer questions, facilitate dialogue, and exchange ideas and information for program improvement with LEAs across the state.

2. Centered expertise and experiences of LEAs as they implement Title I, Part A, and LAP-funded programs.

3. Integrated and consistent information and support while highlighting district examples and encouraging LEA collaboration.

Video recordings of each meeting are posted after the recording is ready with a link (can take up to two weeks). We replace recordings with current ones. If you need to watch a recording that is no longer available, please email title1a@k12.wa.us, and include the day and month of the presentation in your email.

POLICY & FUNDING

- OSPI Reports to the Legislature
- School Buildings & Facilities ▸
- Special Education ▸
- School Apportionment ▸
- Legislative Priorities ▸
- OSPI Rulemaking Activity ▸
- Grants & Grant Management ▾
  - Education Grant Management System (EGMS)
  - ESEA Consolidated Grant Application ▸
  - 21st Century Learning ▸
  - ALE Accelerating Unfinished Learning Grant
  - Balanced Calendar
  - Beginning Educator Support Team Grants
  - Closing Educational Achievement

Subscribe to Receive Title I, Part A Updates
Subscribe to receive email updates about LAP

Events and Timelines

See the Coordinated Calendar of Events and Program Timelines (XLSX) for a list of events and timelines (some federal and state programs).

Contact Information

Title I, Part A
360-725-6100

Staff Contacts (PDF)

Title	Time, Date, Location, and Registration

COORDINATED CALENDAR OF EVENTS AND TIMELINES

Professional Learning in Literacy

The Science of Reading
A Virtual Learning Experience with Literacy Leaders
The Why and How of Equitable Structured Literacy

When: May 11 & 12, 2003

What: A Summary of Sessions

Resources
- Slides and presenter resources
- Dyslexia Guidance: Implementing MTSS for Literacy
  - Structured Literacy Overview, OSPI
- Washington's Multi-Tiered System of Supports Framework, 2020

[The Science of Reading: The Why and How of Equitable Structured Literacy](#)

Washington Office of Superintendent of
PUBLIC INSTRUCTION

[Glean Education + OSPI Partnership](#)

DYSLEXIA AND STRUCTURED LITERACY INSTRUCTION
These classes are funded by OSPI ELA and Special Education and are created in collaboration with partners from OSPI and the State's Regional Literacy Coordinators.

DO YOU NEED SUPPORT?
School districts must use evidence-based, multi-tiered systems of support to help students in kindergarten through 2nd grade who show indicators of, or weaknesses associated with, dyslexia.

Educators who provide this support must be trained in methods that target students' identified needs.

WE CAN HELP!
Effective reading instruction is at the core of our practice and training. Our professional learning opportunities will lead you through the foundational elements of literacy, including phonology, orthography, etymology, morphology, syntax, and semantics. We also offer trainings and host professional learning communities focused on teaching principles and strategies for supporting student growth

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Capital Region
ESD 113

[Synchronous Professional Learning](#)

PreK-3rd Grade Leadership Network

District and school leaders will network and learn with districts across the state in support of

implementing and sustaining developmentally appropriate practices in the early elementary years (PreK-3rd Grade) through the following meeting topics:

- Defining Developmentally Appropriate Practices and Connecting to TPEP
- A day in the Life of an Early Learner: Setting up and Supporting the Classroom Environment
- Addressing the Social Emotional Needs of an Early Learner
- Appropriate Instructional Strategies
- Partnering with Families and Communities, and
- Child Outcomes (Assessment and Student Growth)

This event includes six 90 minute Zoom meetings from 10:00-11:30am.

Meeting dates are: October 6, 2023; November 3, 2023; February 2, 2024; March 8, 2024; April 12, 2024; and May 10, 2024

9 Educational Leadership/Equity Clock Hours will be available.

To register fill out the PreK-3rd Grade Network Registration Survey.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

2024 National ESEA Conference

eseanetwork.org/conference24

National Forum to Advance rural Education Conference

2023 Convention & Research Symposium

NATIONAL FORUM TO ADVANCE RURAL EDUCATION

November 16-17, 2023
Chattanooga Marriott Downtown
Chattanooga, TN

Washington Office of Superintendent of
PUBLIC INSTRUCTION

https://www.nrea.net/nfare

SLST
Office Hours

2023-24 Office Hours

When: 1st and 3rd Wednesday of each month

Time: 11:00-12:00

Where: Zoom Link

Washington Office of Superintendent of
PUBLIC INSTRUCTION

EGMS OFFICE HOURS

WHEN AND WHERE?

• **Tuesdays from 10:00-11:00am**

(Zoom Link:
https://us02web.zoom.us/j/89599088099)

• **Thursdays from 1:00-2:00pm**

(Zoom Link:
https://us02web.zoom.us/j/89226337985)

Washington Office of Superintendent of
PUBLIC INSTRUCTION

WHAT?
Assistance with

• EGMS access and technical issues

• Navigating EGMS

• Budget amendments and payment requests

• Grant applications and process reports
  • Consolidated Grant Application
  • McKinney Vento
  • OSSI Continuous School Improvement Grants
  • Special Education
  • Transactional Bilingual Instructional Program (TBIP)
  • 21st Century

QUESTIONS?
Email EGMS.Support@k12.wa.us

SLST Advisory Committee

Organization	Position	Member Name
Chimacum School District	Superintendent	Scott Mauk
Grapeview School District	Superintendent	Gerald Grubbs
Nespelem School District	Superintendent	Effie Dean
Pateros School District	Superintendent	Scott Wiltse
Roosevelt School District	Superintendent	Bulmaro Ruiz
The Rural Alliance	Superintendent/CEO	Kevin Jacka
Rural Education Center	Director	Jim Kowalkowski
Starbuck School District	Superintendent	Mark Pickel
Taholah School District	Superintendent	Jon Claymore
Wahkiakum School District	Superintendent	Brent Freeman

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Open Space

An intentional, self-organized approach to generating and addressing issues of immediate relevance and importance to members of our community

Principles

43

- Whoever comes is the right people
- Whatever happens is the only thing that could have
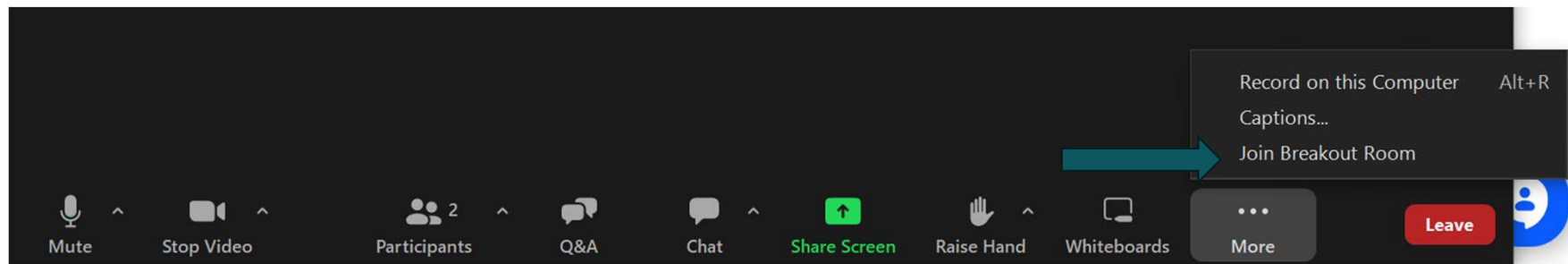- When it starts is the right time and when it's over it's over

The Law of Two Feet

If you notice you are neither learning nor contributing, move somewhere where you can

Fueled by

Passion + Responsibility

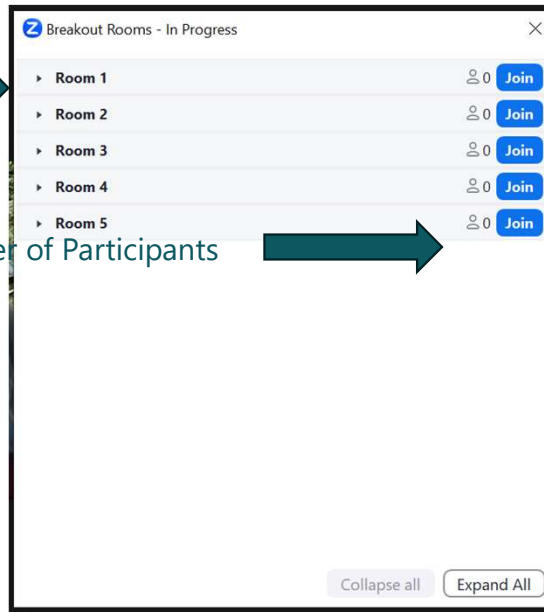**Topics:** What are you curious about? What do you want to learn more about?

Self Selecting Breakout Rooms

Record on this Computer   Alt+R
Captions...
Join Breakout Room

Mute   Stop Video   Participants 2   Q&A   Chat   Share Screen   Raise Hand   Whiteboards   More   Leave

Room Topic Listed

Breakout Rooms - In Progress

- Room 1   0   Join
- Room 2   0   Join
- Room 3   0   Join
- Room 4   0   Join
- Room 5   0   Join

Number of Participants

Collapse all   Expand All

Washington Office of Superintendent of
PUBLIC INSTRUCTION

10 Minute Break

Welcome Back

Self Selecting Breakout Rooms

SLST Contacts

Tony May *He/Him*
Rural Education Program Supervisor
c: 360-972-4047
Tony.May@k12.wa.us

Ellen Hopkins *She/Her*
Program Supervisor, Title I, Part A
C: 360-972-4785
Ellen.Hopkins@k12.wa.us

![Washington Office of Superintendent of PUBLIC INSTRUCTION logo]

Washington Office of Superintendent of
PUBLIC INSTRUCTION

🌐 k12.wa.us

🐦 twitter.com/waospi

Ⓜ medium.com/waospi

f facebook.com/waospi

▶ youtube.com/waospi

in linkedin.com/company/waospi