

Small LEA Support Team (SLST)

Virtual Statewide Network Meeting
August 9, 2023

Jason Miller
Dr. Yesenia Rodriguez
Tony May
Ellen Hopkins

Executive Director, Elementary, Early Learning, and Federal Programs
Assistant Director, Federal Programs
Rural Education Program Supervisor
Program Supervisor Title I, Part A



Washington Office of Superintendent of
PUBLIC INSTRUCTION

AGENDA



First Hour – Informational

- Vision, Mission, Values, Equity Statement
- Tribal Land Acknowledgement
- Welcome with Dr. Jon Mishra
- Intro to Open Space
- Rural Prevent Network
- Upcoming SLST Events/Dates

•10:50 – 11:00 BREAK

Second Hour – Open Space Collegial Conversations

- Self-selected topics in breakout rooms



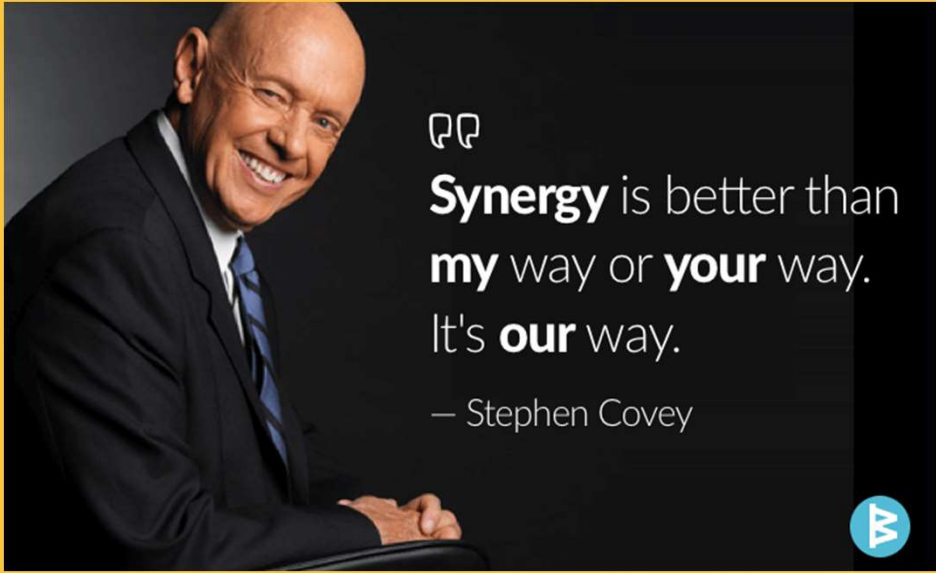
Dr. Jon Ram Mishra

Assistant Superintendent

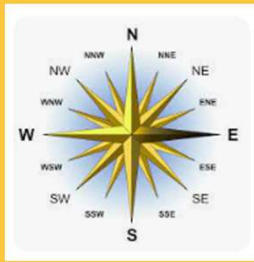
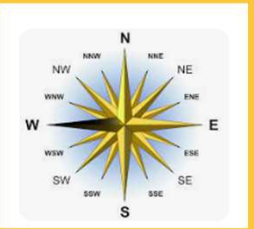
Elementary, Early Learning, and Federal Programs (EELFP)

Office of Superintendent of Public Instruction (OSPI)

Jon.Mishra@k12.wa.us



☞☞
Synergy is better than
my way or **your** way.
It's **our** way.
— Stephen Covey



namasté
{ nah-mas-tay }
My soul honors your soul.
I honor the place in you where
the entire universe resides.
I honor the light, love, truth,
beauty and peace within you,
because it is also within me.
In sharing these things
we are united, we are the same,
we are one.

SLST

August 9, 2023

Dr. Jon Ram Mishra
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 541-404-3725
jnmishra@aol.com
<https://www.linkedin.com/feed/>

Education

Capella University Ed.D. in Educational Leadership and Management	2012
City University Principal's Certification	2000
Western Oregon University MS in Interdisciplinary Studies (Special Education, Education, History)	1997
Oregon State University BS in Secondary Education/Social Studies	1990

Related Professional Work Experience

Assistant Superintendent Elementary, Early Learning, and Federal Programs Office of Superintendent of Public Instruction	2021-
Interim & Executive Director Special Programs and Federal Accountability Office of Superintendent of Public Instruction	1/21-12/21
Director Title I, Part A and Learning Assistance Programs Office of Superintendent of Public Instruction	6/19-1/21
Superintendent/Elementary Principal Waitsburg School District	7/17-6/19
Executive Director of Special Program Hermiston School District	2014-2017
Director of Operations and Business Services Hermiston School District	2011-2014
Principal Armand Larive Middle School Hermiston School District	2/10-6/11
Principal Sandstone Middle School Hermiston School District	7/09-1/10

INTEGRITY, HUMILITY, PASSION

Principal Sunset Middle School Coos Bay School District	2006-2009
School Administrator (Principal, Asst. Principal, Dean of Students) Bethel School District	1999-2006
Special Education Teacher & Coach Bethel School District	1996-1999
Secondary Teacher/District Counselor/Athletic Director/Coach Powers School District	1992-1996
Substitute Teacher Coos and Polk County School Districts (OR)	1990-1992

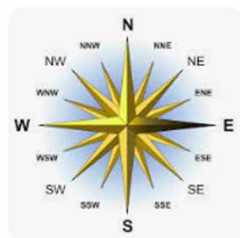
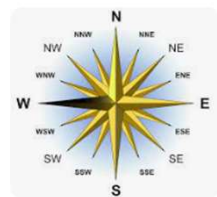
Civic Involvement, Organizations, & Awards

- Lions Club Board Member
- Kiwanis Club President
- Administrator of the Year Awardee
- Certificate of Achievement for Excellence in Financial Reporting Recognition (Multi-Year)
- Leadership Hermiston Graduate
- Pride in Diversity Awardee
- Umatilla County Governance
- National Association of ESEA State Program Administrators
- Chief Council of School State Officers Member
- Washington Association of School Administrators
- Association of Washington School Principals
- Oregon Educations Benefits Board (OEBB)
- Fair Appeals Dismissals Board (OR)
- Confederation of Oregon School Administrators
- Oregon Association for Supervision and Curriculum
- Co-Lead Diversity, Equity, and Inclusion-OSPI

Certifications/Specialized Trainings

- Qualified Administrator for the [Intercultural Development Inventory](#)
- Dare to Lead, Brene Brown
- Equity Matters Training
- State of Washington Continuing Administrator (Principal)
- State of Washington Continuing Teacher (4-12 Social Studies, K-12 Special Education)
- State of Oregon Professional Administrator PK-12
- State of Oregon Professional Teaching (PK-12, Health, Social Studies, and Special Education)

INTEGRITY, HUMILITY, PASSION





SLST Team!

SLST LEA Leaders!



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.



WASHINGTON STATE
OFFICE OF PUBLIC DEFENSE
Larry Jefferson, Director

(360) 586-3164
FAX (360) 586-8165

Email: opd@opd.wa.gov

LAND ACKNOWLEDGMENT

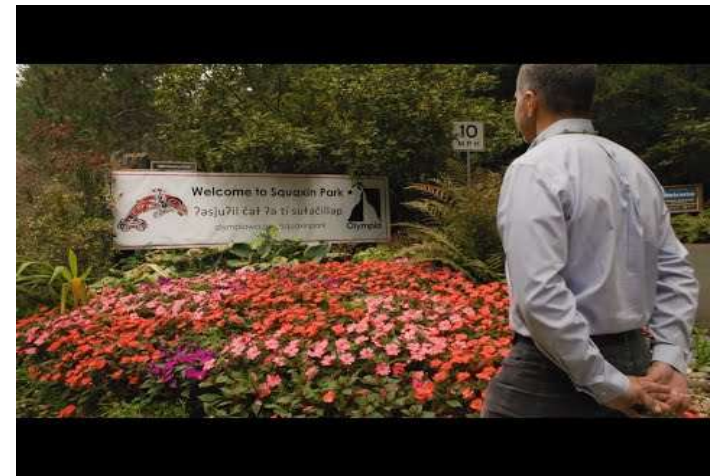
As a representative of the Washington State Office of Public Defense, I would like to show respect by acknowledging the lands that we stand on are the Traditional Lands of the Squaxin, Nisqually, and all Coast Salish peoples who call this land home.

Since time immemorial, Coast Salish peoples have engaged in trade, culture, and governance through potlatch and other expressions of autonomy in Olympia, Washington. This area was a bustling hub and ceremonial gathering place for many Coast Salish peoples, fostering excellent relationships that remain in perpetuity. These lands connect the Medicine Creek Treaty Tribes by kinship and sacrifice; to retain land from the Medicine Creek Treaty, Tribal bands that now make up the Squaxin, Nisqually, Puyallup, and Muckleshoot people all fought together to ensure the posterity and prosperity of their people.

The erasure of the steh-chass village of bus-chut-hwud, which resided not four blocks from our office, represents the sacrifices they endured, as they were removed to multiple different reservations. Yet despite this, Coast Salish peoples retain their stewardship of these lands and champion for the continued perseverance of environmental and social justice. We honor Tribal sovereignty and self-determination and thank them for their contributions to Washingtonians' state and local history, culture, economy, and identity; the Office of Public Defense will continue to acknowledge these truths as we strive toward justice.



view video on your own later



Renaming Squaxin Park | City of Olympia



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



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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.



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OSPI STRATEGIC GOALS

OSPI supports and empowers students, educators, families, and communities through equitable access to high-quality curriculum, instruction, and supports. Our shared focus is supporting **all** of our state's learners by providing coordinated, data-driven resources and supports to school districts. At the center of our work are our commitments to eliminating opportunity gaps and to supporting students furthest from educational justice. We are committed to undoing deficit narratives, policies, and practices; and building our knowledge and leadership for anti-racist policy and implementation. To make progress on these commitments, OSPI must conduct agency business differently.

GOAL 1 **Equitable Access to Strong Foundations**
 Increase student access to and participation in high-quality early learning and elementary by amplifying and building on inclusive, asset-based policies and practices.

Initial Objectives:


- Universal access to pre-K
- New K-3 literacy focus
- Universal access to dual language learning by elementary



GOAL 2 **Rigorous Learner-Centered Options in Every Community**
 Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.

Initial Objectives:

- Access to meaningful High School and Beyond Planning for all students beginning in 8th grade
- Equitable access to dual credit courses
- Flexibility in the 24-credit graduation requirement, providing for custom-tailored pathways and options




GOAL 3 **A Diverse, Inclusive, and Highly Skilled Workforce**
 Prepare all students with educators who are reflective of our global society by increasing access to a workforce that is diverse, culturally responsive, and racially literate.

Initial Objectives:

- Access to residency experience for all pre-service educators
- Educators and school staff that reflect the diversity of the students they serve
- Opportunities and access to high-quality professional learning for in-service educators



GOAL 4 **A Committed, Unified, and Customer-Focused OSPI**
 Support school districts through consistent, timely, and meaningful funding and supports that center the needs of students. Agency operations are unified in facilitating services and resources in alignment with the commitments in our strategic goals.



How We Make Progress

Progress on each of our goals will require work from all departments within OSPI. We must coordinate and align our internal initiatives, programming, and resources; as well as leverage external partnerships to advocate for changes in policy and to build statewide capacity.

Centering our work around our strategic goals will require diligence and courage from every member of the OSPI team. It will require fortitude and determination to take action on new ways of doing our work, applying an anti-racist lens to every policy, underwriting each of our efforts with data, and applying a consistent decision-making framework that grounds every aspect of our work in our strategic goals.

When making decisions or considering potential changes to policy, programming, or funding, we will think critically about the following guiding questions:

 **How will this increase student equity and access?**

 **How will this accelerate student learning?**

 **Have we examined how our current resources, expertise, and existing efforts can support this work?**

How We Measure Success:

Our strategic goals are deliberately aspirational. Progress will require continued, effective collaboration and advocacy with our stakeholders and partners, as well as continued work to improve our internal structures and processes in support of our goals. OSPI's leaders will build out progress measures within their sections of the agency in support of our strategic goals.

Initial measures of our progress are included below.

Strategic Goal	Initial Measures of Our Progress
Equitable Access to Strong Foundations	<ul style="list-style-type: none"> • Increased access to and participation in Transitional Kindergarten • Gap-closing growth in WaKIDS scores • Gap-closing growth in 4th grade assessment scores • Access to dual language learning by kindergarten • Growth in the percentage of students with disabilities learning in the general education setting with their peers
Rigorous Learner-Centered Options in Every Community	<ul style="list-style-type: none"> • Expanded options to meet credit requirements in 11th and 12th grades • Access and completion rates of dual credit courses • Gap-closing growth in 8th and 10th grade assessment scores • Graduation rates by student group
A Diverse, Inclusive, and Highly-Skilled Workforce	<ul style="list-style-type: none"> • Increased racial diversity of educators and administrators • Increased number of bilingual educators and school staff
A Committed, Unified, and Customer-Focused OSPI	<ul style="list-style-type: none"> • Increased percentage of staff feeling connected to our mission (Employee Engagement Survey) • Improved customer service perception and feedback

OSPI Vision of Excellence

Students

- Experience culturally affirming instructional strategies and learner-centered curriculum that is reflective of the students served.
- Have agency and voice in their learning, as well as options for demonstrated mastery.
- Understand the expectations and learning objectives, as well as their progress toward meeting them.
- Feel they belong at school.
- Are safe, healthy, engaged, supported, and challenged, with their basic needs met.

Students, Families, and Staff

- Experience a sense of belonging that fosters acceptance, inclusion, and pride.
- Collaborate to create and uphold a culture where students, families, and staff feel safe and have agency to thrive as themselves.
- Feel supported and empowered to engage in powerful instructional opportunities, continuous learning, growth, and development informed and refined by data, community engagement, and individualized needs.

Districts

- Leaders—board and district—align vision, expectations, and resources to ensure student success, demonstrating ethical leadership and financial responsibility.
- Review and analyze data to ensure alignment to goals and to provide differentiated supports to students and educators in each school and across communities.
- Ensure students, educators, and leaders are engaged in ongoing learning.
- Dedicate resources to fostering school communities where all students, families, and staff are heard, seen, and valued.
- Authentically engage students, families, staff, and the community to build and share the district's vision and purpose.

OSPI Theory of Action

When OSPI:

- Courageously and equitably stewards federal and state policy and resources;
- Leverages financial, human resources, and student data for school district support and advocacy;
- Drives high-quality professional learning and support, resource allocation, data, research, learning standards, and continuous improvement expectations with a culturally affirming lens;
- Makes decisions in equity; and
- Intentionally focuses on interdepartmental collaboration and coordination...

Then districts will...

- Authentically engage their students, families, and communities in a culturally affirming manner for the academic, social, and emotional success of all students.
- Use data, research, and student need to drive decision-making, resulting in equitably managed financial and human resources; safe facilities; and high-quality instruction, materials, and professional learning.
- Have systems in place to ensure students, educators, and staff are provided differentiated academic, social, and emotional supports that cultivate belonging and identity.

Then all students will...

- Feel seen, safe, supported, challenged, and culturally affirmed.
- Be engaged in learning that is rigorous and aligned to their goals and interests, and have agency and voice in their learning.
- Understand the expectations and learning objectives, as well as their progress toward meeting them.



Thanks

Dhanyawaad

(धन्यवाद)

AGENDA



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- Vision, Mission, Values, Equity Statement ✓
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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?



Logan Morrow
Community Prevention Project Coordinator
[Rural Prevent Coalition Network](#)
Logan.Morrow@esd112.org

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

➤ **Date:** October 11, 2023

Time: 10:00 – 12:00

➤ **Date:** December 13, 2023

Time: 10:00 – 12:00

➤ **Date:** February 14, 2024

Time: 10:00 – 12:00

➤ **Date:** April 10, 2024

Time: 10:00 – 12:00

[Event Catalog \(pdenroller.org\)](https://pdenroller.org)



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SLST Office Hours



2023-24 Office Hours

When: 1st and 3rd Wednesday of each month

Time: 11:00-12:00

Where: Zoom [Link](#)

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>)

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

New Director Orientation

Target Audience:

Directors that are new to their position that would like to learn more about the basics of federal and state programs

Date:

August 22, 2023

Time:

9:00 – 11:30

Location:

Virtual

[REGISTER HERE](#)

Programs Participating
Title I, Part A (Closing Educational Achievement Gaps)
Title I 1003 School Improvement
Title I, Part A (Migrant Education)
Title II (Improving Teacher/Principal Quality)
Title III (Multilingual Education)
Title IV, Part A (Student Support and Academic Achievement)
Learning Assistance Program (LAP)
Homeless Education (General Resources)
Equitable Services (General Resources)

Slide 22

TMO Do you have the zoom link or registration information for this event?
Tony May, 2023-08-03T21:40:22.393

SLST Advisory Committee

Organization	Position	Member Name
Chimacum/ESD114	Superintendent	Scott Mauk
Nespelem/ESD117	Superintendent	Effie Dean
Pateros/ESD171	Superintendent	Scott Wiltse
Roosevelt/ESD	Superintendent	Ruiz Bulmaro
The Rural Alliance	Superintendent/CEO	Kevin Jacka
Rural Education Center	Director	Jim Kowalkowski
Starbuck/ESD123	Superintendent	Gerald Grubbs
Taholah/ESD113	Superintendent	Jon Claymore
Wahkiakum/ESD112	Superintendent	Brent Freeman

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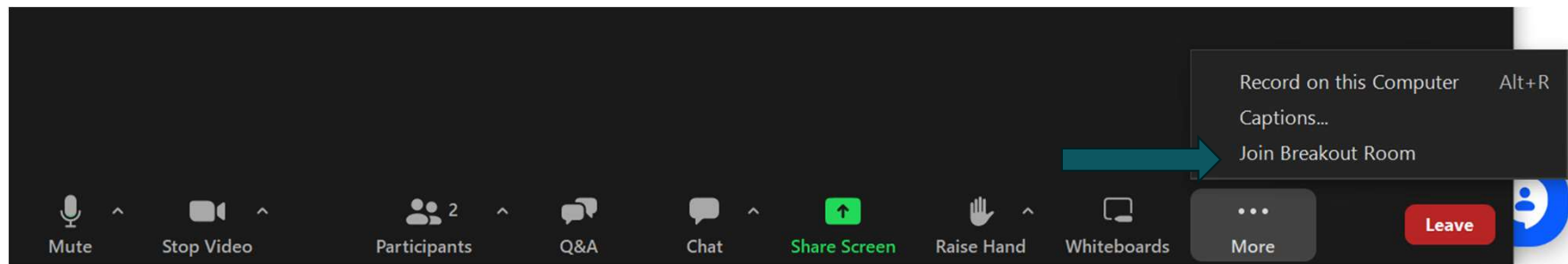
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Self Selecting Breakout Rooms



Room Topic Listed



Number of Participants



The 'Breakout Rooms - In Progress' window displays a list of five breakout rooms. Each room has a 'Join' button and a participant count of 0. At the bottom of the window, there are 'Collapse all' and 'Expand All' buttons.

Room	Participants	Action
Room 1	0	Join
Room 2	0	Join
Room 3	0	Join
Room 4	0	Join
Room 5	0	Join

10 Minute Break

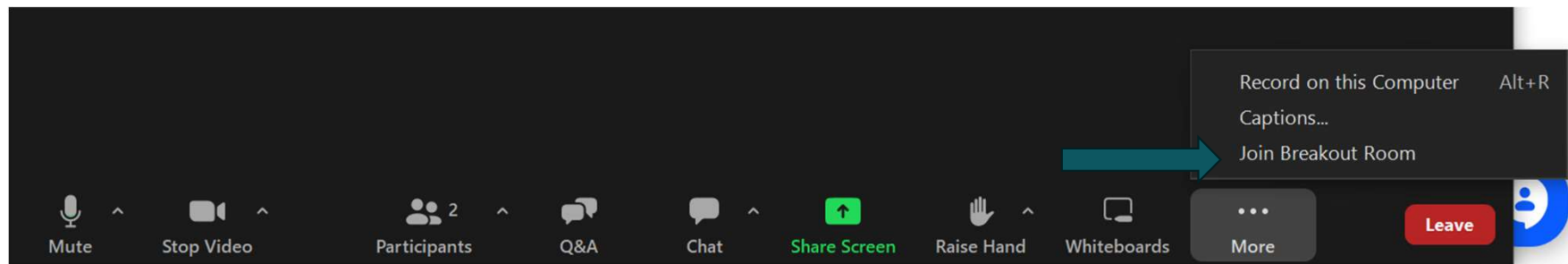


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Welcome Back



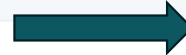
Self Selecting Breakout Rooms



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Breakout Rooms - In Progress

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

Collapse all Expand All

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

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Ellen.Hopkins@k12.wa.us



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linkedin.com/company/waospi