# Vision

*All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.*

# Goals

*Every student, every step of the way*

**Start strong**

**Read by**

**third grade**

**Meet or**

**exceed standards**

**Graduate**

**Ready**

# Meeting Logistics & Desired Outcomes

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| --- | --- |
| **Meeting:** | **ESSA Spoke Committee: School Improvement** |
| **Date:** | **8/17/16** | **Time:** | **9:00-11:00** | **Location:** | **1560 Broadway****19th floor** |
| **Meeting Lead:** | Brad Bylsma, Lisa Medler, Peter Sherman |
| **Meeting Participants:***(Who most needs to attend?)* | External and internal advisory groups |
| **Meeting Objectives:** *(Is a meeting necessary to accomplish the objectives?)* | Objectives for meeting:* Discuss and add to norms
* Provide background information about ESSA and this spoke committee
* Provide broad definition about comprehensive and targeted identification
* Gather input from committee about components and qualities in system of support needed for schools and districts.
* Plan for next meeting.
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Agenda Items and Next Steps

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| --- | --- | --- |
| Time | **Agenda Item** | **Notes & Next Steps***(be sure to include communication to those not at the meeting who need to know**the results)* |
| 9:00-9:15 | **Welcome, introductions*** Name, role, organization
* What interests you most about the work of this committee?
* Why did you agree to participate on this committee?
 |  |
| 9:15-9:45 | **Overview of State Process for ESSA Plan Development*** Background and context for ESSA, our state plan, this spoke committee, goals for this meeting, norms for committee
* Our outcomes and timeline for the spoke committee work
* Norms for the committee
* Decision points for the committee
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| 9:50-10:10 | **Supports you’ve received thus far*** What supports have you received that ultimately have impacted student achievement?
* What should the purpose/goal/theory of action be for
 |  |

|  |  |  |
| --- | --- | --- |
|  | support?Write on post it notes, post them on chart paper around the room. Share some out. |  |
| 10:10-10:50 | **Background and Context-Setting for School Support and Improvement*** Consider the supports identified on post-it notes. Of these effective supports, what qualities about these supports have most helped?
* In designing systems of support, what are the qualities and components that need to be in place?
	+ From CDE to identified districts?
	+ From CDE to identified schools?
	+ From districts to identified schools?
	+ From other stakeholders?
	+ What are the best ways to leverage grants?
* What type of leadership training would you need to support these efforts?
 |  |
| 10:50-11:00 | Closing and Next Steps* CDE’s next steps
	+ Document all of this
	+ Synthesize and send out
* Next meeting:
	+ talk about resources (Sept 20)
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| --- | --- | --- |
| **Evaluate the Meeting:** |  | **How can we improve the next meeting?** |
| We stayed on track: | * No
 | * Yes
 |  |
| We achieved the meeting outcomes: | * No
 | * Yes
 |
| We clarified next steps: | * No
 | * Yes
 |
| This meeting was time well-spent: | * No
 | * Yes
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TO DO

* ~~Peter to reach out to CEI~~
* ~~Peter to reach out to those who requested ESSA involvment~~
* ~~Peter to clean up draft of agenda and send to working group~~
* Jeff to arrange for conf phone and other AV needs for Wednesday
* Alisa to have someone to support meeting by taking notes and typing up charts
* Lisa and Jeff to work on ppt for agenda and ESSA background
* Alisa to arrange for all materials: sticky chart paper, markers, sticky dots, post-it notes,
* Alisa – official function, water, coffee, snacks

**ESSA School Improvement Spoke Committee**

August 17, 2016

Note-Catcher

**Individual Reflection on Current Supports**

What supports have you received or been involved in implementing that ultimately have impacted student achievement (from CDE, district, other partners…)?

What should the purpose/goal/theory of action be for systems of support?

**Small-Group Work**

In designing systems of support, what are the qualities and components that need to be in place?

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| --- |
| From CDE to identified districts? |
| From CDE to identified schools? |
| From districts to identified schools? |
| From other stakeholders? |
| What are the best ways to leverage grants? |
| What type of leadership training would you need to support these efforts? |