



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



Meeting Logistics & Desired Outcomes

Meeting:	ESSA Spoke Committee: School Improvement			
Date:	8/17/16	Time:	9:00-11:00	Location: 1560 Broadway 19 th floor
Meeting Lead:	Brad Bylsma, Lisa Medler, Peter Sherman			
Meeting Participants: <i>(Who most needs to attend?)</i>	External and internal advisory groups			
Meeting Objectives: <i>(Is a meeting necessary to accomplish the objectives?)</i>	Objectives for meeting: <ul style="list-style-type: none"> • 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. 			

Agenda Items and Next Steps

Time	Agenda Item	Notes & Next Steps <i>(be sure to include communication to those not at the meeting who need to know the results)</i>
9:00-9:15	Welcome, introductions <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 	
9:50-10:10	Supports you've received thus far <ul style="list-style-type: none"> • What supports have you received that ultimately have impacted student achievement? • What should the purpose/goal/theory of action be for 	

	<p>support? Write on post it notes, post them on chart paper around the room. Share some out.</p>	
10:10-10:50	<p>Background and Context-Setting for School Support and Improvement</p> <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> ○ 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	<p>Closing and Next Steps</p> <ul style="list-style-type: none"> • CDE's next steps <ul style="list-style-type: none"> ○ Document all of this ○ Synthesize and send out • Next meeting: <ul style="list-style-type: none"> ○ talk about resources (Sept 20) 	

Evaluate the Meeting:		
We stayed on track:	<input type="radio"/> No	<input type="radio"/> Yes
We achieved the meeting outcomes:	<input type="radio"/> No	<input type="radio"/> Yes
We clarified next steps:	<input type="radio"/> No	<input type="radio"/> Yes
This meeting was time well-spent:	<input type="radio"/> No	<input type="radio"/> Yes

How can we improve the next meeting?

TO DO

- ~~Peter to reach out to CEI~~
- ~~Peter to reach out to those who requested ESSA involvement~~
- ~~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



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?

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?

