

Norwich Public Schools



# Wequonnoc Elementary School 2022-23 School Improvement Plan

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### School Vision

To ensure that each child reaches their full potential, the Wequonnoc Elementary School community will provide opportunities for all students to develop the skill set necessary to be critical thinkers and lifelong learners, in order to participate in an ever-changing and increasingly complex world as their authentic selves.

### School Mission

The Wequonnoc Elementary School community is proudly committed to student success, both academically and social-emotionally. We believe that **all** students should demonstrate competence in academic skills, critical thinking, interpersonal relationships, and an understanding of and dedication to the learning process. We believe that utilizing research-based instructional practices, a social-emotional learning framework, upholding our commitment to diversity, equity, and inclusion, partnering with the community at large, and holding high expectations for our community members will enhance our ability to provide **all** students with the opportunities and tools they need for success both in the present and future.

### Pillars of Success

- **Curriculum Standards:** Utilizing research-based and effective curricula to reach all students while integrating the arts and technology.
- **Instructional Framework:** Planning for learning opportunities using the workshop model as a common vision for effective instructional practice.
- **Social Emotional Learning:** Providing opportunities for students to explicitly learn SEL skills throughout their day.
- **Restorative Practices:** Understanding and committing to the idea that relationships matter and providing the tools necessary to build and maintain positive relationships between peers and adults.
- **Family Engagement:** Leveraging the home-school partnership to support all students and reach positive outcomes.
- **Student Growth:** Focus on growing and developing all learners through effective instruction and positive relationships so that all students find success.

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### Shared Leadership Team Members

<b>Academic Committee Co-Chairs</b>	Sharon Gissel, Math Specialist Ashley Wright, Reading Specialist
<b>Climate &amp; Culture Committee Co-Chairs</b>	Jenna Mancini, Grade 2 Teacher Tasha Markey, Grade 2 Teacher
<b>Student Services Committee Co-Chairs</b>	Cassandra Bradford, Special Education Teacher Joselina Reyes, School Social Worker
<b>Family Engagement Committee Co-Chairs</b>	Melissa Krodel, Grade 1 Teacher/Lead Teacher Antonia Revere, Grade 3 Teacher Jenna Pérez, Grades K-2 Multi-Lingual Learner Teacher
<b>Principal</b>	Zachary Maher
<b>Assistant Principal Collaborative</b>	Jonathan Miller

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### Focus Area 1: Instruction & Assessment

**Theory of Action:** If we consistently implement the research-based, standards-aligned instructional framework and key components of the workshop model with a focus on leveraging student data in ways that impact student performance then we will:

- maximize student engagement in the learning process.
- improve teacher competencies in research-based instructional practices and content knowledge.
- create a culture focused on student growth and success.
- improve achievement outcomes for all learners.

Strategy: Provide professional learning opportunities to school staff regarding the workshop model, best practices, and data-driven decision-making practices.	Baseline Data	Performance Measure/Outcome	Due Date/ Persons Responsible	Evidence of Success
<p><b>Action Steps/Activities: Implementation of the Instructional Framework &amp; Workshop Model</b></p> <p>Facilitate professional learning communities and data teams centered around collaboration and intentional, responsive planning with grade-level team members, specialists, district coaches, and administration.</p> <p>Conduct monthly walkthroughs with key district partners (coaches, specialists, school staff, administrators) as it relates to the components of the workshop model using tools such as the district “look fors” and TCRWP look for documents.</p> <p>Use of professional resources to guide work around the implementation of the workshop model in ELA and Math.</p>	<p><b>ELA</b></p> <p><b>iReady 21-22</b></p> <p>33% on grade level 41%- One Grade Level Below 24%- Three or more Grade Levels Below</p> <p><b>SBAC ELA 21-22</b></p> <p>77% - Level 1 or 2 13%- Level 3 10%- Level 4</p> <p><b>Math</b></p> <p><b>iReady 21-22</b></p> <p>32% on grade level 43%- One Grade Level Below 26%- Three or More Grade Levels Below</p> <p><b>SBAC Math 21-22</b></p> <p>79%- Level 1 or 2 15%- Level 3 6%- Level 4</p>	<p>District Assessments</p> <ul style="list-style-type: none"> <li>- DIBELS (ELA)</li> <li>- iReady ELA</li> <li>- SBAC</li> </ul> <p>Monthly Walkthrough Data</p> <p>Classroom Observations</p>	<p>Administration, District Coaches, Specialists, and Classroom Teachers</p>	<p><b>By June 2023, all students will demonstrate at least one year’s growth or more as measured by the iReady Diagnostic and/or grow by three reading levels as measured by F&amp;P running records or demonstrate growth on the DIBELS assessment.</b></p>

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<p><b>Action Steps/Activities: Data Analysis &amp; Small Group Instruction</b></p> <p>Facilitate professional learning communities and data teams centered around collaboration and intentional, responsive planning with grade-level team members, specialists, district coaches, and administration.</p> <p>Teachers and the Principal will monitor student achievement data from various formative and summative assessment measures including but not limited to; iReady Diagnostic data, IABs, DIBELS, running records (reading and math), and other assessments for developing plans for instruction as it relates to foundational literacy and numeracy skills and problem-solving.</p> <p>Use of professional resources to guide work around the implementation of the workshop model in ELA and Math.</p> <p>Conduct observations with a focus on small group instruction and provide targeted, relevant and timely feedback.</p>	<p><b>ELA</b></p> <p><b>iReady 21-22</b></p> <p>33% on grade level 41%- One Grade Level Below 24%- Three or more Grade Levels Below</p> <p><b>SBAC ELA 21-22</b></p> <p>77% - Level 1 or 2 13%- Level 3 10%- Level 4</p> <p><b>Math</b></p> <p><b>iReady 21-22</b></p> <p>32% on grade level 43%- One Grade Level Below 26%- Three or More Grade Levels Below</p> <p><b>SBAC Math 21-22</b></p> <p>79%- Level 1 or 2 15%- Level 3 6%- Level 4</p>	<p>District Assessments</p> <ul style="list-style-type: none"> <li>- DIBELS (ELA) Running Records</li> <li>- iReady ELA</li> <li>- SBAC</li> </ul> <p>Monthly Walkthrough Data</p> <p>Classroom Observations</p>	<p>Administration, District Coaches, Classroom Teachers</p>	<p><b>By June 2023, all students will demonstrate at least one year's growth or more as measured by the iReady Diagnostic and/or grow by three reading levels as measured by F&amp;P running records or demonstrate growth on the DIBELS assessment.</b></p>
<p><b>Action Steps/Activities: Implement the RTI process</b></p> <p>Implement the "WINN" Block structure across Grades K-5.</p> <p>All students and teachers are engaged in Tier II/Tier III instruction during the WINN block period.</p> <p>Reading and Math Specialists provide scientifically, research-based intervention (SRBI).</p> <p>Conduct observations during WINN Block using tools to address any misconceptions and promote best practices.</p>	<p><b>ELA</b></p> <p><b>iReady 21-22</b></p> <p>33% on grade level 41%- One Grade Level Below 24%- Three or more Grade Levels Below</p> <p><b>SBAC ELA 21-22</b></p> <p>77% - Level 1 or 2 13%- Level 3 10%- Level 4</p> <p><b>Math</b></p>	<p>Assessment Data</p> <p>WINN Block Walkthrough Data</p> <p>Teacher Observation Feedback</p>	<p>Administration, District Coaches, Specialists, Classroom Teachers</p>	<p><b>By June 2023, all students will demonstrate at least one year's growth or more as measured by the iReady Diagnostic and/or grow by three reading levels as measured by F&amp;P running records or demonstrate growth on the DIBELS assessment.</b></p>

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	<p><b>iReady 21-22</b></p> <p>32% on grade level 43%- One Grade Level Below 26%- Three or More Grade Levels Below</p> <p><b>SBAC Math 21-22</b></p> <p>79%- Level 1 or 2 15%- Level 3 6%- Level 4</p>			
<p><b>Action Steps/Activities: Professional Learning</b></p> <p>Offer professional learning opportunities through PD days, staff meetings, and PLCs on best practices as it relates to the workshop model, best practices in the areas of literacy, and math instruction, and data-driven decision making.</p> <p>Conduct pre and post-assessments on teacher competencies around reading instruction "Foundations of Reading Mini-Survey" to provide targeted professional development.</p> <p>Conduct a Staff Book Study on "Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom" by Jan Burkins &amp; Kari Yates.</p> <p>Work with district partners to implement staff development through a district affiliate partnership with the Teachers College Reading and Writing Project (TCRWP).</p> <p>Utilize and promote district coaching opportunities to all staff in key areas.</p> <p>Implement "lab site days" where staff is engaged in regular learning of best practices around instruction in key areas such as small group learning, conferencing, and differentiation.</p>	<p><b>ELA</b></p> <p><b>iReady 21-22</b></p> <p>33% on grade level 41%- One Grade Level Below 24%- Three or more Grade Levels Below</p> <p><b>SBAC ELA 21-22</b></p> <p>77% - Level 1 or 2 13%- Level 3 10%- Level 4</p> <p><b>Math</b></p> <p><b>iReady 21-22</b></p> <p>32% on grade level 43%- One Grade Level Below 26%- Three or More Grade Levels Below</p> <p><b>SBAC Math 21-22</b></p> <p>79%- Level 1 or 2 15%- Level 3 6%- Level 4</p>	<p>District Assessment Data</p> <p>Professional Development Calendar</p> <p>Running Agendas for Staff Meetings</p> <p>Teacher Observation Feedback</p>	<p>Ongoing</p> <p>Building Administrator</p> <p>School Leadership Team</p>	<p><b>By June 2023, all students will demonstrate at least one year's growth or more as measured by the iReady Diagnostic and/or grow by three reading levels as measured by F&amp;P running records or demonstrate growth on the DIBELS assessment.</b></p> <p><b>By June 2023, all staff will maintain and/or demonstrate an increase in proficiency as measured by the Foundations of Reading mini survey.</b></p>

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### Focus Area 2: Family & Stakeholder Engagement

**Theory of Action:** If we build and maintain positive relationships with families and other stakeholders through active and consistent outreach as it relates to the academic, social, and emotional needs of our students, and foster a culture of collaboration with our families then we will:

- maximize family engagement in the learning process.
- increase student and family self-awareness.
- improve student and family self-advocacy and voice
- establish a learning environment that prioritizes positive relationships and collaboration between stakeholders.

Strategy: Provide opportunities for all stakeholders to regularly engage, collaborate, and build relationships to benefit student outcomes.	Baseline Data	Performance Measure/Outcome	Due Date/ Persons Responsible	Evidence of Success
<p><b>Action Steps/Activities: Communication Methods</b></p> <p>Utilize a variety of communication methods to reach all families including but not limited to Phone Calls, ClassDojo, Email, Kinvo, Language Line, and social media platforms while maintaining a 5:1 positivity ratio for communicating with all families.</p> <p>Continue implementation of the whole school, multi-lingual newsletter, "Week @ Wequonnoc," to keep families connected and aware of school events and happenings.</p> <p>Leverage the use of monthly Parent Teacher Advisory Council (PTAC) and Principal Chat and Chew meetings related to educational programming &amp; climate questions with a specific focus each month.</p>	<p><b>Panorama:</b></p> <p>Spring 21 data showed that 75% of families responded (16 families) favorably as it relates to feeling sure about how to get in contact with teachers.</p> <p>88% of families felt comfortable talking to school staff about their child's progress.</p> <p>95% of teachers met goal climate communication goal of a 5:1 ratio.</p>	<p>All families will be contacted regularly by classroom teachers and support staff regarding student progress.</p> <p>Staff will focus on the frequency and types of communication utilizing communication logs.</p> <p>Climate Survey Data</p>	<p>All Staff by June 2023</p>	<p><b>All families will be connected via at least one platform.</b></p> <p><b>The number of respondents in the Spring 2023 Panorama survey will increase by 80% from a baseline of 16 respondents in Spring 2022.</b></p> <p><b>Week @ Wequonnoc "Viewership" rate will maintain and/or increase around 200 views per week.</b></p>
<p><b>Action Steps/Activities: School Involvement</b></p> <p>Leverage the use of the monthly Family Teacher Advisory Council (FTAC) to present data about school achievement and student performance and ascertain family feedback.</p> <p>Leverage the use of "Hopes and Dreams" conferences and other conference opportunities to build and maintain positive relationships with families.</p> <p>Hold regularly scheduled monthly events that target school</p>	<p>Spring 21 climate data showed that 64% of families felt positive perceptions as it relates to overall school engagement.</p> <p>21-22 Family Conference attendance average was 90% for the school year.</p> <p>21-22 Average # of</p>	<p>Climate Survey Data</p> <p>Tracking participation rates in conferences.</p> <p>Tracking participation rates in PTAC and other school events.</p>	<p>Building Administrator</p> <p>Family Engagement Co-Chairs</p> <p>FACTS</p>	<p><b>Attendance percentage at family conferences for the 21-22 school year will increase to 95% or more.</b></p> <p><b>100% of staff will maintain a 5:1 ratio of positive to negative family contact</b></p> <p><b>The average # of</b></p>



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community needs (E.g. Family Literacy Night, etc.)	participants per each family event was 34..			<b>participants attending school events will increase or be maintained.</b>
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### Focus Area 3: Attendance, SEL & Behavior

**Theory of Action:** If we consistently implement a four-pronged approach of positive behavior interventions and supports (PBIS), restorative practices, the Responsive Classroom approach, and daily instruction in social-emotional learning then we will:

- maximize student engagement in the learning process.
- increase students' social-emotional competence.
- model and reinforce prosocial behaviors.
- increase access to equitable and inclusive classrooms.
- create a welcoming and safe school environment for all students focused on building and maintaining positive relationships.

Strategy: Provide opportunities to model and practice prosocial skills and positive student behaviors related to social-emotional learning.	Baseline Data	Performance Measure/Outcome	Due Date/ Persons Responsible	Evidence of Success
<p><b>Action Steps/Activities: Student Attendance</b></p> <p>Collect, monitor, and analyze student attendance data (chronically absent) by implementing high-leverage strategies from the Attendance Playbook.</p> <p>Collaborate and communicate with family stakeholders on the effects of attendance on student achievement.</p> <p>Develop and implement attendance incentives (classroom of the month, extra Wequonnoc Bucks, etc.)</p>	<p>20.6% of students were considered "chronically" absent in September 2022.</p>	<p>Running Agendas for Bi-Weekly meetings facilitated by the FACTS coordinator.</p> <p>The Climate &amp; Culture/ Family Engagement Subcommittees will collaborate with FACTS to develop attendance-specific incentives.</p>	<p>Ongoing</p> <p>FACTS</p> <p>Climate &amp; Culture and Family Engagement Subcommittees</p> <p>Building Administrator</p>	<p><b>The percentage of chronically absent students will decrease to 12% or less.</b></p>
<p><b>Action Steps/Activities: Implement the Responsive Classroom Approach</b></p> <p>Provide a time for teachers to model and explicitly teach whole school and classroom routines, and procedures, create classroom agreements, and build classroom community.</p> <p>Provide staff with training and development as it relates to developmental benchmarks for students in Grades K-5 on an as-needed basis.</p> <p>Conduct observations with a focus on the implementation of Responsive Classroom fundamentals (use of chime, buddy classrooms, positive framing, etc.)</p>	<p>During the 21-22 school year, 359 Behavior Incident Reports were written.</p>	<p>Pacing Calendar</p> <p>Behavior Incident Reports</p>	<p>Climate &amp; Culture Sub Committee</p> <p>Teachers</p> <p>Principal by June 2023.</p>	<p><b>Behavior Incident Reports will decrease by 20%.</b></p> <p><b>Walkthroughs will demonstrate that all components of the Responsive Classroom used by Wequonnoc are in place.</b></p>

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<p><b>Action Steps/Activities: Continue implementation of PBIS</b></p> <p>Conduct a whole school kick-off of PBIS and Wequonnoc PAWS (Whole Class Rewards) and Wequonnoc Bucks (Individual Rewards).</p> <p>Hold monthly town meetings, "Wequonnoc Wednesdays," focusing on various pro-social behaviors; Practice Positivity, Act Responsibly, Work Hard, Stay Safe.</p> <p>Implement and refine a common language around student and staff behavioral expectations. Conduct walkthroughs to monitor the implementation of PBIS practices.</p>	<p>During the 21-22 school year, 359 Behavior Incident Reports were written.</p> <p><b>21-22 DESSA Data</b></p> <p>42% Strength 52% Typical 6% Need for Instruction</p>	<p>PBIS Events Calendar and Student Participation Tracking Chart</p> <p>PBIS Implementation Walkthrough Tool</p>	<p>By June 2023</p> <p>Climate &amp; Culture Sub Committee</p> <p>Teachers</p> <p>Principal</p>	<p><b>By June 2023, the percentage of students considered Strength or Typical will increase and the percentage of students "needing instruction" or considered at-risk will decrease.</b></p> <p><b>Behavior Incident Reports will decrease by 20%.</b></p>
<p><b>Action Steps/Activities: Continue implementation of restorative practices</b></p> <p>Conduct a needs assessment for staff professional development.</p> <p>Seek out and provide opportunities through external partners and/or internal trainers to provide professional learning on restorative practices.</p>	<p>During the 21-22 school year, 359 Behavior Incident Reports were written.</p> <p><b>21-22 DESSA Data</b></p> <p>42% Strength 52% Typical 6% Need for Instruction</p>	<p>2022-2023 Professional Learning Plan</p>	<p>Ongoing/May 2023</p> <p>Principal</p>	<p><b>By June 2023, the percentage of students considered Strength or Typical will increase and the percentage of students "needing instruction" or considered at-risk will decrease.</b></p> <p><b>Behavior Incident Reports will decrease by 20%.</b></p>
<p><b>Action Steps/Activities: Continue implementation of district-aligned ChooseLove SEL program</b></p> <p>Explicit instruction of SEL competencies through the implementation of ChooseLove Curriculum, inclusive of COVID response lessons, with fidelity to rigor and pace.</p> <p>Use morning meeting time to focus on daily/weekly SEL strategies inclusive of all student needs.</p> <p>Provide professional learning, inclusive of instructional coaching cycles, to build educators' capacity to support students' social-emotional learning.</p>	<p>During the 21-22 school year, 359 Behavior Incident Reports were written.</p> <p><b>21-22 DESSA Data</b></p> <p>42% Strength 52% Typical 6% Need for Instruction</p>	<p>Daily implementation of a morning meeting and SEL instruction time.</p> <p>Observations on teachers providing SEL instruction and feedback to students.</p>	<p>Ongoing/May 2023</p> <p>All Staff</p>	<p><b>By June 2023, the percentage of students considered Strength or Typical will increase and the percentage of students "needing instruction" or considered at-risk will decrease.</b></p> <p><b>Behavior Incident Reports will decrease by 20%.</b></p>

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<p><b>Action Steps/Activities: Data Analysis</b></p> <p>Develop structures that prioritize the facilitation of professional learning communities (PLCs) and data analysis work.</p> <p>Teachers and the Principal will monitor various data sources such as DESSA and Behavioral Incident Reports in order to tailor programming and address fluctuations in trends of student needs in order to develop action plans.</p>	<p>During the 21-22 school year, 359 Behavior Incident Reports were written.</p> <p><b>21-22 DESSA Data</b></p> <p>42% Strength 52% Typical 6% Need for Instruction</p>	<p>Running agendas for PLC/Data team meetings</p> <p>Use of the SRBI Process for student behavioral issues,</p>	<p>Ongoing/May 2023</p> <p>All Staff</p>	<p><b>By June 2023, the percentage of students considered Strength or Typical will increase and the percentage of students "needing instruction" or considered at-risk will decrease.</b></p> <p><b>Behavior Incident Reports will decrease by 20%.</b></p>
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### Focus Area 4: Student Diversity Growth

**Theory of Action:** If we implement research-based instructional strategies within our instructional framework with a focus on success criteria, then all students will have improved engagement with clear learning expectations then we will improve achievement outcomes for all students.

Strategy: Provide opportunities for all stakeholders to regularly engage, collaborate, and build relationships to benefit student outcomes.	Baseline Data	Performance Measure/Outcome	Due Date/ Persons Responsible	Evidence of Success
<p><b>Action Steps/Activities: SIOP Strategies</b></p> <p>Provide professional development on SIOP strategies for all teachers.</p> <p>Implement SIOP strategies in Tier I and Tier II instruction.</p>	<p><b>21-22 iReady ELA</b></p> <p>52% of MLLs considered one grade level below or more.</p> <p><b>21-22 iReady Math</b></p> <p>65% of MLLs considered one grade level below or more.</p>	<p>District Assessments</p> <ul style="list-style-type: none"> <li>- DIBELS (ELA)</li> <li>- iReady ELA</li> <li>- SBAC</li> </ul> <p>Running Agendas from PLC/Data Team Meetings</p>	<p>Ongoing, Special Education Teachers, MLL Teachers, Coaches Administration</p>	<p><b>By June 2023, all students will demonstrate at least one year's growth or more as measured by the iReady Diagnostic and/or grow by three reading levels as measured by F&amp;P running records or demonstrate growth on the DIBELS assessment.</b></p>
<p><b>Action Steps/Activities: Differentiation</b></p> <p>Provide professional development on differentiation strategies for all teachers.</p> <p>Implement differentiation strategies in Tier I and Tier II instruction.</p>	<p><b>21-22 iReady ELA</b></p> <p>60% of students with an IEP considered one grade level below or more.</p> <p><b>21-22 iReady Math</b></p> <p>60% of students with an IEP considered one grade level below or more.</p>	<p>District Assessments</p> <ul style="list-style-type: none"> <li>- DIBELS (ELA)</li> <li>- iReady ELA</li> <li>- SBAC</li> </ul> <p>Running Agendas from PLC/Data Team Meetings</p>	<p>Ongoing, Special Education Teachers, MLL Teachers, Coaches Administration</p>	<p><b>By June 2023, all students will demonstrate at least one year's growth or more as measured by the iReady Diagnostic and/or grow by three reading levels as measured by F&amp;P running records or demonstrate growth on the DIBELS assessment.</b></p>

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### Focus Area 5: Developing High-Level Workforce

**Theory of Action:** If we support and grow our current educators through relevant, personalized, and job-embedded professional learning focused on student learning in ways that promote collegiality and collaborative decision making then we will hire and retain talented and diverse workforce.

Strategy: Increasing competency in inclusive practices, cultural responsiveness, and retention of highly effective staff.	Baseline Data	Performance Measure/Outcome	Due Date/ Persons Responsible	Evidence of Success
<p><b>Action Steps/Activities: Professional Development</b></p> <p>Provide teachers with relevant professional development that meets their needs and supports them to grow as educators.</p> <p>Foster collaboration with district-level coaches in professional learning communities and through coaching cycles of support.</p>	<p>Fall Survey of Professional Needs</p> <p>Fall Survey on Cultural Responsiveness and Inclusive Practice</p> <p>Fall Foundations of Reading Mini-Survey</p>	<p>Individual growth in selected areas of need.</p> <p>Cultural Responsiveness Growth of Staff</p>	<p>October 2022/All Staff</p> <p>Completed by June 2023.</p>	<p>Pending Survey Results</p>
<p><b>Action Steps/Activities: Culture and Climate</b></p> <p>Provide new certified staff with mentors and school partners.</p> <p>Monthly Team Building Activities</p> <p>Monthly Staff Recognition</p>	<p><b>New Staff 9/22</b></p> <p>2 Teachers 2 Mental Health Team (Soc 1 Specialist 1 BCBA</p> <p>21-22 Team Building Activities: 2</p> <p>21-22 District Awards: 3</p>	<p>Assigned 5 mentors</p> <p>Recognizing staff members at each staff meeting (monthly)</p> <p>Increasing number of participants in team building</p>	<p>June 2023</p> <p>Building Principal and Shared Leadership Team</p>	<p>10 Staff Members will be recognized at monthly staff meetings.</p> <p>Monthly check-in to monitor mentor-partners.</p> <p>By June 2023, 9 team building activities will be completed.</p>
<p><b>Action Steps/Activities: Promote Leadership Development</b></p> <p>Reboot Shared Leadership Team to consist of co-chairs of several committees in the areas of</p> <ul style="list-style-type: none"> <li>● Academics</li> <li>● Culture &amp; Climate</li> <li>● Student Services</li> <li>● Family Engagement</li> </ul>	<p>21-22 Shared Leadership Team consisted of one committee: Culture &amp; Climate</p>	<p>Each committee consists of 2-3 co-chairs.</p> <p>Increasing leadership opportunities and leveraging building</p>	<p>August 2022-Shared Leadership Team Retreat</p>	<p>Increased shared ownership around different initiatives.</p>

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<p>Shared Leadership Team Retreat &amp; Book Study around “The Energy Bus” by Jon Gordon in order to build a climate of positivity and solution-driven problem-solving.</p>		<p>talent and expertise.</p> <p>Shared Leadership Team Agenda and Minutes</p>		
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