



NORFOLK PUBLIC SCHOOLS

Granby High School

SCHOOL ACCOUNTABILITY PLAN Year: 2007-2008

Dr. Stephen Jones, Superintendent of Schools
Ted Daughtrey, Principal

October 30, 2007

Dear Granby School Family Members:

I would like to inform you that our school will be engaging in an ambitious school improvement planning process during this year which will focus on the School Board goal:

“Improving the Quality of Teaching and Learning For ALL ... ALL Meaning ALL.”

In many ways, our School Accountability Plan will serve as our road map for continued success. Our plan which is supported by research-based strategies, will focus on ***the continuous growth of student achievement, ensuring a safe, secure, and disciplined learning environment, and demonstrating that parents, business, and community members are actively engaged in the educational process.*** Because your input and support are needed, I invite you to join us as we work to make Granby High School better.

Sincerely,

Principal

SCHOOL ACCOUNTABILITY TEAM

Committee Members/Representation

Individual	Position
Ted Daughtrey	A
Mindy Williams	A
John Hatcher	A
Vicki Jones	A
Mark Makovec	A
Judy Gullede	R
Beth Ellis	T
Therese Whitehurst	T
Rebecca Stein	T / P
Stuart Jones	T
Linda Masterson	T
Kim Baylor	T
Terese Toth	T
Michelin Lynch	T
Phyllis Patton	R
Robert Peterson	R
Ruth Burns	P
Amy Rhodes	P
Leah Myers	S
Aaron Gordon	S

Position codes are noted as follows: **A** = building administration; **B** = business partner; **C** = community member; **O** = other; **P** = parent; **PT** = parent of identified Title I service; **R** = related services and/or support staff; **S** = student; **T** = teacher.

Committee Meetings

Date	Time	Location
August 20, 2007	12:30 PM	Principal's Conference Room
September 17, 2007	12:30 PM	Principal's Conference Room
October 23, 2007	12:30 PM	Principal's Conference Room
November 26, 2007	12:30 PM	Principal's Conference Room
December 17, 2007	12:30 PM	Principal's Conference Room
January 21, 2008	12:30 PM	Principal's Conference Room
February 25, 2008	12:30 PM	Principal's Conference Room
March 17, 2008	12:30 PM	Principal's Conference Room
April 21, 2008	12:30 PM	Principal's Conference Room
May 19, 2008	12:30 PM	Principal's Conference Room

Please note: This table includes initial dates for the full School Accountability Team. These meetings will be used to develop, refine, and monitor progress toward meeting the target indicators and implementation of instructional strategies outlined in the accountability plan. Sub-committee meetings and other occasions when the School Accountability Plan may be discussed are not included.

World Class Performance Measures

To support the achievement of the four targets of a World Class School District, the following Performance Measures have been identified:

A: Teacher Quality

- Performance Measure A1: Teacher Retention
- Performance Measure A2: Highly Qualified Teachers
- Performance Measure A3: Teacher Attendance
- Performance Measure A4: Teacher Evaluation

B: Student Achievement

- Performance Measure B1: Graduation Rate
- Performance Measure B2: Certifications earned, received and CTE diplomas
- Performance Measure B3: Completion of Algebra I by the end of 8th grade
- Performance Measure B4: PSAT participation and achievement
- Performance Measure B5: AP or Dual Enrollment participation and achievement
- Performance Measure B6: SAT/ACT participation and achievement
- Performance Measure B7: IB Program Graduates
- Performance Measure B8: Reading on Grade Level
- Performance Measure B9: SOL Science
- Performance Measure B10: SOL History
- Performance Measure B11: SOL Math
- Performance Measure B12: SOL English
- Performance Measure B13: Promotion

C: Quality Learning Environment

- Performance Measure C1: Percent of Attendance by level & NCLB subgroups
- Performance Measure C2: Student Discipline & Infractions
- Performance Measure C3: Chronic Absenteeism
- Performance Measure C4: Safe Schools
- Performance Measure C5: School Environment

D: Leadership and Organizational Quality

- Performance Indicator D1: School-based Leadership

I. Needs Assessment

Data for Tier 1 Indicators (division and state expectations) were compiled, reviewed and analyzed as part of our needs assessment process. This analysis included division and school level results. The Tier 1 Indicators noted below with an “X” were reviewed as part of our needs assessment process. Please note that an asterisk (*) indicates information we viewed as most important in our needs assessment process. As a result of the team’s review of the data, analyses, and discussions, and keeping in mind Norfolk Public Schools’ long range plans, we were able to identify needs and to develop corresponding Tier 2 Indicators (selected by each school) and instructional strategies tied to each of our identified needs. The letter/number notation indicated for Tier I indicators corresponds to the Strategic Plan Performance Measure.

The Tier 2, school-based indicators, represent classroom and building-level data that can be tracked on a monthly basis. Each school in our division **selects seven (7) Tier 2 Indicators** to focus on during the year. **Of these seven (7) Tier 2 Indicators, at least three (3) must support continuous growth of student academic achievement, at least one (1) must support a disciplined learning environment, and at least one (1) must support the active engagement of parents, business, and the community in the educational process. The other two indicators can support any of the three School Board objectives.**

Tier 1 Indicators (shading indicates areas in which data must be collected at the school level)

<u>Continuous Growth of Student Academic Achievement</u>	
<input checked="" type="checkbox"/> Standards of Learning Test Results (B9-12)	<input checked="" type="checkbox"/> Graduation Rate (B1)
<input checked="" type="checkbox"/> <i>Narrowing the Achievement Gap (B9-12)</i>	<input checked="" type="checkbox"/> Completed Algebra by End of Eighth Grade (B3)
<input checked="" type="checkbox"/> <i>SOL Science (B9)</i>	<input checked="" type="checkbox"/> PSAT Participation and Achievement (B4)
<input checked="" type="checkbox"/> <i>SOL History (B10)</i>	<input checked="" type="checkbox"/> SAT/ACT Participation and Achievement (B6)
<input checked="" type="checkbox"/> <i>SOL Math (B11)</i>	<input checked="" type="checkbox"/> Foreign Language Enrollment
<input checked="" type="checkbox"/> <i>SOL English (B12)</i>	<input checked="" type="checkbox"/> Scholarships Earned
<input checked="" type="checkbox"/> Reading on Grade Level (B8)	<input checked="" type="checkbox"/> Teacher Retention (A1)
<input type="checkbox"/> <i>STAR Test Results</i>	<input checked="" type="checkbox"/> Highly Qualified Teachers (A2)
<input checked="" type="checkbox"/> <i>Gates-MacGinitie Test Results</i>	<input checked="" type="checkbox"/> <i>Classes Taught by Highly Qualified Teachers (A2)</i>
<input type="checkbox"/> <i>PALS Tests Results</i>	<input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement
<input checked="" type="checkbox"/> International Baccalaureate Program Enrollment, Results, Graduates (B7)	<input checked="" type="checkbox"/> Attendance Data for Staff (A3)
<input checked="" type="checkbox"/> Advance Placement or Dual Enrollment Participation and Achievement (B5)	<input checked="" type="checkbox"/> Attendance Data for Students & NCLB Subgroups (C1)
<input checked="" type="checkbox"/> Certifications Earned, Received and CTE Diplomas (B2)	<input checked="" type="checkbox"/> <i>Chronic Student Absenteeism (C3)</i>
<input checked="" type="checkbox"/> Promotion/Retention/Dropout (B13)	<input checked="" type="checkbox"/> Governor's School Results and Enrollment
	<input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement

Tier 1 Indicators (shading indicates areas in which data must be collected at the school level)

<u>Safe, Secure & Disciplined Learning Environment</u>	<u>Active Engagement of Parents Business and Community in Educational Process</u>
<input checked="" type="checkbox"/> District Survey Data (C4,C5)	<input checked="" type="checkbox"/> Hours that Parents and Community Members Assisted Schools in Improving Reading and Mathematics Proficiency
<input checked="" type="checkbox"/> Safe Schools (C4)	<input checked="" type="checkbox"/> Total Volunteer Hours by Parents and Community Members in Schools
<input checked="" type="checkbox"/> School Environment (C5)	<input checked="" type="checkbox"/> Direct Interactive Parent Contacts Involving Student Achievement
<input checked="" type="checkbox"/> Incidents of Physical Violence (C2)	<input checked="" type="checkbox"/> Training Workshops Provided for Parents/Community
<input checked="" type="checkbox"/> Incidents of Possession of Firearms in School (C2)	<input type="checkbox"/> <u>Other</u>
<input checked="" type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School (C2)	<input checked="" type="checkbox"/> Local Benchmarks/Standards of Excellence
<input checked="" type="checkbox"/> Students Without Incidents of Physical Violence in School (C2)	<input checked="" type="checkbox"/> State Benchmarks/Standards of Excellence
<input checked="" type="checkbox"/> Students Without Incidents of Possession of Firearms in School (C2)	<input type="checkbox"/> National Benchmarks/Standards of Excellence
<input checked="" type="checkbox"/> Students Without Incidents of Possession of Weapons Other than Firearms in School (C2)	<input type="checkbox"/> International Benchmarks/Standards of Excellences
<input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to School Climate and Student Discipline	<input checked="" type="checkbox"/> Volunteer Log
	<input checked="" type="checkbox"/> Adequate Yearly Progress
	<input checked="" type="checkbox"/> State Report Card
	<input checked="" type="checkbox"/> Other (please specify): Freshman Success Team quarterly data / Hall Sweep Data Base

II. Objectives Linked to Needs and Tier 2 Indicators

For this objective, we identified needs and formulated at least three corresponding Tier 2 Indicators and instructional strategies.

Objective # 1: Continuous Growth of Student Academic Achievement for ALL

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	Granby High School's <i>Raise the Bar</i> committee has determined there is a need to increase the level of rigor in our instructional practices and a need to make instruction relevant and engaging for all students.	Provide opportunities for training and professional development targeted at increasing rigor and relevance of instruction.	Focus Groups Planning for student thinking Freshman Leadership Seminar Curriculum implementation Questioning Seminars to increase level of questioning	Whole Faculty Study Groups (33 groups) Action Research Early Release Day activities that are aligned with work in Whole Faculty Study Groups Bi monthly WFSG meetings Department meetings focusing on instructional and questioning strategies. Vertical team planning	Whole Faculty Study Group logs published for entire staff. Feedback from WFSG logs by WFSG instructional council Observations -Formal -Informal -3-minute walk-throughs	Link to relevance of instruction as observed in instructional practices and planning. Increase in student voice seen during classroom observations and walk-throughs Increase in active student learning seen during classroom observations and walk-throughs Teacher using higher levels of questioning.

<p>B.</p>	<p>A large gap between major ethnic groups exists in EOC Standards of Learning tests in:</p> <p>Geometry (22.3%) Earth Science (27.8%) World History I (19%) World History II (16.5%) Biology (16.2%)</p>	<p>Reduce the performance gap between major ethnic groups in targeted EOC SOL performance.</p>	<p>Examination of quarterly assessment data.</p> <p>After school SOL remediation.</p> <p>SOL remediation during Study blocks</p> <p>Vertical Team planning that includes discussion and examination of major ethnic group classroom performance throughout the school year.</p> <p>Incorporate research based instructional strategies into instructional planning and delivery.</p> <p>Data days</p> <p>Double blocking in mathematics for targeted group (Geometry)</p>	<p>Data days after each quarterly or end of unit assessment.</p> <p>Whole Faculty Study Groups.</p> <p>Action research throughout the school year by WFSG.</p> <p>Early Release Day activities with WFSG examining their Action Research.</p> <p>Department meetings and initiatives to address instructional strategies targeted to reduce the gap between major ethnic groups.</p> <p>Conferences / training opportunities throughout the school year.</p>	<p>End-of-unit assessment data analysis</p> <p>Quarterly assessment data analysis</p> <p>Lesson Plans</p> <p>Ongoing data collection and reflection pertaining to Freshman taking Earth Science, Biology, Geometry, and World Studies I.</p> <p>Action research of WFSGs pertaining to reducing the achievement gap between major ethnic groups in targeted areas.</p> <p>Information gathered using D2SC software for test analysis.</p>	<p>Reduction in the performance gap between students in major ethnic groups in EOC SOLs in the student achievement.</p>
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C.	Of the 527 students taking the AP tests, only 45.76% scored a 3 or higher.	Increase the number of students taking the AP test who score a 3 or higher by 5%.	<p>Use of AP Potential Software to identify AP candidates</p> <p>Implementation of vertical teams (AP and courses "feeding" AP classes)</p> <p>Mock AP testing one month prior to AP test</p> <p>Analysis of mock AP tests using D2SC.</p> <p>Analysis of ISR (integrated school report)</p> <p>Double block science / lab courses.</p> <p>Double block 1st tenth grade social studies AP course</p> <p>AP course homepages</p> <p>Web Assign / NC State</p>	<p>AP Summer institute</p> <p>Differentiation Workshops</p> <p>1 day AP seminars / workshops</p> <p>Collaboration among AP teachers</p> <p>Participation in AP Central</p> <p>Use of electronic message boards to communicate with other AP teachers</p>	<p>Analysis of mock AP tests</p> <p>Information gathered from D2SC</p> <p>Information / communication between teacher and Web Assign regarding student performance (math / physics)</p> <p>Teacher Lesson Plans</p> <p>Observations</p>	5% increase in students earning a 3 or higher on the AP test
D.						

II. Objectives Linked to Needs and Tier 2 Indicators

For this objective, we identified needs and formulated at least one corresponding Tier 2 Indicator and accompanying strategies.

Objective # 2: Safe, Secure, and Disciplined Learning Environment

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	During the 2006-2007 school year 57% of referrals were for first time freshman students.	Reduce the number of offenses resulting in discipline referrals for first time freshman by 8%.	<p>Implement Capturing Kids Hearts processes.</p> <p>Implementation of a social contract in each class.</p> <p>Consistently use CKH 4-question strategy to redirect behavior(s).</p> <p>Freshman team meetings held every other day.</p> <p>Student conferences with Freshman teams.</p> <p>Parent contact and conferences with Freshman team.</p>	<p>All Freshman teachers trained by the Flippen Group in Capturing Kids Hearts.</p> <p>Whole Faculty Study Groups to examine student data and target student needs.</p>	<p>3 minute walk-through and informal observations of implementation of tenants of the Capturing Kids Hearts Process.</p> <p>Monthly Discipline Reports</p> <p>Review of SB data</p> <p>Review of data regarding the number of student conferences held by each freshman team.</p>	8% reduction in the number of discipline referrals for first time freshman.

<p>B.</p>	<p>183 of 585 first time Freshman missed 10 or more days of school during the 2006-2007 school year (31%).</p>	<p>Reduce the number of firsts time Freshman students who miss 10 or more days of school by 10%</p>	<p>Implement and gather data from "Access Hall Sweep Data Base" developed for network use to track students who consistently come to school late.</p> <p>Promote the use of parent access to e-Semblem to monitor their child's class period attendance.</p> <p>Refer all repeat offenders to Truancy Technician.</p> <p>Implement a teacher / student mentoring program for students who have recurring attendance infractions.</p> <p>Implementation of Freshman Mentoring Program pairing upper classman with freshman students (4 : 1 ratio)</p> <p>Use of the Hall Sweep data base to identify repeat attendance offenders to provide interventions to address causes of skipping / truancy from school.</p>	<p>Daily examination of data from Hall Sweep Data Base.</p> <p>Partnership with Community Mediation Center to provide mentoring training for student / teacher mentors.</p>	<p>Ongoing review of school data related to attendance violations.</p> <ul style="list-style-type: none"> -StarBase Data -Ultimate Data Warehouse Attendance Data (Monthly report of Discipline Incidents) -Hall Sweep Data Base review of students late for school and late to classes. <p>End of year student / teacher surveys</p> <p>Referrals to truancy technician for outside intervention(s).</p>	<p>10% reduction in the number of students who miss 10 or more days of school.</p>
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II. Objectives Linked to Needs and Tier 2 Indicators

For each this objective, we identified needs and formulated at least one corresponding Tier 2 Indicator and accompanying strategies.

Objective # 3: Active Engagement of Parents, Business, and Community in the Educational Process

	<i>Identified Need</i>	<i>Tier 2 Indicator</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Monitor Implementation?</i>	<i>What Will We Look for as Student Results?</i>
A.	There is a need to increase community involvement at Granby High School in an effort to improve school culture.	Increase community involvement in our efforts to change school culture.	<p>Continue with clubs that emphasize student voice (SCA, Comet Congress)</p> <p>Establish a "Principal's Cabinet" with students and parents</p> <p>Inform parents and community partners of activities promoting school culture through the Freshman News Letter.</p> <p>"Spirit of Service" Days (4 per year)</p> <p>SCI (School, Community, Involvement) logs kept by freshman students</p> <p>Principal "Fireside Chats"</p> <p>Civic League Meetings</p>	<p>Participation of student in school-wide discipline committee.</p> <p>Freshman Newsletter sent to all parents of first time freshman highlighting all freshman activities addressing school culture.</p> <p>Implementation of 4 Service Days with 12 community partners for 500 freshman students to give back to the community throughout the school year.</p>	<p>Records of meetings / minutes of meetings</p> <p>Freshman newsletters</p> <p>Record of community partners and service to the community partner</p>	<p>Student participation in the SCA and Comet Congress.</p> <p>Student participation as members of the PTSA</p> <p>Student and parent membership on Granby's School Discipline Committee</p> <p>Student participation in the Principal's Cabinet</p>

<p>B.</p>	<p>There is a need to recognize outstanding and improved students performance in the areas of academics, school involvement, citizenship, and attendance for all students grades 9-12.</p>	<p>Implement programs and methods to recognize students for their outstanding or improved performance in the areas of academics, school involvement, citizenship and attendance.</p>	<p>Breakfast with the Principal program, a coordinated effort with the Granby PTSA to recognize students nominated by each Freshman Success team – quarterly.</p> <p>5 newsletters throughout the school year mailed to freshman parents highlighting student accolades.</p> <p>“The Granby’s” recognition program for students nominated by their teachers for academics, citizenship, and school involvement.</p> <p>Recognition by each of the 4 academies for students making A, B, and B average honor roll on a quarterly basis.</p> <p>Recognition of students at Honors / Awards assembly.</p>	<p>Coordination of efforts with the PTSA and other community partners to recognize students for their accomplishments.</p> <p>Coordinate with the Media Production class to recognize students on Granby’s news broadcast.</p> <p>Students recognized on the scrolling screen in all classes.</p>	<p>Schedule of recognition events.</p> <p>Notice of Freshman students recognized in the Freshman Success Newsletter.</p> <p>Number of students and why recognized throughout the year at scheduled events.</p>	<p>Recognition of students at “Breakfast with the Principal.”</p> <p>Recognition of students quarterly on the in-school video broadcast / announcements.</p> <p>Recognition of students by their respective academies for A, B or B average honor roll</p> <p>Recognition of students in the Freshman Success Newsletter.</p>
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III. Plan Development and Dissemination Process

We used a multistage process in developing our accountability plan and involved many individuals in order to ensure that it addressed the needs of all our students. Below you will find a very brief summary of how we ensured that many individuals (beyond the members of our planning team) were involved in the development of our plan. Also, we are outlining how we will present our plan and our school's performance to our stakeholders. Information included in both of these areas will be useful when writing the school's Tier 3 Narrative which helps paint a picture of our school's progress and tells the "story behind the numbers".

How Individuals Beyond School Improvement Team Members Were Involved in Developing Our Plan

- Review of school performance data by the Administrative and Leadership Team .
- Development and assimilation of individual department accountability plans incorporated into Granby High School's Accountability Plan.
- Both parents and students are members of the School's Accountability team and other groups having a voice as stakeholder groups vested in Granby High School.
- Community members were identified who are committed to serve as guest speakers and work with students at recognition programs.

Methods Used to Communicate Our Plan

- Dissemination of the School Accountability Plan to all staff members via e-mail.
- Presentation of the School Accountability Plan to staff at department meeting in order to meet with small groups of teachers to discuss and encourage dialogue about the plan.
- Team members will continually discuss / review progress made toward Tier 2 indicators throughout the school year on a monthly basis.
- PTSA and Freshman newsletters communicating progress in several areas addressed in the School Accountability Plan.
- Communication with Civic League
- Communication with law enforcement including agencies dealing with truancy / attendance
- Communication through efforts of Whole Faculty Study Groups

IV. Needs Assessment: School-wide Staff Development Focus

Based on our staff development needs assessment survey results, along with team member discussions, the following staff development opportunities will be provided. They are linked directly to our Tier 1 needs and Tier 2 Indicators and corresponding strategies. This information also will be useful for the Tier 3 Narrative and school-generated Tier 1 data concerning staff development opportunities and involvement.

Staff Development			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Comprehension, Critical Thinking, Evaluative Thinking, Guidance, Student Habits of Mind, Learning Strategies, Writing Skills & Communication	September 10, 17, & 20, 2007	Whole Faculty Study Groups (33 groups of 4-6 participants)	WFSG Log on "I" drive for public view Posted within 48 hours of each meeting. Postings include the group's Action Research findings, actions, and reflections.
Comprehension, Critical Thinking, Evaluative Thinking, Guidance, Student Habits of Mind, Learning Strategies, Writing Skills & Communication	October 1, 15 & 18, 2007	Whole Faculty Study Groups (33 groups of 4-6 participants)	WFSG Log on "I" drive for public view Posted within 48 hours of each meeting. Postings include the group's Action Research findings, actions, and reflections.
Comprehension, Critical Thinking, Evaluative Thinking, Guidance, Student Habits of Mind, Learning Strategies, Writing Skills & Communication	November 5 & 19, 2007	Whole Faculty Study Groups (33 groups of 4-6 participants)	WFSG Log on "I" drive for public view Posted within 48 hours of each meeting. Postings include the group's Action Research findings, actions, and reflections.
Comprehension, Critical Thinking, Evaluative Thinking, Guidance, Student Habits of Mind, Learning Strategies, Writing Skills & Communication	December 3 & 17, 2007	Whole Faculty Study Groups (33 groups of 4-6 participants)	WFSG Log on "I" drive for public view Posted within 48 hours of each meeting. Postings include the group's Action Research findings, actions, and reflections.
Comprehension, Critical Thinking, Evaluative Thinking, Guidance, Student Habits of Mind, Learning Strategies, Writing Skills & Communication	January 7 & 14, 2008	Whole Faculty Study Groups (33 groups of 4-6 participants)	WFSG Log on "I" drive for public view Posted within 48 hours of each meeting. Postings include the group's Action Research findings, actions, and reflections.
Comprehension, Critical Thinking, Evaluative Thinking, Guidance, Student Habits of Mind, Learning Strategies, Writing Skills & Communication	February 4, 2008	Whole Faculty Study Groups (33 groups of 4-6 participants)	WFSG Log on "I" drive for public view Posted within 48 hours of each meeting. Postings include the group's Action Research findings, actions, and reflections.

Comprehension, Critical Thinking, Evaluative Thinking, Guidance, Student Habits of Mind, Learning Strategies, Writing Skills & Communication	March 3, 10, & 31, 2008	Whole Faculty Study Groups (33 groups of 4-6 participants)	WFSG Log on "I" drive for public view Posted within 48 hours of each meeting. Postings include the group's Action Research findings, actions, and reflections.
Comprehension, Critical Thinking, Evaluative Thinking, Guidance, Student Habits of Mind, Learning Strategies, Writing Skills & Communication	April 7, 17, & 21, 2008	Whole Faculty Study Groups (33 groups of 4-6 participants)	WFSG Log on "I" drive for public view Posted within 48 hours of each meeting. Postings include the group's Action Research findings, actions, and reflections.
Comprehension, Critical Thinking, Evaluative Thinking, Guidance, Student Habits of Mind, Learning Strategies, Writing Skills & Communication	May 5 & 19, 2008	Whole Faculty Study Groups (33 groups of 4-6 participants)	WFSG Log on "I" drive for public view Posted within 48 hours of each meeting. Postings include the group's Action Research findings, actions, and reflections.
Comprehension, Critical Thinking, Evaluative Thinking, Guidance, Student Habits of Mind, Learning Strategies, Writing Skills & Communication	June 2, 2008	Whole Faculty Study Groups (33 groups of 4-6 participants)	WFSG Log on "I" drive for public view Posted within 48 hours of each meeting. Postings include the group's Action Research findings, actions, and reflections.