



**PROGRAM PLANNING CHECKPOINTS**  
 DEPARTMENT OF PUBLIC INSTRUCTION  
 TITLE I  
 SFN 53482 (Rev.07-2010)

RETURN TO:  
 Department of Public Instruction  
 Title I Office  
 600 E Boulevard Avenue, Dept. 201  
 Bismarck, ND 58505-0440

**Planning Year Checkpoints**

Please mark the checkpoint that is being submitted:			
<input type="checkbox"/> Checkpoint 1 Due: November (pages 1-2)	<input type="checkbox"/> Checkpoint 2 Due: December (page 3)	<input type="checkbox"/> Checkpoint 3 Due: February (page 4)	<input type="checkbox"/> Checkpoint 4 Due: March (page 5-7)

**Checkpoint 1 – Writing Data-based Schoolwide Goals—November**

**General School Information**

School	District		
Name of Contact Person for Schoolwide Program			Telephone Number
E-mail Address			
Principal Signature			Date
Title I Coordinator Signature			Date
Authorized Representative Signature			Date

**A. For each goal, identify the data that you collected and the results of the data**

Goal #1:	Goal #2:	Goal #3:
Data Sources	Data Sources	Data Sources
Results	Results	Results
Disaggregated Results	Disaggregated Results	Disaggregated Results

Checkpoint 1 (continued)

Describe in detail your Goal #1	Describe in detail your Goal #2	Describe in detail your Goal #3
---------------------------------	---------------------------------	---------------------------------

**B. Study Group Information**

**Study Group Members for Goal #1**

Name	Position/Title

**Study Group Members for Goal #2**

Name	Position/Title

**Study Group Members for Goal #3**

Name	Position/Title

## Checkpoint 2 – Study Group Action Plan—*December*

Goal #1	Goal #2	Goal #3
What is the subject under study?	What is the subject under study?	What is the subject under study?
What specific areas of need will the study group be addressing?	What specific areas of need will the study group be addressing?	What specific areas of need will the study group be addressing?
What actions will the study group members take during the study group meetings?	What actions will the study group members take during the study group meetings?	What actions will the study group members take during the study group meetings?
What are the intended results of this study group?	What are the intended results of this study group?	What are the intended results of this study group?
How will the above results be evaluated?	How will the above results be evaluated?	How will the above results be evaluated?

### Checkpoint 3 – Study Group Progress—February

Goal #1	Goal #2	Goal #3
Identify this schoolwide goal	Identify the schoolwide goal	Identify the schoolwide goal
What topics has the study group been researching to learn more about how to reach this goal?	What topics has the study group been researching to learn more about how to reach this goal?	What topics has the study group been researching to learn more about how to reach this goal?
List the key findings from the needs assessment that are especially important to your research. Include information from disaggregated data.	List the key findings from the needs assessment that are especially important to your research. Include information from disaggregated data.	List the key findings from the needs assessment that are especially important to your research. Include information from disaggregated data.
List the general themes that are emerging during your research on this topic.	List the general themes that are emerging during your research on this topic.	List the general themes that are emerging during your research on this topic.
List questions and answers for further and continued research.	List questions and answers for further and continued research.	List questions and answers for further and continued research.
List strategies that are now being considered for Schoolwide Programming to address schoolwide needs. Include information on how all teachers at the school will be a part of the strategies.	List strategies that are now being considered for Schoolwide Programming to address schoolwide needs. Include information on how all teachers at the school will be a part of the strategies.	List strategies that are now being considered for Schoolwide Programming to address schoolwide needs. Include information on how all teachers at the school will be a part of the strategies.

*Please attach copies of meeting minutes, notes, agendas, etc. to document the meetings being held for each study group.*

## Checkpoint 4 – Action Plan Worksheet—*March*

<b>Goal #1 (Please state here):</b>		
Objective #1 (state as a performance indicator)	Objective #2 (state as a performance indicator)	Objective #3 (state as a performance indicator)
Where we are – Status of this objective today	Where we are – Status of this objective today	Where we are – Status of this objective today
How to get there – Research-based Activities/Teaching Strategies	How to get there – Research-based Activities/Teaching Strategies	How to get there – Research-based Activities/Teaching Strategies
How to get there – Teacher/Staff Professional Development	How to get there – Teacher/Staff Professional Development	How to get there – Teacher/Staff Professional Development
How to get there – Parent Involvement	How to get there – Parent Involvement	How to get there – Parent Involvement
Who is responsible – Leadership/Collaboration	Who is responsible – Leadership/Collaboration	Who is responsible – Leadership/Collaboration
What is needed – Resources	What is needed – Resources	What is needed – Resources
When will we achieve it? – Schedule/Timeline	When will we achieve it? – Schedule/Timeline	When will we achieve it? – Schedule/Timeline
How will we know when we get there or when to change? – Performance Indicators and Assessment Data	How will we know when we get there or when to change? – Performance Indicators and Assessment Data	How will we know when we get there or when to change? – Performance Indicators and Assessment Data

Checkpoint 4 (continued)

<b>Goal #2 (Please state here):</b>		
Objective #1 (state as a performance indicator)	Objective #2 (state as a performance indicator)	Objective #3 (state as a performance indicator)
Where we are – Status of this objective today	Where we are – Status of this objective today	Where we are – Status of this objective today
How to get there – Research-based Activities/Teaching Strategies	How to get there – Research-based Activities/Teaching Strategies	How to get there – Research-based Activities/Teaching Strategies
How to get there – Teacher/Staff Professional Development	How to get there – Teacher/Staff Professional Development	How to get there – Teacher/Staff Professional Development
How to get there – Parent Involvement	How to get there – Parent Involvement	How to get there – Parent Involvement
Who is responsible – Leadership/Collaboration	Who is responsible – Leadership/Collaboration	Who is responsible – Leadership/Collaboration
What is needed – Resources	What is needed – Resources	What is needed – Resources
When will we achieve it? – Schedule/Timeline	When will we achieve it? – Schedule/Timeline	When will we achieve it? – Schedule/Timeline
How will we know when we get there or when to change? – Performance Indicators and Assessment Data	How will we know when we get there or when to change? – Performance Indicators and Assessment Data	How will we know when we get there or when to change? – Performance Indicators and Assessment Data

Checkpoint 4 (continued)

<b>Goal #3 (Please state here):</b>		
Objective #1 (state as a performance indicator)	Objective #2 (state as a performance indicator)	Objective #3 (state as a performance indicator)
Where we are – Status of this objective today	Where we are – Status of this objective today	Where we are – Status of this objective today
How to get there – Research-based Activities/Teaching Strategies	How to get there – Research-based Activities/Teaching Strategies	How to get there – Research-based Activities/Teaching Strategies
How to get there – Teacher/Staff Professional Development	How to get there – Teacher/Staff Professional Development	How to get there – Teacher/Staff Professional Development
How to get there – Parent Involvement	How to get there – Parent Involvement	How to get there – Parent Involvement
Who is responsible – Leadership/Collaboration	Who is responsible – Leadership/Collaboration	Who is responsible – Leadership/Collaboration
What is needed – Resources	What is needed – Resources	What is needed – Resources
When will we achieve it? – Schedule/Timeline	When will we achieve it? – Schedule/Timeline	When will we achieve it? – Schedule/Timeline
How will we know when we get there or when to change? – Performance Indicators and Assessment Data	How will we know when we get there or when to change? – Performance Indicators and Assessment Data	How will we know when we get there or when to change? – Performance Indicators and Assessment Data