



**SAMPLE**

**Planning Year Checkpoints**

Please mark the checkpoint that is being submitted:

Checkpoint 1 Due: November (page 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)
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Submit to:  
 Department of Public Instruction  
 Title I Schoolwide Coordinator  
 600 E. Boulevard Ave., Dept. 201  
 Bismarck, ND 58505-0440

**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			
Signature			Date

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

**Goal #1**

**Data Sources**

Standardized test results, NWEA assessment, STAR reading test results, school records, parent surveys, student surveys, community surveys, reading program evaluation, student demographic data from assessments and surveys.

In this box you must list ALL of the data sources that you used to research this schoolwide goal. Remember that we are looking for four different types of data here for each schoolwide goal. Of course, more than one type of student achievement data may be used, and the same data may appear in more than one goal.

**Results**

Approximately 20% of our students were at grade level according to the reading state assessment results. Using the NWEA Assessment, 20% of our students are reading at grade level. We also found that of the 20% reading at grade level, 25% of our student population find reading enjoyable.

Here you should list the RESULTS of the data sources described above. This information should be very specific—what were the student achievement data results? Program data results? What were the results when data were cross-analyzed? Share as much information as possible so that it is clear to see the progression of your comprehensive needs assessment toward the identification (last box) of your goal. Be sure to include actual numbers in this section.

## Checkpoint 1 (continued)

### Disaggregated Results

We have found that a higher percentage of the general population is reading on grade level than those students with disabilities. Our data also shows that the students that participate in extracurricular are performing better than those that do not. According to our assessments, our Title I students are also not improving at the rate of our general education students.

Schoolwide programs **MUST** focus on the learning of at-risk or educationally disadvantaged students. Effective use of data also requires other disaggregations as well. Therefore, Checkpoint 1 requires that you list the different ways that data was disaggregated, particularly focusing on data disaggregations of at-risk students. This should NOT only be student achievement data, but also needs to include information on comparisons of at-risk or low achieving students in school programs, in their perceptions, and demographics.

### Describe in detail your Goal #1

Our first goal is to increase reading comprehension among all students.

This section is simply your goal statement. It is important that the goal statement reflects the results of the data that you collected (everything that is listed above). A goal that has very little to do with the data that has been collected and analyzed will not be approved. In addition, keep in mind that you are not stuck with this as your schoolwide goal forever. As you continue the schoolwide planning process, gathering more data and understanding what your students need, it is possible that a goal could change.

## B. Study Group Information

### Study Group Members for Goal #1

Name John Johnson	Position/Title Elementary Principal
Name Mary Mickelson	Position/Title PTA Representative
Name Sally Smith	Position/Title Reading Specialist
Name Ron Running	Position/Title Elementary Teacher
Name Bob Johnson	Position/Title Elementary Teacher
Name Mary Martin	Position/Title Librarian

Once the comprehensive needs assessment is complete, schools must immediately move into the study group phase so that school staff can begin to research schoolwide solutions and activities. Here you need to identify how staff will be divided into groups who are responsible for researching possible solutions. You may need to divide staff into more than two groups based on, for example, grade levels, various aspects of reading, etc. The organization of the division is really up to you, so don't be limited by the format of this form. Again, you may certainly submit this information in any format you like as long as the essential information—the formation of all staff into study groups responsible for researching schoolwide activities—is included when Checkpoint 1 is submitted.

## Checkpoint 2 – Study Group Action Plan—December

### Goal #1

What is the subject under study?

Reading

The subject under study should directly align with the schoolwide goals and the data gathered to support these schoolwide goals (Checkpoint 1). This portion of your action plan should address the overall subject the study group is planning to research.

## Checkpoint 2 (continued)

### What specific areas of need will the study group be addressing?

We have identified two areas that we would like to pursue. These areas include: teaching reading in all content areas and teaching reading comprehension.

In relation to the subject under study identified above, what specific area(s) of need will the study group be addressing? For instance, if the subject under study is reading, the areas of need might include reading in all content areas, reading comprehension and beginning reading strategies. Again, these areas of need should be supported by the data outline in Checkpoint 1.

### What actions will the study group members take during the study group meetings?

Through this study group, we will read professional literature, discuss, and reflect on how this applies to our students. We will select activities and strategies to try in the classroom, discuss what activities were successful and why, gather and examine students work after the new strategies have been implemented. We will set new priorities and expectations for all students to improve comprehension and reading.

This section of the action plan will outline what the study group will specifically be doing. Consider using verbs such as practice, collect, train, demonstrate, construct, model, explore, critique, share, investigate, design, read, share, examine, etc.

### What are the intended results of this study group?

The intended result of this study group is to increase the effective teaching of reading strategies and reading comprehension in all grade levels and in all subject areas. Another intended result of this study group is for greater collaboration among staff members.

What are the goals of this study group? What does the group hope to accomplish through this study group?

### How will the above results be evaluated?

The results will be determined through the examination on NWEA, STAR, and the North Dakota State Assessment reading comprehension scores. We will also review teacher lessons and design teacher observation charts to identify the level of strategy implementation. The group will review assignments and participation of its members. The district and teacher efforts to make teacher collaboration will also be evaluated through the monitoring of lessons and surveys.

Based on the activities and information addressed in this action plan, how will the study group know that it is making progress? How will the actions of the study group be evaluated?

## Checkpoint 3 – Study Group Progress—February

<b>Goal #1</b>	
<b>Identify this schoolwide goal</b> Our first goal is to increase reading comprehension among all students.	Here you will restate the goal of the study group.
<b>What topics has the study group been researching to learn more about how to reach this goal?</b> We have been researching reading comprehension strategies, increasing reading comprehension in our after-school program, and teaching reading comprehension in all content areas across the curriculum.	In this section you will update the topics the group has been researching. Be sure to clearly identify the topic(s) under research. This may have changed from what was originally stated in the Study Group Action Plan (Checkpoint 2). You may want to refer to the study group idea list distributed at the Schoolwide Meeting #2.
<b>List the key findings from the needs assessment that are especially important to your research. Include information from disaggregated data.</b> Based on the results of our needs assessment, 80% of our students in grades 4, 8, and 12 are reading below grade level and struggle with reading comprehension. Learning Disabled and Special Education students are showing smaller gains than the general population over the last three years of data. Students involved in extracurricular activities are proving to score better than those that do not participate.	Here you will want to list the key findings of your needs assessment after the data have been disaggregated. Make sure to only include information that is related to the topic on hand (reading topic = reading data).
<b>List the general themes that are emerging during your research on this topic.</b> As we are researching, we have discovered that there are many causes for students struggling with reading comprehension. These causes include: word recognition, oral fluency, vocabulary knowledge, strategies, and self-monitoring. We are exploring much research that focuses on improving instruction in these areas.	What commonalities has the study group discovered as they are researching their topic?
<b>List questions and answers for further and continued research.</b> What are specific strategies that will enhance reading comprehension? What approaches should we take to implement these strategies into our school? What scientifically based research is available on reading comprehension? What have other schools in our situation done and been successful with?	What unanswered questions does the study group still have regarding the topic(s)? This section will drive future study group meetings.

### Checkpoint 3 (continued)

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.

The area college is offering classes in reading comprehension in the classroom. The strategies that are going to be implemented are based on SBRR and staff will receive training on what SBRR strategies target reading comprehension. We are developing a checklist of successful teaching comprehension strategies that all teachers will be using in their classrooms to improve instruction in this area. Teachers will meet weekly to discuss implementation, research ideas, and evaluate program success.

After studying and researching, what strategies will be best implemented and received in the school? How will all staff become a part of the implementation of these strategies?

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

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### Checkpoint 4 – Action Plan Worksheet—March

**Goal #1 (Please state here):**

Our goal is to increase reading comprehension among all students.

Restate the goal. Often goals will form and shape throughout the program year. Your goal should reflect an all encompassing statement that is a general summary of your mission.

**Objective #1 (state as a performance indicator)**

60% of students in grades 4, 8, and 12 will score at or above proficiency levels in reading comprehension by Spring 2011 as measured by the North Dakota State Assessment.

Objectives will be written for each goal. Often times, more than one objective is written for each goal. The objective statement must be clear, concise, and measurable. This should be written as a performance indicator.

Performance Indicator = *(How many and which students) will (achievement description) (time frame) as measured by (data source).*

**Where we are – Status of this objective today**

Only 20% of our students in grades 4, 8, and 12 are reading at or above grade level. This leaves 80% of our students reading below grade level.

Using the data and information gathered through the study group efforts, where is the school in comparison to the objective (performance indicator) stated above? Please provide statistics and data to support this.

## Checkpoint 4 (continued)

### How to get there – Research-based Activities/Teaching Strategies

We are going to increase the quality and quantity of our teaching time by offering an after-school reading program which will provide ongoing assessments to identify student needs and then align instruction to meet his/her needs. Students will be referred to this program to receive additional assistance when needed.

Here you will provide research based activities and teaching strategies that the study group has found and would like to implement as a part of its schoolwide plan. These are practices that you will implement once your schoolwide plan is complete. Please refer to the study group idea list.

### How to get there – Teacher/Staff Professional Development

Our study group will continue meeting to research the best practices for extended day programs and improve instruction in comprehension across the curriculum. We will also research how all teachers can better identify when a student needs additional services.

What forms of high quality professional development has your team found that will assist the school in implementing the above strategies?

### How to get there – Parent Involvement

Parent volunteers are going to be utilized to assist with the after school program by asking our parents to meet regularly regarding ongoing assessment results and support students' needs at home. We will also request parent input regarding the operation of the program.

What types of parent involvement activities will your program implement to help achieve the above goal and objective(s)? What role(s) will parents and the community play in achieving this goal?

### Who is responsible – Leadership/Collaboration

This aspect of our schoolwide plan will be administered by our steering committee and the lead teacher of the after-school program. Our principal is the leader of this committee and will make sure the staff and the program are successful. Our principal will also participate with our study group to provide input regarding our research.

Identify who the leader of each of the key components of this objective will be. What forms of collaboration must take place in order for this goal and objective to be a success?

### What is needed – Resources

The school will use its schoolwide dollars to operate the after-school program and provide the materials and assessments necessary. Our study group will also receive the materials needed to operate from the schoolwide budget.

What resources are needed to properly and effectively implement the schoolwide goal and objective stated above? What additional resources – human and material – will be needed to meet the goal (i.e., teaching specialists, textbooks, tools, technology, and software)? What funding is available and will be used? What technical assistance providers will be consulted with to offer support?

## Checkpoint 4 (continued)

### When will we achieve it? – Schedule/Timeline

The study group plans to have this after-school program operating by Fall 2010. We believe the program can be fully operational by this time.

When does your study group hope to get this program fully implemented and operating in the school? Relate this back to the timeframe identified in the objective (performance indicator). What are the timelines for implementing the activities which will help to meet the goal?

### How will we know when we get there or when to change? – Performance Indicators and Assessment Data

The progress and academic achievement of students who participate in the after-school program will be monitored on a bi-weekly basis. This information will be used to drive the changes of the program and research topics of the study group. This information will also be used when making changes to our schoolwide plan for future years.

How will the performance indicators, objectives stated above, and data be conducted and reviewed? How will this information be used?