A Continuous Progress Curriculum Overview
What Do We Mean By Continuous Progress?

- A process which enables schools to organize around the needs of the students
- A process which enables each student to enter into the curriculum at his/her own starting point
- A process designed for on-going progress monitoring
- A process designed to re-organize throughout the school year to respond to the results of the progress monitoring and move students within the curriculum as needed
Schools Must Organize Around the Students

- Schools must be willing to create and re-create learning groups as students’ skills evolve

- Schools must embrace the concept that all students belong to everyone

- Schools must provide on-going training and support so that teachers are prepared for the next group of learners
Schools Must Organize Around the Student

- An entry point assessment must be given to each student
- The students are then grouped according to instructional need
- Teachers must be trained to teach the assigned instructional level
- Materials must be ready and available for this instructional group
Schools Must Organize Around the Student

- Schools must provide the resources and schedule for on-going progress monitoring

- Students are given periodic assessments to determine if adequate progress is occurring

- Assessments must be analyzed to determine if the students remain at this pace, be accelerated, or given remediation
The System Must Re-organize As Needed

- According to the results of progress-monitoring, schools must re-organize to meet the changing needs of the learners.

- Learners must be grouped and re-grouped to allow for fluid movement within the curriculum.

- Teachers must provide acceleration and/or re-teaching whenever and for whomever it is needed.
Rationale and Research

- In order to achieve the State and Federal goals, students must not get “bogged down” in the curriculum.

- In order to teach *all* students what they must know, schools must be organized to meet this new challenge.

- The “what we will teach” and the “how it will be assessed” has already been established; the organizational structure to achieve this has not...
Rationale and Research

- State and Federal guidelines require that schools create and respond to the needs of students through the Tier I-III process

- The Tier Process requires individual and group assessments and a coordinated response to these assessments

- Adapting scheduling and organizational structures to fit local situations is supported by State and Federal guidelines
Rationale and Research

- NCLB 1114(b) (1) (B) states that schools must:
  - Provide opportunities for all children to meet the State’s proficient and advanced levels of achievement

  - Use effective methods and instructional strategies that strengthen the core academic program and increase the amount and quality of learning time that provides an enriched and accelerated curriculum
Rationale and Research

- Extensive research on Progress Monitoring and Response to Intervention is the basis for the Continuous Progress Curriculum Model

- Progress Monitoring research supports periodic data gathering to determine student progress

- Response to Intervention research supports efforts to analyze the data, determine trends, and respond appropriately
The Continuous Progress Curriculum Model Review

- Entry assessments determine instructional groupings
- Teachers and resources are assigned to instructional groups
- Weekly progress monitoring data is collected for each group
- Weekly review of data to determine trends and create intervention plans
- Periodic re-grouping occurs to ensure continuous progress for all students
- End-of-year assessments to determine next year groupings, teacher training, and acquisition of needed materials
Project Goals and Timeline

Each site will:

- Assess current organizational structure (August-November)
- Determine most effective instructional structure (December-March)
- Create plan for implementation (March-May)