The Continuous Progress Curriculum Model for Elementary Schools was designed to assist schools in organizing around the needs of students through the established curricula. The project was able to assist schools in creating multiple entry points into the curriculum by interpreting and utilizing student data to create specific instructional groups within and among grade levels. These multiple instructional groups give greater flexibility to schools thus enabling them to better meet the differentiated needs of all students. The project involved four local school districts, approximately 70 teachers and over 1000 students. The goals established for the project were all met and the outcomes exceeded expectations.

Goal 1: *Increase district personnel’s skill knowledge and understanding of a continuous progress curriculum model.* This goal was achieved through monthly site visits and follow-up with the educational consultant. The educational consultant also presented research and rationale on the efficacy of the project at an orientation meeting held on July 31, 2008. Attending personnel from all four districts included the school principal, 5 teachers from each school, and in some instances District level personnel. In addition to the orientation meeting, a meeting with the Project Director and the educational consultant was held with each District superintendent.

Goal 2: *Create a committee of stakeholders at each site to develop site specific plan for implementation of a continuous progress curriculum model.* Each school site established a Continuous Progress Curriculum (CPC) committee that included one coordinator and 4 teachers. The CPC committees met with the educational consultant each month and site-visit follow-up letters were presented to the committees and principals after each monthly meeting. The CPC
committee utilized the monthly meetings to create a site-specific implementation plan to begin during the 2009-2010 school year.

Goal 3:  
*Provide training and support in the development of a plan for the implementation of a continuous progress curriculum model.* This goal was met by the educational consultant meeting with the established CPC committee each month to determine specific performance measures, gather student performance data, create specific performance matrixes, formulate multiple instructional groupings, and establish instructional entry points into the curriculum. At each monthly site visit the educational consultant guided the committee members in the process for establishing a continuous progress curriculum for their individual schools. This process allowed each site to work within their parameters and with their own unique circumstances. The educational consultant was also able to guide each site committee in the formulation of a site-specific plan for implementing the continuous progress curriculum model for the 2009-2010 school year. Each school committee prepared a PowerPoint presentation of their individual implementation plans and shared them at the joint culmination meeting on May 16, 2009.

The success of the CPC was assured by working with the educational consultant over the 2008-2009 school year; each school CPC committee developed a clear understanding of the CPC process, the benefits of the model for their schools, and the knowledge to successfully implement the model during the 2009-2010 year.

The CPC project was successful and did not encounter any barriers to the anticipated outcome. The original idea did not change during the course of the project and the desired school improvement impact was fully realized. During the course of the year-long project, teachers and principals increased their knowledge of universal screeners, interpretation of student data, and systemic responses to student data. This increase in knowledge enhanced the school personnel’s instructional capacity and will lead to improvement in student achievement. The principals and teachers involved noted the instructional organizational value as a measure of the project’s high sustainability quotient. The results of the project will be realized during the 2009-2010 school year when the implementation plan
is enacted at each site. The results will be disseminated to the superintendents of each district so that they may use the process for other schools within their district. The process was noted and compiled into an easily disseminated format which can be replicated at other schools around the country.