

**Commission on Public Elementary and Middle Schools
Five-Year Progress Report _____**

SCHOOL

Sample

2005

Report on the Status of Recommendations

Recommendation	Classification	Explanation
1. Establish a process to review the philosophy and objectives in a timely and productive manner.	Completed	A philosophy and objectives sub-committee was established to develop a review process during the year after the visit. The committee meets once per year, reviews the document, and brings suggested changes to a full faculty meeting for discussion. Subsequently, the committee makes the approved changes and submits it to the School Council for its approval. Finally, the new version is sent to the school board for informational purposes. A copy of the most recently revised statement is attached.
33. Provide additional math manipulatives to support the math program.	Completed	Beginning with the FY1977 budget, a line item for math supplies was added to ensure a steady flow of math materials to the school. Since that time, \$14,000 has been spent in addition to a professional development program aimed at developing new strategies for math instruction.
48. Develop strategies to provide outreach to parents.	In Progress	<p>The School Council adopted this recommendation as an annual goal. The PTO, which was virtually non-existent was re-established in 1998, but it has taken a long time to find the right combination of people to take leadership roles. This year, the PTO developed its first set of programs for parents.</p> <p>The curriculum department also began a series of curriculum nights this year in order to educate parents about MCAS and the need for parents to understand what their children need to know and be able to do. The SPED department has also begun a series of parental forums designed to bring an awareness of the services available for students.</p> <p>Much of the outreach has begun since the new principal arrived. The faculty is very supportive, but more needs to be done.</p>

Recommendation	Classification	Explanation
56. Provide science textbooks for the primary grades.	Rejected	As the school pursued this recommendation, it became evident that textbooks at the primary level was not an appropriate solution for the lack of science materials at that level. As a result, the primary teachers attended ASCD programs in the science area, discussed the articulation of the science program with the upper grade teachers, reviewed catalogs and supply materials and opted to purchase XYZ Science kits, designed for hands-on learning and fully integrated into the school's literacy program.