

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

SCHOOL

Report on the Status of All Recommendations from the Visiting Committee Report

Sample 2009

Recommendation	Classification TYPR Status	Classification FYPR Status	Explanation
1. Establish a process to review the Mission and Expectations in a timely and productive manner.	In Progress	Completed	1. A Mission and Expectations sub-committee was established to develop a 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 recent revised statement is attached.
33. Provide additional math manipulatives to support the math program.	Completed	Completed	33. Beginning with the FY 2005 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	In Progress	48. The School council adopted this recommendation as an annual goal. The PTO, which was virtually non-existent was re-established in 2005, 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. 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.

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Recommendation	Classification TYPR Status	Classification FYPR Status	Explanation
56. Purchase science textbooks for the primary grades.	Rejected	Rejected	56. As the school pursued this recommendation, it become evident that textbooks at the primary level were 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 level 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 science program. .
57.			57.
58.			58.
59.			59.

