



Haggerty School

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Haggerty School Advisory Council (SAC)

Friday, January 17, 2025

7:45-8:45

Haggerty Library & Google Meet

Agenda:

- Introductions & Welcome
 - Roles - Note Taker
 - Check-in: What we're hearing - What's on Top? Peaches & Pits? (anything that is not on the agenda and needs time or planning will be tabled for another mtg or a subcommittee)
- Minutes from December Mtg
- New Illustrative Math Curriculum Overview: *Heidi Fessenden, District Lead Teacher for Elementary Mathematics*

Attendance: Nancy Campbell, Kevin McGonegal, Nili Pearlmutter, Heidi Fesendon, Aline Kassabian, Hester Breen, Karen Brushett, Chris Cullen, Stephen Cellucci, Michelle Cailoro, Katie O'Connell, Lissa Galluccio, Andrea Flammia, and Aminata Cham

Notes taken with a team effort:

Peaches and Pits:

- Hester's children reported having a great time at the Movie Night.
- Nancy - Haggerty's recent data meetings for ELA and Math had many celebrations and growth - these happen 3 times/year. It's a quick dipstick to make sure that students are making progress toward grade level standards. Coaches & interventionists bring data and make it accessible to the team of teachers, special educators, ELL teachers and then everyone thinks together about how data can drive instruction. It's fun to celebrate students' progress and see the impact of growth given how hard the educators are working!
- Aline - Some 4th grade students just started a "smile" project. Students putting together bulletin board and skits for school assemblies - spreading kindness and gratitude.
- Kevin - School assembly last Friday - 5th graders doing well as hosts, developing presentation and public speaking skills. Younger students getting experience being a good audience. Routines are starting to stick.

Presentation about Illustrative Math by Heidi Fessenden:

- Nancy started by sharing that the process of choosing the curriculum was a powerful and equitable one, centering educators and instructional equity.

Math Curriculum: Heidi from the Math Department joins us!

Overview of Agenda for Math Curriculum Overview from Heidi Fessenden:

[Link](#) to SAC Slides (This presentation starts on Slide 19)


Agenda

- Opening
- What is problem-based learning?
- WHAT: Warm Up Routine
- WHY
- WHAT: Math Activity
- WHY
- Ending a lesson
- Reflection / questions

Linked slide : | ↗

What happens in a problem-based curriculum?

- Students spend most of their time solving interesting problems
- The problems are carefully chosen and sequenced
- They work with partners and engage in frequent discussions



Math Game Morning Friday February 28th for parents to join their children in classrooms!

2nd year of using the curriculum K-5!

We began with thinking about and sharing out our experiences with Math

Goal for today: An overview of problem-based learning

-It's a carefully designed experience where the teacher ensures the question or problem and it's up to the student to make sense of the math with teachers monitoring. The teachers then come back to the whole group and ask students to synthesize what they learned.

-Currently student's are spending most time solving interesting problems and do this individually or as partners. Where the teacher's role is to facilitate the discussions among the students.



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The structure of the lessons are about the same for grades K-12 so that students can access it quickly and be familiar with it. There is a breakdown of the lesson structure: Warm up, activities (2-3), Synthesis, and a cool down. For the younger students, we have what's called "centers." In K there are more centers that are a part of the lessons.

Why we do Warm Up's in math? It's meant to engage every student and allow them to contribute to the conversations and work without needing to be taught something new. All students have access to the visuals, with no right or wrong answer, yet a focus on mathematical thinking. It requires deep listening and perspective taking on behalf of the classroom community. We're able to hear from everyone.

Why are activities designed in certain ways?

It's to encourage precision, problem-solving skills, collaboration, and making meaning. These activities allow teachers, special educators, and paraprofessionals to observe students' work and see where they're in their learning the objectives, concepts and skills for each lesson/unit.

Reflection + Questions:

HB - Could you talk a little bit more about how this maps onto what students due in middle school and high school and how this helps the readiness of students? - Students are using similar kinds of thinking and the Massachusetts math standards are general across the board in the curriculum.

KB - The curriculum has been going on for 2 years at Haggerty and up at the high school the curriculum has been taught out just a few more years than that. Why? -We changed things in elementary because educators were using different curriculums at different schools and therefore it wasn't unified/aligned or frankly, equitable for all of our Cambridge students. The department had a review and there was voice and choice with a consensus process from educators based on what curriculums really meets the needs of our learners..

History in CPS and school choice has been that different schools had the autonomy to choose the curriculum, which presented challenges when students transitioned to middle school, and then high school.

Next Meeting - February 2.14.25 Mtg.: (Director of English Language Arts, Emily Bryan, will join us for an overview of the new ELA (CKLA) 1st grade - 5th Grade ELA curriculum.