CAMBRIDGE PUBLIC SCHOOLS

Haggerty School Advisory Council (SAC)
Monday, June 23, 2025
8:00-9:30 am
Haggerty Library & Google Meet
Video call link: https://meet.google.com/cyn-wqev-gtn
Or dial: (US) +1 631-606-4012 PIN: 198 392 553#

Agenda:

- Introductions & Welcome New Reps! Link to running slides
  - 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)
- SAC Elections (vote on co-chair - if enough reps are there)
- Caregiver Survey Updates (for 7/1 and SIP FE Subgroup)
- Focus Group/Review of data (for 7/1 and SIP FE Subgroup)
- School Improvement Plan
  - SIP Budget Updates
  - Feedback/Reflection on SIP from staff
  - Focus Group Data Analysis (for 7/1/25 & SIP FE group)
  - Timeline and Budget

Notes taken by:

Lissa

Attendance:

Nancy Campbell, Nadia Jeudy, Aline Kassabian, Kristina Vanstrom, Missy Page, Lissa Galluccio, Leah Kean (virtual), Kevin McGonegal (virtual), Aminata Cham (virtual and in person), Katie O'Connell (virtual), Justine Sheffield (virtual)

Introductions

SAC staff representatives - In response to staff SAC members questions - Aline and Kevin are in two year cycles.

Meetings next year - In September - with our new members, we will see what the best time is for the new group to meet. We don't have enough of the new caregiver SAC rep's to vote on a co-chair, so moved to September, with time to review SAC Purpose and SC Guidelines.

Check-In: Peaches & Pits:
- Peach - the 5th grade moving-on event went really well and the teachers gave out a really heartfelt packet to each student. Caregivers and staff did a wonderful job.
- Peach - the Spring concert is always so enjoyable! Was beautiful!
- Peach - the garden Kindergarten art show is still one of my favorite things - the K's understanding of the artists and their art work was so impressive.

School Improvement Plan (SIP) -
We have been talking about the SIP for the last few meetings and narrowing down the data and information needed this reflection process. The SIP is a two year plan, the budget is a one year plan, each year.

End of year Math Data: Data - each dot represents 3rd, 4th or 5th grade for end of year iReady.

(Slide 109) - end of yeariReady data for Math -the three dots represent 3rd, 4th and 5th grade - and all fall into the high performing and high growth quadrant. Margie mentioned that she many of students for intervention across the year (59). We are really looking for growth. We also pull data from other places - and in math the context is always changing (because the concepts/units of study shift by grade and unit - concepts in math are different). Measuring growth in math is very different from ELA. iReady data is one data point. We don't yet have the raw data for MCAS - but hopefully soon.

The SIP goals are based on MCAS, and the iReady data is a way to see if we are on task (It's one way we monitor growth toward the goal, 3 times throughout the year). The math goal itself was all based on meeting a certain scaled score (MCAS) that was not met (State's target). Our demographics have shifted so much in the last few years, maintaining and sustaining the scaled score targets by demographic group has been really challenging with a changing demographic of students and a higher churn rate.. The state sets the target, but this is not related to how our demographics change. The state sets a pretty aggressive target and we aim to meet it, no matter what our demographics are.

Every cohort is a little bit different and it's another reason we look at a variety of data. We use both summative, high level data like MCAS, and exit tickets and other pieces of

student work from every content area, which is more student level data (formative). This level of data gets us to think about the individual students and individual growth. We use all of this to map on to the data to make sure we are achieving growth throughout the year.

Students younger than grade 3 do an individual diagnostic screener 3 times a year. It helps us see what each student is doing, and what they need more or less of a focus on. We can see patterns for students as well - division and subtraction, for example are almost always more challenging than addition and multiplication - and counting forward. Counting backwards is really hard for children, although it's necessary (mental math - counting foward, and backwards).

(Slide 110) ELA Data - each dot represents 3rd, 4th or 5th grade for end of year iReady.

Question: Can you look at cohorts over time? **Answer**: I think iReady can do this more at the student level over time. Branching Minds is where all the data is housed for students - as well as office referrals. It's the master hub. Maybe you could look at Branching Minds to pull data to look at cohorts over time. 10 years ago, we worked with Chris Partner (with Robin Harris and Chris Gerber) to use response to intervention (which is now called MTSS). He helped us look at intervention systems and multiple exposures to help them make growth. The District wasn't doing Dibbles, or MTSS at the time. So we used data performance systems, his hub, and you could pull student's data out over time. For example, you could look at nonsense word fluency - and look at the end of K until middle of second grade - and you could see how they were doing. The likelihood that we (Haggerty) will continue to use this particular system is lower now that the Branching Minds is our new system, but we still have it and I still look at it. iReady is an adaptive assessment, so it provides different data, but it's hard to compare across students - as they are all getting different questions.

(Slide 111) - For ELA, the SIP goals have really focused on the ability to write. Comprehension is one thing, but you also need to make meaning and respond to it in writing. Writing is not one of our Universal screeners. And, there is writing in MCAS (ELA, Math & Science). Hoping this all becomes more systematic with CKLA.

(Slide 111) - This slide show's MClass data - bottom rectangle is K, middle is 1st grade and top rectangle is 2nd grade. Assessments at each grade are different, based on their developmental level. This is a composite of all these assessments (Dibels) and gives us a sense for how we are doing. (BOY = beginning of year, MOY = middle of year, and EOY = end of year).

Question: When you do the SIP - you are pulling the data yourself and the District doesn't have a standard pull? **Answer**: Schools pull the data, with the help of the district's data analyst, and as a best practice it's most helpful to triangulate a lot of different data points.

Question: so you are using all these different data points at the school level - but the District seems to mainly just be looking at MCAS data? **Answer**: Mainly, yes and iReady. At the school level we need to look at this more student/"street" level data to make a shift in the MCAS data. It's how the students learn the skills they need to accomplish MCAS.

Nancy - my hunch is that reading will be a strong proficiency in the MCAS data and writing is something we will need to keep working on. **Question**: How are we coming to understand CKLA and how we are teaching writing? Is there enough writing? **Answer:** We find that there is less output in writing production, but the quality of the writing is improved. Students are learning more about parts of speech and grammar - they know what a run-on sentence is, which improves the quality.   Writing has taken on a different form. We're eager and interested to see how CKLA impacts our writing scores. It's a big shift. Not just in ELA, but math, science and social studies. CKLA will likely give us more ways to think about how we assess writing and work on/teach/intervene with writing.

Haggerty draft SIP template: I did share it after the last meeting. Different teams across the building are working on the draft. Margie and Nili, who work with the elementary math department, are engaged and working on that goal, with input from the math department. There are different teams that are meeting to develop the different parts of the SIP.

What did teachers/educators in general think about the previous SIP? And how the money was spent in general. Hearing from staff is so important.

Question: When students are way above on a skill - isn't it probably more reflective of what they are doing outside of school? Like Russian Math? **Answer:** Sure, it can definitely speak to the opportunity gap. When you look at the high needs population of some schools - it shifts the experiences and increases the gap. And yes, the result is also a more positive or negative reflection of the school, even though it's from causes outside their control. And, we've seen some students who don't, using the ex of Russian Math, engage in outside of school math programs, but they're engaging in higher level fractions in grade 2.

SIP reflection from staff - Some highlights staff mentioned were:
- SIP expenditures that helped move our school forward - including building our IST team. Any staff can bring a student to this team, to help them understand more about how to help this student continue to grow. We sometimes use Gene

Thompson-Grove (trained many of our staff at facilitative leadership who may still consult with us from time to time), and I often add some money for her at the beginning of the year, just to get that team solid and off to the best start. Nancy has met with multiple teams/individuals to gather feedback on the SIP. Pulled the SIP budget and goals with coaches and some individual staff. Came up in our CLEE/Hope Team who has been working all year on school climate efforts and digging deeper into the equity efforts we're needing to analyze.

- After school hours and planning/designing being paid - being compensated for anything that happens outside of school hours is something staff continue to appreciate. Planning time with coaches across a grade level with the new curriculum roll out is a ton of time and energy.
- People feel like the Bionic Project is really valuable - and would like to do even more with disability bias.
- At times meeting the contractual obligations of conferences can be challenging. Some really like to do it during the school day (and getting it done in one day), and some prefer to do it outside the school day. Being able to make that choice is valuable to staff. **Question:** What percentage of SIP is taken by these outside hours? **Answer:** Different every year. This year I also added a line item for lunch and recess aids - and sometimes we need them more than the 3 hours a day. They can take on additional copying, laminating, etc. (so clerical support of staff, or additional coverage) - and I added 10K in this year's budget for this. Hard when the clerk is out - and very few people can cover for the clerk. Lunch and recess and building subs have some capacity to help with the door, and visitors, phones, etc.
- In 2023-24, the Teaching Learning Alliance (TLA) - early phonics curriculum - we adopted it K - 3rd grade. Found that many students couldn't decode/encode. This was seen as very valuable in the last SIP (plan and budget).
- SPS consulting Services - data warehouse - helps to norm data and create longitudinal data for different groups/grade levels over time. Very Valuable in SIP Planning.
- Class Creator - helps us to create classrooms for the next year - copied Heidi Cook at Baldwin a couple years ago - and now a few schools are using it. Once data is entered, the computer program does the work, and you can manipulate it so that it works to our benefit.
- CLEE (Hope meeting): Center for leadership, equity and education (they bought out the school reform initiative). And they would hold meetings each Fall, and be in critical friends groups and do learning with people across the country. Funding staff to go to this fall meeting is part of the SIP, hopefully. We need more time together with problems of practice and a deeper level of collaboration and collegial work. We don't have the time to do that well or often enough in this work.

If it ties to equity and student learning and our SIP Goals, I tend to use the SIP budget. Some of these costs could come from the general budget - but some things are unfundable. We can't buy SWAG with our funds, for example due to State and federal laws.

SIP Budget for this year - This year was $67,000. Next year $80,547.

SIP and the general/discretionary fund (are the two buckets of money).

The SIP budget is driven by many algorithms. And if your population changes before Sept, you still don't get any more money. If you don't use the money, it gets absorbed by someone else, or ultimately it gets sent back to the City.

Each classroom teacher gets $500 in Haggerty Budget (this varies by school) - and it's really just for consumables. And they also get their own $450 reimbursements (contractual for teachers). If a rug gets ruined over the summer, for example, that would come out of the general fund (above and beyond the $500).

One question - was what's left on the table in terms of money?

Nancy gets a weekly email from the District about where we are in terms of funds - and the SIP $6,738 has left right now - but most likely some of these funds have just not been paid out yet. This email is one way we get to see how much is left (or at least what's encumbered)

General/Discretionary Fund - how much is left on the table? $235. is what's left as of today

Next year SIP budget so far:
CKLA $18,9444
Math $8624
Wayfinder: $700 (for those teachers that want workbooks)

Prof. Dev. Budget: paying day to day subs - to cover staff that prefer a sub to do conferences, or cover teachers for data meetings, etc. - we went through that money very quickly this year! Daily substitutes are about $250 a day. We have to fund that. When Math labs happen across the district and they visit other schools planning and teaching - the Math Dept would cover those subs, although if needed, our SIP could cover those costs.

Question: Does our timeline align with the District timeline? **Answer:** The budget spending plan was due on 6/12/25, but the timeline wasn't reasonable (at least not for me/NAC). The draft plan is due on August 11th. The SIP Document is live and in Google Slides, feedback is ongoing.

Next Meeting;
We had a doodle poll for the next meeting - **7/1 at 8:30am** Plan for next meeting: unpack some of the data that Hester shared and the most recent focus group,with the Caregiver Panorama data - and create a family engagement goal/with action plans for 2 years, and a spending plan to support that goal (and other goals that include family engagement - math, ELA, school climate, etc)

Meeting adjourned at 10:11 am