



Haggerty School

Nancy Campbell, Principal
110 Cushing Street • Cambridge, MA 02138
ncampbell@cpsd.us • 6173496555

Haggerty School Advisory Council (SAC)

Friday, October 24, 2025

8:00 - 9:00 AM

Haggerty Conference Room & Google Meet

AGENDA

- Introductions & Welcome
- Confirm Co-Chair Vote
- School Improvement Plan
 - Review Read & Plan
 - Notice?
 - Wonder - Questions it raises?
 - Implications for these meetings and Haggerty's academic and SEL achievement?

Attendance: Justine Sheffield, Kristina Vanstrom, Jill Linnell, Aline Kassabian, Kevin McGonegal, Nili Pearlmuter, Suzanne Russell, Lissa Galluccio, Katie O'Connell (virtual), Melissa Rubbelke (virtual), Chris Cullen (virtual)

Notes taken by: Lissa

Introductions and Welcome

Co-Chair Vote: We confirmed that Justine Sheffield would be the co-chair for SAC this year! She was the only volunteer, and representatives voted. Justine has two children at the Haggerty, a 4th and 5th grader. Welcome and thank you to Justine!

School Improvement Plan Review ([SLIDES](#)):

There are 5 goals in our School Improvement Plan, required and aligned to the district plan: English Language Arts (ELA), Math, School Climate, Family Engagement, and Neurodiversity/Understanding differences. Each SIP goal has two parts: 1) Current data/data analysis: area of celebration, area of growth needed, and barriers or challenges to success, 2) a Smartie Goal/ Theory of Action, along with strategic actions. We reviewed the data and goals in the School Improvement Plan for each of the 5 goals - starting with English Language Arts.

Our ELA Coach, Mrs. Russell reviewed the data that is generally used to create the plan. In both ELA and Math - there is particular data that we use to inform the SIP. The SIP is created based on MCAS data in grades 3, 4, 5, as well as i-Ready, which is a diagnostic and adaptive assessment administered 3 times a year. Caregivers receive generated i-ready reports three

times a year. In grades Kindergarten through 2nd grade we use mCLASS data - which is a foundational skills screener (also given 3 times a year), to assess foundational literacy skills in all K-2 students. These assessments are used universally across all schools. It's important to remember that these assessments are a single snapshot in time. We rely on many other assessment forms/tools to assess learning and to inform daily/weekly instruction, these formative assessments include but are not limited to: selected pieces of student work, pre-assessments, mid-unit assessments and end of unit assessments.

As a reminder, we are in year two of a new ELA curriculum, CKLA (Core Knowledge Language Arts). In both CPP and Kindergarten we use Focus on 4's and Focus on K, these have been in use for the last 3-8 years, however, updated revisions and additional components have been added each year. All teachers CPP-Gr 5 are currently learning and developing/deepening their knowledge in these new curriculum. On ([Slide 5](#)) percentages from the data - there are celebrations and areas needed for growth & improvement.

Some celebrations:

- 72% of all K thru second grade students made average or better growth in mClass
- 70% of all students (i-ready) on, mid or above grade level
- 69% of all students met typical growth goals
- Grade 3, (EOY) 81% of students early on, mid or above
- Grade 4, (EOY) 63% of students early on, mid or above
- Grade 5, (EOY) 66% of students early on mid or above

Challenges:

- 31 % of 3rd - 5th grade students not yet meeting typical growth in i-Ready

Question: Is there a general district goal? **Answer:** Yes, it is 80 % will be above grade level and 20% below. You might hear the term MTSS - which stands for multi-tiered system of support. It's how schools provide additional support through the school day. This is how we address getting students below grade level back to grade level. In these systems there is a lot of progress monitoring, to see the data - to see who are the students who are on grade level or above. Every 8 weeks we look back at the data, to see if our MTSS/student intervention efforts are yielding progress for students.

Each Coach (Math and ELA coaches) in a building, has a District Coach - and they do learning walks across the schools. Looking at classroom engagement, the materials, how students are interacting with the workbooks. There is a lot of progress monitoring for students and staff.

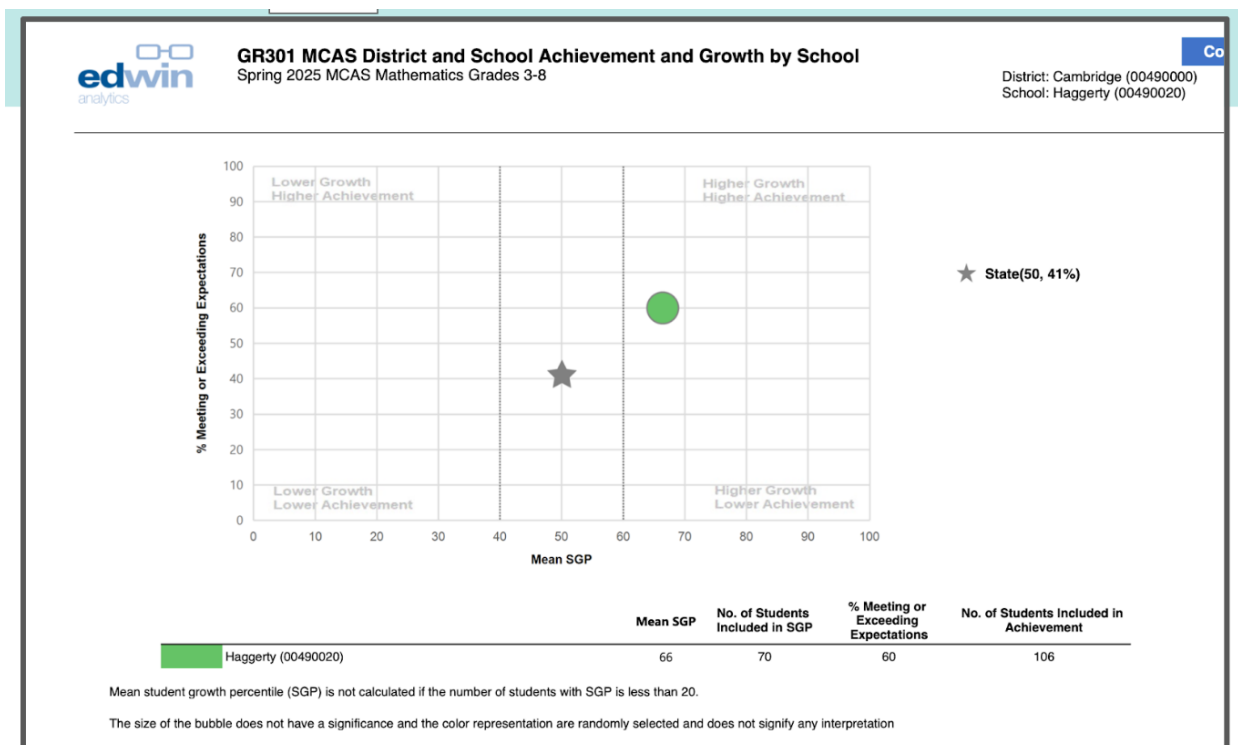
Math ([Slides 8 - 10](#)) - Nili Pearlmutter, our Math coach, reviewed the Math component of the

SIP. What is our data telling us? What's going well and what do we want to work on? Similarly to ELA, we had a new curriculum two years ago - Illustrative Math. We now have solid core curriculums in both areas across the District. Which has historically not been the case. Now when students switch schools, they won't experience any shift in curriculum. Haggerty student growth was pretty strong, especially in 4th grade. Achievement percentile - compares our whole school to other schools, and also compares different populations of students. There is a category - High Needs - which scored very well (88th) in third grade. We had some really strong MCAS data. ([Slide 8](#) for celebrations)

Question: What was it about the new curriculum that helped the students grow and change?

Answer: It was our second year of the curriculum, so teachers had more understanding and also the students had more experience. It is a rigorous curriculum. Although our rankings were often good, we still have work to do with our high needs students. Although there was growth we still need improvement in their overall scores.

This is Slide 9: up and down (vertical) is achievement and bottom (horizontal) is growth. - so the upper quadrant is the goal - which is where we were.



Our goal is to raise overall scores in MCAS in Math. This is our 3rd year of the new Math

curriculum and we really want to dig into routines - and increase student's ability to do partner work. You have to know how to work in partnership to do this routine well. So we need practice in these routines. In our 3rd year, we know the curriculum, and we can zero in on practices in many ways.

Strategic action steps ([Slide 10](#)) - **Question:** Are ours similar to other schools? **Answer:** Yes - they are consistent, although they might have different goals. There is a lot of collaboration across the district with staff. At Haggerty we are doing Plan Do Study Act cycles - is a little more Haggerty specific. It's a practice of using data to see what we do next.

School Climate ([Slides 11 and 12](#)) - Nadia Jeudy (Assistant Principal) Aline Kassabian (Gen. Ed. Social Worker) reviewed the School Climate component of our SIP. Our Wayfinder (Social Emotional Learning (SEL)) curriculum is still new - we just started to use it last year - so this is new data. A lot of our data is taken off the Panorama Survey - caregivers, staff and students fill out these surveys. This goal is very specific to the Haggerty School. The overall school climate data from student Panorama Survey (grades 3 through 5) increased from 57% (2023/2024) of students responding favorably to the overall social emotional learning climate of the school to 59% (2024/2025). In 23/24, 66% of students responded that student behavior did not help their learning. In the spring of 2025, that data point increased to 69%. We will do Panorama surveys this Spring as well. We will be working on building upon student social competencies.

General background on the curriculum Wayfinder, which is the District's social emotional curriculum, it has 6 competencies (Self-Awareness, Adaptability, Empathy, Collaboration, Agency, and Purpose). Every Monday we have half an hour where the whole school uses Wayfinder lessons. We started this last year. Wayfinder is now being used in every school across the District.

Family Engagement (FE) ([Slide 13 and 14](#)) - Lissa Galluccio (Family Liaison) reviewed the Family Engagement component of our SIP. The data for the FE component also comes from the Panorama survey (by caregivers), as well as the community focus groups we hold each year at Rindge Ave. Apts and Strawberry Hill/CambridgePark Drive neighborhoods. From this data, we know there are a lot of celebrations in the positive feelings caregivers have about our school. Families deeply appreciate the school's warmth, community focus, and staff dedication. Efforts to diversify staff and build community are noticed and praised. Families praised strong communication, including one-to-one, translation services, and paper notices. Community building events are appreciated. Some of the challenges were centered on afterschool options, caregiver connection with other caregivers, and a deeper understanding of the Math curriculum.

Our FE goal is to improve our partnerships with caregivers and increase the number of caregivers who know what their child is learning in every class and how they can support them outside of school. Some of our strategies to get us there are to create a family engagement



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team to engage in Plan, Do, Study, Act Cycles of inquiry, expand our neighborhood focus groups, organize more math workshops for caregivers, and have more staff proactively engage with individual priority caregivers.

Question: All teachers are communicating with families - some do monthly newsletters, some other ways, could that be pseudo-standardized across the grades?

Suggestions: It's been hard as a caregiver to know the staff and what their role is - who engage with our children in the classroom. It would be helpful to have a staff directory with names, with their role and a little description of the role (does this already exist on the website?)

Maybe in the Holler - highlight out a specific teacher across editions?

Neurodiversity ([Slides 15 and 16](#)) - Kevin McGonegal (Technology Instructor) reviewed the Neurodiversity component of the plan. We're working to build upon our work to continue to increase our student's understanding and behavior aligned to our motto: Everyone is different Everyone belongs. Focusing on increasing their feeling of belonging. Last year we did a survey during recess in grades 1-5, asking "do you think most people follow the motto" and 32% of students said no.

The Bionic Project will be coming back for a full day long to work with every grade. The date will be Tuesday, December 9th.

General Questions: What is the next step: The SIP? **Answer:** We have the budget and it has been submitted and the work is already underway.

Q: How much can the SIP shift next year if the data were to change a lot - could the goals change? **A:** The goals won't change, but some of the action plans might shift to meet any of the changes we're seeing.

Question to caregivers: are there things here you want to learn more about future SAC meetings?

Meeting adjourned at 9:00 am

Next meeting is Friday, November 14th