



Haggerty School

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Haggerty School Advisory Council (SAC)

Friday, December 5, 2025

8:00 - 9:00 AM

Haggerty Library & Google Meet

Agenda:

- **Introductions & Welcome**

- **Check-in:** A way for us to connect with each other about what we're hearing - peaches & pits (anything that is not on the agenda and needs time or planning is tabled for another mtg or a subcommittee meeting.)

- **Math Curriculum Information and Updates**

- Math curriculum: How can we respond to the questions and needs of our caregivers who are interested in learning more about how their children are doing in math and how they can support their learning outside of school?

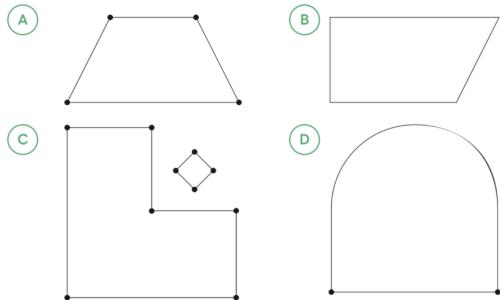
Attendance: Chris Cullen, Kevin McGonegal, Nili Pearlmutter, Lissa Galluccio, Claudio Jean-Baptiste, Justine Sheffield, Melissa Rubbelke (virtual), Panayiota O'Keefe (virtual), Aline Kassabian and Jill Linnell

Introductions

Peaches and Pits: Peach: We have had struggles finding afterschool but our son started after care at Tobin, and it is going really well. **Peach:** Had another Math Lab this week in 4th grade, teachers meet with other staff from a partner school, teach a lesson and come back and debrief. **Peach:** Excited for the Peace Concert, one week from today. Really excited to see the Chorus who have been working very hard.

Math with Nili Pearlmutter: Which three go together?

Which 3 go together?



We like to begin to see ourselves all as mathematicians. This is a slide from 3rd grade math lesson, and this is a warm up. They experience this same routine from 1st grade to High School. The slide



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shows three diagrams, and there is always a way for three of them to go together - so there is no wrong answer. They put their thumb at their chest when they have an answer, which helps reduce distraction of other students' hands shooting up. Various answers were given with explanations. Usually no one sees all of them, and we can all learn from each other and there are more than one right answers. This is the beginning of a lesson about measuring shapes.

We asked **what is helping caregivers know more about how students learn**: sending home the workbook, seeing the homework, iReady, Curriculum website. Other ideas for things that help: Conversation with the teachers.

Questions from the Survey:

What are the digital aspects of the math lesson? In our regular classroom lessons, the teacher projects slides but students are not typically using computers to do math, they are on paper or in workbooks. Prefer to have kids use pencil and paper to do math. So no computers for lessons.

There are 3 resources online though: **1)** ST Math (practice and learning program). ST Math doesn't really use language so not a lot of reading. There are puzzles that practice a skill. Great for English language learners - available K-5, but mostly use it in K-2. Can also assign extra puzzles to challenge students. **2)** iReady- 3-5th grade, use it during WIN block. It adapts to a student's level. If prior skills need more practice it will go back to that. They can also assign certain skills for practice.

Question: Does CPS have a recommendation for how much time students should use these at home? The younger grades it's like 60 minutes a week total (might be 45 min a week for K). Recommend that you focus on one resource or the other. If a caregiver can see some struggles in math, using one of these resources at home consistently is a very helpful way to give them practice. iReady has built in lessons as well, with visuals that support their learning. There are some grades that assign iReady for homework. A good thing to raise with your teacher. It is not necessary for caregivers to take this on, unless prompted by a teacher. If we wanted you to take it on, you would hear from your classroom teacher.

3) IL Classroom: K-5, is the platform for our curriculum. We don't use it for the lessons, but they have a lot of center games. Teachers can assign these games in class (centers) or during the WIN block. This is mostly an in school resource, but students have access to them through their dashboard.

How can we tell how our child is doing in math? How do our teachers know how our child is doing in math? Observations - teachers watch students while they are working. The curriculum has a check list as part of each lesson. Also every lesson ends with a Cool Down (1st - 5th grade). The curriculum is very collaborative. The workbook is really a first draft of the work. So the cool down is after the lesson - to see how the teaching went. This slide is a cool down from a 3rd grade lesson.



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[Cool Downs \(1-5\)](#) [Unit Assessments](#)

LESSON COOL-DOWN
8 Where Is 1?

Locate and label $\frac{1}{3}$ on the number line. Explain your reasoning.



And there is a test at the end of every unit. Teachers vary what they send home - some send home the cool downs, some use them, some write on them and use them with students. Unit assessments are kept and shared at conferences, and teachers also use them for report cards. All the data gets entered into a platform called Forefront - and it organizes it really clearly. Teachers hang on to the assessments so that they can refer to the student's work.

New Report Cards - coming out next week! This year everyone will get 3 report cards a year. Until this year every school had different report cards. So it was a big project to standardize them across the district. It's going to start with these three mathematical habits or practices. ([Slide 23](#)) These come from the standards for teaching used in the Common Core. There are 8 math practice standards. So these are taken from some of those. 1) **Mathematical habits/Practices: Perseverance.** Use Math to explain your thinking. Organize their work, label their work, and are careful. 2) **Operations and Algebraic Thinking:** Solves multi-step word problems, knows multiplication facts. 3) **Numbers and Operations in Base Ten**

How can I help my child with Math? Homework - our goal is homework is something children should be doing independently. Give kids time and space and structure. This in itself can be challenging with the constraints of life. If the teacher says this should take 20 minutes, set a timer for 20 minutes. You know how your child works best, and this will look different for each of you. If they are struggling: ask questions, what do you notice? What could you try? They could then write a note to the teacher. Use scrap paper. We emphasize that mistakes are learning, but many do not want to write on their homework until it is the final answer - so scrap paper can release some of the pressure. We also might be able to differentiate the homework if students are struggling. Because we want to keep reinforcing studying skills, and if too reliant on adults we are not fostering these skills. 2) How else can I help them do math, like math? Find math around the world. The message that you are supposed to read to your child, less of a message around helping with math. A lot of adults have had very negative experiences with math, which makes it even harder to help. Find math around you - maybe while you are baking. Setting the table - how many spoons do you need? How many steps to get somewhere? Questions you cannot even answer. Shopping - estimate how much it is all going to cost. Also play games. Card games, etc. Also iReady or St Math.

Question: I wonder how in the curriculum does the real world application of math come up?. Is it clear why they need to learn it? IM is good at making connections between life and math. It situates story problems in real world context, often from a different culture. Recently in 2nd grade - working on hard story problems. Started by showing them a picture of two women from India cut their Sari's into ribbons and use them to make necklaces, so they had to measure them. In another example, the



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publisher included a video that showed a problem in a real world setting which was mapping a route across Australia. But would also say this is a place where we can continue to grow.

Question: How is the integration of iReady during after school? It seems to be dependent on the program, but is happening more often.

Suggestion: There was a suggestion to start sending iReady information to caregivers that are translated

Slides of kids doing math in classrooms! ([Slide 25](#))

Meeting adjourned at 9:00 am