



Haggerty School

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

Haggerty School Advisory Council (SAC)

Friday, January 9, 2026

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).
 - School Improvement Plan Spending Plan
 - [Linked here](#) is the slides that were reviewed

Notes taken by: Melissa Rubbelke

Attendance: Justine Sheffield (virtual), Lissa Galluccio, Kristina Vanstrom, Jill Linnell, Nancy Campbell, Kevin McGonegal, Melissa Rubbelke, Amy Ryan (virtual), Panayiota Okeefe (virtual), Chris Cullen (virtual)

Introductions

School Improvement Plan Spending Plan Overview

- The SIP spending plan slide is treated as a live draft that gets updated as costs and staffing decisions become clearer.
- Some budget line items may shift as participation levels and needs change over the course of the year.

Questions on the SIP from caregivers:

- **What is the IELT?**
 - IELT = Instructional Equity Leadership Team
 - Every school has a leadership team connected to the School Improvement Plan; how it functions can vary by school.
 - At Haggerty, the IELT meets monthly and includes a mix of required and voluntary staff members.
 - Members include instructional coaches, classroom teachers, school adjustment counselor, and administrators.
 - The team helps drive SIP work and connects it back to staff meetings, grade-level teams, and other school initiatives.
- **What are PDSA cycles?**
 - PDSA = Plan-Do-Study-Act cycles.

- PDSA cycles are a form of action research used to study and improve specific problems of practice.
- The process involves:
 - Identifying a challenge or area for improvement
 - Trying a strategy
 - Studying results and data
 - Adjusting practice based on what is learned
 - This year, all SIP goals are explicitly connected to PDSA cycles.
 - The approach emphasizes that the experts are the educators and staff working directly with students.
- **Why are stipends included throughout the SIP budget?**
 - Stipends compensate staff for work completed outside of contract hours (this includes: leadership team meetings - such as IELT; planning and facilitating staff meetings; other after-hours work tied directly to SIP goals.)
 - Stipend costs are difficult to predict because rates are determined by contractual agreements and vary by role and type of work, and participation in stipended work can vary year to year. Staff may choose either a stipend or a Master's Plus credit (both cannot be received). Additionally, staff availability fluctuates depending on workload, including years when new curricula are implemented.
- **School Improvement Plan budgets are improvement-focused initiatives beyond core instructional expectations. What budgets support school operations beyond the SIP?**
 - School General Fund / Instructional Support Budget:
 - Covers consumables such as paper, toner and lamination
 - Equipment leases for copiers and printers
 - Substitute coverage for internal instructional work/data meetings
 - District Budget:
 - Salaries and benefits
 - Substitute coverage for illness
 - Facilities, utilities, construction, and building operations
- **Why do some curriculum-related expenses appear in the SIP budget?**
 - Budgeting practices for curriculum materials have varied over time; however, decisions about where curriculum expenses are funded may shift based on district-level guidance.
- **How are caregivers involved in SIP work?**
 - Caregiver perspectives are considered especially important for family engagement-related improvement work. Including caregivers in inquiry cycles strengthens understanding of family experience and needs.
 - Haggerty continues to explore ways to include caregiver voices while balancing confidentiality, time, and capacity constraints through focus groups.



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- **Does the school offer before- or after-school academic programming?**
 - Some before- and after-school offerings have existed in past years. Current constraints include:
 - Early school start times
 - Limited staff availability after school
 - Equity considerations related to which students are able to participate
 - Haggerty is open to considering ideas and recognizes that caregiver input and involvement would be important in shaping any future offerings. There is also interest in exploring whether potential district-wide schedule changes (including a later start time under consideration) could create new opportunities for before-school academic programming or clubs.
 - The school currently participates in a district-funded tutoring program for grades 3–5 that:
 - Serves a limited number of students
 - Operates in defined time blocks
 - Has specific eligibility guidelines

- **What is the outdoor learning and field trip coordination line item?**
 - The line item represents a proposed effort to better coordinate curriculum-connected outdoor learning and field trip opportunities. Past work has demonstrated strong instructional value and student engagement.
 - The work is currently on hold due to capacity and coordination challenges rather than funding alone.
 - Moving forward would likely require:
 - Additional caregiver or volunteer support
 - Clear coordination structures
 - Potential partnerships with organizations experienced in outdoor learning

The meeting adjourned at 9:15 a.m. ET.