



Haggerty School

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Haggerty School Advisory Council (SAC)

Friday, February 27, 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).
 - CKLA Update with Suzanne Russell and 5th graders

Notes taken by: Melissa Rubbelke

Attendance: Lissa Galluccio, Claudie Jean-Baptiste, Kevin McGonegal, Melissa Rubbelke, Jill Linnell, Chris Cullen (virtual), Justine Sheffled, and Suzanne Russell.

5th graders: Etelle, Gabriel, Zachary, Max, Etsub, Lucy, and Tassnime

Introductions / Peaches and Pits

Peaches:

- Thanks to Friends of Haggerty, our school purchased a new 3D printer to replace the outdated one. Students are using Tinkercad (free 3D modeling software), and all 4th and 5th graders have printed their own keychains.
- A caregiver peach is that it seems that Haggerty students have more outside recess time compared to many other schools, much appreciated.
- Russell Youth Center is launching all-ages community activities starting tonight.
- The Spaghetti Dinner was a great success – well attended and strong fundraising effort.
- Excitement about the 5th graders presenting on CKLA and demonstrating their capabilities.
- While there was a lot of snow recently (a "pit"), it was also a "peach" – and everyone is happy the children are back in school.

Pit:

- Snow-related disruptions.

CKLA Curriculum Update

Presenter: Suzanne Russell

This is Year 2 of implementing the CKLA (Core Knowledge Language Arts) curriculum. The focus of this session was to provide a deeper look at what students are learning.

Curriculum Structure ([Slides 36-39](#))

- CKLA is a highly scripted curriculum and teachers are still using the script, but incorporating additional tools to increase engagement.
- Each grade-level curriculum is aligned to grade-level standards.
- Students receive approximately 45 minutes of whole-group instruction daily.
- Instruction also includes partner work and writing time.
- Small group instruction remains part of the schedule.
- Compared to the previous curriculum, CKLA includes significantly more daily writing, particularly expository writing.
- There has been a shift away from creative writing toward writing about what students read / comprehension.

Digital Resources:

- **Grades K-3:**
 - Boost (via Amplify): Reading, phonics, spelling, vocabulary
- **Grades 3-5:**
 - iReady (often during WIN block)
- **All Grades:**
 - PebbleGo (updated nonfiction resource; includes read-aloud features for science and social studies)
 - SORA (statewide digital library program; audiobooks available, also through Minuteman Library Network)

Assessment & Progress Monitoring

Parents can track literacy progress through:

- mClass (K-2 and 3-5) – administered 3 times per year
- iReady (3-5) – 3 times per year
- MCAS (3-5)

5th Grade Student Presentations

Students presented via Canva slides and demonstrated learning with a “2 Truths and 1 Lie” activity with the SAC attendees + reps.

Poetry Unit - Presented by Etelle ([slides linked here](#))

- Identifying elements of poetry
- Studying different types of poems
- Writing poems in specific formats and free verse

Maya, Inca, and Aztec Civilizations – Presented by Max, Gabriel, and Zachary ([slides linked here](#))

- Overview of key learnings about Mesoamerican civilizations.

The Renaissance – Presented by Tassnime and Etsub ([slides linked here](#))

- Exploration of Renaissance history, art and impact.

Personal Narratives – Presented by Lucy ([slides linked here](#))

- Studied different perspectives and personal stories
- Emphasis on narrative voice and structure

Student Q&A Highlights:

1. What is your favorite part of CKLA?

- Many students shared that they enjoy being readers.
- Several said they particularly like writing personal narratives.
- One student noted, "It makes me want to write more."

2. If a new student transferred into this class, what would you tell them?

- "It might seem hard, but don't get frustrated."
- Listening carefully helps you follow along and succeed.

3. Did you have a favorite unit?

- Students chose to present on the units they personally enjoyed the most (which they did during the meeting).
- Don Quixote was a popular one:
 - Students read an adapted (abridged) version of the story from the 1600s.
 - The unit focused on persuasive writing.
 - Students read humorous stories about Don Quixote's adventures.
 - Don Quixote was described as very confident and often inserting himself into situations.
 - His sidekick, Sancho (Pancho), joined him on many quests.
 - He frequently thought about a lady he admired.
 - Final essay prompt: Do Don Quixote's good intentions justify his actions?
 - Students were divided in their responses.
 - One student shared that they did not initially realize how famous the story was, but later saw references to it in Spain.

Reflections

- The 5th graders organized their full presentation in one day.
- Suggestion: present this to rising 5th graders in the future.
- Students are retaining significant content knowledge.
- Goal: increased knowledge-building to help level the playing field for all students.

Caregiver Questions & Discussion

1. How can I tell how my child is doing in literacy?

- mClass (K–2 and 3–5) and iReady (3–5) are administered three times per year.
- MCAS is administered in grades 3–5.
- Families are encouraged to monitor classroom work and ParentSquare communications.

2. How can I support my child's literacy development at home?

- Students in grades 3–5 have weekly homework.
- While reading logs are no longer formally tracked, students are expected to read every night (independently or by listening to audiobooks).
- Grades 1–5 have weekly spelling tests. In upper grades, spelling lists focus on vocabulary words.
- Caregivers are encouraged to:
 - Check their child's backpack regularly
 - Monitor ParentSquare for updates
 - Incorporate fun activities into homework / reading (for example, "2 Truths and 1 Lie / Fib")

3. As a caregiver with a 4th and 5th grader at Morse, I've seen them gain a tremendous amount of knowledge. Is there an opportunity to better align CKLA with Massachusetts Social Studies standards?

- CKLA is aligned to national standards.
- The curriculum is designed to "spiral," meaning students revisit topics over time to deepen understanding.
- Massachusetts standards do not perfectly align with CKLA sequencing.
- The focus is on knowledge-building — described as creating "cognitive Velcro" so content sticks.
- Depth and repetition are prioritized, even if perfect alignment is not achieved.

4. Writing structure seems to be emphasized. How are spelling, punctuation, and grammar addressed within CKLA?

- Process writing (drafting and revising) is still part of instruction.
- Students begin with handwritten drafts.
- Writing is then typed into the PAIR platform (a new digital platform for the District).
- PAIR includes a rubric category for conventions (spelling, punctuation, grammar).
- Students receive feedback and may revise and resubmit for a higher grade.
- Regular typing supports preparation for MCAS.
- While the platform benefits strong typists and spellers, it can increase cognitive demands for some students.
- Teachers anticipate continued refinement in Year 3 of implementation.



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5. Does the increased use of typing and structured writing benefit all students?

- Students who enjoy typing and are strong spellers often benefit.
- For some students, the increased demands can be challenging.
- Some students are provided with “criteria for success” supports.
- It is anticipated that implementation will continue to improve and feel more seamless in Year 3.

Caregiver Workshop Reminder

Spelling Workshop

Friday, March 6

7:45–8:45 AM

Open to all caregivers

For additional CKLA questions:

Suzanne Russell

SRussell@cpsd.us

Next SAC meeting is Friday, March 27, 2026