



## Haggerty School

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Haggerty School Advisory Council (SAC)

11/30/2022

6:00-7:30 PM

Haggerty Library

### Agenda:

- **Welcome & Introductions**
- **Process for check-ins/other business at start of meetings**
  - **Shared roles - note takers, etc**
- **Vote in/discuss Co-Chair role and possibilities for this year**
- **When/Where how to meet that works best for everyone?**
- **Surveys - Data Analysis and review**

### Attendance:

*Liz Hill*

*Andrea Flammia*

*Leah Kean*

*Colette Dewan*

*Sue Mapel*

*Nancy Campbell*

*Lissa Galluccio*

*Patric Hamilton*

*Leudy Valdez*

### *I. Welcome and Introductions*

Started meeting with any news out there? Maybe a peach and a pit? An opportunity to celebrate or something to further discuss.

- *Peach* - child loves music and Mx. Irvin is magical.
- *Noticing* - all the kids are needing some extra support (Social-emotional realm) - not sure if it is a result of COVID. How are they getting that support? How are the teachers getting support? *Response:* We aren't seeing a lot of learning loss from COVID, in terms of reading, writing or math. We are basically on par with 2019 data. The place where I think we see kids' biggest challenges are social cues and skills. Kids get frustrated more easily, and struggle to get what they need a bit more. Kids seemed to have missed out on a lot of play. *Question:* What are the resources you have or use? *Response:* Teachers definitely rely on each other. Also a lot of our staff have now been trained in restorative justice and

many of them are using circles to build community within classrooms. Also a couple staff are trained in Narrative 4 - which is a story-telling program, that builds empathy through telling each other's stories, after careful listening. Our staff are now doing that training with each other, that we hope to bring more of this to the students.

- 5th grade buddy system is a great program with Kindergarteners. But it would be great to have it continue after Kindergarten - and continue to have buddies, and have older students continue to take leadership roles. This program also supports empathy.
- Conferences went really well - caregiver felt that the teacher really knew their child, and noticed so many things that they found to be so true about their child.
- As a caregiver who has been here for many years, I remember what it was like pre-covid, and was used to coming into the building. Have had to find another way to communicate with my teacher, which has made me feel more isolated from my child's education.
- *Question?* Recreational use of screens during the day? I know students used to watch shows during lunch so they wouldn't speak - has that decreased? *Answer* - no more screens during lunch to limit speaking. Currently, technology is used more instructionally, and also to teach them to use a chromebook by 3rd grade. Sometimes it's classroom dependent.
- *Peach* - movie night - have 150 people signed up - so we know that families want to come back into the building

*II. Roles and Process - Choose a Co-Chair and Notetaker, and when, where and how do we want to meet (in-person v virtual).*

Co-Chair - reach out if you want to talk more. TBD

Note -Taker - Zoom does have a function to transcribe. No volunteers yet.

*III. Survey Data Review - using the Atlas Protocol (which is just a very structured way to have a discussion.) On Back to School night and again during conferences, caregivers were given a questionnaire that asked three questions: 3 things you think are going well at Haggerty, 2 things you would like to change, and 1 question you have. We got 40 responses from roughly 200 families. We used the Atlas protocol to examine the responses. The Atlas protocol consists of 3 rounds. In the first round, the group is asked to describe the data - just what do they see, what stands out? In the second round, the group moves to interpreting the data - what does the data suggest? In the third round, we moved to implications of the data - what steps could be taken next? Here are the notes.*

**Round 1: What do you see? Describe the data:**

- In Change column - at least 7 comments about afterschool or an extended school day
- In Change column - are the teachers staff happy?
- In Like column - music/chorus listed at least 5 or 6 times
- In Question column - Several comments on HW or rigors of work
- In Questions/Change - What's going on in the classrooms? Want more information mentioned several times
- In Question column - noted difference between how the boys and the girls are learning, and what training teachers are getting?
- Noticed - one caregiver asked if kids could brush their teeth
- Noticed - many comments around Access, communication and support around staff
- In the Like column - Noticed how many times the words welcoming, communication and wonderful teachers came up
- Noticed the many comments about after school programs. Love Parent Square - better program for communication.
- After school programs - change in the programming itself - now more about supervision
- Questions about why Chorus starts at 3rd grade
- Individualized learning was mentioned
- Noticed that the word teacher or staff in happy was mentioned 24 times.
- Noticed - several comments about kids getting outside more often
- Noticed a few comments of the physical plant - natural light of the gym, cafeteria musty, deterioration of the front steps
- Question of how current events or holidays are discussed in the classroom

**Round 2: What does the data suggest? How do we interpret it?**

- It seems that the school is hiring lots of good staff, and creating welcoming environment
- Sense of community is there or growing for people
- Themes around communication, access or support - are where we need to build
- The Arts - people feel very positive about.
- Wonder about the change in schools, is just a communication issue. When the comments say no rigor - is that just not understanding what is going.
- In early Oct., folks were not quite sure about the curriculum and classroom content
- There are some limitations in what school can share - probably come back to communication as well, why we can't share class lists at the beginning of the year.
- Technology/Apps being used in the classroom - what is actually happening?
- Families have a lot of stress, and are juggling a lot of things. We also have a short day that ends at 1:55pm.
- Families need more after school, hard to sign up and should be more exciting
- Caregivers want their students to do more enrichment and be more engaged - chorus, outside time, doing more.



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- Food should be healthier more nutritious
- School bus safety is a concern
- What is in the school's sphere of control? - Length of the school day not really set by us, but we have the shortest school day in the state - so how do we prioritize what we focus on?

### Round 3: Implications of data:

- We should get out answers to the sheer information seeking questions and then address themes
- We grew up with a lot more outside time, and a lot less technology, and caregiver seem to be asking to go back to this.
- There's just enough time in the school day to be social and socialize. Can we do anything about the lack of time? Can we run our own afterschool programs? How about a program after school that is virtual where they can do work together?
- So many implications around communication - what is being communicated and how?
- Like to hear what staff think about some of these things - extended day, etc. What are their opinions? Maybe more transparency around contract hours.
- Some of these comments look like low hanging fruit that we can solve.
- Share this information with classroom teachers as well - so that they can get answers to their own classroom families.
- Checking the meaning that we are making - is there a way to summarize the meaning that we have made and make sure it reflects what families are thinking and feeling. If everyone filled it out would the trends be the same? How do we cross check the data with more caregivers and make sure we hit the most important buckets?
- If after school and length of the day is a thing - we need to advocate
- Could we use parent volunteers to help staff math circle/after school programs?
- Lots of issues of equity in this survey and with the data - length of school data, and hardships around access to after school.
- Try to get data from more families - using peers of caregivers and focus groups in different neighborhoods. Lets go to families

*Minutes taken by: Lissa Galluccio*

*Meeting adjourned at 7:38pm*

Next Meeting: Virtual - December, 14th - 6pm



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