

PCHS Community Council

March 17, 2026

2:45 – 3:45

Attendees: Caleb Fine, Ben Gallagher, Jamie Taylor, Jenny Pelt, Susie Preston, Dara Smith, Melissa Nikolai, Stephen Fox

Visitors:

Old Business

Approve minutes from Feb 10, 2026

- Ben Gallagher motions to begin
- Susie Preston seconds
- All in favor of motion
- UPDATES to minutes
- Dream Big - Used to do things in CL that we no longer do so we moved from MLL push-in supports in CL
- Push-ins are not happening in Dream Big
- Majority of students are Latino but there are other nationalities or races are included and other languages
- Dream Big is open to all students based on being US first gen students (not based on financial need at all)
- Motion to delete first bullet point in Dream big
- Dream Big is available to all first gen students but is not required
- Motion to delete content link line by Jamie
- Delete that “students would take test for flight” line
- Finalize SCC plan – one change to percent

- Nikolai: looking at CL funding for push-in – teachers are being paid for ½ of preps. Teachers are being paid for 45 minutes but are staying for the entire period. Yeates gives up most of her prep. Melissa would like for them to get paid for the whole prep as kids are not getting the help they need which is an injustice to the students. These teachers are leaving their grading, emails... for dream big. Caleb is trying to expand funding. He is trying to support cl classes better. These classes are for students learning English as a second language. These students are enrolled in ELD classes. Some DB are also involved in language support classes.
- DB and CL are similar but often CL are not taking as rigorous a schedule as DB students. Some teachers do go above and beyond. They are encouraged to go every other white day for example so they aren't working beyond what they are getting paid for. A few teachers are tapped to help with the push ins. Teachers would stay for the entire period if they were being paid. CL often includes some of our most challenged students.
- Language changes – 5% to 2% increase in proficiency in four cores.
- Stephen asks where have things gone in 5 years of time reporting. Does anyone have a sense of how we are doing?
- Jamie answers it is difficult to tell the differences year to year/class to class. Should be following cohort. Score of 20-21 is typical on ACT. She thought 5% was unreasonable.
- Caleb: there is no penalty for not meeting these goals.
- Jamie thinks going forward saying this is the growth per cohort, just tracking growth.

- We track using PreACT to ACT for juniors every year to measure growth between these two tests. It is easier to measure.
- The PreACT is a predictive score on ACT assuming continued education. It assumes a growth margin, assuming you will grow for 6 months. ACT to ACT would be a better measure of growth. There is a difference in the preACT because they are designed for certain grade level.
- The state does not look at cohorts.
- Caleb's metric for growth would be ECRISS, using predictive analysis. That tool is no longer available. Now we have a new tool. He uses AI to predict how students who are under or over performing to see cohort performance. Some subject areas were outperforming expected growth. We used that to show we were getting blue/good test scores. Wants continued upward trend. Aspire scores will give a baseline to use to see what we can do to address gaps for that 2% bump.
- We had been comparing Aspire (unserious test) to ACT (serious). Giving Aspire as a final will validate our Aspire scores so they are more predictive. The students will be taking Aspire with their own teacher using it as a final.
- Jamie asked for 5 years of data to look for growth. Caleb will work on this.
- Stephen asks can SCC fund a program to help track cohorts?
- Jamie: NAAP test given multiple times per year
- Set a grade level goal based on GPA?
- Maintain a 24 ACT composite score for the whole school. Cumulative result for the next three years. Goal is for 26-27

cohort to have that 24 cumulative ACT score. If we can meet it then maybe increase the goal.

- Kids can opt out of the test or not come on test day.
- We also need to address the kids who don't care about the test and find a way for them to care and do their best.
- What should we measure as a call to action? How do we measure growth?

New Business

- Try to assign tutors to 2nd and 3rd period classes to better utilize them (doubling the usage) during slow times. We have 2 nearly full-time tutors
- Transition support from EHMS to PCHS 8th graders. Wants a coordinator to manage transition – TSSA funds \$50,000 MTSS Wellness (award systems)
- Dream Big – substantial funding increase. No legal guidance regarding funding. We have the model program with the state. District is funding \$180,000 for next year from \$0. Not raising taxes this year. Rolling to district fund.
- Stephen's objection is that this does not apply to all students in the school. There is no flow chart for which students can participate in the program. It is explicitly exclusive, and in his framework, so it is preferable to use the funds for programs that can be open to students from any background. Trade from TSSA to other budget items like AP Lab, Miner Adv., etc.
- Caleb: could flip the money around so the funding is coming from another source that is more aligned.

- TSSA is not guided by needing to be for all students but the other budget is for all students so shouldn't be used for exclusive programs.
- English teachers are burdened. Not expecting to hire another teacher but some money will go to a quarterly grading day using this fund. (Reader/Grader)
- PLC is linked to improving test scores
- Do we want to add a goal for a targeted group? Goal could be having 98% or 95% of 9th graders on track for graduation? If 9th graders are on track – include Wellness Coordinator, tutors... Have all 9th grade credits passed for 4 core classes. Accountability measure to leverage with teachers and students without lowering standards but giving them multiple opportunities to reassess the kids who are failing
- Track and report Fs to community council for 26-27 to find solutions. Can money help?
- Look at counseling survey for 8th graders with questions like what they are looking forward to in high school and what supports they would like, like i-time where teachers call for students who are behind.
- For most kids, their grades will have an impact on their future. You cannot pass a child who hasn't learned the material.
- Catching students who have failed sooner to have them remediate will be helpful, like 9th grade year.
- Ben motioned to approve plan
- Seconded by Jamie and Stephen. All voted yes.
- Future meeting schedule: no monthly requirement. Our mission is accomplished.

- Skip April 7th proposed by Ben and meet May 19th (go on website and update that we are cancelling April meeting)
- Will update end of year budget numbers.

Adjourn

- Ben – motion to adjourn
- Jamie seconded
- All in favor

Next meeting April 7, 2026