Pilgrim Academy – Shared Decision-Making Committee Meeting

Date: Monday, September 21, 2026
Time: 4:03 PM – 4:29 PM
Location: Pilgrim Academy Conference Room & Microsoft Teams
Presenter: Paul Gonzales, Assistant Principal
Attendees: SDMC members and campus stakeholders (see sign-in/Teams attendance record)

Meeting Minutes

4:03 PM: Mr. Paul Gonzales opened the Microsoft Teams meeting and welcomed members as they joined. The meeting remained open briefly to allow additional SDMC members to enter and establish a quorum.

Approximately 4:07 PM: Once a majority of committee members was present, Mr. Gonzales called the meeting to order. He welcomed the committee and explained that the purpose of the meeting was to conduct the SDMC's first review of Pilgrim Academy's 2026–2027 Campus Action Plan (CAP). He informed members that this would be the first of multiple opportunities throughout the school year to review the CAP and campus progress.

Mr. Gonzales began reviewing the campus needs assessment and the data used to establish priorities within the CAP. He provided a brief overview of the presentation and discussed the campus's continued focus on strengthening Tier 1 instruction, targeted Acceleration, and support for identified student populations. He explained that the CAP is organized around four Key Actions: high-quality instruction, leadership development, Emergent Bilingual instruction and support, and Special Education instruction and service delivery.

During the discussion of Key Action One: High-Quality Instruction, Mr. Gonzales provided examples of how campus leaders are supporting teachers and students through Acceleration, tutorials, instructional planning, small-group organization, and lesson internalization. He explained that teachers participate in lesson internalization at least once each week, with additional support provided when needed. Campus leaders work alongside teachers to strengthen lesson preparation and organize targeted supports based on student needs.

Mr. Gonzales then reviewed Key Action Two: Leadership Development and discussed how campus leaders are continuing to develop their own capacity to better support teachers. He shared that Principal Christopher Hua works closely with the administrative team when new initiatives or expectations are introduced. The administrative team participates in its own collaborative learning and planning before communicating new expectations to teachers so that leaders have a common understanding and can provide consistent support.

Mr. Gonzales also discussed the importance of developing an empathetic approach to instructional coaching. Campus leaders are working to strengthen their ability to have productive conversations with teachers when lessons or instructional performance do not meet expectations. The goal is to provide clear and actionable feedback while maintaining positive relationships and helping teachers improve without discouraging them.

During the review of Key Action Three: Emergent Bilingual Instruction and Support, Mr. Gonzales discussed the campus focus on strengthening English-language development. He explained that identified Emergent Bilingual students in grades 3–5 who demonstrate the potential to progress are being provided additional opportunities in the mornings to work with Summit K-12. This provides students with additional practice completing activities in English and developing their English speaking and language skills.

Mr. Gonzales reviewed Key Action Four: Special Education Instruction and Service Delivery and provided examples of the supports currently being provided to Special Education teachers and programs. Campus leaders conduct regular check-ins, monitor staffing needs, provide instructional and lesson-planning support, and remain available to assist when additional support is needed with student behavior. Special Education teachers are also provided opportunities to collaborate and plan with corresponding grade-level teams so that they can more thoroughly develop and prepare lessons.

Mr. Gonzales further discussed the campus focus on appropriate IEP implementation and ensuring that teachers have the information and support necessary to meet individual student needs. He explained that Ms. Irani continues to support the campus in carefully reviewing IEP-related information and helping ensure that teachers are prepared to appropriately implement student accommodations and services.

Following the CAP review, Mr. Gonzales invited committee members to ask questions or provide feedback. Mr. Jaime de la Isla asked for additional information regarding the Special Education programs on campus and referenced the changes occurring in Special Education throughout the district.

Mr. Gonzales acknowledged that the changes have required time for campuses and staff to adjust. He expressed confidence in the campus's Special Education teachers and explained that administrators are conducting frequent check-ins to ensure teachers have the resources and assistance they need. Support may include assistance with lesson components and instructional planning, student behavior, or IEP implementation. Mr. Gonzales emphasized that campus leaders remain available to respond to teachers' needs as they arise.

Mr. Gonzales provided committee members with an additional opportunity to ask questions or provide feedback. No additional questions or recommendations were raised.

4:29 PM: Mr. Gonzales thanked committee members for their participation and concluded the meeting.

Meeting adjourned at approximately 4:29 PM.