

MITCHELL HIGH SCHOOL SAC MINUTES

Date: December 11, 2025

Opening: Mrs. Webb called the meeting to order at 5:00

Present: Joe Aida, Michael Bibbs Shelley Bibbs, Terrie Blackwell, Valorie Jordan, Sharon Simpson-Dogon, Mr. Smith, Brookie Stander, Alysa Webb

Present on WebEx:

Visitor: Marion Clawson (DAC)

Absent: Cassie Booth, Rebecca Kenderdine, Irene Kornelly, Edward Mouchette, Marsha West

Special Presenters: Callin (student), Col. Hinson, Vernon Steele, Brent Urban (Coronado),

Approval of Minutes: Minutes were previously approved by Mr. Bibbs

New Business:

1. Marauder Market — The former monthly food distribution that has been a part of the Mitchell community for years is changing to a student-led, in-house model that has been patterned after Coronado's Cougars Care, which has been in place for 20 years. Mitchell was one of 60 applicants for a non-profit partnership with Care and Share, and ours was the school selected. Brent Urban, representing Coronado, extended kudos to Mitchell and provided background on the program. Mr. Steele shared that the Marauder Market is a two-year pilot program that was awarded an initial \$3000 to start and an additional \$5000 to spend at Costo before the end of January. A soft opening occurs on Friday, Dec.. 12. The grand opening will be in January. Students have designed the space, painted, and met the food safety requirements for the project. Launching and sustaining the market will teach the students networking, ordering, stocking, organization, and distribution skills. There will be a student contest for the banner design. Signage will be in English and Spanish. Children's Nutrition Initiative is the continued food source. Marauders are thankful for the collaborative guidance from Coronado students and Mr. Urban; they provided the example for the student-led program. Care and Share prepared the students for food safety and grilled the students well in preparation for their engagement with the public.

Questions:

How will the program continue past the two-year pilot? — The seniors and juniors will recruit from sophomore and freshman Marauders and will train them in processes and procedures. A high percentage of student turnover will exist because of graduations. Mrs. Jordan is hoping to develop the program into a credit-bearing class. Mr. Urban confirmed that a course option already exists in the district's database. Callin shared that there is a collaboration between Mitchell's JROTC and Adams Elementary. Adams does have a food pantry, so Marauders are hoping to assist Adams in further developing its own. Those students will be prepared to participate in the Mitchell Market once they become Marauders. Mrs. Webb encourages Marauders to continue and to expand their collaboration with feeder students.

2. Kristi Kinney of Instructional Empowerment — Mr. Smith provided history of how Mitchell began working with that entity. Four teachers (math, science, English, social studies) were subsequently selected by Mr. Smith to travel to Florida for training with IE. Three site-designated instructional coaches are receiving coachin, teachers are being coached, and

administrators are being coached. “Teachers say that ‘it’ has reinvigorated their teaching.” IE won’t be holding the school’s hand indefinitely. There is a two-year commitment that could extend, depending upon the district’s resources and decision.

Student-led teaming has been around since the 60s under many names. What sets IE apart is its own research and data. The instructional model is to support and help the leaders to understand the coaching model and student agency. Instructional Empowerment created teaming structures. History has shown that 16% of teachers are early adopters, 34% are early majority (buying in based on seeing positives among the early adopters). Currently, 43% of the teachers are among those who are implementing the strategies. Staying the course will lessen the drain on the teachers. Teachers need to focus on planning and put the onus of learning on the students. Ms. Kinney reports that teachers love the model. Teachers are working hard on lesson plans; students should be the ones working hard in class.

Questions:

- Why are teachers exhausted? (carryover question from November’s meeting) — Exhaustion is a consequence of new processes plus the new curricula that the district adopted. There’s a lot to get to know.
- (To Mrs. Stander) What were the highlights from your training in Florida? — Networking with people around the country who have been using the methodology. Reinforcement of data drives instruction.
- How is IE different than Kagan? — Kagan focuses on structures, but IE is about best practices, making students accountable, and increasing rigor. The structures are there to support in doing things that should probably have been done anyway.
- How are students responding? — Some students love it; they have more voice in how they are using their time. Students have to do more thinking and a lot more work. Some students are resistant.
- Why are students resistant? — ELL have linguistic barriers. Other students just want seat time.

Mrs. Kinney — In Nov., 2024, when the IE team conducted its preliminary onsite evaluation of Mitchell, the team was shocked that at the conditions for learning at MHS were already in place so that the focus was on instruction instead of on systems. Teachers love the students and vice versa. Teachers need to be celebrated.

Mrs. Webb underscores the authentic relationships between staff and students.

- There is a snowball effect among teachers with growing into IE. Is there a student snowball effect, too? Some students request to work in team
- When will the IE relationship end? — As the future unfolds, there will be fewer days of support. Campuses typically receive two to three years of support.
- Do you think that MHS is better now than before? What is your recommendation for the state? — Progress is evident. With teacher attrition, it will be important to hire teachers who are coachable to maintain the culture of academic rigor,
- How is student agency reflected for the independent learner/worker? — Teaming isn’t present 100%. Even the independent learners are learning how to advocate for assistance in fleshing out concepts with teammates when they recognize the need. There are eight desired effects of Models of Instruction — 101 now, 201 students model the behaviors, 301 student-led teaming.

Based on the most recent STAR data, classroom teams will be reorganized. According to Mr. Smith, 20% of class time can be teacher-directed; 80% is student-centered.

- How closely do you look at the USIP and how closely does your work align? — IE aligns directly to Mitchell’s MIS 1. A review occurs every 45 days. Decisions are also based on input from administration. Teach students how to engage with a team to deepen the learning.
- What can parents do to support the process? — Encourage students to use language of engagement/disagreement/clarification at home instead of just at school. (SAC member suggestion ... include a blurb about the school/home reinforcement in the newsletters.)

Ms. Blackwell added that she had wondered how to extend to front-office student assistants the practices that students are learning in the classes. Because of that intention, student aides are demonstrating agency among clerical staff.

3. Community Engagement Ideas

- Quiz Bowl — Mrs. Stander wants to create a science/STEM day with families that are encouraged to interact with our school in more meaningful ways. The initial idea is student vs. student of one school against another. The proposal is a work in progress. Ask Mitchell families what talent they might be willing to lend to the activity?
Marion Clawson of the District Accountability Committee suggests reaching out to the Family, School, Community Partnership office (Lauren Mason) to help with acquiring resources.
- Mr. Smith has approval of 8th-grade discovery day on January 25-26 with Swigert Middle School and Sabin Middle School. That will occur during the second half of a testing day and is funded with Title 1 monies.
- SAC Workshop is tentatively scheduled for Jan. 29 at MHS, pending central administration's approval.
- Fourteen MHS Student Council students went to Twain for the first day of holiday toy distribution (Toy Nation). The second day of gift-giving will be tomorrow at another elementary school.
- Senior Walk — Can we return to doing that formally? It has been done informally in recent years.
- The strong request is that photos of positive highlights at Mitchell be added to the website. The hangup is that school websites aren't freely directed onsite. Everything needs downtown approval, and there isn't a definite timeline for when items can be posted. All in attendance who aren't working at the school were surprised about how many good events/activities have occurred within the last month because they aren't on the website.

4. Tabled business: MTSS discussion

5. Next SAC meeting — January 8 at 5:00 PM

Adjournment at 6:45 PM