

Hillsborough County Public Schools

# Mitchell Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Mitchell Elementary School

205 S BUNGALOW PARK AVE, Tampa, FL 33609

[ no web address on file ]

## Demographics

**Principal: Renee Best**

Start Date for this Principal: 8/10/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	26%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (70%) 2017-18: A (70%) 2016-17: A (77%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Hillsborough County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Mitchell Elementary School

205 S BUNGALOW PARK AVE, Tampa, FL 33609

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	22%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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### SIP Authority

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### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

To develop the desire, knowledge, and skills enabling students to reach their highest potential in the 21st century and beyond.

#### Provide the school's vision statement.

Inspiring lifelong learning and service for every student.

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Best, Renee	Principal	Instructional Leader Oversees PLC, Leadership teams, PSLT, analyzes data with teachers, monitor instruction through walkthroughs and feedback
Palmer, Alicia	Assistant Principal	Instructional leader Instructional Leader Helps facilitate PLC, Leadership teams, PSLT, analyzes data with teachers, monitor instruction through walkthroughs and feedback, ELL chair
Hall, Kellie	School Counselor	CST Chair, 504 chair, Provides SEL lessons to students, assists teachers in developing strategies and techniques to meet the needs of students, engages community members to help meet the needs of students, she provides support to families and provides one on one support to students.
Thaxton, Kathleen	SAC Member	SAC chair, creates open lines of communication through all stake holders and the school, facilitates meetings aimed at school improvement

### Demographic Information

#### Principal start date

Saturday 8/10/2019, Renee Best

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

**Total number of teacher positions allocated to the school**

46

**Total number of students enrolled at the school**

729

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

7

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

10

### Demographic Data

## Early Warning Systems

### 2021-22

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	113	114	136	113	113	139	0	0	0	0	0	0	0	728
Attendance below 90 percent	14	13	11	15	11	8	0	0	0	0	0	0	0	72
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students identified as retainees:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Tuesday 9/28/2021

## 2020-21 - As Reported

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	91	123	105	102	138	121	0	0	0	0	0	0	0	680
Attendance below 90 percent	5	8	7	3	9	3	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	0	0	0	0	0	0	0	0	0	1

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## 2020-21 - Updated

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	91	123	105	102	138	121	0	0	0	0	0	0	0	680
Attendance below 90 percent	5	8	7	3	9	3	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6

#### The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	0	0	0	0	0	0	0	0	0	1

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				79%	52%	57%	76%	52%	56%
ELA Learning Gains				66%	55%	58%	68%	52%	55%
ELA Lowest 25th Percentile				50%	50%	53%	53%	46%	48%
Math Achievement				83%	54%	63%	80%	55%	62%
Math Learning Gains				78%	57%	62%	75%	57%	59%
Math Lowest 25th Percentile				59%	46%	51%	61%	44%	47%
Science Achievement				74%	50%	53%	75%	51%	55%

### Grade Level Data Review - State Assessments

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	82%	52%	30%	58%	24%
Cohort Comparison						
04	2021					
	2019	75%	55%	20%	58%	17%
Cohort Comparison		-82%				
05	2021					
	2019	76%	54%	22%	56%	20%
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	88%	54%	34%	62%	26%
Cohort Comparison						
04	2021					
	2019	77%	57%	20%	64%	13%
Cohort Comparison		-88%				
05	2021					
	2019	82%	54%	28%	60%	22%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	72%	51%	21%	53%	19%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

I ready data

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	72	92
	Economically Disadvantaged	20	50	79
	Students With Disabilities	50	57	57
	English Language Learners	29	57	71
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26	55	77
	Economically Disadvantaged	14	29	42
	Students With Disabilities	0	14	29
	English Language Learners	0	29	71
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48	74	83
	Economically Disadvantaged	31	34	48
	Students With Disabilities	23	31	54
	English Language Learners	0	25	75
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	60	75
	Economically Disadvantaged	12	21	33
	Students With Disabilities	0	23	38
	English Language Learners	0	50	75

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75	88	95
	Economically Disadvantaged	34	40	51
	Students With Disabilities	45	36	82
	English Language Learners	0	25	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45	63	86
	Economically Disadvantaged	28	39	52
	Students With Disabilities	27	36	55
	English Language Learners	0	25	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	66	81	83
	Economically Disadvantaged	27	39	53
	Students With Disabilities	33	33	33
	English Language Learners	0	25	38
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57	71	91
	Economically Disadvantaged	36	44	59
	Students With Disabilities	33	50	43
	English Language Learners	0	13	50

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65	75	78
	Economically Disadvantaged	50	58	64
	Students With Disabilities	50	50	50
	English Language Learners	0	14	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61	69	82
	Economically Disadvantaged	58	61	67
	Students With Disabilities	63	50	60
	English Language Learners	0	21	29
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	57			52							
ELL	52	75		41	50		43				
ASN	91			73							
BLK	64			43							
HSP	75	83	73	71	61	45	60				
MUL	92			88							
WHT	87	79		89	74		82				
FRL	64	85	69	57	59	53	60				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	53	39	41	47	54	53	20				
ELL	47	50	35	47	63	61					

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	73			93							
BLK	50	46		67	69						
HSP	68	68	45	72	72	55	50				
MUL	81	45		85	82						
WHT	87	70	59	88	80	62	85				
FRL	52	51	39	58	65	56	44				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	53	36	29	43	72	67	33				
ELL	41	64	62	37	64	62					
ASN	77			85							
BLK	40	64		55	64						
HSP	58	55	54	62	69	56	52				
MUL	79			71							
WHT	85	72	50	88	76	67	85				
FRL	51	52	49	55	71	62	55				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	78
Total Points Earned for the Federal Index	581
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	90
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	82
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	



Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

We need to focus on our percent of students making learning gains, especially with our bottom quartile. We also need to continue to focus on closing the achievement gap with our minority students.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest concern is our percent of our bottom quartile students making learning gains

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Our teachers will use checks for understanding and assessments as a way to target students that need acceleration in during small group instruction.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

On our 2021 FSA the most improved area was in our bottom quartile learning gains in ELA.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

Collaboration in planning and using data to target intentional small groups.

#### What strategies will need to be implemented in order to accelerate learning?

During PLC's teachers will plan for common assessments (checks for understanding) during students independent practice time. They will use the data collected to for intentional small groups. They will use the instructional guides to help which standards to target and when, in order to maximize the learning.

#### Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- Teachers will attend district monthly math PLCs.
- A teacher from each grade level in intermediate will attend a training on how the planning support tools can support instruction as well as acceleration.
- Continue to collaborate with our district math DRT to support the needs of our students.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

-Continued systems of support such as our PSLT, weekly PLCs, data reviews

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to Small Group Instruction

<b>Area of Focus Description and Rationale:</b>	63% of our students, in the bottom quartile, made learning gains in ELA and 46% of our bottom quartile made learning gains in math. During PLC's teachers will plan for checks for understanding during students independent practice time. They will use the data collected to form intentional small groups aimed at accelerating students.
<b>Measurable Outcome:</b>	Our goal is to have 70% of our students in the bottom quartile make learning gains in both ELA and Math on the 2022 FSA.
<b>Monitoring:</b>	We will monitor using Iready Diagnostic as well as monthly assessments.
<b>Person responsible for monitoring outcome:</b>	Renee Best (renee.best@hcps.net)
<b>Evidence-based Strategy:</b>	Acceleration vs Remediation
<b>Rationale for Evidence-based Strategy:</b>	Utilizing the model of acceleration vs remediation helps students to meet grade level expectations quicker by building on what they know vs on spending time closing gaps. By utilizing assessment during and at the end of each lesson teachers will be able to see what concept students need more instruction on during small group time. By analyzing data from these assessment teachers can collaboratively plan small group lessons to provide students with high yield strategies to help them be successful on grade level work.

#### Action Steps to Implement

Aug 2021- Teachers engaged in district provided PD around acceleration

**Person Responsible** Renee Best (renee.best@hcps.net)

Sept-May- Teachers will collaboratively plan using data to drive their instruction.

**Person Responsible** Alicia Palmer (alicia.palmer@hcps.net)

Nov. 2021- Teachers engaged in PD on how to analyze math iready reports and diagnostics to meet the needs of students through acceleration.

**Person Responsible** Renee Best (renee.best@hcps.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Our school counselor will monitor our discipline data. We have a school wide behavior plan that supports positive behavior.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### Describe how the school addresses building a positive school culture and environment.

Communication continues to be a priority at Mitchell. Below are some of the ways we work at building positive relationships with our families and community.

- Bobcat Blast (Weekly newsletter)
- Open house, conference night, parent workshops
- ELL parent meetings
- Teacher newsletters
- Mitchell Foundation
- Student Advisory Council
- Twitter
- PTA Facebook
- Bobcat Buddies
- CEO's in schools
- Mystery Readers

#### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

We have many PTA and Foundation members. One of the things our PTA and Foundation does is recruit volunteers for numerous events we host. They also get sponsorships which support our students and schools. We have parents as part of our SAC committee that provide input when making decisions for our school.

### Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Small Group Instruction</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>