Plano Independent School District

Wilson Middle School

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Strengths

We value the richness of our diversity that comes in multiple forms - culturally, ethnically, socioeconomically, academically. Wilson truly represents a cross-section of Texas.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	We are needing strategies that are specifically designed to support the learning of our EB students, including our Asian demographic group, so that they can successfully engage in the curriculum and achieve at higher levels.	We are needing strategies that are specifically designed to support the learning of our EB students, including our Asian demographic group, (in addition to all learners), so that they can successfully engage in the curriculum and achieve at higher levels.

★ = Priority

Student Learning

Summary

Overall Campus Focus

Based on the Comprehensive Needs Assessment, Wilson Middle School will prioritize:

- Increasing instructional rigor across all content areas.
- Embedding structured academic discourse and student speaking opportunities into daily instruction.
- Using PLCs to unpack standards, analyze student data, and collaboratively plan high-quality instruction.
- Strengthening literacy strategies across all disciplines to improve reading comprehension and confidence.

- Maintaining successful instructional practices while intentionally addressing identified areas of need to improve student achievement for every learner.

Strengths

Our "All Student" results are strong, allowing Wilson to receive a B overall rating from the State. However, we want to figure out how to continue to improve our Quintile 1 and 2 learner growth, as well as Emergent Bilingual performance, knowing that the instructional strategies we learn and incorporate in Tier 1 instruction will benefit all of our learners, but also how to best support our higher performing students to meet or exceed their growth expectations on MAP and STAAR. Also, this year our IB focus will be on conceptual teaching and understanding which will support our efforts for overall growth.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Based on the Math PGR report, overall our students in all 5 quintiles are showing below average growth, with the majority below 100% projected growth, and a lower percentage of our students are performing at the meets and masters level on STAAR. STAAR achievement in Math was lower in several of our special populations (Hispanic, Black, 2 or More Races, EB).	
2	Based on MAP Reading achievement and growth data, grades 6th-8th students in Quintiles 1 and 5 did not meet expected growth. STAAR achievement in Reading was lower in 6th and 8th grades when compared with previous 2025 data for Masters and Meets (6th grade: MS - 38% to 29%) (7th grade: ME - 23% to 19%) (8th grade: MS - 43% to 34%).	
3	TELPAS Speaking performance data shows that students are not progressing one proficiency level.	
4 ★	Students in quintiles 1 and 2 at each grade level and subject are generally not meeting or exceeding 100% of projected growth on the Fall to Winter and Fall to Spring MAP PGR reports. There are a number of students who performed at Meets or Masters on STAAR 24-25 who declined in their performance on STAAR 25-26.	As teachers learned the IB framework, they might not have been able to apply that learning at as rigorous of a level as needed yet.

★ = Priority

School Processes & Programs

Summary

1 - Wilson attendance percentage for 2025-2026 was 94.08% (district goal 96%). We have systems in place to track students needing intervention when it comes to attendance concerns. However, while we met District expectations in the Fall semester in terms of attendance percentages, that percentage dropped in the Spring semester (specifically lowest during the 3rd six weeks).

2 - Based on a survey our PBIS Team had students fill out at the end of 2023-2024, we are concerned with the number of students expressing a lack of connection to our campus programs and organizations. Wilson's Leadership Team (admin, counselors, PBIS, and team leaders) approved developing and implementing a House System to connect every student to the campus starting the 2024-2025 school year. It was agreed that the first 9 weeks would be spent laying the initial groundwork using recommendations and supports borrowed from other schools already implementing a House System. We then plan to roll out the system to students using our 8th grade student leaders to join staff in the defining and development of Wilson's House System (Rams Rising). In 2025-2026, we continued with the House System as we sought to connect with the IB Learner Profile Traits. We are continuing with the House System for the 2026-2027 school year as we continue to build on connections with the IB Learner Profile Traits.

Strengths

We have strong programming across the campus that is already differentiated to capture various student interests and strengths. However, based on student survey results we want to connect every student to the campus in a meaningful way by strengthening peer-peer and student-staff relations.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Our overall attendance rate decreased from 94.1% in 2024-2025 to 94.08% in 2025-2026. The District goal is 96%.	Increased focus on a systematic way to track student attendance during the school day and efficient staff communication would be beneficial. This will also enhance the safety measures already present.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students in quintiles 1 and 2 at each grade level and subject are generally not meeting or exceeding 100% of projected growth on the Fall to Winter and Fall to Spring MAP PGR reports. There are a number of students who performed at Meets or Masters on STAAR 24-25 who declined in their performance on STAAR 25-26.	As teachers learned the IB framework, they might not have been able to apply that learning at as rigorous of a level as needed yet.
2 ★	Based on the Math PGR report, overall our students in all 5 quintiles are showing below average growth, with the majority below 100% projected growth, and a lower percentage of our students are performing at the meets and masters level on STAAR. STAAR achievement in Math was lower in several of our special populations (Hispanic, Black, 2 or More Races, EB).	
3 ★	Our overall attendance rate decreased from 94.1% in 2024-2025 to 94.08% in 2025-2026. The District goal is 96%.	Increased focus on a systematic way to track student attendance during the school day and efficient staff communication would be beneficial. This will also enhance the safety measures already present.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Mobility/stability rate, including longitudinal data**

Employee Data

- [x] **Professional learning communities (PLC) data**

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Horizontal and vertical team alignments processes**

Priorities

Priority 1

Priority 2: Strategic Plan Objective 1.2 - Develop and deliver systems for learning that articulate expectations and provide support for all staff to ensure engaging, high levels of learning for all students.

Goal 1

By the end of the 2026-2027 school year, teachers will consistently use formative assessment data to design, adjust, and differentiate Tier 1 instruction within the IB Middle Years Programme framework so that all students, including Emergent Bilingual students, Special Education students, and high-achieving learners, demonstrate academic growth and increased achievement in Reading as measured by classroom assessments, MAP Growth, STAAR, TELPAS, and IB-aligned performance tasks.

Performance Target: MAP Growth

Increase the percentage of students meeting projected growth in Reading
- 6th Grade from 54% to 59%
- 7th Grade from 53% to 58%
- 8th Grade from 44% to 49%
Increase the percentage of students meeting projected growth in Mathematics
- 6th Grade from 54% to 59%
- 7th Grade from 52% to 57%
- 8th Grade from 36% to 41%
- Algebra from 76% to 81%
Increase the percentage of students in Quintiles 1 and 2 meeting projected growth targets in Reading and Mathematics by at least 10 percentage points.

STAAR Reading

Increase Meets Grade Level performance
- 6th Grade from 52% to 57%
- 7th Grade from 57% to 62%
- 8th Grade from 57% to 62%
Increase Masters Grade Level performance
- 6th Grade from 30% to 35%
- 7th Grade from 38% to 43%
- 8th Grade from 35% to 40%
Increase EB student Meets performance by 5 percentage points.
Increase Special Education student Meets performance by 5 percentage points.
Increase Economically Disadvantaged student Meets performance by 5 percentage points.

STAAR Mathematics

Increase Meets Grade Level performance
- 6th Grade from 40% to 45%
7th Grade from 23% to 28%
- 8th Grade from 61% to 66%
Increase Masters Grade Level performance
- 6th Grade from 16% to 21%
- 7th Grade from 2% to 7%
- 8th Grade from 21% to 26%
Increase EB student Meets performance by 5 percentage points.
Increase Special Education student Meets performance by 5 percentage points.
Increase Economically Disadvantaged student Meets performance by 5 percentage points.

Academic Growth

Increase the percentage of students demonstrating academic growth on STAAR Reading and Mathematics to exceed the state target and achieve a Domain 2A Academic Growth score of 85 or higher.
Increase the percentage of students maintaining or advancing from Meets to Masters performance levels on STAAR Reading and Mathematics.

Expected Result: Teachers will use formative assessment practices to make real-time instructional decisions, provide targeted intervention and enrichment, and design cognitively complex learning experiences aligned to IB MYP principles. Students will engage in rigorous, inquiry-based learning that promotes academic growth, achievement, and learner agency.

Strategy 1

Teachers will utilize the Formative assessment platform to design, administer, and analyze standards-based formative assessments aligned to TEKS and IB MYP learning objectives. Through ongoing PLC data analysis, teachers will use Formative reports to identify

misconceptions, monitor student mastery, provide timely feedback, plan intervention and enrichment opportunities, and adjust Tier 1 instruction to meet the needs of all learners. Data from Formative will be used in conjunction with MAP, STAAR, TELPAS, common assessments, and classroom performance tasks to monitor student growth and achievement.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Department Chairs, IB Coordinator

Problem Statements: Student Learning 4

Formative Reviews

November	February	June

Strategy 2

Implement HB 1416 accelerated instruction by using MAP, STAAR and formative assessment data to identify students, provide targeted support and monitor progress to improve student achievement.

Staff Responsible for Monitoring: Walkthrough feedback, unit assessments, district assessments, team planning agendas and grade level data dashboards

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Students in quintiles 1 and 2 at each grade level and subject are generally not meeting or exceeding 100% of projected growth on the Fall to Winter and Fall to Spring MAP PGR reports. There are a number of students who performed at Meets or Masters on STAAR 24-25 who declined in their performance on STAAR 25-26.	As teachers learned the IB framework, they might not have been able to apply that learning at as rigorous of a level as needed yet.

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Our overall attendance rate decreased from 94.1% in 2024-2025 to 94.08% in 2025-2026. The District goal is 96%.	Increased focus on a systematic way to track student attendance during the school day and efficient staff communication would be beneficial. This will also enhance the safety measures already present.

Goal 2

By the end of the 2026-2027 school year, teachers will consistently use formative assessment data to design, adjust, and differentiate Tier 1 instruction within the IB Middle Years Programme framework so that all students, including Emergent Bilingual students, Special Education students, and high-achieving learners, demonstrate academic growth and increased achievement in Math as measured by classroom assessments, MAP Growth, STAAR, TELPAS, and IB-aligned performance tasks.

Performance Target: MAP Growth

Increase the percentage of students meeting projected growth in Mathematics
- 6th Grade from 54% to 59%
- 7th Grade from 52% to 57%
- 8th Grade from 36% to 41%
- Algebra from 76% to 81%

Increase the percentage of students in Quintiles 1 and 2 meeting projected growth targets in Mathematics by at least 10 percentage points.

STAAR Mathematics

Increase Meets Grade Level performance
- 6th Grade from 40% to 45%

7th Grade from 23% to 28%
- 8th Grade from 61% to 66%

Increase Masters Grade Level performance
- 6th Grade from 16% to 21%
- 7th Grade from 2% to 7%
- 8th Grade from 21% to 26%

Increase EB student Meets performance by 5 percentage points.
Increase Special Education student Meets performance by 5 percentage points.
Increase Economically Disadvantaged student Meets performance by 5 percentage points.

Academic Growth

Increase the percentage of students demonstrating academic growth on STAAR Mathematics to exceed the state target and achieve a Domain 2A Academic Growth score of 85 or higher.
Increase the percentage of students maintaining or advancing from Meets to Masters performance levels on STAAR Reading and Mathematics.

Expected Result: Teachers will use formative assessment practices to make real-time instructional decisions, provide targeted intervention and enrichment, and design cognitively complex learning experiences aligned to IB MYP principles. Students will engage in rigorous, inquiry-based learning that promotes academic growth, achievement, and learner agency.

Strategy 1

Teachers will utilize the Formative assessment platform to design, administer, and analyze standards-based formative assessments aligned to TEKS and IB MYP learning objectives. Through ongoing PLC data analysis, teachers will use Formative reports to identify misconceptions, monitor student mastery, provide timely feedback, plan intervention and enrichment opportunities, and adjust Tier 1 instruction to meet the needs of all learners. Data from Formative will be used in conjunction with MAP, STAAR, TELPAS, common assessments, and classroom performance tasks to monitor student growth and achievement.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Department Chairs, IB Coordinator

Problem Statements: Student Learning 4

Formative Reviews

November	February	June

Strategy 2

Implement HB 1416 accelerated instruction by using MAP, STAAR and formative assessment data to identify students, provide targeted support and monitor progress to improve student achievement.

Staff Responsible for Monitoring: Walkthrough feedback, unit assessments, district assessments, team planning agendas and grade level data dashboards

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Students in quintiles 1 and 2 at each grade level and subject are generally not meeting or exceeding 100% of projected growth on the Fall to Winter and Fall to Spring MAP PGR reports. There are a number of students who performed at Meets or Masters on STAAR 24-25 who declined in their performance on STAAR 25-26.	As teachers learned the IB framework, they might not have been able to apply that learning at as rigorous of a level as needed yet.

Goal 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Our overall attendance rate decreased from 94.1% in 2024-2025 to 94.08% in 2025-2026. The District goal is 96%.	Increased focus on a systematic way to track student attendance during the school day and efficient staff communication would be beneficial. This will also enhance the safety measures already present.

Priority 2

Strategic Plan Objective 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Goal 1

By the end of the 2026-2027 school year, staff will effectively utilize a variety of tools, including ongoing monitoring and response, to promote a safe and orderly learning environment where students will demonstrate increased engagement, an increased a sense of belonging, and improved attendance. This goal will be measured and monitored by classroom observations/walkthroughs, district attendance reports, Pass (formerly E-Hall) reports, and student SST plans.

Performance Target: District goal of 96% (attendance)

Expected Result: We expect students will be excited about attending Wilson each day.

Strategy 1

Consistently utilize the SST process to improve our campus attendance. This strategy will be measured and monitored for effectiveness through the SST plans created for students in need of intervention.

Staff Responsible for Monitoring: Campus Student Support Team (campus administration, counselors, Student Support Liaison)

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Our overall attendance rate decreased from 94.1% in 2024-2025 to 94.08% in 2025-2026. The District goal is 96%.	Increased focus on a systematic way to track student attendance during the school day and efficient staff communication would be beneficial. This will also enhance the safety measures already present.

Goal 2

Utilize the Wilson PBIS Team to boost student engagement, foster a sense of belonging, and improve attendance through campus assemblies and recognitions. This strategy will be measured and monitored through IB Learner Profile Trait nominations and celebrations, campus attendance data, Review 360 data, student grades and MAP assessment data.

Performance Target: Scheduled school wide assemblies where student and staff nominations for IB Learner Profile Traits are celebrated.
Reduction in discipline referrals and bullying investigations when compared with 2025-2026 data.
Campus attendance data reaching 96% District goal.
Increased MAP Growth (see Priority 1 performance targets)

Expected Result: We expect students will be excited about attending Wilson each day.

Strategy 1

Scheduled monthly meetings of the Wilson PBIS Team to implement initiatives developed at PBIS pull-out training, review data, and create a communication plan to staff.

Staff Responsible for Monitoring: Campus Administration, PBIS Team, Campus IB Coordinator, Campus Instructional Coaches

Problem Statements: Student Learning 4 - School Processes & Programs 1

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Students in quintiles 1 and 2 at each grade level and subject are generally not meeting or exceeding 100% of projected growth on the Fall to Winter and Fall to Spring MAP PGR reports. There are a number of students who performed at Meets or Masters on STAAR 24-25 who declined in their performance on STAAR 25-26.	As teachers learned the IB framework, they might not have been able to apply that learning at as rigorous of a level as needed yet.

Goal 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Our overall attendance rate decreased from 94.1% in 2024-2025 to 94.08% in 2025-2026. The District goal is 96%.	Increased focus on a systematic way to track student attendance during the school day and efficient staff communication would be beneficial. This will also enhance the safety measures already present.

Priority 3

Strategic Plan Objective 1.1. Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

Goal 1

By the end of the 2026-2027 school year, staff will improve our capacity to engage our students in conceptual learning and understanding that is aligned to the IB Framework, so that our students can produce artifacts or answer questions that demonstrate their ability to engage with complex ideas and transfer learning to new contexts at rigorous levels and become CCMR ready.

Performance Target: 100% of students who met the Approaches, Meets and Masters Level on the 2026 STAAR Academic Growth RLA and Math standard (Domain 2A) will meet or exceed the 2026 Academic Growth RLA and Math standard.

Expected Result: TEA Accountability Report - Domain 2A Growth: Academic Growth Scaled Score of 90 or higher resulting in an A Rating for this domain.

Strategy 1

Language and Literature Team (English) - We want to design and implement at least two opportunities in a unit that incorporate research-based strategies requiring students to process content, so that our students can analyze that content in ways that facilitate understanding. We want to monitor student progress and the impact of my chosen instructional element using a minimum of four measures per unit, so that our students can show growth on teacher-selected essential standards.

Staff Responsible for Monitoring: Campus administrators, instructional leadership team, grade-level PLCs

Problem Statements: Student Learning 4

Formative Reviews

November	February	June

Strategy 2

Mathematics Team - We want to design and implement at least two opportunities per unit that incorporate research-based strategies requiring students to elaborate on information, so that our students can deepen their understanding of content and demonstrate their learning by accurately making connections and explaining concepts during classroom discussions and assessments. We want to monitor student progress and the impact of my chosen instructional element using a minimum of four measures per unit, so that our students can show growth on teacher-selected essential standards.

Staff Responsible for Monitoring: Campus administrators, instructional leadership team, grade-level PLCs

Problem Statements: Student Learning 1, 4

Formative Reviews

November	February	June

Strategy 3

Science Team - We want to design and implement at least 2 opportunities per essential standard that incorporate research-based strategies requiring students to process content, so that my students can explain what they have just learned, make predictions, ask clarifying questions, actively discuss the content with peers, and show growth on essential standards. We want to monitor student progress and the impact of my chosen instructional element using a minimum of four measures per unit, so that our students can show growth on teacher-selected essential standards.

Staff Responsible for Monitoring: Campus administrators, instructional leadership team, grade-level PLCs

Problem Statements: Student Learning 4

Formative Reviews

November	February	June

Strategy 4

Individuals and Societies Team (History) - I want to design and implement at least two opportunities per unit that incorporate research-based strategies requiring students to process content, so that my students can make predictions, explain and answer in-depth questions about what they learned, and ask and answer questions in group collaboration. We want to monitor student progress and the impact of my chosen instructional element using a minimum of four measures per unit, so that our students can show growth on teacher-selected essential standards.

Staff Responsible for Monitoring: Campus administrators, instructional leadership team, grade-level PLCs

Problem Statements: Student Learning 4

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on the Math PGR report, overall our students in all 5 quintiles are showing below average growth, with the majority below 100% projected growth, and a lower percentage of our students are performing at the meets and masters level on STAAR. STAAR achievement in Math was lower in several of our special populations (Hispanic, Black, 2 or More Races, EB).	
4	Students in quintiles 1 and 2 at each grade level and subject are generally not meeting or exceeding 100% of projected growth on the Fall to Winter and Fall to Spring MAP PGR reports. There are a number of students who performed at Meets or Masters on STAAR 24-25 who declined in their performance on STAAR 25-26.	As teachers learned the IB framework, they might not have been able to apply that learning at as rigorous of a level as needed yet.

Committees

Committees

Wilson 2026-2027 SBIC

Meeting Logs

Date	Location	Sign In Sheet	Notes
September 1, 2026 @ 4:00 PM	Wilson Middle School (Zoom)	SBIC BOY Meeting Attendance 9-2-2026.pdf	Wilson BOY SBIC 9-2-2026 Agenda with committee input-feedback.pdf

Members

First Name	Last Name	Position	Committee Role
Randy	George	Business Representative	Business Representative
George	Martin	Business Representative	Business Representative
Brian	McCarthy	Business Representative	Business Representative
Victoria	Bray	Parent	Parent
Amanda	Nazareno	Parent	Parent
Luz-Adriana	Acevedo-Marquez	Parent	Parent
Melodie	Adams	Parent	Parent
Clara	Alaniz	Parent	Parent
Amanda	Garcia	PTA President	Parent/PTA President
Laci	Kish	Parent	Parent
Dr. Nidia	Cedillo	Weatherford Elementary Principal	Community Representative
Christy	James	Shepard Elementary Principal	Community Representative
Tara	Lane	Sigler Elementary Principal	Community Representative
Antreshawn	Buhl	Jackson Elementary Principal	Community Representative
Matt	Mitchell	Aldridge Elementary Assistant Principal	Community Representative
Amy	Moore	Coordinator Advanced Academics	District Representative
Kevin	Moore	Director Advanced Academics	District Representative
James	Thomas	Coordinator Student Services	District Representative
Nardeen	Boxell	Director of Federal Programs	District Representative
Kim	Senteney	Campus Office Manager	Staff Paraprofessional
Jennifer	Denton	Student Support Liaison	Staff Professional

First Name	Last Name	Position	Committee Role
Danielle	Malone	SPED Team Leader	Staff Professional
Cynthia	Wilcox	Lead Counselor	Staff Professional
Elena	Jones-Cain	History Department Chair	Staff Professional
Korie	Kimrey	Science Department Chair	Staff Professional
Brittney	Minnitt	English Department Chair	Staff Professional
Kelly	Carlson	Math Department Chair	Staff Professional
Kulsum	Mzee	Campus EB Coach	Staff Professional
Tahsina	Yusuf	Campus IB Coordinator	Staff Professional
Kristin	Ernst	Campus Instructional Coach	Staff Professional
Valerie	Weadock	Campus Instructional Coach	Staff Professional
Keith	Evetts	Assistant Principal	Facilitator/Assistant Principal
TaGwunda	Martin	Assistant Principal	Assistant Principal
Natalie	Bauerkemper	Principal	Principal