



2026-2027
Ward Central Elementary
Cabot Public School District
School Improvement Plan



Mission Statement: Whatever it takes, we will build a community of resilient lifelong learners. #WCBetterME

Ward Central Family and Community Engagement Plan

Priority #1 Literacy

Improvement Plan Focus Area: Literacy Goal: To ensure that 95% of staff members proficiently implement evidence-based teaching practices, grounded in the science of reading, tailored to meet the specific needs of Ward Central students, during the 2025-2026 school year.

Training and Professional Development: Staff members may require comprehensive training and professional development opportunities to familiarize themselves with the principles of the science of reading and how to effectively implement them in evidence-based practices.

Resource Allocation: Sufficient resources, including instructional materials, technology, and support staff, need to be allocated to facilitate the implementation of evidence-based practices aligned with the science of reading.

Assessment and Monitoring: There should be a system in place for ongoing assessment and monitoring of staff members' implementation of evidence-based practices. This could involve regular evaluations, classroom observations, and feedback to identify areas for improvement and provide support where needed.

Alignment with Student Needs: The evidence-based practices must be tailored to meet the diverse needs of Ward Central students. This requires a thorough understanding of students' individual learning styles, including any specific challenges they may face, such as language barriers or learning disabilities.

Supportive School Culture: Creating a supportive school culture that values and prioritizes the implementation of evidence-based practices aligned with the science of reading is crucial. This involves fostering collaboration among staff members, providing leadership support, and recognizing and celebrating successes along the way.

Team Member(s)

Responsible:

Tobie Sprawls,
Crystal Carranco, Tara
Burke, Samantha Taylor,
Donna Fields

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*

Improved Reading Proficiency: Students should demonstrate increased proficiency in foundational reading skills, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Closing Achievement Gaps: Effective implementation of evidence-based practices aligned with the science of reading can help narrow achievement gaps among students, ensuring that all learners have the support they need to succeed.

Enhanced Student Engagement: By tailoring evidence-based practices to meet students' individual needs, educators can create more engaging and relevant learning experiences that foster a love for reading and learning.

Increased Teacher Confidence and Effectiveness: Through PD and support, teachers can enhance their understanding and implementation of evidence-based instructional practices, leading to increased confidence and effectiveness in teaching reading.

Positive School Culture: Successfully achieving this goal can contribute to a positive school culture characterized by collaboration, innovation, and a shared commitment to student success.

Root Cause(s): *What is the heart of the issue? What evidence supports this conclusion?*

Lack of Understanding or Training:

Staff members do not have a deep understanding of the science of reading or how to effectively implement evidence-based instructional strategies in the classroom. This is due to insufficient training or professional development opportunities focused on literacy instruction and the science of reading across the state. This is evident due to the low test scores in reading throughout Arkansas.

Alignment to District Core Belief:

- Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally.
- The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.

Priority #1 Actions

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Increase Training and Professional Development: Provide comprehensive professional development opportunities focused on the science of reading and evidence-based instructional strategies and practices in the classroom.	Tobie Sprawls Crystal Carranco Samantha Taylor Tara Burke Donna Fields	August 2025- May 2026	Title 1 District	PD records Agendas from Back to school Ongoing PD

Allocate Sufficient Resources: Allocate additional resources, such as instructional materials, technology, and support personnel, to support the implementation of curriculum programs aligned with the science of reading.	Tobie Sprawls Crystal Carranco	August 2025- May 2026	Title 1 Gizmos Sets of chapter books	School Improvement Team Agendas
New to Ward Central K-4 licensed teachers complete both phases of a Science of Reading pathways	Tobie Sprawls Crystal Carranco	2025-2026	RISE Training-district	PD record
New to Ward Central K-4 licensed teachers assessed for proficiency in the Science of Reading.	Tobie Sprawls Crystal Carranco	2025-2026	Assessor training-district	Observations, "Look for" sheets Link to S.O.R Look fors
K-4 ELA teachers will receive continuing implementation information for evidence-based practices and science of reading and will implement the program, ensuring adequate time for literacy instruction. Texts will be used to build background and topical knowledge and a robust vocabulary.	Tobie Sprawls Crystal Carranco Tara Burke Samantha Taylor	August 2025- May 2026	SOR District Newsletters Ongoing PD during PLC	PD record, observations student work samples lesson plans.
Screen all K-3 students for reading difficulties (ACT 1268 dyslexia requirements).	Tara Burke Samantha Taylor Crystal Carranco Donna Fields	August 2025- May 2026	ATLAS Screener	Assessment results Dyslexia level 1 screeners Dyslexia level 2 screeners
Develop intervention plans for students identified as at risk for reading difficulties (diagnostic assessments for skills deficits). Evidence based interventions through a multi-tiered system of support (RTI) will be utilized. Progress monitoring will occur within each tier.	Tobie Sprawls Crystal Carranco Tara Burke Samantha Taylor Donna Fields	August 2025- May 2026	PAST Assessments, Phonics First Assessments, 95% Group Intervention Kits, UFLI curriculum and resources to plan Tier II interventions	Progress monitoring data RTI/Kid Talk Meetings, Intervention Data Link to Kid Talk Data
Develop and implement literacy spiral reviews as part of the daily routine in 1st-4th grade classes	Tara Burke Tobie Sprawls Crystal Carranco	August 2025- May 2026	Atlas Classroom Tools	Progress monitoring data RTI/Kid Talk Meetings Intervention Data

Implement Accountability Measures: Establish clear expectations for staff members regarding the implementation of evidence-based instructional strategies rooted in the science of reading. Implement regular monitoring and evaluation procedures to ensure compliance.	Tobie Sprawls Crystal Carranco	August 2025- May 2026	Title I - - iPads - Data tracking, observations	Link to S.O.R Look fors Evaluation Data with feedback
Students will be recognized and celebrated for growth in IXL	Tobie Sprawls Crystal Carranco	August 2025- May 2026	Title I	Data from IXL site, observations
The PLC model will be utilized to target literacy instruction, analyze literacy data, and fine-tune literacy intervention..	Tobie Sprawls Crystal Carranco Tara Burke Donna Fields Samantha Taylor	August 2025- May 2026	Title 1, Professional Development	CFA example Data Wall Guiding Coalition Agenda

Priority #2 Math

Improvement Plan Focus Area: To ensure that 95% of staff members proficiently implement curriculum programs tailored to meet the specific needs of Ward Central students, grounded in NCTM's Mathematics Teaching Practices and the Standards for Mathematical Practice, focusing on enhancing mathematical understanding and problem-solving skills utilizing the Illustrative Math curriculum.

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

Training and Professional Development: Staff members may require additional training and professional development opportunities to become familiar with NCTM's Mathematics Teaching Practices, the Standards for Mathematical Practice, and Illustrative Math. This could include workshops, seminars, and ongoing coaching sessions focused on effective implementation strategies.

Support and Collaboration: Providing ongoing support and opportunities for collaboration among staff members can enhance their capacity to implement NCTM's Mathematics Teaching Practices and the Standards for Mathematical Practice effectively. This could involve establishing professional learning communities, facilitating peer mentoring relationships, and encouraging interdisciplinary collaboration to integrate mathematical concepts across subject areas.

Assessment and Feedback: Implementing regular assessment practices and providing timely feedback to staff members can help monitor progress towards the goal and identify areas for improvement. Feedback mechanisms could include classroom observations, teacher

Team Member(s) Responsible:

Tobie Sprawls,
Crystal Carranco,
Donna Fields,
Tara Burke

self-assessments, student feedback surveys, and data analysis of student performance on math assessments aligned with the curriculum.	
Desired Outcome(s): <i>When fully implemented, what will be different as a result of addressing this priority?</i> Improved Student Achievement: Students will demonstrate increased proficiency in mathematics, as evidenced by higher scores on standardized assessments and improved performance on classroom assignments, projects, and progress monitoring. Deeper Mathematical Understanding: Students will develop a deeper conceptual understanding of mathematical concepts and principles, enabling them to apply mathematical reasoning and problem-solving skills across various contexts. Enhanced Problem-Solving Abilities: Students will become more proficient in solving complex mathematical problems and applying mathematical concepts to real-world situations, fostering critical thinking and analytical skills. Increased Student Engagement: Mathematics instruction will become more interactive, engaging, and relevant to students' interests and experiences, leading to greater enthusiasm for learning and participation in mathematics activities. Reduced Achievement Gaps: By tailoring curriculum programs to meet the specific needs of Ward Central's students and implementing evidence-based instructional strategies, the achievement gaps between student subgroups will narrow, ensuring equitable access to high-quality mathematics education for all students. Improved Teacher Effectiveness: Staff members will become more proficient in implementing NCTM's Mathematics Teaching Practices and the Standards for Mathematical Practice, leading to increased teacher effectiveness and confidence in delivering high-quality mathematics instruction.	
Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i> The heart of the issue lies in ensuring that all staff members possess the knowledge, skills, and resources necessary to effectively implement curriculum programs tailored to meet the specific needs of Ward Central's students, grounded in NCTM's Mathematics Teaching Practices and the Standards for Mathematical Practice. This encompasses addressing any gaps in understanding, providing adequate support and resources, fostering a culture of collaboration and continuous improvement, and ensuring alignment with student needs and educational objectives. Ultimately, the goal is to empower educators to deliver high-quality mathematics instruction that promotes deeper mathematical understanding and problem-solving skills among students, leading to improved academic outcomes in mathematics.	
Alignment to District Core Belief: -Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally. -The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.	

Priority #2 Actions

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Formative Assessment Practices: Implement formative assessment practices to monitor student progress and inform instructional decision-making. Provide training and support for staff members in using formative assessment data to guide instruction and differentiate learning experiences.	Tobie Sprawls, Crystal Carranco, Donna Fields, Tara Burke	August 2025- May 2026	Title I District	Lesson plans
Math Spiral Reviews Continue the development and implementation of math spiral reviews in grades 1-4.	Tobie Sprawls, Crystal Carranco, Donna Fields Tara Burke	August 2025- May 2026		
Math Fluency Groups Establish morning math fluency groups to review and help internalize core math skills.	Donna Fields Tara Burke Crystal Carranco	August 2025- May 2026		
Peer Collaboration and Mentoring: Action: Establish mentoring relationships among staff members to facilitate the sharing of best practices, lesson planning, and instructional support.	Tobie Sprawls, Crystal Carranco, Donna Fields, Tara Burke	August 2025- May 2026	Title I - Magnetic tiles. Ten frames for intervention and support	
Continuous Monitoring and Feedback: Establish a system for ongoing monitoring and feedback to track progress towards the goal and identify areas for improvement. This	Tobie Sprawls, Crystal Carranco,	August 2025- May 2026	Title I - - iPads - Data tracking, observations	Observations Student work samples Lesson plans.

could include classroom observations, teacher self-assessments, student performance data analysis, and stakeholder feedback.				
Robotics Program We will establish and continue to operate a robotics program at Ward Central. Students will be provided the opportunity to be part of a group and develop their skills in the following areas: mathematics, engineering, design, and teamwork. We will have the high school robotics team provide the program with guidance, and we will also collaborate with other elementary teams as we progress.	Tobie Sprawls, Crystal Carranco.	August 2025- May 2026	Title I - - Vex Robotics Competition Kit Freezer bag, tape, and dispensers for robotics program teams.	Team Journal Observations Tournament participation
Mardi Gras Stem Night We will have a yearly Mardi Gras STEM Night, which will involve teachers, parents, students, and community members. The high school STEM club will present various STEM-related topics, and WC teachers will prepare STEM lessons related to the engineering design process.	Tobie Sprawls Crystal Carranco WC Staff		Title I - Stem Kits	

Priority #3 SEL

Improvement Plan Focus Area: To foster a positive and supportive environment, 100% of staff will implement social-emotional strategies through **Capturing Kids' Hearts** and **THRIVE**.

Priority Area *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

Lindsey Bell
Tricia Thomas

Trauma-Informed Practices: Train teachers and staff members in trauma-informed practices to better understand and support students who have experienced trauma or adverse childhood experiences. Create a nurturing environment that promotes healing and resilience.

Promoting Inclusivity and Diversity: Ensure that all students feel valued and respected regardless of their background, race, ethnicity, and religion. Celebrate diversity through multicultural events, inclusive materials, and awareness campaigns.

Teaching Social Skills: Offer social skills training to help students develop effective communication, collaboration, and problem-solving skills. Incorporate role-playing exercises, cooperative learning activities, and group projects to practice these skills in real-life situations.

Emotional Regulation Skills: Implement programs and activities that teach students how to recognize and regulate their emotions effectively. This can include mindfulness practices, relaxation techniques, and conflict-resolution strategies.

Process Champions, and observations. Use feedback from students, parents, and staff to identify areas for improvement and implement targeted interventions.

Attendance: Because our current attendance rate is at 90%, we will target student tardiness, early checkouts, and absences through creating an engaging learning environment for all students where they feel safe, secure, and loved.

Fostering a Positive and Understanding School Culture: Utilize the Capturing Kids' Hearts practices to create a culture of positive leadership throughout the building and Thrive practices to help staff and students develop a strong understanding of the impacts of trauma and how to support one another.

Danielle Gargiulo
Rachael Deen
Tara Burke
Sara Carter
Jenie James
Taylor Smith
Crystal Carranco
Lindsey Pullen
Nicole Holmes
Tobie Sprawls

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*

Our teachers will use trauma-informed practices when working with students.

By promoting empathy, compassion, and respect for diversity, our school will cultivate a culture of inclusivity where all students feel valued and accepted for who they are, regardless of their background or differences. We are moving toward a fully inclusive campus. All teachers will use inclusive practices to ensure that this is successful.

A positive social-emotional climate contributes to the development of a strong and cohesive school culture characterized by trust, collaboration, and mutual respect among students, teachers, staff, and families. The social-emotional competencies and resilience developed in school translate into valuable life skills that students carry with them into adulthood, contributing to their success in relationships, careers, and overall well-being.

A positive social-emotional climate helps students develop emotional regulation skills and coping strategies, enabling them to navigate challenges and setbacks more effectively. Teachers will work to be able to utilize de-escalation strategies and be proactive when supporting all students.

Through the implementation of ongoing assessment and accountability, Ward Central will be able to create a dynamic and responsive approach to cultivating a positive social-emotional climate within the school, where the well-being and success of all members of the community are prioritized and supported.

We will increase our attendance rate.

Root Cause(s): *What is the heart of the issue? What evidence supports this conclusion?*

We have a substantial number of students with adverse childhood experiences, which then negatively impact their ability to regulate their emotions, process external factors, and develop healthy coping mechanisms. In addition, we are a Title I school which typically translates into a lack of parental involvement and general well-being. Because students have many health and well-being challenges, such as their basic needs not being met, they are at a disadvantage to gaining an education resulting in ever-enlarging achievement gaps.

Our evidence is anecdotal and observational as parents and students share stories and experiences with us. We do not have data to back up these anecdotal notes as we cannot and would not administer the ACEs test, even though it would help broaden our understanding of the students.

Alignment to District Core Belief:

- Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally.
- The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.

Priority #3 Actions

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Process Champions The Process Champion team was	Process Champions Team	August 2025 - May 2026		Process Champions Agenda and Notes

formed to support the Capturing Kids' Hearts initiative as well as the Thrive initiative. Process champions meet once monthly to discuss current trends, data, and professional development opportunities for staff to continue to progress with CKH and Thrive.				
CKH Through experiential training, expert coaching, a character-based curriculum for students, and personalized support, <i>We will</i> focus on the social-emotional well-being of our students and staff and have a relationship-driven campus culture and student connectedness.	Process Champion Team	August 2025 - May 2026		CKH Survey Data
Matrix/Videos The Process Champions will create a behavior matrix to explicitly teach the appropriate behaviors in the various areas throughout the building. The team will create videos to demonstrate the do's/don'ts of each individual section mentioned on the matrix (playground, classroom, cafeteria, bathroom, hallway).	Process Champions Team	August 2025 - forever		Behavior Matrix
Behavior Flow Chart The Process Champions will create a behavior flow chart to elicit the appropriate action response to student behavior.	Process Champions Team	August 2025 - forever	Title I - Visual Timers - to use as a behavioral tool in order to support students de-escalate.	Behavior Flow Chart

Teachers will be able to know how to address student behavior in the classroom before referring them to the office.				
Look-For's During Walkthroughs Administration will develop look-for forms to identify strengths and weaknesses among the staff when trying to target Capturing Kids' Hearts and THRIVE components.	Tobie Sprawls Crystal Carranco	August 2025 - May 2026	Title I - - iPads - Observations, feedback	"Look for" Walkthrough Forms
Sensory Lab The Sensory Lab will be used as a sensory break for students as well as a place for students to go to use their calm down strategies safely.	Tobie Sprawls Crystal Carranco Christi Page	August 2023 - forever	Title I	Suspension Rate
Sensory Wall The Sensory wall will be used by students who need a sensory break as a means to get reset and refocused and back to class.	Tobie Sprawls Crystal Carranco Tara Burke	Summer 2025 - forever	Title I	Observational Data, Classroom Behavior Data.
Inclusion Ward Central will be fully inclusive, meaning all resource students will be in the general education inclusion classroom receiving instruction by a general education teacher along with their special education teacher. The students from one of the self-contained classrooms will also be moved into the general education inclusion classrooms.	Haley Beavert Jessica Saum Tobie Sprawls Crystal Carranco Tara Burke Kayla Hamilton Nicole Holmes Susan Toboy Lindsey Pullen Alison Estrada	Summer 2025 - forever		Student Growth Comparing Classroom Environments Office Referrals

Priority #4 Science

Improvement Plan Focus Area: Science Goal: To ensure that 65% of students score Level 3 or higher on the ATLAS Summative Science assessment by implementing Gizmos and the Arkansas Science standards in each grade level to meet the needs of our students during the 2025-2026 school year.

Resource Allocation: Sufficient resources, including instructional materials, technology, and support staff, need to be allocated to facilitate the implementation of evidence-based practices aligned with the science of reading.

Assessment and Monitoring: There should be a system in place for ongoing assessment and monitoring of staff members' implementation of Gizmos and Science4Us. This could involve regular evaluations, classroom observations, and feedback to identify areas for improvement and provide support where needed.

Supportive School Culture: Creating a supportive school culture that values and prioritizes the implementation of evidence-based practices aligned with the science curriculum is crucial. This involves fostering collaboration among staff members, providing leadership support, and recognizing and celebrating successes along the way.

Team Member(s)

Responsible:

Tobie Sprawls,
Crystal Carranco, Tara
Burke,

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*

Improved Science Proficiency: Students should be able to demonstrate an increased proficiency in foundational scientific vocabulary and skills.

Closing Achievement Gaps: Effective implementation of Gizmos and Science4Us programs can help narrow achievement gaps among students, ensuring that all learners have the support they need to succeed.

Enhanced Student Engagement: By tailoring Gizmos and Science4Us to meet student's individual needs, educators can create more engaging and relevant learning experiences that foster a love for scientific exploration.

Increased Teacher Confidence and Effectiveness: Through PD and support, teachers can enhance their understanding and implementation of evidence-based instructional practices, leading to increased confidence and effectiveness in teaching science.

Positive School Culture: Successfully achieving this goal can contribute to a positive school culture characterized by collaboration, innovation, and a shared commitment to student success.

Root Cause(s): *What is the heart of the issue? What evidence supports this conclusion?*

Newly Tested Area::

The increased emphasis on science as a tested area requires the school to ensure that students are meeting specific learning standards and competencies in science knowledge, inquiry, and critical thinking skills. This change demands a curriculum that aligns with testing expectations, covering core concepts and scientific methodologies across biology, chemistry, and physics in ways that also develop students' problem-solving and analytical abilities.

Lack of Understanding or Training:

Staff members do not have a deep understanding of Gizmos and Arkansas State Standards or how to effectively implement evidence-based instructional strategies in the classroom. This is due to insufficient training or professional development opportunities focused on science instruction and science curricula across the state. This is evident due to the low test scores in science throughout Arkansas.

Alignment to District Core Belief:

- Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally.
- The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.

Priority #4 Actions

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Allocate Sufficient Resources: Allocate additional resources, such as instructional materials, technology, and support personnel, to support the implementation of Gizmos.	Tobie Sprawls Crystal Carranco	August 2025 - May 2026	Title 1 Sets of chapter books Menu covers - used as sheet protectors for reusable activities. Alphabet Learning Tubs - used for centers and supports for students. Provide Scholastic Books in order to further support the development of student reading. Teaching Cart - to facilitate efficient instruction of students. Red Words - Phonics First Leapfrog Touchpad as an	School Improvement Team Agendas

			intervention tool. Phonics games Prefix/Suffix word journals Decodable book collection from Express Readers Math/science books from Lakeshore to support readers in the library. Book shelves and book cases to organize the parent center. Book pouches for organization of student decodable texts in K-2.	
Ward Central K-4 licensed teachers assessed for proficiency in the Science instruction.	Tobie Sprawls Crystal Carranco	2025-2026	Assessor training-district	Observations, "Look for" sheets Link to Science Look fors
K-4 teachers will receive continuing implementation information regarding Gizmos and will implement the program ensuring adequate time for science instruction. Gizmos will integrate both literacy and mathematical skills within the science content areas through activities that involve reading comprehension, writing, speaking, and listening, as well as the interpretation and manipulation of data. Texts will be used to build background and topical knowledge and a robust vocabulary.	Tobie Sprawls Crystal Carranco Tara Burke	August 2025 - May 2026	SOR District Newsletters Ongoing PD during PLC	PD record, observations student work samples lesson plans.
Develop intervention plans for students identified as at risk for reading difficulties (diagnostic assessments for skills deficits). Evidence based interventions through a multi-tiered system of support (RTI) will be utilized. Progress monitoring will occur within each tier.	Tobie Sprawls Crystal Carranco Tara Burke Samantha Taylor Donna Fields	August 2025 - May 2026	PAST Assessments, Phonics First Assessments, 95% Group Intervention Kits, UFLI curriculum and resources to plan Tier II interventions.	Progress monitoring data RTI/Kid Talk Meetings, Intervention Data Link to Kid Talk Data
Implement Accountability Measures:	Tobie Sprawls	August 2025 - May 2026	Title I -	Link to S.O.R Look fors

Establish clear expectations for staff members regarding the implementation of evidence-based instructional strategies rooted in Gizmos and Science4Us. Implement regular monitoring and evaluation procedures to ensure compliance.	Crystal Carranco		- iPads - Data tracking. observations	Evaluation Data with feedback
Students will be recognized and celebrated for growth in science interims.	Tobie Sprawls Crystal Carranco	August 2025 - May 2026	Title I	ATLAS Interim data observations Classroom assessments
Science Dissections for third and fourth grade to learn more about science topics	Tobie Sprawls Crystal Carranco	August 2025 - May 2026	Title 1 : Dissection Kits Squid and jellyfish	Test Scores

Leadership Team

Team Member's Name	Team Member's Role (<i>Admin, Teacher, Community Member, etc.</i>)
Kim Thompson	GT Teacher
Vicki Thompson	Kindergarten Teacher
Kayla Hamilton	Inclusion Teacher
Kaycee Ford	1st grade teacher
Tara Burke	3rd grade teacher
Brooke Moore	2nd grade teacher
Sara Carter	Art Teacher
Taylor Smith	Counselor
Tobie Sprawls	Principal

Crystal Carranco	Assistant Principal
John McReynolds	Community member