

Grand Prairie Independent School District



Garcia Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Garcia staff seeks to broaden opportunities for our students to learn and implement individual responsibility, ethics, and integrity to drive their personal growth as a successful member of society.

Vision

Garcia seeks to provide students with staff members who model self-responsibility, ethical behavior, and integrity. Garcia Elementary is a safe, nurturing and engaging learning environment where students will become partners in their academic achievement.

Value Statement

Garcia Elementary students, parents, and staff value the tradition of individual freedom to be responsible for their own actions and academic success.

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Comprehensive Needs Assessment

Demographics

Summary

Hector P. Garcia Elementary School proudly serves a vibrant community of **498 students**. The ethnic distribution of our student body is **93.2% Hispanic, 0.8% African American, 5.4% White, 0.4% American Indian, 0.2% identifying as two or more races, and 0% Asian**.

Our students face unique challenges, with **78.1% identified as At Risk** and **91.6% classified as Economically Disadvantaged**.

Language support remains a priority, as **59.8% of students participate in a Bilingual/ESL Program**. Specifically, **60.6% are Emergent Bilinguals (English Learners)**.

In terms of specialized programs, **2.2% of students are identified as Gifted and Talented, 7.2% receive Special Education services, 1.2% have a 504 plan, and 1.8% receive Dyslexia services**.

Average class sizes for the 2023–2024 school year are: **Kindergarten: 13.0 students, Grade 1: 19.3 students, Grade 2: 18.4 students, Grade 3: 15.8 students, Grade 4: 14.2 students, and Grade 5: 15.3 students**.

Attendance data shows a **2022–2023 attendance rate of 92.3%**, alongside a **chronic absenteeism rate of 27.7%** and a **mobility rate of 13.6%**. Student attrition was reported at **13.1%**.

Hector P. Garcia Elementary employs approximately **41 staff members**, including **31 teachers, 3 professional support staff, 3 educational aides, and 3 administrators**. Our teaching staff is **22.6% African American, 54.6% Hispanic, and 22.8% White**, with **15% holding a Master's degree**. Teacher experience levels vary: **25% are beginning teachers, 26% have 1–5 years, 17% have 6–10 years, 17% have 11–20 years, and 15% have 21–30 years of experience**.

Strengths

Hector P. Garcia Elementary serves a culturally rich community, with over 93% of students identifying as Hispanic. This shared cultural background fosters strong connections between school, families, and community traditions, while also providing meaningful opportunities to integrate bilingualism and cultural pride into learning.

Nearly 60% of students participate in Bilingual/ESL programs, with more than 60% classified as Emergent Bilinguals, highlighting a linguistically diverse student body with the potential to strengthen dual-language proficiency.

The campus also benefits from an even gender balance of 50% male and 50% female students, ensuring equity in programming and leadership opportunities.

Additionally, all students are served under Title I, which provides access to critical academic supports and resources to meet individual learning needs.

Garcia also maintains a safe and supportive school environment, as reflected by the absence of disciplinary placements in the most recent TAPR report.

The teaching staff mirrors the diversity of the student population, with more than three-fourths of teachers identifying as African American or Hispanic. This representation fosters cultural responsiveness and provides students with strong role models who reflect their community.

Together, these demographic strengths position Garcia Elementary to leverage its cultural, linguistic, and staff diversity to build strong student outcomes and family engagement.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ A significant majority of students at Hector P. Garcia Elementary face multiple risk factors, with 78.1% identified as At Risk and 91.6% classified as Economically Disadvantaged. Additionally, more than 60% of students are Emergent Bilinguals, and the campus reports a chronic absenteeism rate of 27.7%. These demographic challenges impact consistent access to instruction, language acquisition, and	High levels of economic disadvantage contribute to barriers such as limited access to resources, mobility, and attendance challenges. The large Emergent Bilingual population requires intensive, differentiated instructional supports; however, inconsistent family engagement, limited language resources, and chronic absenteeism reduce the effectiveness of interventions and hinder students' ability to

★ = Priority

Student Learning

Summary

Celebrations

Students at Hector P. Garcia Elementary continue to show growth in several areas. On the 2023–2024 STAAR, **64% of students demonstrated annual progress in reading and math**, with reading being a relative strength at **67% annual growth**. Retention rates remain low, with **0% of students retained in grades K–5** during 2022–2023, reflecting effective support systems to keep students on track. In addition, the school benefits from strong participation in bilingual/ESL programs, serving nearly **60% of the student body**, which highlights the campus's commitment to meeting the needs of Emergent Bilingual learners. Discipline data is also a point of pride, with **0% of students receiving disciplinary placements**, demonstrating that Garcia provides a safe and supportive learning environment.

Challenges

Despite these successes, significant challenges remain. STAAR performance shows that while **52% of students scored at Approaches Grade Level across all subjects**, **only 23% met grade level and 8% achieved Masters**. Science performance is a particular concern, with only **22% of students achieving Approaches and 0% at Meets or Masters**. Accelerated learning rates remain low, with only **32% of students demonstrating accelerated growth**, indicating that many students are not closing gaps quickly enough.

Chronic absenteeism is also a pressing issue, with **27.7% of students identified as chronically absent**, paired with a campus attendance rate of **92.3%**, which is below state and district averages. Student mobility (13.6%) and attrition (13.1%) further impact continuity of learning. Additionally, while 60.6% of students are Emergent Bilinguals, language acquisition continues to be a barrier for many students in achieving grade-level mastery.

Strengths

Students at Hector P. Garcia Elementary demonstrate notable strengths in academic growth and engagement. On the 2023–2024 STAAR assessments, **64% of students met their annual growth targets across reading and math**, with reading showing particular success at **67% growth**. These results highlight that while overall achievement levels remain a challenge, many students are making progress toward closing learning gaps. Retention rates are also a strength, with **0% of students retained in grades K–5**, indicating that students are advancing successfully through grade levels with support in place to ensure readiness.

The campus also benefits from a **safe and positive learning environment**, as reflected by **0% of students placed in disciplinary settings**. Additionally, the high participation in bilingual and ESL programs (59.8%) reflects strong access to language supports that empower students to develop academic English while maintaining their cultural and linguistic identity. Together, these strengths provide a foundation for building on student progress, especially in literacy growth and maintaining positive student behavior and promotion rates.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Student achievement is below expectations, with only 23% of students meeting grade level and 8% achieving Masters on STAAR. Science is especially low, with just 22% at Approaches and 0% at Meets or Masters.	Students are not consistently mastering grade-level content knowledge. Instructional gaps in addressing rigor, academic vocabulary, and depth of standards prevent students from moving beyond basic understanding to true grade-level proficiency and mastery.

★ = Priority

School Processes & Programs

Summary

At Garcia Elementary, all PK-5th grade teachers engage in weekly Professional Learning Community (PLC) meetings led by our instructional coaches. These sessions focus on lesson internalization for reading, math, and science.

The daily schedules for 1st to 5th grades include dedicated intervention and enrichment time. During this period, our campus interventionist, classroom teachers, instructional coaches, paraprofessionals, and day tutors collaborate to work with small groups of students on targeted reading and math interventions, as well as enrichment lessons.

Additionally, Garcia offers an after-school program, ACE, where students receive extra academic tutoring in reading and math while also participating in enrichment clubs. Our after-school offerings include various activities such as STEAM Club and Pep Squad.

Strengths

All PK-5th grade teachers engage in weekly Professional Learning Community (PLC) meetings led by our instructional coaches. These sessions focus on lesson internalization for reading, math, and science.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Students need systematic, targeted small group instruction.	Garcia Elementary's overall MAP percentile rank is 36th in math and 39th in reading.

★ = Priority

Perceptions

Summary

According to our beginning-of-year Panorama Survey of 3rd to 5th grade students, 65% believe they possess a growth mindset, 49% feel confident in their ability to achieve academic outcomes, 67% believe they can manage their emotions, thoughts, and behaviors, and 68% are aware of others' perspectives.

In our beginning-of-year Teacher Needs Assessment for the Counselor Program, teachers reported that 96% of students exhibit a positive attitude towards work and learning. Additionally, 67% indicated a need for support in coping skills when faced with challenges, and 64% noted a need for assistance with self-discipline and self-control.

Furthermore, our beginning-of-year Caregivers Needs Assessment revealed that caregivers identified bullying, stress and anxiety, and social media awareness as the top three areas where students would benefit from additional education.

Strengths

65% of students believe they have a growth mindset and 67% believe they can manage their emotions, thoughts, and behaviors, and 68% believe they are aware of others' perspectives.

Teachers indicated that 96% of students have a positive attitude towards work and learning

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1★	Students have a low belief in their ability to achieve in academics.	Attendance rates are low, causing students to miss valuable instructional time.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

A significant majority of students at Hector P. Garcia Elementary face multiple risk factors, with 78.1% identified as At Risk and 91.6% classified as Economically Disadvantaged. Additionally, more than 60% of students are Emergent Bilinguals, and the campus reports a chronic absenteeism rate of 27.7%. These demographic challenges impact consistent access to instruction, language acquisition, and

High levels of economic disadvantage contribute to barriers such as limited access to resources, mobility, and attendance challenges. The large Emergent Bilingual population requires intensive, differentiated instructional supports; however, inconsistent family engagement, limited language resources, and chronic absenteeism reduce the effectiveness of interventions and hinder students' ability to

2★

Student achievement is below expectations, with only 23% of students meeting grade level and 8% achieving Masters on STAAR. Science is especially low, with just 22% at Approaches and 0% at Meets or Masters.

Students are not consistently mastering grade-level content knowledge. Instructional gaps in addressing rigor, academic vocabulary, and depth of standards prevent students from moving beyond basic understanding to true grade-level proficiency and mastery.

3★

Students need systematic, targeted small group instruction.

Garcia Elementary's overall MAP percentile rank is 36th in math and 39th in reading.

4★

Students have a low belief in their ability to achieve in academics.

Attendance rates are low, causing students to miss valuable instructional time.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Federal Report Card and accountability data
- ☒ Local Accountability Systems (LAS) data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data

- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data

- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ T-PESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data

☒ **Budgets/entitlements and expenditures data**

☒ **Action research results**



Priority Focus Areas

Priority Focus Area 1

GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 1 High Priority HB3 Priority Focus Area

Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

Provide differentiated small group literacy instruction in all PK-3rd classrooms using evidence-based phonics, vocabulary, and comprehension interventions, with ongoing teacher professional development in small group/intervention reading.

Strategy's Expected Result/Impact: Increased identification and support of students at risk for reading difficulties with accelerated growth, moving more students towards grade-level proficiency.

Staff Responsible for Monitoring: Campus Leadership Team (Principal, Assistant Principal, Instructional Coaches)

Formative Reviews

No Progress

November

January

March

June

Strategy 2

Teachers will receive targeted professional development on Reading Research-Based Instructional Strategies (RBIS) to strengthen Tier 1 literacy instruction, increase student engagement, and improve outcomes on district and state assessments. Training will focus on evidence-based practices aligned to the Science of Teaching Reading, including explicit instruction, modeling and think-alouds, vocabulary development, structured phonics routines, guided practice, and opportunities for application with complex texts.

Strategy's Expected Result/Impact: Improved student performance on reading unit assessments, benchmarks, MAP, and STAAR.

Increased fidelity of research-based reading strategies across classrooms.

Staff Responsible for Monitoring: Campus Leadership Team (Principal, Assistant Principal, Instructional Coaches)

Formative Reviews

No Progress
November

January

March

June

Strategy 3

A bilingual day tutor will provide targeted small-group instruction focused on Spanish reading comprehension for students identified through MAP and TEKS-based assessments. Instruction will reinforce comprehension strategies, vocabulary development, and reading stamina in Spanish.

Strategy's Expected Result/Impact: Increased comprehension outcomes for bilingual students.

Improved performance on Spanish reading assessments and TELPAS.

Staff Responsible for Monitoring: Campus Leadership Team (Principal, Assistant Principal, Instructional Coaches)

Formative Reviews

No Progress
November

January

March

June

Strategy 4

The campus leadership team will implement structured instructional coaching cycles grounded in Paul Bambrick-Santoyo's Get Better Faster framework. Coaching will focus on improving teacher practice through frequent observation, bite-sized action steps, targeted practice, and real-time feedback. The goal is to accelerate teacher growth, strengthen Tier 1 instruction, and increase student achievement across all content areas.

Strategy's Expected Result/Impact: Increased teacher effectiveness and confidence in delivering high-quality Tier 1 instruction.

Improved use of research-based strategies in reading, math, and content instruction.

More consistent lesson internalization, modeling, guided practice, and academic monitoring.

Improved student outcomes on campus, district, and state assessments.

Staff Responsible for Monitoring: Campus Leadership Team (Principal, Assistant Principal, Instructional Coaches)

Formative Reviews

No Progress
November

January

March

June

Measurable Objective 2 **High Priority** **HB3 Priority Focus Area**

Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Math Data & MAP Data

Strategy 1

Teachers will participate in professional development focused on Math Research-Based Instructional Strategies (MRBIS) to enhance Tier 1 instruction, build conceptual understanding, and improve student performance in mathematics. Training will emphasize CRA (Concrete-Representational-Abstract), math discourse, problem-solving routines, aggressive monitoring, and TEKS-aligned instructional delivery.

Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS.

Improved performance on math unit assessments, benchmarks, MAP, and STAAR.

Stronger conceptual understanding supported by consistent CRA and discourse practices.

Staff Responsible for Monitoring: Campus Leadership Team (Principal, Assistant Principal, Instructional Coaches)

Formative Reviews

No Progress			
November	January	March	June

Strategy 2

To accelerate math growth and close skill gaps, the campus will employ 2-day math tutors who will provide targeted small-group instruction aligned to TEKS, MAP focus areas, and classroom performance data. Tutors will reinforce conceptual understanding through MRBIS practices, CRA routines, and procedural fluency.

Strategy's Expected Result/Impact: Increased mastery of foundational math skills for targeted students.

Improved MAP Math growth scores and district/unit assessment performance.

Stronger student readiness and confidence in multi-step problem-solving.

Staff Responsible for Monitoring: Campus Leadership Team (Principal, Assistant Principal, Instructional Coaches)

Formative Reviews

No Progress

Strategy 3

The campus leadership team will implement structured instructional coaching cycles grounded in Paul Bambrick-Santoyo's Get Better Faster framework. Coaching will focus on improving teacher practice through frequent observation, bite-sized action steps, targeted practice, and real-time feedback. The goal is to accelerate teacher growth, strengthen Tier 1 instruction, and increase student achievement across all content areas.

Strategy's Expected Result/Impact: Increased teacher effectiveness and confidence in delivering high-quality Tier 1 instruction.

Improved use of research-based strategies in reading, math, and content instruction.

More consistent lesson internalization, modeling, guided practice, and academic monitoring.

Improved student outcomes on campus, district, and state assessments.

Staff Responsible for Monitoring: Campus Leadership Team (Principal, Assistant Principal, Instructional Coaches)

Formative Reviews

No Progress

November

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June

Strategy 4

The campus will strengthen STEM instruction by providing two dedicated STEM labs--one for PK-2 and one for Grades 3-5--designed to promote hands-on, inquiry-based learning experiences aligned to TEKS and STEM fluency skills. In addition, the Science Lab and Outdoor Learning Area will be upgraded to support high-quality investigations, project-based learning, and real-world application of science concepts. These environments will foster curiosity, problem-solving, creativity, and collaboration.

Strategy's Expected Result/Impact: Increased student engagement and mastery of science and STEM TEKS.

Stronger application of hands-on learning, engineering design processes, and problem-solving.

Improved performance on science unit assessments, benchmarks, and STAAR Science.

Increased teacher confidence in facilitating high-quality, hands-on STEM instruction.

A more vibrant, interactive campus STEM culture across all grade levels.

Staff Responsible for Monitoring: Campus Leadership Team (Principal, Assistant Principal, Instructional Coaches)

Formative Reviews

No Progress
November

January

March

June

Measurable Objective 3 High Priority

8th Grade Reading Proficiency: The percentage of 8th grade students scoring Meets or above on STAAR Reading will increase from 38% to 48% by June 2030

Evaluation Data Source: Not applicable. Garcia Elementary is a Pk through 5th grade campus.

Measurable Objective 4 High Priority

Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

Evaluation Data Source: Skyward Discipline Data

Strategy 1

The campus will implement a school-wide PBIS House System in which every student and staff member is assigned to one of four houses. The system will reinforce positive behavior, academic effort, and strong attendance through consistent expectations, recognition, and collective accountability. The House System promotes belonging, motivation, and a positive school culture by encouraging teamwork, healthy competition, and shared celebration of success.

Strategy's Expected Result/Impact: Increased average daily attendance for all grade levels.

Reduced chronic absenteeism rate.

Greater parent involvement in resolving attendance issues through conferences.

Improved student motivation and engagement due to meaningful recognition.

Staff Responsible for Monitoring: Campus Leadership Team (Principal, Assistant Principal, Instructional Coaches)

Formative Reviews

No Progress
November

January

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June

Measurable Objective 5 High Priority

Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by

increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

Evaluation Data Source: Survey Data & Sign-In Documents

Strategy 1

The campus will utilize ongoing parent feedback--collected through surveys, parent meetings, and event evaluations--to design and implement targeted parent training sessions. These trainings, coordinated by the Parent Liaison, will support families in understanding curriculum, reinforcing learning at home, navigating school systems, and strengthening the home-school connection.

Strategy's Expected Result/Impact: Increased parent participation and engagement in school events and student learning.

Improved parent understanding of academic expectations and strategies to support learning at home.

Stronger school-home relationships resulting in improved student outcomes and behavior.

Increased confidence among families in navigating school processes and supporting their child's success.

Staff Responsible for Monitoring: Campus Leadership Team (Principal, Assistant Principal, Instructional Coaches), Parent Liaison

Formative Reviews

No Progress			
November	January	March	June

Measurable Objective 6 **High Priority**

Student Attendance: GPISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030

Evaluation Data Source: Skyward Attendance Data

Strategy 1

The campus will implement a comprehensive attendance incentive program to improve daily student attendance and reduce chronic absenteeism. Incentives will be designed to motivate students and engage families by recognizing strong attendance, encouraging parent-teacher communication, and celebrating attendance milestones. Strategies will include prize drawings, bike giveaways, and increased parent-teacher conferences to support families in addressing attendance challenges.

Strategy's Expected Result/Impact: Increased average daily attendance for all grade levels.

Reduced chronic absenteeism rate.

Greater parent involvement in resolving attendance issues through conferences.

Improved student motivation and engagement due to meaningful recognition.

Staff Responsible for Monitoring: Campus Leadership Team (Principal, Assistant Principal, Instructional Coaches)

Formative Reviews

No Progress

November

January

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June

Measurable Objective 7 High Priority HB3 Priority Focus Area

College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

Evaluation Data Source: EMS CCMR Dashboard Data & OnDataSuite Data

Strategy 1

Implement Weekly Professional Learning Communities (PLCs) Focused on Strengthening Tier 1 Instruction Using HQIM

Strategy's Expected Result/Impact: Increased alignment and rigor of Tier 1 instruction across 3rd-5th grade.

Teachers demonstrate stronger content knowledge and consistency in delivering high-quality lessons.

Students receive instruction that directly targets TEKS specificity, improving comprehension and text evidence skills.

Improved fidelity to HQIM leads to higher performance on exit tickets, unit assessments, MAP, and STAAR.

Growth in teacher instructional practices results in more students moving from Approaches - Meets - Masters, supporting the campus goal of 80/60/20.

Staff Responsible for Monitoring: Campus Leadership Team (Principal, Assistant Principal, Instructional Coaches)

Formative Reviews

No Progress

November

January

March

June



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	--	8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect	--	--	Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation	--	6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)	--	11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services	--	7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	--	5/5/2025	Holly Mohler	5/24/2024