

Garland Independent School District

Dorsey Elementary School

2022-2023 Goals/Performance Objectives/Strategies

Board Approval Date: October 25, 2022
Public Presentation Date: August 23, 2022

Mission Statement

Dorsey Elementary along with GISD will provide a quality education for all students

In a way that:

- *Continually increases expectations for and achievement of every student
- * Develops self motivation and strong work habits in all students
- * Ensures a safe and well maintained, technologically equipped environment
- * Successfully educates a culturally and economically diverse student population
- * Stimulates continuous professional growth which ensures effective, research based classroom instruction, and
- * Engages families and the community as active and equal partners in education,

So that:

Every student will be equipped for life-long learning, responsible citizenship, and productive employment in a rapidly changing and diverse society.

Vision

Norma Dorsey Elementary accepts the responsibility to empower students to be successful learners. Our purpose is to model a positive attitude towards learning, which incorporates active listening skills, appropriate behavior, and responsibility in an organized, pleasant, and inviting environment. Norma Dorsey students will eagerly participate in the journey of life long learning, developing into respectful and resourceful citizens.

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Goals

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 1: Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 55% in 2022 to 69.4% in 2023.

Evaluation Data Sources: 2022 STAAR spring results-all students

Strategy 1 Details	Reviews			
Strategy 1: Teachers will intentionally teach academic vocabulary in context using visual and applications that include discussing, writing, and illustrating. Strategy's Expected Result/Impact: Classroom Walkthroughs Lesson Plans PLC/WDM Staff Responsible for Monitoring: Administration Teachers TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2 Funding Sources: Instructional tools - 6300 Supplies and Materials- Title I Funds - \$1,150	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide Amplify reading/writing instruction with fidelity- teacher guides, small groups, and AVID strategies (including organizational skills), with a focus on higher level questioning for comprehension. Strategy's Expected Result/Impact: Lesson Plans Assessments Learning Logs Classroom Walkthroughs Staff Responsible for Monitoring: Administration Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2 Funding Sources: Teacher payroll to attend AVID PD - 6100 Payroll- Title I Funds - \$1,320, AVID Registratation - 6200 Contracted Services/Registration- Title I Fun - \$2,675, AVID organizational materials - 6300 Supplies and Materials- Title I Funds - \$3,626	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will facilitate all students' independent reading accountability, including but not limited to: reading response journals, goal setting, motivational systems to celebrate learning on the campus, and AVID instructional support strategies. Strategy's Expected Result/Impact: Students journals Assessments Learning logs Organizational tools Staff Responsible for Monitoring: Administration Teachers Librarian Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2 Funding Sources: Journals for k and 1st grade students - 6300 Supplies and Materials- Title I Funds - \$1,825, Supplies and materials to support and motivate reading - 199 - PIC 24 State Comp Ed Funds - \$1,092	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers and intervention specialists will use differentiated and responsive instruction and conduct small reading groups to increase fluency, vocabulary, and reading comprehension. An additional emphasis will be placed on EB, Special Education, At-risk, Economically Disadvantaged, and 504. Strategy's Expected Result/Impact: Assessments Intervention logs Progress monitoring RTI/SST Staff Responsible for Monitoring: Administration Intervention specialists Teachers Counselor Dyslexia Teachers Funding Sources: 504 Materials - 6300 Supplies and Materials- Title I Funds - \$1,877, Instructional materials and supplies - 199 - PIC 23 SPED State Allotment Funds - \$462, Instructional resources for differentiated and responsive instruction - 199 - PIC 24 State Comp Ed Funds - \$1,041.96	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Students in grades 3-5 will be provided opportunities to participate in extended day to receive targeted, small group instruction in the areas that have been identified for individual student growth with an emphasis on EB, Economically Disadvantaged, Special Education, 504, and At-risk.. Strategy's Expected Result/Impact: Assessments Classroom walkthroughs Sign-in sheets Staff Responsible for Monitoring: Administration Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2 Funding Sources: Payroll for teachers extended day - 6100 Payroll- Title I Funds - \$3,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Administrators and teachers will develop and facilitate a Family Learning Night targeting reading and collaboration between home and school. Strategy's Expected Result/Impact: Assessments Sign-in Sheets Staff Responsible for Monitoring: Administration Teachers Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2 Funding Sources: Payroll for teachers facilitating learning night - 6100 Payroll- Title I Funds - \$1,290	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Teachers and dyslexia specialists will use differentiated instruction and conduct small reading groups and stations to increase fluency, vocabulary, and reading comprehension. They will collaborate with families to increase understanding of students' instructional needs and strengthen the home/school connection. Strategy's Expected Result/Impact: Assessments Intervention logs Progress monitoring RTI/SST/504 Staff Responsible for Monitoring: Administration Teachers Counselor Dyslexia Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2 Funding Sources: 504/Dyslexia materials to increase collaboration and understanding between parents and teachers of effective instructional strategies used at home and in small groups - 6300 Parent Involvement. Supplies T1 - \$693, Instructional materials and manipulatives - 199 - PIC 24 State Comp Ed Funds - \$2,995	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details		Reviews			
Strategy 8: Teachers will participate in PLCs (Professional Learning Communities)/WDMs (Weekly Data Meetings) multiple times during the school year to improve instruction and desegregate data to inform small group targeted instruction. Strategy's Expected Result/Impact: Assessments Lesson Plans Intervention Staff Responsible for Monitoring: Teachers Administration Interventionist Campus Support Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2 Funding Sources: Payroll for substitutes - 6100 Payroll- Title I Funds - \$1,224		Formative			Summative
		Nov	Feb	Apr	June
		0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Based on the 2022 STAAR Reading assessment results, 53% of EB/EL students in grades 3-5 met the Meets Grade Level standard compared to 58% Non-EB/EL students.. Root Cause: Language acquisition, meaning of words/using context clues, academic vocabulary, academic vocabulary development, reading comprehension skills, higher order thinking skills; COVID Gap Problem Statement 2: Based on the 2022 EOY Reading MAP data 51% of students in grades 3-5 met their projected growth compared to 60% of students in grades K-2. Root Cause: Inconsistent goal setting/coaching, computer test taking skills/strategies (going back to look at the passage), MAP vocabulary vs. STAAR and curriculum vocabulary (ie central idea/main idea), format of questions, inability of students to mark text (paper), students putting forth best effort, inconsistent expectations for students

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 2: Percent of EB (Emergent Bilingual) students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 42.8% in 2022 to 56.5% in 2023.

Evaluation Data Sources: TELPAS spring administration testing data -all students

Strategy 1 Details	Reviews			
Strategy 1: Bilingual/ESL teachers will intentionally teach academic vocabulary in context using visuals and application that include students dialogue, reflective writing, illustrating, and real-world experiences. Strategy's Expected Result/Impact: Assessments Classroom walkthroughs Learning logs Journals Staff Responsible for Monitoring: Administration Sheltered English Representative/ELST Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2, 5 Funding Sources: Headphones - 199 - PIC 25 Bil./ESL State Allotment Funds - \$1,054, Technology developed to increase vocabulary - 199 - PIC 25 Bil./ESL State Allotment Funds - \$2,600	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use data gathered from formal and informal assessments and documentation to guide instruction in both small group and whole group instructions to meet the needs of EB students. Strategy's Expected Result/Impact: Assessments Classroom Walkthroughs Learning Logs Staff Responsible for Monitoring: Administration Sheltered English Teacher Teachers Bilingual Intervention Paraprofessional Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2, 5 Funding Sources: Supplies and instructional materials - 6300 Supplies and Materials- Title I Funds - \$393, Substitutes for planning and data gathering - 6100 Payroll- Title I Funds - \$1,100		Formative			Summative
		Nov	Feb	Apr	June
		0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Based on the 2022 STAAR Reading assessment results, 53% of EB/EL students in grades 3-5 met the Meets Grade Level standard compared to 58% Non-EB/EL students.. Root Cause: Language acquisition, meaning of words/using context clues, academic vocabulary, academic vocabulary development, reading comprehension skills, higher order thinking skills; COVID Gap Problem Statement 2: Based on the 2022 EOY Reading MAP data 51% of students in grades 3-5 met their projected growth compared to 60% of students in grades K-2. Root Cause: Inconsistent goal setting/coaching, computer test taking skills/strategies (going back to look at the passage), MAP vocabulary vs. STAAR and curriculum vocabulary (ie central idea/main idea), format of questions, inability of students to mark text (paper), students putting forth best effort, inconsistent expectations for students Problem Statement 5: Based on 2022 TELPAS Yearly Progress Indicator 44% demonstrated growth in English Language Acquisition, a decrease of 3.5% from the 2019 TELPAS. Root Cause: Language acquisition, meaning of words/using context clues, academic vocabulary, academic vocabulary development, reading comprehension skills, higher order thinking skills; COVID Gap

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 3: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on the STAAR Science, will increase from 24.2% in 2022 to 44% in 2023.

Evaluation Data Sources: 2022 STAAR spring results-all students

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide interactive and engaging lessons that will build a stronger foundation and understanding of science content as it applies to real-world situations. Strategy's Expected Result/Impact: Assessments Classroom walkthroughs PLCs Staff Responsible for Monitoring: Administration Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 6 Funding Sources: Technology developed to promote Science TEKS - 6300 Supplies and Materials- Title I Funds - \$4,296, Instructional materials and supplies - 199 - PIC 24 State Comp Ed Funds - \$296.60, Instructional materials and supplies - 6300 Supplies and Materials- Title I Funds - \$1,836	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will teach academic vocabulary in context using visuals and application that include discussion, writing, and illustrating. Strategy's Expected Result/Impact: Assessments Classroom walkthroughs Staff Responsible for Monitoring: Administration Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 6	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Students will complete challenges related to Science, Technology, Engineering, Art, and Math in order to make real-world connections, develop problem solving skills, and build a better understanding of the content while creating a final product. Strategy's Expected Result/Impact: STEAM projects Lesson plans Assessments Staff Responsible for Monitoring: Administrator Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 6		Formative			Summative
		Nov	Feb	Apr	June
Strategy 4 Details		Reviews			
Strategy 4: Administrators and teachers will develop and facilitate a Family Learning Night to include hands on STEAM activities and manipulatives to foster parent and family engagement. and home/school connections. Strategy's Expected Result/Impact: Parent sign-in sheets Parent survey results Staff Responsible for Monitoring: Administration Teachers Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 6 Funding Sources: Supplies for Family STEAM Night - 6300 Parent Involvement. Supplies T1 - \$1,536, Supplemental payroll for teachers - 6100 Payroll- Title I Funds - \$750		Formative			Summative
		Nov	Feb	Apr	June

Strategy 5 Details		Reviews			
Strategy 5: Students in grade 5 will be provided opportunities to participate in extended day to receive targeted, small group instruction in the areas that have been identified for individual student growth with an emphasis on EB, Economically Disadvantaged, Special Education, 504, and At-risk. Strategy's Expected Result/Impact: Assessments Classroom Walkthroughs Staff Responsible for Monitoring: Administration Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 6		Formative			Summative
		Nov	Feb	Apr	June
		0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Based on the 2022 STAAR Reading assessment results, 53% of EB/EL students in grades 3-5 met the Meets Grade Level standard compared to 58% Non-EB/EL students.. Root Cause: Language acquisition, meaning of words/using context clues, academic vocabulary, academic vocabulary development, reading comprehension skills, higher order thinking skills; COVID Gap Problem Statement 6: Based on the 2022 STAAR Science assessments, 22% of Economically Disadvantaged students in grades 3-5 met the Meets Grade Level standard compared to 32% of Non-Economically Disadvantaged students. Root Cause: Vocabulary, lesson connections/multiples exposures/visuals, scientific application, real world experiences, scaffolding of prior years learning to 5th grade rigor and expectations, test questions wording/format, reduced instructional block time

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 5 on STAAR Math, will increase from 37% in 2022 to 64.9% in 2023.

Evaluation Data Sources: 2022 STAAR spring results-all students

Strategy 1 Details	Reviews			
Strategy 1: Teachers will incorporate fact fluency, word problems, and higher level thinking opportunities through work stations, technology, and DOLs (Demonstration of Learning) to be used as progress monitoring tools to be shared during PLC/WDMs. Strategy's Expected Result/Impact: Assessments PLC/WDM minutes DOLs Classroom walkthroughs Staff Responsible for Monitoring: Administration Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3, 4 Funding Sources: Payroll for substitutes for teachers to attend PLCs - 6100 Payroll- Title I Funds - \$2,341, Instructional materials - 6300 Supplies and Materials- Title I Funds - \$1,315	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will be responsible for tracking and setting appropriate growth goals with individual students multiple times throughout the year using a variety of assessments: ie ST Math/Math Facts., MAP/MPG Strategy's Expected Result/Impact: Assessments Goal sheets PLC/WDM Staff Responsible for Monitoring: Administration Teachers Counselor Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3, 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students in grades 3- 5 will be provided opportunities to participate in extended day to receive targeted, small group instruction in the areas that have been identified for individual student growth with an emphasis on EB, Economically Disadvantaged, Special Education, 504, and At-risk. Strategy's Expected Result/Impact: Assessments Classroom walkthroughs Sign-in sheets Staff Responsible for Monitoring: Administration Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3, 4 Funding Sources: Instructional Materials and Supplies - 6300 Supplies and Materials- Title I Funds - \$537, Payroll for extended day - 6100 Payroll- Title I Funds - \$3,624	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details		Reviews			
Strategy 4: Teachers will utilize MAP, ST Math, and other data to identify students needing additional support in acquiring Math skills. Math groups will receive targeted small group instruction that will enable students to move from concrete to abstract thinking. Student growth will be closely monitored with an emphasis placed on EB, Special Education, Economically Disadvantaged, and At-risk. Strategy's Expected Result/Impact: Assessments Intervention logs Goal sheets Data cards Staff Responsible for Monitoring: Administration Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3, 4 Funding Sources: Technology developed to deepen understanding - 6300 Supplies and Materials- Title I Funds - \$3,250, Technology needed to access instructional resources - 6300 Supplies and Materials- Title I Funds - \$3,360		Formative			Summative
		Nov	Feb	Apr	June
		0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: Based on the 2022 STAAR Math assessment results, 36% of Economically Disadvantaged students in grades 3-5 met the Meets Grade Level standard compared to 46% Non-Economically Disadvantaged students. Root Cause: Academic vocabulary, scaffolding of prior years of foundational skills, higher level questioning skills, perseverance, multi step problems Problem Statement 4: Based on the 2022 EOY Math MAP data, 63 % of students in the grade 3-5 meet their projected growth compared to 60% of students in K-2. Root Cause: Inconsistent goal setting/coaching, computer test taking skills/strategies, MAP vocabulary vs. STAAR and curriculum vocabulary (ie place value), format of questions, students putting forth best effort, inconsistent expectations for students

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 5: Percent of student management incidents resulting in exclusionary consequences(ie In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Room) was 15.9% in 2022, the target percent will be 14.4% in 2022.

Evaluation Data Sources: 2022 Review 360 EOY Incident Summary Report + Skyward Consequence Report

Strategy 1 Details	Reviews			
Strategy 1: Administrators and counselor will develop and facilitate professional development and resources specific to the social emotional learning of all students and staff, with an emphasis on Special Education, Tier 2 and 3 Intervention, and responsiveness to students' needs. Strategy's Expected Result/Impact: Review 360 Professional development Counselor log/lessons Staff Responsible for Monitoring: Administration Counselor Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: School Processes & Programs 1 Funding Sources: Supplies and materials for SEL support - 199 - PIC 24 State Comp Ed Funds - \$94.44, Sensory and calming resources/materials - 199 - PIC 23 SPED State Allotment Funds - \$640	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Professional development opportunities and resources will be provided for staff, students, and families that will support positive behavior, foster the development of relationships, and create a culture of mutual respect and inclusiveness in the classroom. Strategy's Expected Result/Impact: Review 360 Professional development Counselor log/lessons Staff Responsible for Monitoring: Administration Teachers Counselor Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: School Processes & Programs 1 Funding Sources: Resources to support positive collaborative structures - 6300 Supplies and Materials- Title I Funds - \$399		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Administrators and staff will work collaboratively with parents to revise the School/Parent Compact to adjust to the additional needs brought on by the COVID 19 Pandemic. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available at no cost. Strategy's Expected Result/Impact: School/Parent Compact Meeting Notes/Agenda Staff Responsible for Monitoring: Administration Parents Teachers Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Administrators and teachers will provide transitional activities for kindergarten to lay the foundation and build positive partnerships with families as they begin their school journey and 5th grade students as they prepare for and transition to middle school. Strategy's Expected Result/Impact: Parent sign in sheets Assessments Parent Survey Staff Responsible for Monitoring: Administrators Counselor Teachers Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Develop jointly with, and distribute to parents a written Parent Family Engagement policy that describes how the school will inform families of the school's participation in the Title I, Part A program, and strategies that the school will use to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be available at no cost. Strategy's Expected Result/Impact: Parent sign in sheets Communication modes Parent Survey Agendas Staff Responsible for Monitoring: Administration Counselor Teachers Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details		Reviews			
Strategy 6: Fall and Spring Parent-Teacher conferences will be offered to all families to further facilitate and promote a strong connection between home and school. Individual student success will be discussed and documented, as well as the Student/Parent Compact. Strategy's Expected Result/Impact: Parent sign in Individual student documentation Parent Survey Staff Responsible for Monitoring: Administration Teachers Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Feb	Apr	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: Based on the 21-22 review 360 discipline report, discipline incidents increased 250% from the 20-21 school year. Root Cause: Reassimilation of students into the classroom following remote learning in 20-21, unidentified students with behavioral disabilities due to remote learning the previous 18 months, extended timeline for evaluations to more appropriate instructional setting, many students with increased anxiety and decreased motivation