



## SCHOOL DISCIPLINE IMPROVEMENT PLAN

As required by [14 Del. C. § 703\(b\)](#):

A school that has been identified as meeting a threshold under 14 Del. C. § 703(a)(4) is responsible for submitting a plan that identifies strategies the school will implement beginning in the following school-year to reduce the use of exclusionary disciplinary practices or disproportionate use of exclusionary disciplinary practices with racial subgroups or students with disabilities, or both.

*Schools also identified as qualifying for comprehensive support and improvement (CSI) or targeted support and improvement (TSI) or as out of compliance with the Individuals with Disabilities Act (IDEA) Determination Indicator 4A must include in this plan, information about how the school intends to align its strategies related to discipline and satisfy the state and federal requirements. The statute also allows schools to include this plan as part of their school improvement plan.*

<b>School/Charter</b> <b>School Name: Christiana High/MSHA</b>	<b>School</b> <b>District: Christina School District</b>
<b>School Contact: April Maness Johnson</b>	<b>District Contact: Gina Moody</b>
<b>Please indicate if your school is currently identified as (check all that apply):</b> X CSI <input type="checkbox"/> TSI <input type="checkbox"/> IDEA Indicator 4A	
<b>Identified School Years (3 most consecutive years):</b> 1. 2021-2022 2. 2022-2023 3. 2023-2024	<b>Identified Subgroups (check all that apply):</b> x Racial Subgroups x Students with Disabilities
<b>Plan Implementation School Year:</b> 2025-2026 SY	
<b>SECTION 1: STAKEHOLDER INPUT</b> <b>Per 14 Del. C. § 703(b)(3)b., the plan must be developed with input from the following groups to incorporate strategies to promote fairness and equity in discipline. Please select all who provided input and provide a separate attachment with a list of names by each group below.</b>	
x Administrators	x Parents
x Community Stakeholders	x Students

x Educators

[CHS Stakeholders](#)

CHS Stakeholders List

<u>Students (13)</u>	<u>Staff</u>	<u>Parents</u>	<u>Community Leaders</u>	<u>Administrators</u>
<p>Jones, Tierra                      Johnson, Dymere                      Oakley, Deserrie                      Graham, Georgette                      Outlaw, T                      Baker, Karen                      Norton, Amy                      Miller, Sulaiman                      Gadsen, Terry                      Miller, Radley                      Kastriner, Cate                      Floyd, Maurice                      Mahanna, Kelly  <b>Additions From SY26:</b>                      Pritchett, J'Aire                      Jackson, John</p>	<p>Tuminaro, Crystal                      Godhigh, Shenevieve                      Mobley, Tericka (Davis, T.)                      Richards, Monique                      Addison, Tiffany                      Hawkins, Richelle                      Williams, Eric                      Davis, William  <b>Additions from SY26:</b>                      Petroski, Steven                      Cummings, Rahsaan</p>	<p>Smith, Tramaine                      Briscoe, T                      Evans, Daphne                      White, Arisa                      Brown, Valerie                      Skinner, Doritha</p>	<p>Kalinowski, Tom                      Walmsley, Paul                      Brown, Colleen                      Johnson, April  <b>Additions from SY26:</b>                      Dougherty, Lisa                      Needam, Tara</p>	

**SECTION 2: REVIEW & PLANNING**

**1. Review of Discipline Data –**  
 14 Del. C. §  
 703(b)(1)

**Where are the discrepancies? What have you determined to be the root causes of the discrepancies?**

- Students share reasons why they skip class:
- Apathy
  - Lack of knowledge
  - Fear of being ridiculed
  - No work
  - Work is boring/easy/not relatable
  - No connection w/teacher (dislike)

**Date(s) of Review:**

- 10/22/24
- 12/10/24
- 2/26/25
- 3/5/25
- 3/10/25
- 3/11/25
- 5/1/25
- 5/8/25

	<ul style="list-style-type: none"> <li>● Don't like (didn't choose) the class</li> <li>● Can't do the work (confused)</li> <li>● Has asked for help (previously) and didn't receive assistance.</li> </ul>	<p>9/11/25 11/3/25</p>
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<p><b>2. Review of Discipline Policies and Practices – 14 Del. C. § 703(b)(1)</b></p>	<p><b>What were the targeted areas for Improvement?</b></p> <p><u>Out-of-School Suspensions</u> All students, female, male, African American, Hispanic/Latinx, White,</p> <p>Students skipping class Students late to class Decrease in violent behavior</p>	<p><b>Date(s) of Review:</b></p> <p>2/26/25 3/5/25 3/10/25 3/11/25 3/25/25 04/17/25 11/3/25</p>
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**3. Review of Existing Programming – Per 14 Del. C. § 703(b)(2), if a school has already implemented restorative justice practices, the school must review interventions being used to assure research-based quality, scope of training provided, and follow-up support to assure proper implementation. Please indicate below if the school has already implemented restorative justice practices.**

<b>Intervention</b>	<b>Type of Training</b>	<b>Date(s) of Training</b>	<b>Follow-Up Action Steps</b>
<b>Classroom Management</b>	Skillful Teacher Universal Design for Learning Comprehensive Induction Training Minor vs Major infractions	Ongoing Ongoing Ongoing Ongoing	<ul style="list-style-type: none"> <li>* Peer groups teaching lessons on PD Days</li> <li>* Utilize PLC time to share ideas/strategies               <ul style="list-style-type: none"> <li>* Social Discipline</li> <li>* Cultural Competency</li> <li>* Major v Minor</li> <li>* Conflict Resolution                   <ul style="list-style-type: none"> <li>* Peer-to-peer</li> <li>* Staff-to-student</li> </ul> </li> </ul> </li> <li>* Introduce one strategy at every faculty meeting.</li> <li>* Address a major/minor topic at each faculty meeting.</li> </ul>

	<p>Individualized Coaching</p> <p>Cultural Competency PD</p> <p>Restorative Practices PD</p>	<p>Bi-weekly</p> <p>EOY PD</p> <p>10/ and 11/1</p>	<p>Response to intervention w/flexible grouping.</p> <p>AdaptiveX - Contractor Culturally Responsive Practices.</p>
<p><b>Cultural Competency</b></p>	<p>PBS School Climate</p> <p>Cultural Restoration Project</p> <p>Social Discipline</p>	<p>Ongoing (PDMS)</p> <p>4th Q</p> <p>Ongoing</p>	<p>* Dedicated PLC time to address cultural issues monthly</p> <p>* Teacher PD</p> <p>* Student PD</p> <p>Program Data</p> <p>Eschool Discipline Data (referrals)</p>
<p><b>Implicit Bias Awareness</b></p>	<p>Implicit Association Bias</p> <p>Equity/DEIB Team</p>	<p>Ongoing</p> <p>Members chosen</p> <p>First meeting date:</p>	<p>* PLC dedicated to bias recognition</p> <p>* Full staff PD</p> <p>* Peer-to-peer PD</p> <p>* Team Building</p>
<p><b>Restorative Practices</b></p>	<p>MTSS</p> <p>Skills Connection</p> <p>SEL Class</p> <p>Project Prevent</p>	<p>Ongoing (PDMS)</p> <p>Last Quarter of the SY</p> <p>Ongoing</p> <p>Weekly Capstone</p>	<p>Monthly team meetings</p> <p>Address skill sets in PLCs</p> <p>Formative/Summative assessments daily</p> <p>Formative/Summative assessments weekly</p> <p>Restorative Circles</p>

Trauma Informed Care	Building Trauma-Sensitive Schools by Jen Alexander	Book Study April 28	Practical Application
<b>Other Programming</b>	<p>CHS ISAP</p> <p>De-escalation and Safety Training</p> <p>PBIS</p> <p>Mandatory non-academic training</p> <p>Born 4 Brothers</p> <p>Center for Structural Equity</p> <p>CHS Student Services</p> <p>Peer Groups</p>	<p>Ongoing</p> <p>March 7, 21, 28 April 4, 11 May 2, 9, 16</p> <p>Ongoing</p> <p>Fall 2025</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Daily data feedback</p> <p>Monthly team meetings</p> <p>Fact check-ins at faculty &amp; department meetings</p> <p>Monthly check-ins with faculty</p> <p>Monthly check-ins with faculty</p> <p>Weekly check-ins with Deans.</p>
<p><b>4. Action Steps</b> – Utilizing the SMART goal format, please describe strategies/actions the school will implement to reduce the use of exclusionary disciplinary practices or disproportionate use of exclusionary disciplinary practices with racial subgroups or students with disabilities or both. [14 Del. C. § 703(b)(3)] If your school has been identified as needing support for CSI, TSI, or IDEA Determination Indicator 4A, please use this section to align and describe those strategies, making sure SMART goal setting is utilized. You are also welcome to attach a separate response for this item.</p>			

## SCHOOL DISCIPLINE IMPROVEMENT PLAN

**GOAL 1**

**Goal Description:** Reduce the # of OSS by 3% each Q.

Reduce the number of OSS for fighting in an identified sub-group by 10% by the end of the year.

Based on the data, the number of OSS for fighting will be reduced compared to the previous year by training our student services team in restorative practices and proactive engagement (including PBIS), which aligns with our whole child (attributes of a CSD graduate) District initiative. We will achieve our goal by the end of the 26SY.

Outline activities the team will do to ensure completion of this goal.

- Review data monthly to determine the validity of the goal.
- Weekly discipline team meetings to address the current problem of practice.
- Organize/establish a strong student council with a social justice component.
- Summer PD for teachers.
- In-person summer school.
- Revisit the Goal at the end of each Q to determine relevance.
- Leadership Priority Plan -
- ACSA Plan (Counselor) -
- Leadership Priorities (DPAS Goals) - Attendance (reduction of skipping classes)
- MTSS response to intervention for 4 content areas
- District SWD Plan
- Evidence of Impact (slides from Born 4 Brothers presentation)

**Measure(s) of Success**

**Funding Source/Cost**

**Who's Responsible**

Measure/ Evidence	Baseline Metric	MOY Metric & Date Anticipated	EOY Metric & Date Anticipated	Target Metric	Item/ Service	\$	\$ Source	Lead/Chair, Members, etc.
Evidence: Student attendance/grade report/behavior incidents	25-Student Cohort	2/25	6/25	90% of students will show improvement.	Born 4 Brothers	\$62,000	Opportunity Grant	Admin
Evidence: Student grades/behavior incidents/attendance	15-Student Cohort	2/25	6/25	90% of students will show improvement.	Center for Cultural Equity	TBD	District Funded	Admin

**GOAL 2**

**Goal Description: Reduce the # of Skipped Class Referrals**

Reduce the number of referrals for skipping class in an identified subgroup by 10% by the end of the year.

Based on the data, the number of referrals for skipping class will be reduced compared to the previous year by training our staff on engaging classroom practices/strategies, which aligns with our whole child (better learning experiences) District initiative. We will achieve our goal by the end of the 26SY.

Outline activities the team will do to ensure completion of this goal.

- Review data monthly to determine the validity of the goal.
- Weekly discipline team meetings to address the current problem of practice.
- Organize/establish a strong student council with a social justice component.
- Summer PD for teachers.
- In-person summer school.
- Revisit the Goal at the end of each Q to determine relevance.
- Leadership Priority Plan -
- ACSA Plan (Counselor) -
- Leadership Priorities (DPAS Goals) - Attendance (reduction of skipping classes).
- MTSS response to intervention for 4 content areas - academic interventions.
- District SWD Plan
- Evidence of Impact (slides from Born 4 Brothers presentation).
- DTGSS - classroom strategies.

Measure(s) of Success				Funding Source/Cost			Who's Responsible	
Measure/Evidence	Baseline Metric	MOY Metric & Date Anticipated	EOY Metric & Date Anticipated	Target Metric	Item/ Service	\$	\$ Source	Lead/Chair, Members, etc.
Evidence: Student attendance/behavior incidents	25-Student Cohort	2/25	6/25	90% of students will show improvement.	Born 4 Brothers	\$62,100	Opportunity Grant	Admin
Evidence: Student/behavior incidents/attendance	15-Student Cohort	2/25	6/25	90% of students will show improvement.	Center for Cultural Equity	TBD	District Funded	Admin
% of students skipping class	Total # of students skipping class	2/25	6/25	30% decrease in the % of incidences.	PBIS	\$5,000	Building Budget	Team: Baker, K and Norton, A
# of classes skipped		2/25	6/25	30% decrease in the % of classes	MTSS	Salary		Team Lead: Cain, M

Classrooms with posted objectives/ Agenda	Total # of classrooms with posted objectives/ Agenda	2/25	6/25	skipped. 100% of Classes will have posted objectives/ Agenda	Classroom Observations	Salary	Instructional Coach Admin
Classroom Attendance	Total # teachers present who take daily attendance	2/25	6/25	100% of classroom teachers present will take accurate attendance before 1:15 pm daily	Classroom Attendance	Salary	Classroom Teachers
Students Skipping Classes	Total number of students who are currently skipping class	3/25	6/25	Classroom attendance	Capstone	\$300	Deans

**SECTION 3: APPROVED PLAN SUBMISSION – DUE NO LATER THAN JULY 1, 2025** Please submit the plan to the following mailbox: [RegulationPolicies@doe.k12.de.us](mailto:RegulationPolicies@doe.k12.de.us)

**Board Approval Date:** 5/6/2025

**School Contact Name and Signature:** 

**Date:** 11/4/2025

**Superintendent, Charter Head of School or Designee – Name and Signature:** 

**Date Submitted to DDOE:** 5/6/2025