



**SCHOOL DISCIPLINE IMPROVEMENT PLAN
Template**

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. This form is a suggested template that is intended to be a guide to schools that are required to submit a School Discipline Improvement Plan.

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 around 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.

School/Charter		School
School Name: 9 The Bayard School		District: 9 Christina School District
School Contact: DWAYNE PRITCHETT		District Contact: Gina Moody
Please indicate if your school is currently identified as (check all that apply): <input checked="" type="checkbox"/> CSI-R <input type="checkbox"/> TSI <input type="checkbox"/> IDEA Indicator 4A		
Identified School Years (3 most consecutive years): <input checked="" type="checkbox"/> 2022 <input checked="" type="checkbox"/> 2023 <input checked="" type="checkbox"/> 2024	Identified Subgroups (check all that apply): <input checked="" type="checkbox"/> Racial Subgroups <input checked="" type="checkbox"/> Students with Disabilities	Plan Implementation School Year: <input checked="" type="checkbox"/> 2025-2026
SECTION 1: STAKEHOLDER INPUT 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 that provided input and provide a separate attachment with a list of names by each group below.		
<input checked="" type="checkbox"/> Administrators		<input checked="" type="checkbox"/> Parents
<input checked="" type="checkbox"/> Community Stakeholders		<input checked="" type="checkbox"/> Students
<input checked="" type="checkbox"/> Educators		
SECTION 2: REVIEW & PLANNING		

<p>1. Review of Discipline Data – 14 Del. C. § 703(b)(1)</p>	<p>Where are the discrepancies? What have you determined to be the root causes for the discrepancies?</p> <ul style="list-style-type: none"> ● Inconsistent classroom management across all grade levels. ● Lack of mental health support and trauma-informed practices. ● Lack of culturally responsive teaching and support. 	<p>Date(s) of Review:</p> <ul style="list-style-type: none"> ● Jan 8, 2025 ● Jan 14, 2025 ● Mar 6, 2025 ● Mar 9, 2025 ● Mar 13, 2025
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<p>2. Review of Discipline Policies and Practices – 14 Del. C. § 703(b)(1)</p>	<p>What were the targeted areas for Improvement?</p> <p><u>Out of School Suspension</u></p> <ul style="list-style-type: none"> ● All Students ● Female, ● Male, ● African American, ● Hispanic/Latino, ● White, ● Multi-Racial, ● MLL Students, ● Students with Disabilities, ● Low-Income 	<p>Date(s) of Review:</p> <ul style="list-style-type: none"> ● Jan 8, 2025 ● Jan 14, 2025 ● Mar 6, 2025 ● Mar 9, 2025 ● Mar 13, 2025 	
<p>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.</p>			
<p>Intervention</p>	<p>Type of Training</p>	<p>Date(s) of Training</p>	<p>Follow-Up Action Steps</p>
<p>Suspension</p>	<p>District Dean meetings, Deans learn Student Manual</p>	<p>Summer (prior to school, monthly meetings after)</p>	<p><input type="checkbox"/> Review SY26 Student Manual with all staff</p> <p><input type="checkbox"/> Review SY26 Student Manual with all students</p> <p><input type="checkbox"/> Review SY26 Student Manual with all families</p>
<p>Restorative Practices</p>	<p>Akoben, Christina School District</p>	<p>2023/ Ongoing</p>	<p><input type="checkbox"/> Partnership for staff training with vendor</p>
<p>Return from Suspension Meeting</p>	<p>Deans/ Administrators are not trained formally; usually learned</p>		<p><input type="checkbox"/> Refine the practice of collaborative problem-solving and restorative conferences</p> <p><input type="checkbox"/> Train Deans in early warning surveillance strategies</p>

	on-the-job		<input type="checkbox"/> Communicate expectations with families and strengthen partnerships for success
Placement to Girls & Boys Groups	Tier 2, small group support meeting with the School Counselor to review expectations and practice coping skills needed for group settings.	Weekly (Year Long)	<input type="checkbox"/> Refine practice <input type="checkbox"/> Train Deans <input type="checkbox"/> Communicate expectations with families <input type="checkbox"/> Establish check-in and progress monitoring systems with students who attend sessions to ensure a change in behavior in the group setting.
ISS/ISAP	In-School Alternative option to OSS.	Available Daily	<input type="checkbox"/> Refine practice <input type="checkbox"/> Train Deans <input type="checkbox"/> Communicate expectations with families <input type="checkbox"/> Offer skill-based instruction on social problem-solving and conflict resolution to facilitate students answering restorative questions about why they were separated from the academic setting and how best to sustain engagement in the future. <input type="checkbox"/> Support Staff review responses and follow up with practice-based social stories and collaborative problem-solving.
Wellness Center (Nemours)	Whole Child Training	Available Daily	<input type="checkbox"/> Refine practice <input type="checkbox"/> Train Deans/ Secretaries <input type="checkbox"/> Communicate expectations with families <input type="checkbox"/> Register students with the Bayard School Wellness Center as a part of new student registration.
Behavioral Specialist (Children & Families First)	Trauma-Informed Training & Whole Child Training	Available Daily	<input type="checkbox"/> Refine practice <input type="checkbox"/> Identify behavioral "high flyers" for weekly check-ins and skill development with the Behavioral Specialists.
Refer to School Counselor for Check-in/	Meeting with Grade Level School Counselor	Available Daily	<input type="checkbox"/> Refine practice <input type="checkbox"/> Train Counselors to access data for suspensions and follow through on

Check-out			intervention meetings <input type="checkbox"/> Communicate expectations with families <input type="checkbox"/> Strengthen check and connect strategies by starting the year with 2x10 interventions for all high flyers from the previous school year and repeating that intervention quarterly based on progress monitoring data.
Referral to MTSS Team	Team Lead attends PD/ training and WLC Leadership Fellows	Bi-Weekly Whole Child Meeting	<input type="checkbox"/> Refine practice by training all staff in the state's MTSS framework. <input type="checkbox"/> Identify an MTSS book study for capacity building in grade-level PLCs. <input type="checkbox"/> Train MTSS-8 Team <input type="checkbox"/> Train MTSS-A Team <input type="checkbox"/> Communicate expectations with families
<p>4. Action Steps – 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>			
S	Specific - Reduce the number of out-of-school suspensions by addressing the root causes of disruptive behaviors through targeted interventions, restorative practices, and support for students facing academic or social challenges.		
M	Measurable - Achieve a 10% decrease in out-of-school suspensions over the course of the next academic year (compared to the previous year's data).		
A	Attainable - Implement a school-wide program focused on positive behavior reinforcement, conflict resolution training, and mentorship opportunities for at-risk students. (BARKS)		
R	Relevant - This goal aligns with Bayard's goal to foster a positive learning environment where all students feel supported and engaged in their education.		
T	Time-Bound - By the end of June 2026, the reduction goal will be achieved, with regular MTSS Team check-ins every month to monitor progress.		
I	Inclusive - Involve teachers, administrators, counselors, and families in the process to ensure all stakeholders are engaged and supporting the initiative. Engage students in developing solutions to improve school culture and behavior expectations.		

E	Equitable - Ensure the approach addresses the needs of all students, with particular attention to groups that may be disproportionately affected by suspensions, such as students of color, students with disabilities, and students from low-income backgrounds. Provide additional resources or support where needed.
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GOAL 1	
Goal Description:	<p>By June 2026, The Bayard School will reduce suspensions by 10% by refining and improving our integrated multi-tiered system of supports framework; enhancing tier 1, universal systems to facilitate belonging and attachment; dosing regulation activities throughout instruction to sustain engagement; cultivating social and emotional competencies to support restorative justice practices throughout the school community; cultural humility training to facilitate staff competency; and increased behavioral surveillance, assessment, and timely intervention support systems. Progress will be tracked bi-weekly to facilitate the attainment of monthly progress goals, and at least 80% of staff will complete differentiated capacity-building opportunities. The MTSS Team (equity task force) will lead the initiative by example to ensure commitment and accountability of staff. The MTSS team will progress monitor for school, classroom, and student impact.</p>
	<p>Outline activities the team will do to ensure completion of this goal.</p> <ol style="list-style-type: none"> 1. Redefine roles on MTSS Team to include a subgroup known as the “Equity Task Force” (Month 1) <ul style="list-style-type: none"> ● As the main work of this Plan centers on Multi-Tiered Systems of Support, it follows that the Equity Task Force and its goals are embedded in this team. ● The Equity Task Force will include administrators, teachers, counselors, parents, and community leaders to oversee the initiative. ● The Equity Task Force will meet once per month immediately following, and as a part of MTSS meetings. ● The first meetings will seek to define clear goals, responsibilities, and timelines for implementation. ● Conduct an initial review of disciplinary data to identify disparities and priority areas for improvement. ● Create a student advisory group to inform the plan. ● Provide the secondary student body with plan information for accountability purposes. 2. Collect and Analyze Discipline Data (Ongoing) <ul style="list-style-type: none"> ● Data Deep-Dive on suspensions, referrals, expulsions, and in-class removals monthly, broken down by race, disability status, and behavior type. ● Use data to identify patterns, progress monitor, and adjust interventions as needed. ● Share the Equity Task Force’s findings with stakeholders to align goals, ensure transparency, and increase accountability. ● Analyze and take action with weekly data reviews (Dean Meeting Weekly) ● Collect Monthly data reports to include tiered intervention systems, including in and out-of-school suspension rates and restorative practice usage as alternatives to suspensions. (CSD Student Services) 3. Implement Restorative Practices (Months 1- 2-3) <ul style="list-style-type: none"> ● Train staff on restorative practices, such as conflict resolution circles and peer mediation (Month 1). ● Integrate restorative practices into classroom management and school practices (Month 2). ● Pilot restorative approaches in select classrooms before expanding school-wide (Month 2). 4. Provide Implicit Bias and Cultural Competency Training (Months 3-6) <ul style="list-style-type: none"> ● Require all school staff to participate in implicit bias and cultural responsiveness training, with a goal

of at least 90% participation.

- Offer workshops on culturally responsive teaching practices and inclusive classroom management strategies.
 - Set practice goals and conduct follow-ups to ensure teachers apply learned strategies in daily interactions with students.
- 5. Expand Access to Behavioral and Mental Health Support (Months 3-6)**
- Analyze the roles and responsibilities of school counselors, social workers, and behavioral specialists and their ability to support the needs of at-risk students.
 - Review the MTSS framework and assess the implementation of trauma-informed care practices as a universal support to reduce and eliminate the nonacademic barriers to learning.
 - Support educators in recognizing and responding to students' social and emotional needs through differentiated professional learning opportunities in trauma-informed practices and social and emotional learning (TIPSEL).
 - Ensure that students with disabilities receive personalized behavioral interventions aligned with their needs that are documented and monitored through IEPs or 504 Plans.
- 6. Engage Families and the Community (Ongoing)**
- Identify and engage a core group of stakeholders to drive the work.
 - Host family workshops on school discipline policies and student rights.
 - Partner with local organizations for mentorship programs and community support.
 - Create anonymous communication systems for parent and student feedback and documentation of concerns.
- 7. Evaluate Progress and Adjust Strategies (Quarterly)**
- Conduct disciplinary data reviews and facilitate short plan, do, study, act (PDSA) cycles to assess the impact of interventions.
 - Gather teacher, student, and parent feedback through surveys and focus groups.
 - Make necessary adjustments informed by data and feedback.
- 8. Final Evaluation and Next Steps (May/ June 2026)**
- Compile monthly data reviews to measure progress against the annual goal of reducing disciplinary disparities by 20%.
 - Identify innovative intervention strategies to assure continuous improvement and ongoing needs assessment.
 - Develop a sustainability plan to maintain future progress in 3-year cycles.

		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.
Student Attendance	74.38%	1/24/26 No more than 5% of students will have more than 8 unexcused absences	6/11/26 No more than 5% of students will have more than 16 unexcused absences	79.38% No more than 5% of students will have more than 16 unexcused absences	Vendor TBD	\$25K	Opportunity Grant	Karen Knight Jameta Johnson
Data Analysis (OSSP)	17.2%	1/24/26 Less than	6/11/26 Less than 15%	Less than	Progressive Discipline	\$0		Dwayne Pritchett Kristen Nixon

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		10%		15%				Dr. Melissa Gilliam
Dean Training						\$0		Dwayne Pritchett
Restorative Justice					Vendor TBD	\$1499.50	Title I	Dwayne Pritchett
Implicit Bias					DOE	\$1643.75	DOE	Dr. Melissa Gilliam
Cultural Competency					DEIB & Admin	\$854.50	Title I	Dr. Lori Dickerson
Trauma- Informed Care	30 Students Registered to Receive Counseling	1/24/26 30 Students Registered to Receive Counseling	6/11/26 60 Students Registered to Receive Counseling	60 Students Registered to Receive Counseling	AHN Chill Project/ Nemours Wellness Center		WLC	Nurse Fran Salene Ramseur
Classroom Management					Vendor TBD		Grant	Dr.Lori Dickerson Ivan Holland
Mentoring Program					English	\$20K	Title I	Pritchett Dwayne Salene Ramseur
Joyful Inclusion					Amy Pleet	\$28750	Title I	Karent Knight
Anti-Bullying Program					J.U.R.D.Y		Title I	Melissa Gilliam
Family Engagement					CFF		Family Engage. Funds/CFF	Jameta Johnson Karen Knight
Evaluate and Adjust								Dr. Tongela Ginyard Dwayne Pritchett Karent Knight
Final Evaluation								Dr. Tongela Ginyard Dwayne Pritchett Karent Knight

Bayard SDIP Plan Stakeholders		
Name	Role	Email
Dr. Tongela Ginyard	Acting Principal	tongela.ginyard@christina.k12.de.us
Dwayne Pritchett	Assistant Principal	dwayne.pritchett@christina.k12.de.us
Karen Knight	Teacher on Special Assignment	karen.knight@christina.k12.de.us
Salene Ramseur	Teacher	salene.ramseur@christina.k12.de.us

Bayard SDIP Plan Stakeholders

Ivan Holland	Dean	ivan.holland@christina.k12.de.us
Dr. Lorrie Dickerson	Dean	lori.dickerson@christina.k12.de.us
Dr. Melissa Gilliam	Special Education Coordinator	melissa.gilliam@christina.k12.de.us
Kristen Nixon	School Psychologist	kristin.nixon@christina.k12.de.us
Darryl Chambers Center For Structural Equity	Community Partner	darryl.chambers@christina.k12.de.us
Lisa Lussier Nemours Wellness Center	Community Partner	Lisa.Lussier@nemours.org
Jameta Johnson	School Counselor	jameta.johnson@christina.k12.de.us
Nurse Frances Russo Avena	School Nurse	frances.russoavena@christina.k12.de.us
	Parent/ Guardian	
	Parent/ Guardian	

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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

Board Approval Date:

School Contact Name and Signature:

Tongela Coinyard

Date:

11/04/2025

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

Anna A. Moody

Date Submitted to DDOE:

5/6/2025