



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 of students with disabilities, or both. This form is a suggested 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 Name: Glasgow High School	School District: Christina School District
School Contact: Pauline Hurst	District Contact: Gina Moody
Please indicate if your school is currently identified as (check all that apply): ☐ CSI ☐ TSI ☐ IDEA Indicator 4A	
Identified School Years (3 most consecutive years): 1. 21-22 2. 22-23 3. 23-24	Identified Subgroups (check all that apply): X Racial Subgroups X Students with Disabilities X Low Income Plan Implementation School Year: 2025-26
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.	
x Administrators: Ingram, Hurst, Rhoulac, Bacon	x Parents: Town Halls

x Community Stakeholders: Boys and Girls Club; Wilmington Community Centers - Amber Hickman	x Students: Grade-level Focus Group
x Educators: Ms. Chmielewski, Ms. Coleman, ILT/Department Chairs	
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 for the discrepancies? - Spec. Ed - African American Students - Low Income - Consistent classroom expectations - Behavior Support for SWD - Low Income and cultural responsiveness - Conflict management
	Date(s) of Review: Monthly Meetings -Student Care Team once per month -Dean behavior review -Dean/BSS meetings/Counselors and SEC's

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2. Review of Discipline Policies and Practices – 14 Del. C. § 703(b)(1)	What were the targeted areas for Improvement? • Restorative Practices (deans) • Classroom management protocols, routines, and procedures. • School Climate Expectations Behavior Matrix • Reduction in fights through restorative practices and conflict resolution
	Date(s) of Review: March 2025 May 2025

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 ensure 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.

Intervention	Type of Training	Date(s) of Training	Follow-Up Action Steps
Classroom Management	Classroom Protocols - Routines, Procedures and Management Tune-up,	August 20, 2024	Fall focus for walkthroughs and DTGSS prioritized the training focus in this area. Staff presentation at the beginning of the school year.
Restorative Practices	Restorative Practices	July 2024 (Deans)	Dean utilization of restorative practices through mediation
Trauma Informed Care	Erika's Lighthouse and Compass SEL	School Year 24-25	Document implementation in Capstone through the Capstone Calendar Online
Community in Schools	Community collaborative support and engagement	September 2022	Monthly Meetings Mr. Thornton
Center for Structural Equity	Poverty and Violence in Communities	March 2024	Weekly Reporting Mr. Monk
IHP / Black Boy Mattering Project	Male and Female Empowerment	2018 / 2023	Monthly focus groups Rodrick Carey Ms. Speaks

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.

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GOAL 1

Goal Description: Reduce the number of suspensions for defiance by 10% (location) by implementing schoolwide climate strategies to improve student cooperation in and out of the classroom. (By June 2026) This would be evident in a decline from CSD Webapp's report for "Offender Offenses by Offense Code and Demographic Subgroup."

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

- **Review data regularly to ascertain the location of incidents and set goals for students in the hallways refusing to attend class on time. Implement the use of a tardy contract to set short-term goals and progress in a positive direction. PBIS Rewards
- **Analyze hall sweep data and defiance data to drill down the needs of individual students and provide support. (This has been completed and the defiance is in the hallways; students are either tardy or excessively walking.)
- **Share data findings with staff monthly. (Deans roll-out in PLC's) Engage in collaboration for suggestions to support students.
- **Share hall and discipline data with students in initial and mid-year assemblies.
- **PD at the beginning of the year and recurring throughout the year as a reminder to emphasize the need to support climate initiatives. Review "active supervision" techniques.
- Climate staff training for de-escalation and restorative practices at the start of the school year. Also to include "active supervision" expectations.
- Compass SEL training for students in Capstone.
- Continue with Communities in Schools and Structural Equity supports.

- Maintain hall data for frequent flyers through “active supervision” to address supports and PBIS goals.
- De-escalation training for all staff.
- Posters reminding students of expectations.
- Utilize group engagement support from IHP and Black Boys Mattering.

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.
OSS defiance 24/25	EOY 2025	,Jan. 2026	June 2026	YTD total 23 as of 4/1/25	E Hall Pass	\$3500		Hurst, Peterson, Linares, Williams

GOAL 2

Goal Description: Reduce the number of suspensions for fighting by 10% and implement strategies to improve student ability for conflict resolution. (By June 2026) This would be evident in a decline from CSD Webapp's report for "Offender Offenses by Offense Code and Demographic Subgroup."

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

- Engage teachers in training for “restorative practices.” (PD for *The Restorative Practices Handbook* chapter 1)
- PD for hall staff for “active supervision” and maintenance of frequent hallway walkers.
- Trauma-Informed through ACES Training (vetoviolence.cdc.gov)
- Small group counseling for conflict resolution strategies. (Review counselor ASCA)
- Utilize support from IHP and Black Boys Mattering.
- Create a student mentoring program to support students with peer involvement. (Look at grade levels. 9th grade with upperclassmen mentors.)
- Post behavior matrix in the halls and continue with PBIS Initiative.

- Compass SEL training for students in Capstone.
- Data review tracking consistent points and ensuring support is provided. (Student Care Team, Meetings BSS/Dean/SEC)
- Classroom Management: Calls Home: Positive calls home to introduce yourself at the beginning of the school year. Also, calls home to discuss classroom specifics as incidents occur and create a call log.
- One Pager of Discipline responsibilities per the "Student Manual." Teacher managed, dean managed, etc.
- AVID Tier 1 strategies implemented school-wide
- Continue with Communities in Schools, Wilmington Community Centers, and Structural Equity supports.

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OSS 24/25	EOY 2025	Jan. 2026	June 2026	YTD total 43 as of 4/1/25				Hurst, Peterson, Linares, Williams

SECTION 3: APPROVED PLAN SUBMISSION -- DUE NO LATER THAN JULY 1, 2025 Please submit the plan to the following

mailbox:

DDOE.SchoolClimate@doe.k12.de.us (updated)

RegulationPolicies@doe.k12.de.us

Board Approval Date:

School Contact Name and Signature:

CHRISTINE GETUGI
Christine Getugi

Date:

11/4/25

Superintendent, Charter Head of School or Designee

Name and Signature:

Gina A Moody
Gina A Moody

Date Submitted to DDOE:

5/6/2025

template that is intended to be a guide to schools that are required to

STAKEHOLDERS

- Principal Ingram, Assistant Principal Hurst, Assistant Principal Rhoulac, Assistant Principal Collier-Bacon
- Deans: Mr. Peterson, Ms. Linares and Mr. Williams
- Community In Schools: Mr. Thornton
- Wilmington Community Centers: Amber Hickman
- Center for Structural Equity: Mr. Monk
- Black Boy Mattering: Mr. Robert Carey
- I Have Purpose (IHP): Ms. Nataniel Speaks
- Grade Level Groups to represent students.
- Parent Engagement adjusts monthly based on Town Hall Attendance.
- Educators: Ms. Chmielewski, Ms. Coleman and Department Chairs/ILT Team
- Science: Mr. Kohan
- Social Studies: Mr. Weller
- English: Ms. Nurse
- Math: Ms. Mathias
- CTE: Ms. Hood
- Art/Music/Phys Ed: Ms. Simmons
- Instructional Coach: Ms. Ruffin-Burris