



**SCHOOL DISCIPLINE IMPROVEMENT PLAN**  
**Kirk Middle School**

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.*

<b>School Name: Kirk Middle School</b>	<b>School District: Christina School District</b>		<b>Plan Implementation School Year: 2026</b>
<b>School Contact: Vincent DeLillio</b>	<b>District Contact: Gina Moody</b>		
<b>Please indicate if your school is currently identified as (check all that apply):</b>			
<input type="checkbox"/> CSI <input checked="" type="checkbox"/> TSI           Yes Jan 2025 IDEA Indicator 4A			
<b>Identified School Years (3 most consecutive years):</b> 1. 2022 2. 2023 3. 2024	<b>Identified Subgroups (check all that apply):</b> <input checked="" type="checkbox"/> Racial Subgroups <input checked="" type="checkbox"/> Students with Disabilities		

## SCHOOL DISCIPLINE IMPROVEMENT PLAN - Kirk Middle School

<p><b>SECTION 1: STAKEHOLDER INPUT</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 that provided input and provide a separate attachment with a list of names by each group below.</p>	
<input checked="" type="checkbox"/> Administrators - DeLillio	<input checked="" type="checkbox"/> Parents- Rhonda Batts - Draft sent to parents in newsletter.
<input checked="" type="checkbox"/> Community Stakeholders Courtney Voshell, Gina Moody	<input checked="" type="checkbox"/> Students - Student Government Group, Full School Student Survey Data
<input checked="" type="checkbox"/> Educators: DeLillio, Montigney, Moore, Jacobs, Wentzel	
<p><b>SECTION 2: REVIEW &amp; PLANNING</b></p>	
<p><b>1. Review of Discipline Data –</b> 14 Del. C. § 703(b)(1)</p>	<p><b>Where are the discrepancies? What have you determined to be the root causes for the discrepancies?</b></p> <p><b>Data Reviewed:</b> <u>Kirk SDIP 23-24 and Attendance Data</u></p> <p><b>Root Causes:</b></p> <ul style="list-style-type: none"> <li>• Who is entering referrals?</li> <li>• The “work” is placed on Admin, Deans, Counselors</li> <li>• The consequences prescribed by the student Manual do not allow non-suspensions.</li> <li>• The number of students requiring services through MTSS, SEL etc.</li> </ul>
	<p><b>Date(s) of Review:</b></p> <p style="text-align: center;">12/10/24 1/24/25 2/5/25</p>

## SCHOOL DISCIPLINE IMPROVEMENT PLAN - Kirk Middle School

<p><b>2. Review of Discipline Policies and Practices –</b> 14 <i>Del. C. § 703(b)(1)</i></p>	<p><b>What were the targeted areas for Improvement?</b> By the end of the academic year, Kirk will decrease suspension numbers by implementing a Multi-Tiered System of Supports (MTSS) framework, resulting in a minimum of 10% reduction of suspensions.  Physical Altercations (Fighting, OT) Class Skipping Reviewed OSS/ISS data</p>	<p><b>Date(s) of Review:</b> August 2024  November 2024 Jan. 2025 Feb. 5th, 2025</p>
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<p><b>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.</b></p>			
Intervention	Type of Training	Date(s) of Training	Follow-Up Action Steps
Classroom Management	Major Minor	PLCs Nov/Dec 2024	Ongoing classroom management throughout the year through an Instructional coach
Dean Classroom management	Group Rotation PD	August 2024	
Cultural Competency	Civil Dialogue Training	Feb. 10, 2025	
Culturally responsive practices	DEI Team Culturally Responsive	2023/2024 School year (ongoing)	
Implicit Bias Awareness	Implicit Bias Training DEI Team Training	Summer Retreat Aug. 2024 2023/2024	Reviewed in Secondary Administrators Huddle in Sept.

## SCHOOL DISCIPLINE IMPROVEMENT PLAN - Kirk Middle School

Restorative Practices	Akoban Team Akoban All Staff Review with staff on Restorative Practices/Restorative at the Door	Fall 2022 2022/2023 August 2024 1/14/25	Review with support staff on improvement of returning students back to class.
Trauma-Informed Care	Training provided to paraprofessionals	1/27/25	
Other Programming	SEL lessons with students through Second Step Skills Streaming Erika's Lighthouse	Every Wednesday	
<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>			

### GOAL 1 Description

We will reduce the number of exclusionary disciplinary practices for all students, focusing on our students with disabilities and the behaviors causing the greatest impact, while still holding expectations for a positive school climate through a proactive mediation system, cell phone and class cutting systems, and our MTSS process.

## SCHOOL DISCIPLINE IMPROVEMENT PLAN - Kirk Middle School

### SMART GOAL for Goal 1

We will reduce the number of exclusionary disciplinary practices for all students through a proactive mediation system, cell phone and class cutting systems, and our MTSS process, focusing on students with disabilities and behaviors that cause the greatest impact, to reduce our OSS suspensions by 10% by the end of the 2025-2026 SY and to create positive school and classroom environments, and we will maintain those successful systems through the three-year review, reflecting on the OSS data over time in relation to our interventions to evaluate and adjust our practices as needed.

- We will reduce the number of exclusionary disciplinary practices for all students, focusing on our students with disabilities and the behaviors causing the greatest impact, while still holding expectations for a positive school climate through our proactive mediation system, cell phone, and class-cutting systems, and MTSS process.
- By implementing proactive strategies and implementing and evaluating systems, our goal is to see a 10% decrease for the 2026 school year overall.
- This plan is relevant because it will lead to a more positive school environment and have students in classrooms and therefore learning more.
- The timeline for improvement is to see a 10% improvement during year one and to maintain the successful systems throughout our 3-year review, evaluating and adjusting as needed.
- We will use OSS numbers in comparison to the previous year to measure the success of our improvement plan, and we will break down those numbers by grouping, including SWD. (Last year's mid-year data - 124 OSS - 2025 mid-year data 74 OSS)

### Updated Baseline Data for Goal 1

SDIP Data as of 2/24/25:

- 56 total OSS – 8%
- Male – 9.1%
- Female – 6.8%
- All of them are below the 15% threshold.
- There is also not a 10% difference in the rest of our subgroups (Must have 15 students to create a subgroup).

Unique Students with In-School/Out-of-School Suspensions by Demographic Subgroup SY2025

# SCHOOL DISCIPLINE IMPROVEMENT PLAN - Kirk Middle School

## Kirk Middle School

**ENROL Total = 701**

BK	KN	01	02	03	04	05	06	07	08	09	10	11	12	M	F	Sped	Not Sped	504	Not	ELL	Not ELL	Hispanic	Not Hisp.
							231	219	251					362	339	154	547	31	670	103	598	155	546

Am Ind Alsk Ntv	Asian	Black	Multi-Ethnic	Niv Hawaiian Pac	White
6	56	323	46	3	267

**ISS Total = 48**

BK	KN	01	02	03	04	05	06	07	08	09	10	11	12	M	F	Sped	Not Sped	504	Not	ELL	Not ELL	Hispanic	Not Hisp.
							16	17	15					27	21	19	29	4	44		48	5	43

Am Ind Alsk Ntv	Asian	Black	Multi-Ethnic	Niv Hawaiian Pac	White
		36	4		8

**ISSP Total = 6.8%**

BK	KN	01	02	03	04	05	06	07	08	09	10	11	12	M	F	Sped	Not Sped	504	Not	ELL	Not ELL	Hispanic	Not Hisp.
0%	0%	0%	0%	0%	0%	0%	6.9%	7.8%	6%	0%	0%	0%	0%	7.5	6.2	12.3	5.3%	12.9	6.6%	0%	8%	3.2%	7.9%

Am Ind Alsk Ntv	Asian	Black	Multi-Ethnic	Niv Hawaiian Pac	White
0%	0%	11.1%	8.7%	0%	3%

**OSS Total = 56**

BK	KN	01	02	03	04	05	06	07	08	09	10	11	12	M	F	Sped	Not Sped	504	Not	ELL	Not ELL	Hispanic	Not Hisp.
							16	23	17					33	23	19	37	2	54	3	53	10	46

Am Ind Alsk Ntv	Asian	Black	Multi-Ethnic	Niv Hawaiian Pac	White
	1	32	6		17

**OSSP Total = 8%**

BK	KN	01	02	03	04	05	06	07	08	09	10	11	12	M	F	Sped	Not Sped	504	Not	ELL	Not ELL	Hispanic	Not Hisp.
0%	0%	0%	0%	0%	0%	0%	6.9%	10.5	6.8	0%	0%	0%	0%	9.1	6.8	12.3	6.8%	6.5%	2.9	8.9%	6.5%	8.4%	

Am Ind Alsk Ntv	Asian	Black	Multi-Ethnic	Niv Hawaiian Pac	White
0%	1.8%	9.9%	13%	0%	6.4%

# SCHOOL DISCIPLINE IMPROVEMENT PLAN - Kirk Middle School

## Areas of Concern & Plan for Goal 1

Below, you will see our plan for addressing student behaviors for all students with specific interventions and steps we are using for our students with disabilities (as part of our TSI work). Under each portion of the plan, you will see the data collection for that individual section.

### I. Fighting/Offensive Touching Proactive System:

To reduce the number of altercations resulting in OSS specifically for our special education population, the following system will be implemented:

When reported the possibility of an altercation situation will be handled as a self-harm situation would be.

- The student stays with the reporting adult until there is an adult-to-adult handoff.
- The student will meet with Dean, Counselor, or Admin to provide details
- Mediation will be conducted.
- If mediation is not possible, students will remain separated and with an adult.

**Data Collection:** The dean, counselor, or administrator will document the mediation in Data Service Center student notes so we can track the frequency of any individual student needing this system and whether using the system decreases their need for the intervention over time. We will review this data at our monthly MTSS meeting.

### II. Skipping Class:

To Address concerns about students skipping class, staff members will utilize the **Kirk Student Support** email group to notify support staff/Deans/Guidance/Administrator of a student who has not reported to class. Once alerted, staff will locate the student and return to class or notify the teacher if the student is excused (counseling, testing, etc.). The goal is to ensure that students are returned to class whenever possible so that they do not miss quality learning time.

**Data Collection:** We will track the number of students referred for class cutting over time to see if the intervention decreases the amount of students skipping class. We will revisit this data at our monthly MTSS meeting.

### III. Cell Phone:

## SCHOOL DISCIPLINE IMPROVEMENT PLAN - Kirk Middle School

To address the concern of students receiving referrals for cell phone usage a school-wide policy on cell phone use has been implemented.

- Green and Red Zones have been identified throughout the school. This creates signals and universal language/expectations for all.
- In a classroom, a student is issued a first warning. No consequence.
- 2nd occurrence students are asked to put their phone in the pocket holder.
  - If the student complies, there will not be a referral and the phone is picked up at the end of the class.
  - If the student refuses, a referral is issued.
- If phones are a persistent issue (receiving referrals after reaching step 5 in the Student Manual) students/staff and parents will create a plan to turn phones into the office at the beginning of the day.

**Data Collection:** We will track the number of referrals specifically written for cell phones and will determine the impact of this process during our monthly MTSS meeting. We will also discuss the process itself at our monthly BLT meetings to note the impact of the process within the classroom ahead of the referral step.

#### IV. MTSS

Monthly MTSS meetings will focus on our approach to supporting students who are experiencing behavioral referrals focusing on Tier 2 and Tier 3 students. We note which students are Students With Disabilities (SWD) within our trackers so we ensure we are meeting their individualized needs through MTSS.

- Monitoring student data
- Aligning and evaluating services provided with any IEPs, behavior plans, etc
- Take-Two Team members working directly with two Tier 2 or Tier 3 students in a mentoring/Check-in capacity.
- Data Reviews of Student Behavior
- MTSS Agenda-consistent format for meetings
- MTSS Menu of Interventions - used to identify student needs and assigned supports

**Data Collection:** We have a monthly data tracker we complete at each MTSS meeting, which will serve as our data collection for this portion of the plan. We reference the MTSS menu of interventions as one data point, and staff members keep individual Check-in/Check-Out (CICO) forms/data points to share at that MTSS meeting to inform the summary they input into a monthly Google Form. As an administrator/coach team, we examine the monthly submissions to determine possible next steps and to inform the next agenda for MTSS. We will examine the interventions and the impact on OSS numbers for individual students.

## SCHOOL DISCIPLINE IMPROVEMENT PLAN - Kirk Middle School

<b>Measures of Success and Funding Sources for Goal 1 (see table below)</b>
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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.
Mediation Data review at monthly MTSS meetings; OSS Data	Will take baseline for mediations in Sept 25; OSS Data in baseline table above	# of mediations occurring each month (DSC student notes); OSS suspension data- January 2026	# of mediations occurring each month (DSC student notes); OSS suspension data- May 2026	10% reduction in OSS	Mediations with Counselors and Deans	\$0	\$0	Counselors, Deans, Admin? MTSS Team
Class Cutting Referrals	100 total referrals as of 3/18/25	# of class cutting referrals- January 2026	# of class cutting referrals- May 2026	10% reduction	Kirk Student Support System	\$0	\$0	Counselors, Deans, Admin, BLT/MTSS Team
Cellphone Referrals	80 total referrals as of 3/18/25	# of cellphone referrals- January 2026	# of cellphone referrals- May 2026	10% reduction	MTSS Monthly Meeting/ BLT Reflection	\$0	\$0	BLT/ MTSS Team
MTSS Monthly Tracker/ OSS Alignment	OSS Data in baseline table above	OSS Suspension Data- January 2026	OSS Suspension Data- May 2026	10% reduction in OSS	MTSS Monthly Meeting/ Tracker	\$0	\$0	MTSS Team

## SCHOOL DISCIPLINE IMPROVEMENT PLAN - Kirk Middle School

<b>GOAL 2 Description</b>
We will provide staff with the training and skills to provide a restorative and less punitive mindset to discipline for students with disabilities in order to promote a positive school climate and reduce OSS suspensions.
<b>SMART GOAL for Goal 2</b>
<p>We will reduce the number of exclusionary disciplinary practices for all students, focusing on students with disabilities and behaviors that cause the greatest impact, by providing staff with DEI, equity, and trauma-informed practices training as well as ongoing restorative reboot training to reduce our OSS suspensions by 10% by the end of the 2025-2026 SY and to create positive school and classroom environments, and we will maintain those successful systems through the three-year review, reflecting on the OSS data over time with our interventions to evaluate and adjust our practices as needed.</p> <ul style="list-style-type: none"> <li>● We will reduce the number of exclusionary disciplinary practices for all students, focusing on our students with disabilities and behaviors causing the greatest impact, while still holding expectations for a positive school climate by providing staff with training to be more restorative, equitable, and trauma-informed.</li> <li>● By implementing proactive strategies and implementing and evaluating systems, our goal is to see a 10% decrease for the 2026 school year overall.</li> <li>● The relevance of this plan will lead to a more positive school environment and have students in school and learning more.</li> <li>● The timeline for improvement is to see a 10% improvement in year one and to maintain the successful systems throughout our three-year review evaluating and adjusting as needed.</li> <li>● OSS numbers in comparison to the previous year will be used to measure the success of our improvement plan, and we will break down those numbers by grouping, including SWD. (Last year's mid-year data - 124 OSS - 2025 mid-year data 74 OSS)</li> </ul>
<b>Updated Baseline Data for Goal 2</b>

# SCHOOL DISCIPLINE IMPROVEMENT PLAN - Kirk Middle School

See data for goal 1.

## Areas of Concern & Plan for Goal 2

### I. New Professional Development for all staff (in-house):

We will do a series of in-house equity/ restorative trainings covering these major topics (PD outlined in slides below but will be adjusted over summer planning):

- DEI Training
  - Equity and Restorative Practices Training
  - Biases and Identities Training (includes implicit bias work)
  - Culturally Responsive Teaching and Motivation Training
- Tools for Civil Dialogue Training– ongoing with Sphere PD Company
- Effective Class Management Training
- Trauma-Informed Practices- DSEA In-Person Training- Date TBD 25-26 SY
- Poverty Simulation- DSEA In Person Training- Date TBD 25-26 SY

**Data collection:** We survey our staff following each professional development session so that we have their input on strengths and challenges of those sessions and so that we can adjust the PD to better meet their needs while still reaching our overall goals. This data will be discussed at administrator/coach meetings so that we can determine next steps. We will examine OSS data at monthly meetings to note the impact of the specific trainings as well.

### II. Restorative Practices

- Deans/Counselors/Administrator training in Restorative Practices.
- 2023/2024 All Staff completed Restorative training.
- 2025/2026 All staff will have a restorative refresher and will specifically debrief on using restorative with SWD and the impact that has on the student learning environment.
- Utilizing an approach we are calling restorative at the door. Staff are welcoming students back after a short removal letting the student know it is the behavior, not the student that they wanted removed.

**Data Collection:** We will examine overall referral rates and OSS rates to determine whether restorative practices are impacting student behavior. We will also survey staff on their use of restorative practices and the impact it is having on their class management system to get a full picture of

## SCHOOL DISCIPLINE IMPROVEMENT PLAN - Kirk Middle School

the impact. We will discuss restorative work and data at our monthly faculty meetings so all staff are present, and we will also dig into grade-level data during our monthly data PLCs.

### Measures of Success and Funding Sources for Goal 2 (see table below)

Measure/ Evidence	Baseline Metric	MOY Metric & Date Anticipated	EOY Metric & Date Anticipated	Target Metric	Funding Source/Cost			Who's Responsible
					Item/ Service	\$	\$ Source	
Staff PD Survey Data	PLC Rating 4.3/5 from teacher survey	Staff survey data; January 2026	Staff survey data; May 2026	Maintain or improve staff survey ratings	PLCs/PD by Instructional Coaches and DSEA	\$0	\$0	Instructional Coaches
OSS Data	OSS Data in baseline table in Goal 1	OSS suspension data- January 2026	OSS suspension data- May 2026	10% reduction in OSS	Data Pull for OSS	\$0	\$0	Admin, MTSS Team

**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:**

**SCHOOL DISCIPLINE IMPROVEMENT PLAN - Kirk Middle School**

School Contact Name and Signature: Vincent DeLillo 	Date: 11/4/25
Superintendent, Charter Head of School or Designee - Name and Signature: 	Date Submitted to DDOE: 5/6/2025