



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 Name: Newark HS	School District: Christina SD	
School Contact: Dr. Tina Pinkett	District Contact: Gina Moody	
Please indicate if your school is currently identified as (check all that apply): <input type="checkbox"/> CSI <input checked="" type="checkbox"/> TSI <input type="checkbox"/> IDEA Indicator 4A		
Identified School Years (3 most consecutive years): 1. 2023 -2024 2. 2022 - 2023 3. 2021 - 2022	Identified Subgroups (check all that apply): <input type="checkbox"/> Racial Subgroups <input checked="" type="checkbox"/> Students with Disabilities	Plan Implementation School Year: 2025-26 SDIP Template
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.		

<p>Administrators</p> <ol style="list-style-type: none"> 1. Dr. Tina Pinkett 2. Ms Andrea Holt 3. Mr. Darren Tyson 4. Mr. Greg Collins 	<p>Parents</p> <ol style="list-style-type: none"> 1. Ms. Jen Greer 2. Ms. Shirin Skovronski 3. Ms. Misty Boyle
<p>Community Stakeholders</p> <ol style="list-style-type: none"> 1. Center for Structural Equity 2. I am Girls Group 3. Young Men United 4. Wellness Center 5. Emotional Support Classroom 	<p>Students</p> <ol style="list-style-type: none"> 1. Superintendent Committee 2. Peer Group Connection(PGC) 3. Principals Group 4. Boys to Men Group 5. Monday Groups
<p>Educators</p> <ol style="list-style-type: none"> 1. Ms. Patricia Broadus 2. Dr. Alan Duncan 3. Dr. Teia Starks 4. Mr. Matthew Brown 5. Maria Ruiz 6. Tristanne Wilson 7. Daron Smith 8. Brande Heitz 9. Valerie Greene 10. Amy Dorazio 	
<p>SECTION 2: REVIEW & PLANNING</p>	
<p>1. Review of Discipline Data –</p> <p>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> <p>We must break down the data to see which students are suspended or placed in ISS/OSS.</p> <ol style="list-style-type: none"> a. Do we have the same students suspended? b. How many students were suspended? <p>Overall data this year</p>
<p>Date(s) of Review:</p> <p>3/10/2025</p> <p>SY25 Discipline Data</p> <p>Total Students</p> <p>OSS 261 - ISS 151</p> <p>Total 9th-grade students</p> <p>OSS 116 - ISS 80</p> <p>Our data this year shows that 72 students are repeat offenders.</p>	

9th grade OSS and ISS, all students
OSS and ISS Special education students

Behaviors occur because:

Combination of students lacking
educational support throughout their
academic journey.

Students lack certified teachers.

Inconsistencies in teacher training and
classroom management

Students face economic hardships and
stressors in the neighborhood that
influence their behavior and ability to
self-regulate

Students do not have the academic skills
or readiness to be successful at the high
school level.

Schools lack adequate resources to
support ELL students through culturally
responsive behavior management
practices.

Lack of Alternative Interventions in
school - lack of social worker and
behavioral specialist.

Lack of educational experiences for
students who are not college-bound.

<p>2. Review of Discipline Policies and Practices – 14 Del. C. § 703(b)(1)</p>	<p>What were the targeted areas for Improvement? All Students, Female, Male, African American, Hispanic/Latino, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income</p>	<p>Date(s) of Review: 3/10/25</p>
<p>Attendance</p>	<p>All Students</p>	<p>Reviewed weekly Parent/guardian contacted. Attendance Specialist Social Worker Home Visits Truancy Court Addressed in faculty, Leadership Team, Dept Chair, and Liaison meetings.</p>
<p>Reduce Class Cutting</p>	<p>All Students</p>	<p>Reviewed bi-weekly Reviewed with staff Parent/guardian contacted Student Manual followed Addressed in faculty, Leadership Team, Dept Chair, and Liaison meetings.</p>
<p>Reduce Late to Class</p>	<p>All Students</p>	<p>Reviewed weekly Hall Sweeps daily Tardy Contracts Student Manual followed Parent/guardian contacted PBIS points are awarded to students who arrive on time. Addressed in faculty, Leadership Team, Dept Chair, and Liaison meetings.</p>

<p>Fighting</p>	<p>All Students</p>	<p>Reviewed bi-weekly Student Manual followed Restoration process - conflict mediation/no contact contract. Addressed in faculty, Leadership Team, Dept Chair, and Liaison meetings.</p>
<p>Leaving School Grounds without Permission</p>	<p>All Students</p>	<p>Reviewed bi-weekly Student manual followed Addressed in faculty, Leadership Team, Dept Chair, and Liaison meetings.</p>
<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 to ensure research-based quality, scope of training provided, and follow-up support to ensure proper implementation. Please indicate below if the school has already implemented restorative justice practices.</p>		
<p>Center for Structural Equity</p>	<p>African American, Hispanic/Latino, Multi-Racial, Students with Disabilities, Low Income They work with our students when they are in the building and also when they are OSS or alternatively placed.</p>	<p>15 Students assigned 4 of 6 students who attend NHS grades are improving and have limited behavior issues. 6 students alternatively placed grades are improving. 1 student is on track to graduate this year. 1 student on Twilight is on track to graduate. 1 student withdrew from school. Data review monthly</p>
<p>“I Am” girls mentoring group</p>	<p>All Female Students</p>	<p>21 Students selected Data review 6/2</p>
<p>Young Men United - boys' mentoring group</p>	<p>All Males</p>	<p>38 students selected Data review 6/2</p>

Wellness Center	All Students	Data review 6/2
Emotional Support Classroom	Students with Disabilities	Data review 6/2
Boys to Men - mentoring group	All Students	44 students selected Data review 6/2
Monday Groups	All Students with discipline issues	4 groups of 5 or 6 students Bi-weekly review
7 Mindsets	All students Students in ISS	Monday and Friday As needed, assigned based on individual student needs
<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>		
Intervention	Type of Training	Date(s) of Training
Classroom Management	Classroom 180 Bootcamp Send a group of teachers to the training so they can return and work with other teachers.	Summer Training Train the trainer
		Follow-Up Action Steps
		Faculty Mtg Check-in Discipline Data Vocabulary Scenarios

DeEscalation Practices	BSS/ Behavior Interventionist/ SW	SY24-SY25	Faculty meetings PLC's
Cultural Competency	Cultural Competency Now: 56 Exercises to Help Educators Understand and Challenge Bias, Racism and Privilege. (Book Study)	Summer Reading	Book study during Faculty meeting/PLC Afterschool Book Club
Implicit Bias Awareness	Poverty Simulation (DSEA) Get off the Bus	Opening SY25 PD	PLC's
Restorative Practices	Akoben Deans	2022-23 Summer PD	School PD days PLC's
Trauma Informed Care	ACE		
Other Programming 9th Grade Academy 9th Grade Jump Start	The Academy is a small learning community that uses instructional tools, procedures, routines, and expectations that have been proven successful in helping freshman students transition	SY 25 SY25 Summer	PLSs, Leadership Team Meetings, Faculty Meetings, Administration Meetings

	from middle to high school.		
Peer Group Connections	Seniors will be trained to be mentors for the 9th-grade academy students	September 2025	Continuous follow-up

SCHOOL DISCIPLINE IMPROVEMENT PLAN

GOAL 1

Goal Description:

Decrease behavior incidents among 9th-grade students, resulting in in-school and out-of-school suspensions.

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

- 9th Grade Educational Summer Boot Camp August 18 - 20
 - Newark High School will launch an Educational Summer Boot Camp for incoming 9th-grade students and establish a 9th-grade Academy for the 2025-2026 school year.
- 9th Grade Academy
 - The academy will have a designated 9th-grade counselor, dean, and administrator who will all reside in the 9th-grade hallway.

- Classroom 180 Bootcamp for Teachers Summer SY25
- Small group sessions to meet the emotional and behavioral needs of 9th-grade students
- Morning meetings will establish a common culture for the day
- Podcasts to discuss topics to provide relevant information to increase parent involvement and parent support/communities
- Connect and meet with middle school staff to understand the strengths and challenges of our incoming 9th-grade students
- Celebrate successes of 9th-grade students (PBIS rewards, Honor Roll Celebrations, Celebration Showcase board)
- Implement culture-relevant training for staff to help improve student/teacher relationships and educate staff
- Continue to track students' attendance and follow the steps to getting students to school or use the system to make parents accountable.
- Peer Group Connections will recruit seniors to mentor the freshman students and help them build life skills and leadership strengths.

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.
9th grade ISS 9th grade OSS	201-ISS 326-OSS	70 ISS Jan SY26 130 OSS Jan SY26	150 ISS Jun SY26 275 OSS Jun SY26	120 ISS Jun SY28 224 OSS Jun SY28				Mr. Matthew Brown
9th Spec Ed ISS/OSS	58 ISS 96 OSS	25 ISS Jan SY26 40 ISS Jan SY26	50 ISS Jun SY26 75 OSS Jan SY26	40 ISS Jun SY26 60 OSS Jun SY26				Mr. Matthew Brown

GOAL 2
<p>Goal Description: Develop strategies to reduce class cuts across the entire student body.</p>
<p>Outline activities the team will do to ensure completion of this goal.</p> <ul style="list-style-type: none"> ● Increase student engagement in the classroom <ul style="list-style-type: none"> ○ Department Chair Meeting and PLC's ○ Walkthroughs ○ Administrative Meetings ○ Faculty Meetings ○ AVID Training ● Realignment of Educational Support

- Ninth-grade counselor, dean, and administrator
- Senior counselor and administrator
- Multi-Tiered System of Supports
 - Behavior Intervention
 - Check-ins
 - Supports for Teachers
 - Classroom Bootcamp
- Positive Behavioral Interventions & Supports
 - Teach Positive Behaviors
 - Reward positive behaviors
- Tardy Contract
 - Hall Sweeps
 - Parent/guardian communications
 - Student Manual Matrix
 - Teacher communication with student and parent/guardian
 - Dean's communication with student and parent/guardian

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.
9th Grade Class Cuts	391	120 Jan SY26	300 Jan SY26	240 Jan SY28	eHall Pass			Mr. Matthew Brown
10th Grade Class Cuts	157	75 Jan SY26	140 Jan SY26	112 Jan SY28	eHall Pass			Ms. P Broadus, Dr. Duncan, Dr. Starks
11th Grade Class Cuts	152	70 Jan SY26	125 Jan SY26	100 Jan SY28	eHall Pass			Ms. P Broadus, Dr. Duncan, Dr. Starks
12th Grade	45	20 Jan SY26	40 Jan SY26	30 Jan SY28	eHall Pass			Ms. P Broadus, Dr. Duncan, Dr. Starks

