

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 discipline 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 Name: <u>Maurice Pritchett Sr. Academy</u>	School District: <u>Christina School District</u>	
School Contact: <u>SEAN TODD</u> <u>SARA TOUSSAINT-MOODY</u>	District Contact: <u>Gina Moody</u>	
Please indicate if your school is currently identified as (check all that apply): CSI-R TSI IDEA Indicator 4A		
Identified School Years (3 most consecutive years): 2022 2023 2024	Identified Subgroups (check all that apply): Racial Subgroups Students with Disabilities	Plan Implementation School Year: 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.		
Administrators	Parents	
Community Stakeholders	Students	
Educators		
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? <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. 	Date(s) of Review: <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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2. Review of Discipline Policies and Practices – 14 Del. C. § 703(b)(1)	What were the targeted areas for Improvement? <u>Out of School Suspension</u> All Students, Female, Male, African American, Hispanic/Latino, White, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	Date(s) of Review: 1/14/2025 2 / 5/2025 3/7/2025 3/9/2025 3/12/2025 3/13/2025 Bi-Weekly Dean meetings Monthly MTSS meeting to review data
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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.

Intervention	Type of Training	Date(s) of Training	Follow-Up Action Steps
Suspension	<ul style="list-style-type: none"> ● District Dean meetings, Deans learn Student Manual 	Summer (prior to school, monthly meetings after)	Review SY26 Student Manual with all staff Review SY26 Student Manual with all students Review SY26 Student Manual with all families
Restorative Practices	<ul style="list-style-type: none"> ● Akoben, Christina School District 	2023/ Ongoing	Partnership for staff training with vendor
Return from Suspension Meeting	<ul style="list-style-type: none"> ● Deans/ Administrators are not trained formally; usually learned on-the-job 		<ul style="list-style-type: none"> ● Refine practice ● Train Deans ● Communicate expectations with families

- Review and improve trauma-informed care practices to help educators recognize and respond to students' emotional needs.
- Ensure that students with disabilities receive personalized behavioral intervention aligned with their IEPs or 504 Plans.

6. Engage Families and the Community (Ongoing)

- Host family workshops on school discipline policies and student rights.
- Partner with local organizations for mentorship programs and community support.
- Create an anonymous feedback system for parents and students to report concerns.

7. Evaluate Progress and Adjust Strategies (Quarterly)

- Conduct disciplinary data reviews to assess the impact of interventions.
- Gather teacher, student, and parent feedback through surveys and focus groups.
- Make necessary adjustments based on data and feedback.

8. Final Evaluation and Next Steps (May/ June 2026)

- Measure progress against the 20% reduction goal in disciplinary disparities.
- Identify successful strategies to continue and areas needing further improvement.
- Develop a long-term sustainability plan to maintain progress in future years.

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
Student Attendance	88.69%	1/24/26	6/1/26	95%	TBD	\$25K	Opportunity Grant	<u>SEAN TODD</u>
Data Analysis	5%	1/24/26	6/1/26	80%		\$0		<u>YVETTE BRISCO</u>
Dean Training	0	1/24/26	6/1/26	100%		\$0		<u>YVETTE BRISCO</u>
Restorative Justice	10%	1/24/26	6/1/26	80%		\$1499.50	Title I	<u>SEAN TODD</u>
Implicit Bias	0%	1/24/26	6/1/26	80%	DOE	\$1643.75	DOE	<u>SHARON HILL</u>
Cultural Competency	0%	1/24/26	6/1/26	80%	DEIB & Admin	\$854.50	Title I	<u>SHARON HILL</u>
Trauma Informed Care	10%	1/24/26	6/1/26	80%	AHN Chill Project		WLC	<u>SHARON HILL</u>
Classroom Management	0%	1/24/26	6/1/26	100%	DigiCoach	\$2995	Grant	<u>YVETTE BRISCO</u>
Mentoring Program	0	1/24/26	6/1/26	30	Vendor TBD	\$30K	Title I	<u>YVETTE BRISCO</u>
Joyful Inclusion	0%	1/24/26	6/1/26	100%	Amy Pleet	\$28,750	Title I	<u>SHARON HILL</u>
Anti-Bullying Program	0	1/24/26	6/1/26	Entire School	J.U.R.D.Y	TBD	Title I	<u>SEAN TODD</u>
Family Engagement					CFF	TBD	Family Engage. Funds/CFF	<u>SEAN TODD</u>
Evaluate and Adjust	0	1/24/26	6/1/26	100%		\$0		<u>YVETTE BRISCO</u>
Final Evaluation								<u>SEAN TODD</u>

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 and supports where needed.
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GOAL 1
<p>Goal Description:</p> <p>By June 2026, Maurice Pritchett Sr. Academy will reduce suspensions by at least 10% by implementing differentiated professional learning opportunities (i.e., social and emotional learning, collaborative problem solving, and restorative justice practices, cultural competency training) for staff, and strengthened multi-tiered system of supports. Progress will be tracked monthly, and at least 80% of staff will complete training. The equity task force will oversee the initiative to ensure accountability of staff training. The equity task will measure impact to assure effectiveness.</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 know 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 is a group of 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. ● Provide 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 and adjust interventions as needed. ● Share the Equity Team’s findings with stakeholders to ensure transparency and accountability. ● Analyze and take action with weekly data reports (Dean Meeting Weekly) ● Collect Monthly data reports to include suspension rate and restorative practice usage as alternatives to suspensions. (CSD Student Services) 3. Implement Restorative Practices (Months 2-3) <ul style="list-style-type: none"> ● Train staff on restorative practices, such as conflict resolution circles and peer mediation. ● Integrate restorative practices into classroom management and school practices. ● Pilot restorative approaches in select classrooms before expanding school-wide. 4. Provide Implicit Bias and Cultural Competency Training (Months 3-6) <ul style="list-style-type: none"> ● Require all school staff to complete implicit bias and cultural responsiveness training, with a goal of at least 80% participation. ● Offer workshops on culturally responsive teaching and inclusive classroom management strategies. ● Conduct follow-ups to ensure teachers apply learned strategies in daily interactions with students. 5. Expand Behavioral and Mental Health Support (Months 3-6) <ul style="list-style-type: none"> ● Analyze access to school counselors, social workers, and behavioral specialists to support at-risk students.

Refer to School Counselor for Check-in/Check-out	Meeting with Grade Level School Counselor	Available Daily	Refine practice Train Counselors to access data for suspensions and follow through on intervention meetings Counselors conduct 2x10s with high flyers at the start of the year and follow up with Check-in/Check-Out (CICO) procedures with monthly review. Communicate expectations with families
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<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- Strengthen MTSS through the implementation of a school-wide program focused on positive behavior reinforcement, collaborative problem solving, conflict resolution training, and mentorship opportunities for at-risk students. (Lion's PRIDE)
R	Relevant- This goal aligns with Pritchett'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.

<p>Placement to Girls & Boys Groups</p>	<ul style="list-style-type: none"> ● Meeting with the School Counselor to review expectations and social skills need when joining a group setting. 	<ul style="list-style-type: none"> ● Weekly (Year Long) 	<p>Refine practice Train Deans Communicate expectations with families Check in with students who attend sessions to ensure a change in behavior in the group setting.</p>
<p>ISS/ISAP</p>	<p>In-School Alternative option to OSS.</p>	<p>Available Daily</p>	<p>Refine practice Train Deans Communicate expectation with students and families Students build coping skills with tier 2, small group intervention and answer restorative questions in reference to why they were separated from the academic setting. Support Staff review responses and follow-up</p>
<p>Wellness Center (Nemours)</p>	<p>Whole Child Training</p>	<ul style="list-style-type: none"> ● Available Daily 	<p>Refine practice Train Deans/ Secretaries Communicate expectations with families Register students with the Maurice Pritchett Sr. Academy Wellness Center as a part of new student registration.</p>
<p>Behavioral Specialist (Children & Families First)</p>	<p>Trauma-Informed Training & Whole Child Training</p>	<p>Available Daily</p>	<p>Refine practice Identify behavioral “high flyers” for Behavioral Specialists to meet with weekly. Train on the neuroscience of adversity and stress.</p>

Stakeholders

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|-------------------------|-------------------------------|
| 1. Sara Toussaint-Moody | Administrator |
| 2. SHARON HILL | Administrator |
| 3. Katiana Pierre-Floyd | Administrator |
| 4. MARQUES BROWN | Teacher on Special Assignment |
| 5. Angela Ringgold | Community |
| 6. Rachel Wiedmann | Community |
| 7. IVORY BOSTICK | Educator |
| 8. COURTNEY HORNE | Educator |
| 9. K KEVIS MOODY | Educator |
| 10. Alecia May | Parent |
| 11. Rasheeda Bey | Parent |
| 12. Mia Songbird | Parent |
| 13. Students (11) | |

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: 5/6/2025

School Contact Name and Signature:

SARAH TOUSSAINT-MOODY

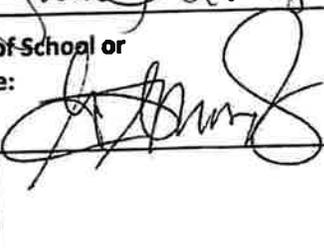


Date:

11/4/2025

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

Gina H. Moody



Date Submitted to DDOE:

5/6/2025