



SCHOOL DISCIPLINE IMPROVEMENT PLAN

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 Name: Gauger-Cobbs Middle School	School District: Christina School District
School Contact: Sean Mulrine	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. 2022 2. 2023 3. 2024	Identified Subgroups (check all that apply): X MLL, Low income X MLL, Low income X SWD, Homelessness
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: Sean Mulrine, Gauger Cobbs Principal	x Parents: PTA(Kerry Waugh-President) (Gail Morris-VP-Board Member) (Jennifer Burlew-Treasurer-Board Member) (Donya Crichlow-Secretary-Board Member)

Dionne Avant, Gauger Cobbs Assistant Principal Edward Avinger, Gauger Cobbs Assistant Principal					
x Community Stakeholders: Communities in School, Shakeya Carter Boy and Girls Club, Tyrone Perry	x Students: Focus Groups: AVID Ambassadors(led by Linda Ruch), Student Council(led by Kaline Graham), NJHS (led by Mya Avant)				
x Educators: Leatrice "Michele" Hill(MTSS coordinator) Kimberly Neal(Building Coach) Jennifer Burlew (Math Coach)					
SECTION 2: REVIEW & PLANNING					
1. Review of Discipline Data – 14 Del. C. § 703(b)(1)	<table border="1"> <thead> <tr> <th data-bbox="639 972 1066 1545">Where are the discrepancies? What have you determined to be the root causes for the discrepancies?</th> <th data-bbox="639 210 1066 972">Date(s) of Review:</th> </tr> </thead> <tbody> <tr> <td data-bbox="751 972 1066 1545"> - Spec. Ed - Low Income - Homeless students - African American Male - Inconsistent classroom management across all grade levels - Lack of support for students with behavior concerns </td> <td data-bbox="751 210 1066 972"> Bi-Monthly Meetings with Student Services 3rd Tuesday of the month. Department Chair/BLT team 1st Tuesday of the Month(Faculty Meeting) PLC meetings (Thursdays) monthly </td> </tr> </tbody> </table>	Where are the discrepancies? What have you determined to be the root causes for the discrepancies?	Date(s) of Review:	- Spec. Ed - Low Income - Homeless students - African American Male - Inconsistent classroom management across all grade levels - Lack of support for students with behavior concerns	Bi-Monthly Meetings with Student Services 3rd Tuesday of the month. Department Chair/BLT team 1st Tuesday of the Month(Faculty Meeting) PLC meetings (Thursdays) monthly
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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 - how to monitor and determine effectiveness • Classroom management protocols, routines, and procedures. • Rolling Agenda: Student Services • MTSS Tuesday PLCs	Date(s) of Review: August 2024 February 10, 2025 May 2025
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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 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	August 20, 2024	Fall focus for walkthroughs
	Veteran Teacher Support by Instructional Coach	Monthly	DTGSS prioritized the training focus in this area.
	CIP training monthly(novice teachers)	Monthly	A minimum of three coaching cycles
Cultural Competency	What Is Diversity, Equity, and Inclusion - DEIB Committee	August 29, 2024	DEIB team meets quarterly with WestED
Implicit Bias Awareness	What Is Diversity, Equity, and Inclusion - DEIB Committee	August 29, 2024	DEIB team meets quarterly with WestED
Restorative Practices	Restorative Practices	August 2021	Weekly restorative circle questions done during the Advisory
		Ongoing	Deans/Support staff do Restorative Circles when conflict arises.
		Ongoing	Dean's Document mediations via forms

Trauma Informed Care	Second Step	Ongoing	Weekly Friday lessons(advisory) Calendar of Advisory expectations: 2025: March Calendar ; February Calendar , January Calendar , 2024: December Calendar , November Calendar , October Calendar , September Calendar .
	Mentoring	Throughout the year	The Student Services Team and PLC support our students
	Communities in Schools	Monthly	Boys and Girls groups
	Behavioral Health Consultant(Children and Families First)	Daily Support	Support High-Risk students daily.
Other Programming	Poverty Simulation	September 2012	None
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. ● School Leadership Priority Plan ● Gauger Cobbs Middle School Counseling Plan ● Leadership Priority (DPAS goals) ● TSI/CSI Improvement Plans (Recent) ● District SWD Plan ● Resource Maps *pd plans, exit surveys, MTSS intervention menus and Data, Vendor Investments, and Evidence of Impact.			

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GOAL 1	
	Goal Description: By June 2025, Gauger will reduce the total number of suspensions by at least 5% for all students by implementing comprehensive school climate improvement strategies. Associated Links: (Google Links) • Document 1: Top Offenses 24-25 • Document 2: ISS/OSS Totals 24-25 • Document 3: Top Offenses 23-24 • Document 4: ISS/OSS Totals 23-24
GOAL 2	
	Goal Description: By June 2025, Gauger will reduce the referrals by at least 10% for all SWD by implementing comprehensive school climate improvement strategies. • Document 1: Referral count disaggregated SY 24-25 • Document 2: Referral count disaggregated SY 23-24
Outline activities the team will do to ensure completion of this goal. • Review of Records: Ensure that skill-based strategies to support behavior are documented in the IEPs of all SWD. • Targeted After-school Program: Launch a summer transition program for incoming 6th graders that teaches routines/procedures and fosters team-building and cooperative learning. (Boys and Girls Club)(Community In Schools) • Restorative Practices: Re-implement Restorative Practices with a dedicated Core Team to support and sustain eye-to-eye conversations and conflict resolution strategies. • Focus Groups: Hold student and faculty focus groups to review and analyze School Climate data and develop actionable strategies for fostering inclusivity and belonging. • Data-Driven Support: Utilize data points to track student belonging and engagement, peer interactions, and support services to inform early warning surveillance systems to ensure early intervention and personalized student engagement. Student Service team meetings. • Building Leadership Team PD: Continue to meet at least 2-3 times over the summer months before staff return, providing three extra days of planning and professional development aligned with leadership priorities and TSI goals. • Scheduling Adjustments: Continue grade-level teams and review data sets to enhance student-staff relationships and targeted support, MLL/SWD Targeted Cohort Support. • MTSS and Admin PLC meetings: On Tuesdays/Thursdays, continue to utilize data sets to drive student and teacher improvement. Additionally, we model AVID strategies, support teacher classroom expectations, model/support Instructional Principles, and DTGSS supports. • Counseling / BHC Supports: Strengthen tiered support systems with evidence-informed tier 2, small group strategies, such as Girls Scouts, Grief Group, Anger Management, Wise Guys, Boys to Men's, Girl Talk, Lunch Bunch, and Social Skills Group, and tier 3 interventions facilitated by CCD, Social Worker/CIS Home Visits.	

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.
Decrease in Suspensions	SY 23-24 # of suspensions	Semester 1 Data 9/24-1/25	9/24-6/25	5% Decrease in Suspension	Annual Restorative Training- Staff Training workshops	n/a	Opportunity funds	GCMS admin team
Daily Attendance	SY 23-24 Average Daily Attendance	Semester 1 Data 9/24-1/25	9/24-6/25	Increase in student attendance	Communities in Schools- Support person	\$40,000	Title 1/Opportunity funds	GCMS admin team, Shakeya Carter
Daily Attendance	SY 23-24 Average Daily Attendance	Semester 1 Data 9/24-1/25	9/24-6/25	Increased student attendance	Attendance Para/Parent calls 3-5 AU students	\$76000	Title 1/Opportunity funds	GCMS admin team/Deans
Decrease Discipline Referrals	SY 23-24 # of referrals	Semester 1 Data 9/24-1/25	9/24-6/25	Mediation log	1 Instructional Para/Mediation lead	\$76,000	Opportunity funds	GCMS admin team, Tarmmy Lindsay
Decrease in Discipline Referrals	SY 23-24 # of suspensions	Semester 1 Data 9/24-1/25	9/24-6/25	5% Decrease in Suspension	2 Contracted Hall Support(Paras)	\$45000 \$20000	Discipline funding/Title 1	GCMS admin team, AFOTF
Decrease Alternative Placements	ISAP 23-24	Semester 1 Data 9/24-1/25	9/24-6/25	Decrease ALT placements outside of Gauger	ISAP teacher	\$31588.74	District OG Funds	GCMS admin team

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: <i>ON behalf of Mrs Colleen Brown</i> <i>Dr. K. Cohen</i>	Date: 11/11/25
Superintendent, Charter Head of School or Designee - Name and Signature: <i>Lynn A. Moody</i>	Date Submitted to DDOE: <i>5/6/2025</i>

Stakeholders with input:

Administrators: Sean Mulrine, Gauger Cobbs Principal Dionne Avant, Gauger Cobbs Assistant Principal Edward Avinger, Gauger Cobbs Assistant Principal	Parents: PTA(Kerry Waugh-President) (Gail Morris-VP-Board Member) (Jennifer Burlew-Treasurer-Board Member) (Donya Crichlow-Secretary-Board Member)
Community Stakeholders: Communities in School, Shakeya Carter Boy and Girls Club, Tyrone Perry Bank of America, Black Professionals Group JP Morgan Chase, PHASE Newark Area Welfare Committee	
Students: Focus Groups: AVID Ambassadors(led by Linda Ruch), Student Council(led by Kaline Graham), NJHS (led by Mya Avant)	

Educators:

Deans: Jeffrey Frampton, Tywania Spicer,
Tammy Lindsay, Adam Mayer

Counselors: Andrew Feldman, Amber
Schneider, Kristen Jeanne

Constable: Sutton

Nurses: Aubrey Rogers, Kristy Chester
MTSS/RTI/SEL Coach: Michelle Hill

Psychologist: Amy Lowe

SW: Gwen Miles BSS: Jacques Janvier

CIS Coordinator: Shakeya Carter

Truancy: Dawn Jackson & Ted McGonigle

SECs: Colleen Konkle, Karen Treibley

Coach: Kimberly Neal