Delaware
Department of Education

SCHOOL DISCIPLINE IMPROVEMENT PLAN

Annual Progress Report Template

As required by 14 Del. C. § 703(b)

Annual Progress Report School Year: 2025-2026

School/Charter School Name and Contact:

Newark High School

Tina Pinkett- Principal

Darren Tyson- Assistant Principal

District Name and Contact:

Gina A. Moody

gina.moody@christina.k12.de.us

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):
(*This section has been pre-populated.*)

1. 2023-2024
2. 2024-2025
3. 2025-2026

Identified Subgroups (check all that apply):

☐ All Students
☒ Economically Disadvantaged Students
☐ Multilingual Learners
☐ Gender
☒ Racial Subgroups
☒ Students with Disabilities

SECTION 1: STAKEHOLDER INPUT

Guiding question: Who reviewed the annual data and provided input on this progress report? Please check the box of stakeholder group(s) that provided input on this progress report.

x Administrators
x Community Stakeholders
x Educators
x Parents/Family
x Students

Tip: It is important to align SDIP data reviews with existing school teams and systems (such as MTSS) to analyze data, identify root causes, and develop an action plan to

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address them. In general, a diverse team should provide input on this plan, including updating any known root causes driving the use of exclusionary discipline, helping to set goals, and planning next steps.

SECTION 2: REVIEW AND PLANNING

1. **Annual Review of Discipline Data** – 14 *Del. C.* § 703(b)(1)

Guiding questions: For which student group(s) is the school aiming to reduce the overall use of exclusionary disciplinary practices or disproportionate use of exclusionary disciplinary practices, or both? How do out-of-school suspension (OSS) rates from previous years compare to the most recent school year? Do you have any updated information on the root causes driving the use of exclusionary discipline for these student groups? Please provide a response below.

Student groups that NHS are aiming to reduce disciplinary practices:

- Economically Disadvantaged Students
- Racial Subgroups
- Students with Disabilities
- 1st time 9th grade students

Out-of-school suspensions increased in the 2025-26 school year.

ISS 2024-25	2025-26
281	462
OSS 2024-25	2025-26
415	427

9th Grade

ISS 2024-25	2025-26
160	288
OSS 2024-25	2025-26
260	256

Students with disabilities

ISS 2024-25	2025-26
42	56
OSS 2024-25	2025-26
71	77

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Root causes driving the discipline up for these groups:

- Students lacking educational support throughout their academic journey.
- Classroom management.
- Consistent communication with parents/guardians.
- Economic hardships and neighborhood stressors that influence behavior.
- Students lack academic skills and readiness for high school.
- Not using alternative supports to aid students.
- Lack of educational experiences for students who are not college-bound.

Optional Tool: Schools may use the template found in the Appendix to report historical OSS rates, calculate OSS rates for School Year (SY) 2025-2026, and note updated root causes for each of the student groups for which the school was identified under SDIP as requiring a School Discipline Improvement Plan.

2. Annual Review of Discipline Policies and Practices – 14 *Del. C.* § 703(b)(1)

Guiding questions: Which policies and practices did you identify for targeted improvement in your School Discipline Improvement Plan of 2025? Which root cause did these changes aim to address? Was the improvement successful? Please provide a response below.

In the 2025 SDIP, we wanted to address all students: female, male, African American, Hispanic/Latino, Multi-racial, Active EL students, Students with Disabilities, and low-income. We also aimed to improve the following:

- Attendance
- Class cutting – reduce
- Late to class – reduce
- Fighting
- Leaving school grounds without permission

In the 2025 School Discipline Improvement Plan (SDIP), Newark High School identified several policies and practices for targeted improvement, focusing on reducing disciplinary incidents among all students, with particular attention to female, male, African American, Hispanic/Latino, multiracial, Active EL, Students with Disabilities, and low-income student populations.

Our targeted areas for improvement included increasing student attendance and reducing class cutting, tardiness to class, fighting, and students leaving school grounds without permission.

The identified root causes driving these behaviors included inconsistent classroom management practices, gaps in academic support, limited parent/guardian communication, economic hardships and neighborhood stressors, insufficient academic readiness for high

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school, and underutilization of alternative interventions and educational pathways for students who may not be college-bound.

To address these root causes, our improvement efforts focused on strengthening the following practices:

- Establishing consistent expectations and accountability for student behavior across classrooms.
- Increasing communication and collaboration with parents/guardians regarding attendance, academic performance, and behavioral concerns.
- Strengthening MTSS interventions to provide academic, behavioral, and social-emotional support before behaviors escalate.
- Increasing monitoring and intervention for students demonstrating patterns of class cutting, tardiness, and chronic absenteeism.
- Identifying alternative educational opportunities and pathways to increase student engagement and connection to school.
- Promoting proactive interventions rather than relying primarily on exclusionary disciplinary consequences.

Was the improvement successful?

The 2025 School Discipline Improvement Plan was not successful in achieving its intended outcomes. Although we identified appropriate areas for improvement and recognized the root causes contributing to student discipline concerns, there was a lack of consistency in implementing, monitoring, and evaluating the identified strategies and interventions.

Specifically, inconsistent implementation of classroom management expectations, attendance interventions, parent/guardian communication, and alternative student supports limited our ability to effectively address student behaviors. Additionally, the lack of systematic monitoring and follow-through prevented us from identifying concerns early, measuring the effectiveness of interventions, and making timely adjustments.

Moving forward, our priority is to strengthen consistency and accountability, beginning with school leadership. We recognize that identifying strategies alone is insufficient; successful improvement requires intentional implementation, ongoing monitoring, clear expectations, and accountability at every level.

Our continued focus will be on using disaggregated discipline and attendance data, strengthening MTSS interventions, and establishing consistent monitoring practices to ensure that the strategies outlined in our School Discipline Improvement Plan result in measurable improvements for all student groups.

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Optional Tool: Schools may use the template found in the Appendix to report each policy and practice for which there was targeted improvement made in SY 2025-26, the root cause this improvement sought to address, whether the targeted improvement was successful, and planned next steps (if any).

3. Annual Review of Programming – 14 *Del. C.* § 703(b)(2)

Guiding questions: What interventions or programs did the school implement to support a reduction in exclusionary discipline practices? Which root cause did this seek to address? Who was responsible for implementation and what data was tracked? Were there any related trainings offered? Please provide a response below.

Interventions provided:

1. MTSS
2. 9th Grade academy
3. 9th Dean to address behaviors
4. Center for Structural Equity
5. "I Am" girls mentoring group
6. Young Men United boys mentoring group
7. Wellness Center
8. Emotional Support Classroom
9. Monday groups
10. 7 Mindsets Curriculum
11. Restorative Practices
12. Check-in/Check-out

Interventions were used to address:

1. Attendance
2. 9th grade retention
3. Class cutting – reduce
4. Late to class – reduce
5. Fighting
6. Leaving school grounds without permission

Staffing responsible for implementation:

- Administration
- Deans
- SECs
- Counselors
- Social Workers
- Behavioral Specialist
- Outside mentoring programs

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- Capstone activities

Staff trainings

- 7 Mindsets - Multi-tiered approach designed to strengthen culture and improve outcomes
- PLC for Deans monthly with District Office
- PLcs with School counselors, Deans, Social workers, BSS
- Check-in and check-out with University of Delaware

Optional Tool: Schools may use the template found in the Appendix to report each intervention or program implemented, the root cause the intervention aimed to address, the person(s) responsible for implementation, the data tracked related to implementation, promising results, and related training offered.

4. Updated Action Steps – 14 *Del. C.* § 703(b)(3)

Guiding questions: What progress did you make toward the SMART goals outlined in your School Discipline Improvement Plan of 2025? Please provide a response below.

Goals:

1) Decrease behavior incidents among 9th-grade students by 10%, resulting in in-school and out-of-school suspensions.
2) Decrease class cuts across the entire student body by 10%

Newark HS did not show any improvements in reducing 9th-grade suspension rates and decreasing class cuts for the entire school. Progress was accomplished using community partners, behavioral specialists, social workers, and mentoring programs such as:

Center for Structural Equity

"I Am"

Young Men United/Boys to Men

Wellness Center

Emotional Support Classroom

Restorative Practices

Peer Group Connections

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Updated Action Steps

Center for Structural Equity: CSE – works with African American, Hispanic/Latino, Multi-Racial, Students with Disabilities, and low-income students. They also work with students and tutor students on subjects during the school day and after school in the Wilmington office. Also, continue to work with students who are suspended out of school and alternatively placed. Worked with an average of 10 – 15 students.

"I Am": Female mentoring group that works with all young ladies with academic, behavioral, and household concerns. 20–25 females work with the director throughout the school year, culminating in a completed book that shares each young lady's background and growth.

Boys to Men: Works with males from 9th – 12th grade who need mentoring. Students are exposed to trades, college, and mentoring from different community groups throughout the school year.

Emotional Support Classrooms: Provide an area for students with disabilities to have the support needed to be more successful throughout the school year.

The Life Health Center: A community-centered health partner providing whole-student wellness in medical care, sexual & reproductive health, and student support.

Monday Groups: Deans work with a cohort of students with discipline issues. Students are met with weekly.

7 Mindsets Curriculum (SEL): Any student with a behavior issue that needs to be addressed, as well as the whole student body weekly through Capstone activities.

Restorative Practices: Deans will collectively meet with the student, teacher, and parent/guardian to repair any incident that may have taken place on campus.

Optional Tool: Schools may use the template found in the Appendix to report each SMART goal, the root cause it aimed to address, baseline data, this school year's data, measurable goals for future years, and how you determined that this goal was achievable. For schools identified as needing support for CSI, TSI, or IDEA Determination Indicator 4A, please note whether each SMART goal aligns with those improvement strategies.

Tip: Schools may use the planning supports in the **Appendix** to help answer the guiding questions and develop high-quality, actionable responses. Use of the Appendix is optional.

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SECTION 3: APPROVED PLAN SUBMISSION – DUE NO LATER THAN OCTOBER 30, 2026 Please submit the plan to the following mailbox: DDOE.SchoolClimate@doe.k12.de.us
School Contact Name and Signature: Newark High School Tina Pinkett, Ed.D., Principal
Superintendent, Charter Head of School or Designee – Name and Signature: Deirdra Aikens, Ed.D.
Date Submitted to DDOE: October 26, 2026

APPENDIX – REVIEW AND PLANNING SUPPORTS

1. Annual Review of Discipline Data

Instructions: Use this template to report historical OSS rates, to calculate OSS rates for School Year (SY) 2025-26, and to note updated root causes for each of the student groups for which the school was identified under SDIP as requiring a School Discipline Improvement Plan. Add additional rows as needed.

Tip: Use the EdInsight Report: School Discipline Improvement Program - Suspension and Expulsion Rates to pull your school's historical OSS rates for each student group.

	Historical OSS rates			Calculating OSS rate for SY 2025-2026		
Student Group	**SY 2022-23**	**SY 2023-24**	**SY 2024-25**	**Number of students in student group who received an OSS in SY 2025-26**	**Student group population in SY 2025-26**	**Student group OSS rate in SY 2025-26**
African		29.07	24.71	130	520	25%
American		13.29	8.14	28	271	10%
Hispanic/Latino		20.46	20.17	72	357	20%
Student w/disab.		23.42	23.89	108	419	25.7%
Low-Income						

Has your school identified new or updated root causes for these disparities since your school submitted its School Discipline Improvement Plan in 2025?

Instructions: Check the box that applies. If you have new or updated root causes to report, use the template provided. Add additional rows as needed.

Tip: For support in identifying root causes, additional resources can be found through the Delaware MTSS Technical Assistance Center.

☐ Our school has not identified new/updated root causes for these disparities since last year.

☒ Our school has identified new/updated root causes for these disparities since last year. These include:

Student group(s)	Updated root cause
African American Hispanic/Latino Student w/disability Low-Income	A combination of students lacking educational support throughout their academic journey. Students lack certified teachers throughout their educational pathway. 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 often lack the academic skills and readiness necessary to succeed 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 - a lack of social workers and behavioral specialists. Lack of educational experiences for students who are not college-bound.

2. Annual Review of Discipline Policies and Practices

Instructions: Use this template to report each policy or practice for which your school sought to make targeted improvements in SY 2025-26. Include details on the targeted improvement, the root cause it sought to address, whether the targeted improvement was successful, and planned next steps (if any). Add additional rows as needed.

Policy or practice *(ex. Student Code of Conduct)*	**Targeted improvement for SY 2025-26**	**What root cause did this aim to address?**	**Was the targeted improvement successful?** *Include data points if possible.*	**Planned next steps in SY 2026-27**
Attendance	Reviewed weekly by the attendance committee Parent/guardian contacted. Attendance Specialist Social Worker Home Visits	All Students with attendance issues.	Yes, improved by 1.00%	Reduce chronic attendance to 20 % with a focus on 9th grade and special education students.

Policy or practice *(ex. Student Code of Conduct)*	**Targeted improvement for SY 2025-26**	**What root cause did this aim to address?**	**Was the targeted improvement successful?** *Include data points if possible.*	**Planned next steps in SY 2026-27**
Reduce Class Cutting	Truancy Court Addressed in faculty, Leadership Team, Dept Chair, and Liaison meetings. Reduce by 10%	Correcting behaviors of all students but concentrate on 9th and repeat 9th grade students.	No, numbers are not consistent because another disciplinary category (leaving assigned area without permission) was added to this number.	Include all staff in communicating with families. Reviewed bi-weekly by Deans Reviewed with staff at faculty meeting quarterly Parent/guardian contacted Student Manual followed (What are the Consequences) Addressed in faculty, Leadership Team, Dept Chair, and

Policy or practice *(ex. Student Code of Conduct)*	**Targeted improvement for SY 2025-26**	**What root cause did this aim to address?**	**Was the targeted improvement successful?** *Include data points if possible.*	**Planned next steps in SY 2026-27**
				Liaison meetings.
Reduce late to class – Tardiness	Reduce by 10%	Correcting behaviors of all students but concentrate on 9th and repeat 9th grade students.	No, reduced number by 6%.	Include all staff in communicating with families. Reviewed bi-weekly by Deans Hall Sweeps daily Tardy Contracts Student Manual followed (What are the Consequences) Parent/guardian contacted PBIS points are awarded to students who arrive on time. Addressed in faculty, Leadership Team, Dept Chair, and

Policy or practice *(ex. Student Code of Conduct)*	**Targeted improvement for SY 2025-26**	**What root cause did this aim to address?**	**Was the targeted improvement successful?** *Include data points if possible.*	**Planned next steps in SY 2026-27**
				Liaison meetings.
Fighting	Reduce by 10%	Students can't use reasonable steps to de-escalate and use strategies to coping strategies.	No, we did have a decrease with 9th grade students but showed an increase in repeat 9th grade.	Reviewed bi-weekly by Deans Student Manual followed (What are the Consequences) Restoration process - conflict mediation/no contact contract. Addressed in faculty, Leadership Team, Dept Chair, and Liaison meetings.
Leaving School Grounds without Permission	Reduce by 10%	Preventing students from leaving campus.	Yes	Reviewed bi-weekly by Deans

Policy or practice *(ex. Student Code of Conduct)*	**Targeted improvement for SY 2025-26**	**What root cause did this aim to address?**	**Was the targeted improvement successful?** *Include data points if possible.*	**Planned next steps in SY 2026-27**
				Student Manual followed (What are the Consequences) Addressed in faculty, Leadership Team, Dept Chair, and Liaison meetings.

3. Annual Review of Programming

Instructions: Use this template to report each intervention or program implemented, the root cause the intervention aimed to address, the person(s) responsible for implementation, the data tracked related to implementation, promising results, and related training offered. Copy and paste this template to add additional interventions/programs as needed.

Intervention/Program (please specify):
Click or tap here to enter text.
What root cause did this intervention aim to address?
Click or tap here to enter text.

Intervention type (check all that apply)
☐ Classroom management ☐ Cultural competency ☐ Implicit bias awareness ☐ Restorative practices ☐ Trauma-informed care ☐ Other: Click or tap here to enter text.
Person(s) responsible (please specify): Click or tap here to enter text.
Data tracked related to implementation (please specify): Click or tap here to enter text.
Results or promising evidence that this intervention/program has been effective (please specify): Click or tap here to enter text.
Related training(s) offered ***(Please specify the training name(s), start date(s), and completion date(s).)*** Click or tap here to enter text.

4. Updated Action Steps

Instructions: Use this template to report progress toward each of your SMART goals. Add additional rows as needed.

SMART Goal	What root cause did this seek to address?	Baseline data (SY 2024-2025)	This year's data (SY 2025-2026)	Next year's goal (SY 2026-2027)	Final year's goal (SY 2027-2028)	How did you determine that this goal is achievable?