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: 2026-2027

School/Charter School Name and Contact:

Shue Medill Middle School

Charles Priestley, Principal

District Name and Contact:

Christina School District, Gina A. 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):
(*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.

☒ Administrators
☐ Community Stakeholders
☒ Educators
☒ Parents/Family
☒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 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.

Annual Progress Report School Year: 2026-2027

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.

Shue-Medill Middle School is committed to reducing Out-of-School Suspension (OSS) rates for all students, with a specific focus on African American students and students with disabilities. An analysis of discipline data identified one grade-level team that generated nearly twice as many office discipline referrals as the other two grade levels, resulting in significantly higher suspension rates. This inconsistency suggests that discipline practices and interventions are not being implemented consistently across grade levels.

Identified Root Causes

- Inconsistent coordination and follow-through during MTSS meetings.
- Variability in classroom management practices among staff.
- Lack of consistency in distinguishing classroom-managed behaviors from office-managed referral offenses.
- Inconsistent implementation of schoolwide behavior expectations and intervention strategies.

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.

   1. The school district modified the code of conduct in the Student Handbook. Changes made: reducing the number of days for a fight, removing insubordination, removing disrespect to staff, and reducing consequences for inappropriate language.
   2. We implemented a new cell phone policy (YONDR Pouches)
   3. We made a schedule change to limit 6th grade transitions

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The one area of major improvement was the altercations across the grade levels, but specifically in 6th grade. Staff struggled with embracing the policy changes in the handbook for the increased behavior issues/consequences.

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.

We partnered with multiple groups (Born for Brothers, Young Men United, Mr. Blue, Building Future Champions)

1. Kagan Win Win Discipline PD for Staff
2. Never Work Harder Than Your Students (Book Study)
3. PBIS - Lessons
4. Restorative PD for Team Lead

We targeted support for students identified through MTSS who were receiving referrals during the previous school year and/or showed behaviors throughout the school year. Another goal was to reduce the number of physical incidents in 6th grade.

We saw success in the reduction of physical altercations, but we saw an increase in referrals and overall suspensions. One grade level accounted for the majority.

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.

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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.

We have seen a three-year reduction in overall suspension rates.

We have seen a one-year reduction in incidents classified as fighting.

We continue to have an over 10% disparity in suspension rates

Student Group	SY 2022-23	SY 2023-24	SY 2024-25
African American	30.8%	25.4%	21.9%
Low Income	26.3%	21.3%	18.7%
Special Ed	24.1%	19.7%	12.7%
White	10.5%	8.9%	4.6%
Overall	20.3%	17.6%	12.6%

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: Charles Priestley, 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 American	30.8% (103/334)	25.4% (98/385)	21.9% (82/373)	74	362	20.4%
Low Income	26.3% (89/339)	21.3% (76/357)	18.7% (61/325)		323	
Special Ed	24.1% (57/237)	19.7% (49/249)	12.7% (34/267)	40	275	14.5%
White	10.5% (27/257)	8.9% (23/258)	4.6% (11/239)	20	249	8%
Overall	20.3% (181/891)	17.6% (169/962)	12.6% (117/922)	129	937	13.8%

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
Difference between African American vs White	20.3%	16.5%	17.3%			12.4%

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

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.

x 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

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**

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

SDIP Annual Progress Report

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?