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:

Gauger-Cobbs Middle School

Colleen Brown, Principal

District Name and Contact:

Christina School District

Dr. Gina Moody, Director of Student Services

Please indicate if your school is currently identified as (check all that apply):

☐ CSI X 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):

X All Students
X Economically Disadvantaged Students
X Multilingual Learners
X Gender
X Racial Subgroups
X 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
☐ Community Stakeholders
X Educators
X 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

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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.

Gauger-Cobbs Middle School continues to focus on reducing the overall use of exclusionary discipline, with particular attention to the disproportionate use of out-of-school suspension among Students with Disabilities and students identified as Low-Income. Over the past three years, OSS rates have fluctuated. The schoolwide OSS rate decreased from 19.88% in 2024 to 13.50% in 2025 before increasing to 19.92% in 2026. The OSS rate for Students with Disabilities decreased from 26.36% in 2024 to 16.74% in 2025 before increasing to 29.17% in 2026. For Low-Income students, the rate decreased from 26.47% to 19.37% before increasing to 23.63%. Both groups have continued to experience OSS at rates above the overall student population.

The school's original root-cause analysis identified inconsistent classroom management across grade levels and insufficient support for students with behavioral concerns. Based on the most recent data and our review of implementation, these root causes remain relevant but have been further refined. The school has identified a need for greater consistency in proactive classroom management and behavioral supports, earlier identification and intervention through the MTSS process, and more consistent use of restorative practices and alternatives to exclusionary discipline. For Students with Disabilities, there is an additional need to strengthen the alignment and consistent implementation of individualized behavioral supports across classroom, special education, and MTSS systems.

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.

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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 2025–2026 school year, we identified social-emotional learning, restorative practices, and classroom management strategies as targeted areas for improvement. These initiatives were designed to address the identified root causes of inconsistent classroom management practices and the need for stronger supports for students with behavioral concerns. Strategies included strengthening classroom routines and procedures, restorative practices and conflict resolution, social-emotional learning, and tiered behavioral and counseling supports.

While we did see some success in implementing these practices and expanding supports for students, the most recent discipline data indicate that the improvements have not yet resulted in the sustained reduction in exclusionary discipline we intended. The overall OSS rate increased from 13.50% in 2024–2025 to 19.92% in 2025–2026, with particularly significant concerns for Students with Disabilities, whose OSS rate increased from 16.74% to 29.17%. The OSS rate for Low-Income students also increased from 19.37% to 23.63%. As a result, we have identified a continued need to strengthen the consistency and effectiveness of classroom management practices, early behavioral intervention through MTSS, individualized supports, and restorative alternatives to exclusionary discipline.

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.

Gauger-Cobbs offered a wide range of interventions and programs for students to support a reduction in exclusionary practices. These programs include:

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- Boys to Men (Boys intervention group) - Communities in Schools
- Girls Group (Girls intervention group) - Communities in Schools
- Lunch Bunch (students who need to make peer connections) - Communities in Schools
- Girl Scouts (self-confidence) - Girl Scouts of Chesapeake Bay
- PHASE (Professionals Helping Alliances Exceed in Education) - Communities in Schools
- Wise Guys Boys Group - GCMS Staff
- Kick Butts Generation - GCMS Staff
- Restorative Circles - GCMS Staff
- Second Step SEL Program - GCMS Staff

These programs sought to address the root causes of our discipline issues by providing our students with positive coping strategies, peer relationship strategies, and enhanced decision-making skills. The programs were administered through partnerships with Communities in Schools and Girl Scouts of Chesapeake Bay, or Gauger-Cobbs staff.

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.

Through the clubs and groups we have facilitated, we worked to provide opportunities for students to work on social/emotional regulation and build positive peer relationships.

See appendix.

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.

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

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School Contact Name and Signature: Colleen Brown, 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**
Low-income	29.49%	26.47%	19.37%	56	237	23.63%
SWD	24.26%	26.36%	16.74%	49	168	29.17%

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.

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

Student group(s)	Updated root cause
Low-income	Inconsistent implementation of classroom management practices and proactive behavioral supports, combined with a need for earlier identification and intervention for students with behavioral concerns. Greater consistency in MTSS supports, restorative practices, and alternatives to exclusionary discipline is needed to prevent behaviors from escalating to OSS.
Students with Disabilities	Inconsistent implementation of classroom management practices and proactive behavioral supports, combined with a need for more consistent individualized support for students with behavioral concerns. Greater alignment among IEP-based behavioral supports, classroom practices, and the MTSS process is needed to identify and address behavioral needs before they escalate to OSS.

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**
Social/Emotional Lessons (Second Step)	Decreased incidents of ISS/OSS for fighting or offensive touching	Increased conflict among students and poor coping strategies	ISS/OSS rates increased in SY26 compared to SY25.	Increased monitoring of Second Step usage, teacher training for the program during PLC time. Additional social skills groups.
Classroom Management	Building-wide focus on building relational capacity to ensure students feel part of the classroom and are more willing to engage	Students skipping class or being removed from class for disciplinary issues		Increased focus on AVID and relational capacity; PD session for staff on the Student Manual; increased alignment of systems and procedures

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**
Restorative Practices	Increased usage of restorative practices to reduce ISS/OSS infractions and to prevent fights			Increased usage and documentation of restorative circles; PD for staff regarding restorative practices in the classroom

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):
Social/Emotional Learning (Second Step)
What root cause did this intervention aim to address?
Second Step is intended to address the root cause of increasing rates of ISS and OSS by addressing the underlying social, emotional, and behavioral needs of our students. Through the program, students learn how to manage emotions, build positive relationships, make responsible decisions, resolve conflicts, and respond appropriately to challenging situations. At Gauger, classroom teachers are responsible for implementing the Second Step program during Advisory. After reviewing usage data from the 2025-2026 school year, we determined that some teachers have not been using the program with fidelity.

For this year, we have begun to monitor the use of the Second Step program more closely, by reviewing usage through the platform dashboard, and conducting learning walks during Advisory. We also facilitated a professional learning session where we demonstrated how to effectively utilize the program.
Intervention type (check all that apply) ☐ Classroom management ☐ Cultural competency ☐ Implicit bias awareness ☐ Restorative practices X Trauma informed care ☐ Other: Click or tap here to enter text.
Person(s) responsible (please specify): Colleen Brown, Dionne Bartley-Avant, Kaelen Coleman, Kimberly Neal, Michele Hill, classroom teachers
Data tracked related to implementation (please specify): ISS/OSS data
Results or promising evidence that this intervention/program has been effective (please specify): According to our school climate data, 64% of students stated that they believe students get along with each other, and 57% stated that they believe that students care about each other.
Related training(s) offered *(Please specify the training name(s), start date(s), and completion date(s).)* Weekly PLCs, Professional Development sessions (8/27/25, 9/22/25, 2/16/26)

Intervention/Program (please specify): **Restorative Practices**
What root cause did this intervention aim to address?

Using the Restorative Practices model shifts the focus of discipline from consequences to the effects of the behavior on the school and community. By using restorative practices, we are seeking to increase student accountability, repair any harm between students, reduce repeat behaviors, strengthen peer relationships, and give students voice and ownership in resolving conflicts. Restorative circles have been used after students were engaged in a disciplinary event, or to prevent a minor disciplinary concern from becoming a larger issue. Additionally, community circles are integrated into Advisory, to give students the opportunity to strengthen relationships and prevent issues from arising.
Intervention type (check all that apply) ☐ Classroom management ☐ Cultural competency ☐ Implicit bias awareness X Restorative practices ☐ Trauma informed care ☐ Other: Click or tap here to enter text.
Person(s) responsible (please specify): Colleen Brown, Dionne Bartley-Avant, Kaelen Coleman, Kimberly Neal, Michele Hill, classroom teachers
Data tracked related to implementation (please specify): ISS/OSS data, Restorative Practices tracking sheet
Results or promising evidence that this intervention/program has been effective (please specify): Increased use of restorative circles after disciplinary incidents, giving students the opportunity to understand how others are affected by their behavior and how to repair harm.
Related training(s) offered *(Please specify the training name(s), start date(s), and completion date(s).)* Weekly PLCs, Professional Development sessions (8/27/25, 9/22/25, 2/16/26)

Intervention/Program (please specify): **Classroom Management Techniques**
What root cause did this intervention aim to address? The purpose of providing classroom management training is to equip teachers with evidence-informed strategies for proactively preventing, responding to, and de-escalating challenging student behaviors. Through consistent expectations, effective routines, positive relationships, instructional responses to behavior, and appropriate intervention strategies, teachers will be better equipped to address behavior within the classroom and minimize unnecessary office referrals and exclusionary discipline. This work will support increased instructional time, improved classroom environments, and a reduction in ISS and OSS while maintaining high expectations for student behavior.
Intervention type (check all that apply) X Classroom management ☐ Cultural competency X Implicit bias awareness ☐ Restorative practices ☐ Trauma informed care ☐ Other: Click or tap here to enter text.
Person(s) responsible (please specify): Colleen Brown, Dionne Bartley-Avant, Kaelen Coleman, Kimberly Neal, Michele Hill, classroom teachers
Data tracked related to implementation (please specify): ISS/OSS data, Walkthrough data
Results or promising evidence that this intervention/program has been effective (please specify): Increased usage of AVID strategies in classrooms to build relational capacity and engage students
Related training(s) offered *(Please specify the training name(s), start date(s), and completion date(s).)* Staff Training - 8/29/25, 1/6/26, 2/12/26; PLCs throughout the year

4. Updated Action Steps

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

Specific Relevant **Measurable & Time-bound** Attainable

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?
Reduce suspensions by at least 5% by implementing comprehensive school climate improvement strategies	Increased ISS/OSS infractions					
Reduce the number of referrals by at least 10% for SWD by implementing comprehensive school climate improvement strategies.						

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?