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:

Christiana High School/Middle School Honors Academy

Casey Crass- Principal

Shan Green- Assistant Principal

District Name and Contact:

Gina A. Moody, EdD

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.

- ☑ Administrators
- ☑ Community Stakeholders
- ☑ Educators
- ☑ Parents/Family
- ☑ Students

Annual Progress Report School Year: 2025-2026

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.

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.

Christiana High School/Middle School Honors Academy plans to address both overall use and disproportionate use of exclusionary discipline, with particular attention to:

- Students with Disabilities: OSS rate of 23.57%
- Low-Income Students: OSS rate of 24.69%
- African American Students: OSS rate of 22.45%
- Male Students: OSS rate of 15.69%, compared with 12.01% for female students

The schoolwide OSS rate is 14.02%. Therefore, students with disabilities, low-income students, and African American students are experiencing OSS at higher rates than the overall student population. These groups have been identified as focal groups in the Christiana High School/Middle School Honors Academy SDIP, while the school continues to monitor the overall use of OSS.

Root causes potentially include:

- Reduced ISS rates may have contributed to more OSS
- Increase in behaviors that begin at Level 6 per the Student Manual
- Students' lack of personal accountability/understanding of importance of attending
- Lack of staff holding students accountable at lowest level (in-class repercussions for tardiness or skipping, not allowing students to do assignments on Schoology if they haven't attended class but were present in school)
- Staff responses to SWD are the same as those without disability
- Students suspended pending an Alternative Placement
- Lack of interventions other than ISS/OSS
- MTSS system needs attention (matching students with appropriate intervention)
- Adjustments made in the process or system for documenting tardiness/skipping

Annual Progress Report School Year: 2025-2026

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.

The 2025-26 SY Team identified the following:

- Reduce the number of students skipping class
- Reduce the number of students late to class
- Decrease violent behavior
- Decrease overall discipline referrals

The original root causes identified included: apathy, lack of knowledge, fear of being ridiculed, no work, work is boring or unrelatable, no relationship with teachers, did not like or choose the class, need support and not getting it, left after completing work, know they can take it in the summer online.

The main focus of the plan was to reduce skipping/tardiness to class and a reduction in discipline issues, including violent behaviors.

According to the discipline report for the 2025-26 SY, the instances of skipping, tardiness, and violent behaviors are as follows:

Skipping/Tardiness- 63% of referrals entered, or 1835 out of 2907 referrals, were for skipping/tardiness to class. This is not a reduction, but the manner in which referrals for tardiness or skipping were handled in previous years was different, so it is challenging to really determine if an intervention worked.

According to the discipline report for the 2025-26 SY, the instances of violent behavior are as follows:

2024-25 SY- 118 violent incidents

2025-26 SY- 103 violent incidents

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

Annual Progress Report School Year: 2025-2026

address? Who was responsible for implementation and what data was tracked? Were there any related training offered? Please provide a response below.

- PBIS Matrix- incentives for the students who are following school-wide expectations
- Lessons to teach behavior expectations - learning from movies (Stand and Deliver, Lean on Me, Dangerous Minds, etc.), some powerful scenes prompting in-depth conversations about school/life- used this effectively at my other school.
- Student Manual Assemblies
- CICO with University of Delaware's Center for Disabilities Studies MTSS Technical Assistance Center last school year. The MTSS Team trained and coached staff. The Students selected, data collected and analyzed (School psychologist tracked data):

Student Participation	ELA Grade Change	Math Grade Change	AUE Change	Referral Change
High Participation 70% or Higher	75& Increase	11% Increase	48% Decrease	90% Decrease
Medium Participation 40 to 69%	5% Increase	3% Decrease	11% Increase	100% Decrease
Low Participation 39% or Lower	7% Increase	26% Decrease	6 % Decrease	67% Decrease

- Born 4 Brothers mentoring groups
- Girls' Group partnership
- Center for Violence Prevention Initiative partnership
- Deans' meetings/trainings, school social workers, school counselors
- Giving lower-level consequences when applicable (lunch detention, time-outs) coupled with reflection journaling/writing letters/mini conferences instead of ISS/OSS
- Targeting some of the students on each dean caseload to "adult mentor". Meet more frequently and discuss goals and/or choices being made
- District wants to start implementing RP on a wider scale- role playing/modeling Tier 1 interventions for the classroom, instead of immediately going straight to referrals.

Trainings - CSD offers very specialized trainings to each of the groups (Deans, Counselors, Social Workers)

- Deans' meetings/trainings, school social workers, counselors all participate in meetings with their supervisors, district directors to learn new strategies, discuss new plans and methods

Referrals for in-school interventions such as the Behavior Specialists

At this time, the team cannot produce data collected beyond students with IEPs/FBAs/BIPs and those who were part of a counseling group or in CICO.

Annual Progress Report School Year: 2025-2026

The focus of much of the team's work last year was relationship building and helping to connect students to in-house support.

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. Reduce the # of OSS by 10% each quarter.
2. Reduce the number of fights by 10% by the end of the year.
3. Reduce the # of students cutting class

Based on the data review, we have identified the following additional action steps:

- Implement progressive discipline systems, interventions, and restorative practices to reduce skipping class.
- Identify and implement MTSS Tier 1 classroom strategies to address skipping class so that classroom teachers are the first level of intervention.
- Develop and implement MTSS Tier 2 and Tier 3 interventions for identified students to participate in during designated times to closely monitor attendance and work on focused academic skills
- Hold regular MTSS/discipline data reviews to identify students with repeated disciplinary referrals, determine the level of support needed, monitor intervention effectiveness, and adjust supports before behaviors escalate to exclusionary consequences.

Moving forward, Christiana High School/Middle School Honors Academy will use the discipline data to strengthen the connection between student need, intervention, progress monitoring, and response. The goal is to build a more consistent MTSS process in which behavioral and academic concerns are identified early, interventions are matched to the reason for the behavior, and student progress is regularly reviewed to determine whether additional or different supports are needed.

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

Annual Progress Report School Year: 2025-2026
School Contact Name and Signature: Casey Crass- Principal Shan Green- Assistant Principal
Superintendent, Charter Head of School or Designee – Name and Signature: Deirdra Aikens, Ed. D., Superintendent
Date Submitted to DDOE: October 26, 2026