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:

Glasgow High School, Rob Peterson

District Name and Contact:

Christina School District, Gina A. Moody, EdD

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
X Economically Disadvantaged Students
☐ 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
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 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: 2025-2026

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.

Glasgow High School maintained overall suspension rates less than the 15% threshold for the last three consecutive school years.

Glasgow High School will focus on reducing both the overall use of exclusionary disciplinary practices and the disproportionate use of exclusionary discipline for students with disabilities. As part of this focus, the school will also monitor the impact of disciplinary practices on African American male students and students from low-income households to ensure that discipline is applied equitably and that students have every viable opportunity to remain engaged.

When comparing the most recent school year to the previous year, the school, experienced an overall increase in exclusionary disciplinary practices across all three identified student groups. Of particular concern is the increase in out-of-school suspension (OSS) rates among students with disabilities, which increased by approximately 100% from the previous school year. This trend supports the need to strengthen our ability to identify and address students' specific needs while reducing the reliance on removal from the instructional environment as a disciplinary response.

Our updated review of root causes suggests several contributing factors. First, we experienced a slight increase in the number of students with IEPs, accompanied by an increase in the frequency of behavioral needs among some students with disabilities. Additionally, an influx of disciplinary incidents occurring within the community resulted in student manual responses, including incidents involving Attorney General (AG) reports, that contributed to the use of exclusionary consequences.

The review also identified a need to strengthen the alignment between existing interventions and individual student needs. In some cases, supports were not implemented with fidelity or consistency, particularly in the areas of identifying student triggers, implementing social-emotional learning (SEL) strategies, and utilizing trauma-informed instructional and behavioral practices. The school also identified opportunities to improve collaboration across departments and among staff members so that students with significant behavioral and academic needs receive consistent support.

Moving forward, we will prioritize proactive and preventative strategies designed to keep students connected to academic instruction. This will include strengthening the

Annual Progress Report School Year: 2025-2026

implementation and monitoring of individualized supports, improving staff capacity to recognize and respond to student triggers, increasing the use of SEL and trauma-informed practices, and enhancing cross-department collaboration. The goal is to ensure that disciplinary responses are appropriate, equitable, and responsive to the specific needs of students while maintaining a safe and productive learning environment for all scholars.

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.

Glasgow High School identified the consistent and equitable implementation of the Christina School District Student Manual as a targeted area for improvement in the 2025 School Discipline Improvement Plan. The intent was to ensure that disciplinary policies and responses were implemented with consistency, while also providing students with appropriate opportunities for intervention and support before exclusionary consequences were initiated.

The primary root cause identified was the limited and inconsistent implementation of social-emotional learning (SEL) strategies and other proactive supports designed to address student needs and promote positive behavioral outcomes. In addition, there was a need to improve consistency and better connect disciplinary responses to individualized student needs and preventive interventions.

Based on our review of the current discipline data, the improvement effort was not overall successful. Although there were efforts to strengthen consistency in the implementation of the Student Manual, the continued increase in exclusionary discipline, particularly among students with disabilities, suggests that additional work is needed. Moving forward, the school will focus not only on consistent implementation of the Student Manual, but also on strengthening the fidelity of SEL, restorative practices, trauma-informed, and other preventative supports so that disciplinary responses are more proactive, equitable, and responsive to student needs.

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

Annual Progress Report School Year: 2025-2026

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.

Glasgow High School implemented several interventions designed to address the factors contributing to exclusionary discipline practices and to increase students' access to proactive, relationship-centered supports.

Restorative Practices: Glasgow continued to implement Restorative Practices to address patterns of repeated infractions. The goal was to provide students with opportunities to repair harm, restore relationships, develop accountability, and identify strategies for making positive decisions. Deans of Students and designated staff were responsible for implementation. Discipline referrals, repeat infractions, OSS, and student participation in restorative interventions were reviewed to monitor impact.

Trauma-Informed Care: Trauma-informed practices were implemented in response to the recognition that some adverse student behaviors may be connected to previous or ongoing experiences of trauma. The focus was on helping staff recognize student triggers and respond to behavior in ways that promote safety, regulation, relationship building, and continued school engagement. Training and support were provided through Compass SEL and Erika's Lighthouse, which supported the school's efforts to increase staff awareness of student social-emotional needs. Behavioral referrals, disciplinary actions, OSS rates, and participation in student-support interventions were among the data monitored.

Communities In Schools (CIS): Communities In Schools was implemented to identify and reduce barriers that may negatively affect students' behavior, engagement, and academic outcomes. CIS provides Glasgow High School with a program coordinator who works directly with students to connect them with school and possible community resources. The overall goal is to provide students with a community of support and empower them to remain in school and achieve in life. Data monitored included attendance, behavioral referrals, and academic engagement.

Center for Structural Equity: The Center for Structural Equity partnered with Glasgow High School to support improved student outcomes by examining and addressing barriers that may affect students both inside and outside of the school environment. The program provides the school with a program coordinator who works collaboratively with the Dean of Students and other staff to support students and address factors that may interfere with their success. The root cause addressed was the need to consider the whole child and reduce structural, environmental, and community-based barriers that can contribute to negative student

Annual Progress Report School Year: 2025-2026

outcomes. Student engagement, attendance, behavioral patterns, and participation in support services were among the indicators considered.

I Have Purpose (IHP)/The Mattering Project: The IHP/The Mattering Project was implemented with a specific focus on student belonging and mattering. The root cause addressed was the need for students to know and feel that they are valued, supported, and an important part of the Glasgow community. The project utilizes a team-based approach that provides students with opportunities to openly share their experiences and perspectives regarding what it means to matter and belong. Staff monitors student participation, engagement, relationships, and other indicators of school connectedness and belonging.

Training and Professional Support: Collectively, these initiatives provided staff with professional learning and ongoing support related to restorative practices, trauma-informed care, social-emotional learning, student belonging, and whole child approaches. Training and support through Compass and Erika's Lighthouse, along with the embedded program coordinators provided through Communities In Schools and the Center for Structural Equity, increased the school's ability to identify student needs and connect students with appropriate interventions. The Mattering Project supported staff in creating opportunities for students to discuss belonging, but most importantly, mattering.

Peer Mentoring: Following a student focus group discussion regarding the current climate and culture at Glasgow High School, a peer mentoring initiative was established to strengthen student voice and promote a more positive school environment. A group of 12th-grade students utilizes the daily Capstone period to engage with students in grades 9–11, providing opportunities to share perspectives, exchange ideas, and collaboratively identify areas for improvement. The purpose of this initiative is to empower students to take an active role in shaping school climate, strengthening disciplinary practices, and promoting fairness, consistency, and equity across the student body. Through these meaningful peer-to-peer interactions, Glasgow High School seeks to foster a greater sense of belonging, shared responsibility, and collective ownership of the school community.

The overarching purpose of these interventions was to move Glasgow High School toward a more proactive approach to student behavior. Rather than relying primarily on exclusionary disciplinary consequences after an incident occurs, the school is consistently seeking opportunities to identify and address the academic, behavioral, social-emotional, and environmental factors contributing to student behavior. The school continues to monitor discipline referrals, OSS rates, repeat infractions, intervention participation, student engagement, and indicators of belonging to determine whether these supports are reducing the need for exclusionary discipline and improving student outcomes.

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.

Annual Progress Report School Year: 2025-2026

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.

Goal 1: Reduce the number of suspensions for defiance by 10% by June 2026 through the implementation of schoolwide climate strategies designed to improve student cooperation in and out of the classroom.

As a school, we made progress toward this goal through the implementation of schoolwide climate strategies, including restorative practices, relationship-building strategies, social-emotional learning supports, check in/check out and proactive student interventions.

However, we are unable to make a true determination regarding whether the 10% reduction in suspensions for defiance was achieved. Over the past several years, the Christina School District WebApp report supplied the School Discipline Improvement Plan information to include Offender Offenses by Offense Code and Demographic Subgroup. CSD WebApp is no longer available for the current school year, which prevents the school from retrieving the data necessary to establish an accurate change.

	2024-2025	2025-2026	Change
Defiance	29	44	52% increase
Fighting	49	33	33% decrease

We reviewed Infinite Campus as an alternative. Although the relevant discipline information is available in Infinite Campus, the current system does not provide access to last school year data necessary for this comparison. The previous school year's report was also not available through EdInsight.

As a school, we cannot determine whether the 10% reduction identified in the SMART goal was achieved. Moving forward, Glasgow High School will continue to strengthen schoolwide climate strategies while establishing more consistent methods for maintaining and accessing discipline data across school years.

Goal 2: Reduce the number of suspensions for fighting by 10% by June 2026 and implement strategies to improve students' ability to resolve conflicts.

We did make some progress toward this goal through the implementation and use of strategies focused on conflict prevention, conflict resolution, restorative practices,

Annual Progress Report School Year: 2025-2026

relationship-building, and student support. The intent of these efforts was to provide students with alternatives to conflict and strengthen their ability to develop conflict resolution skills.

As indicated with the first goal, we are unable to make a valid determination regarding whether the targeted 10% reduction in suspensions for fighting was achieved. The original data source identified in the 2025 School Discipline Improvement Plan was the Christina School District WebApp report, Offender Offenses by Offense Code and Demographic Subgroup. The CSD WebApp is no longer available for the current school year, preventing Glasgow from obtaining the data needed to accurately compare last year's suspension rates with the most recent school year.

We reviewed Infinite Campus and confirmed that discipline information related to fighting is available. However, the current system does not show the prior school year. The previous school year's report was also not available through EdInsight.

Therefore, while we implemented strategies aligned with the goal of reducing fighting and strengthening students' conflict resolution skills, the available data systems do not allow Glasgow High School to verify whether the specific 10% reduction target was achieved. As a team, we will continue to prioritize conflict resolution, restorative practices, and proactive interventions.

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

School Contact Name and Signature:

Christine Getugi, 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**

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
Students with disabilities	**Increase in the number of students with IEPs. Increase in the frequency of behavioral needs among some students with disabilities**
African American males	
Low Income	

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

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

Specific	Relevant	Measurable & Time-bound	Attainable

<table>
<tr><th>SMART Goal</th><th>What root cause did this seek to address?</th><th>Baseline data (SY 2024-2025)</th><th>This year's data (SY 2025-2026)</th><th>Next year's goal (SY 2026-2027)</th><th>Final year's goal (SY 2027-2028)</th><th>How did you determine that this goal is achievable?</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Reduce the overall suspension rate for students with disabilities by 10%, decreasing the rate from 19.83% to 17.8% by June 2026.</td><td>Supports were not implemented with fidelity or consistency, particularly in the areas of identifying student triggers, implementing social-emotional learning (SEL) strategies, and utilizing trauma-informed instructional and behavioral practices.</td><td><table><tr><th># of Stds</th><th>Rate</th></tr><tr><td>30</td><td>9.77 %</td></tr></table></td><td><table><tr><th># of Stds</th><th>Rate</th></tr><tr><td>48</td><td>19.83</td></tr></table></td><td>Rate: 17.8%</td><td></td><td></td></tr>
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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?