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:

Kirk Middle School

Pauline Hurst

Acting Principal

District Name and Contact:

Christina School District- Gina Moody, Director of Student Services

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- DeLillio
☒ Community Stakeholders- Gina Moody, Courtney Voshell
☒ Educators- Montigney, Jacobs, Wentzel, Stein
☒ Parents/Family- Batts, family newsletter feedback
☒ Students- student government, full student survey data

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.

Kirk Middle is aiming to reduce the overall number of both in school and out of school suspensions for all students while specifically targeting our special education student population (per our TSI plan) and our multiracial students, who were disproportionately suspended per our original SDIP data. In SY 24-25, we saw a 25% improvement in our OSS numbers compared to SY 23-24 (when our SDIP plan began). This school year, we have seen a 38% improvement in our OSS numbers compared to our SY 23-24 SDIP plan. That is a 17% improvement from last year to this year.

In terms of updates to the root causes that are driving exclusionary discipline for these student groups, we have found that individual teacher actions are our current focus, as there are select teachers who are driving our discipline numbers. We have been working towards more equitable practices across the board for all staff but may need to do some targeted professional development for those falling in this category to continue to see progress in our improving discipline numbers.

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.

To address our school discipline needs this school year, we reworked our MTSS team processes, refined the professional development given to all staff members, and incorporated SEL lessons into our work with students. First, with our MTSS team, we revamped our MTSS referral process so that work was divided more equally among staff members; our teachers played a more active role in the MTSS referral process by dedicating one PLC per month to MTSS work specifically so that our core MTSS team was not the only group doing the heavy lift for student interventions. We also incorporated

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our Take Two Program to embed a mentoring option for students who needed more 1:1 support. Second, with our staff professional development, we added a full staff required PLC once per month to develop staff members' capabilities in equitable, trauma-informed practices, including biases and identities training, restorative practices work, culturally responsive teaching, and tools for civil dialogue. We chose to incorporate all staff members into this work so that paras, the guidance suite, deans, etc all had access to this training as well since we all service students in different ways. Lastly, we incorporated Navigate360 social emotional learning lessons into our enrichment block once per week so that students were building social emotional skills as well, including building student efficacy and ownership in learning.

These action steps address our root causes in a number of ways. We addressed the concern about who is entering referrals through the DEI professional development for all staff. We addressed the work placed on the small group (e.g. admin and deans) by incorporating the MTSS work within our PLC time and by embedding our mentorship program, Take Two. One root cause we could not fully address was the fact that consequences prescribed by the student manual do not allow for non-suspensions, but we attempted to remedy this by incorporating more restorative practices into our work in order to be more proactive in preventing referrals in the first place.

We have found that these improvements have been successful because we are seeing large decreases in the number of in and out of school suspensions overall and are seeing improvements within our subgroups. We will continue to refine our practices to see additional improvements while maintaining these new practices that are working.

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 incorporated three programs to support a reduction in our exclusionary disciplinary practices. Our first was a revamp of our PBIS program to support our Tier 1 behavior interventions, and we reworked the program to include more student events and activities. We implemented our Take Two mentoring program to support our MTSS efforts, and we incorporated Navigate 360 lessons to help with student ownership of behaviors. All of these programs supported the same root causes addressed in the previous question: who is entering referrals and spreading the MTSS work to a larger group.

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Our PBIS lead, Ms. Martinez, supported the PBIS portion of our programming. Our MTSS leads, Ms. Montigney and Ms. Wentzel, supported the MTSS portion of our programs. We tracked data and interventions on a shared MTSS tracker and collected ISS and OSS data each marking period to note progress towards our larger goals. All the DEI trainings were provided by Ms. Montigney and/or supporting partners she located during PLC and PD time for all 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.

Our first SMART goal stated: We will reduce the number of exclusionary disciplinary practices for all students through a proactive mediation system, cell phone and class cutting systems, and our MTSS process, focusing on students with disabilities and behaviors that cause the greatest impact, to reduce our OSS suspensions by 10% by the end of the 2025-2026 SY and to create positive school and classroom environments, and we will maintain those successful systems through the three-year review, reflecting on the OSS data over time in relation to our interventions to evaluate and adjust our practices as needed.

Our second SMART goal stated: We will reduce the number of exclusionary disciplinary practices for all students, focusing on students with disabilities and behaviors that cause the greatest impact, by providing staff with DEI, equity, and trauma-informed practices training as well as ongoing restorative reboot training to reduce our OSS suspensions by 10% by the end of the 2025-2026 SY and to create positive school and classroom environments, and we will maintain those successful systems through the three-year review, reflecting on the OSS data over time with our interventions to evaluate and adjust our practices as needed.

Both of these goals were addressed through different practices, explained above, but were focused on similar outcomes: we wanted to reduce our OSS numbers by 10% through the practices and policies that we implemented. To that end, we have successfully reduced those numbers. In SY 24-25, we saw a drop of 25% in OSS and in SY 25-26, we saw an additional 17% drop in OSS numbers (i.e. a 38% drop since our original SDIP plan began). All of our goals align to our TSI work in that we are focusing on improving inclusion practices for our special education students through these practices and policies, which is who we focus on for our TSI work.

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

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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: Pauline Hurst, Assistant 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**
All Students	15.64%	16.91%	13.64%	69	566	12%
Students with Disabilities	22.6%	25.27%	21.79%	26	566	4%
Multiracial	16.39%	25.45%	21.05%	3	566	0.5%

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
N/A	N/A

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**
MTSS Reboot/ Take Two Program	**MTSS PLCs and Take Two Mentoring implementation**	**Spreading MTSS work across school rather than select few leaders**	**Yes** Take Two Data	**Continue with processes but incorporate student care**

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**
			MTSS Tracker	**groups within MTSS team**
DEI Professional Development	**Monthly Climate PLCs for all staff; poverty simulation PD; trauma informed practices PD**	**Who is writing referrals**	**Yes** **See OSS numbers**	**Refine whole staff PLCs to incorporate more Tier 1 behavior and academic support**
Student SEL Lessons	**Navigate 360; PBIS reboot**	**Student manual inflexibility (being more proactive with behavior)**	**Yes** **See OSS numbers**	**Continue with Navigate 360 but purposefully select lessons based on needed areas**

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): **S Reboot/ Take Two Program**
What root cause did this intervention aim to address? **This addressed the issue that too few people were handling the proactive piece of our student behaviors.**

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): **Montigney/Wentzel- Coaches- MTSS and PLC leads; Stein/Jacobs- Deans- Behavior support**
Data tracked related to implementation (please specify): **UD MTSS Project Data, MTSS Tracker**
Results or promising evidence that this intervention/program has been effective (please specify): **Decrease in OSS numbers for our high flyers**
Related training(s) offered *(Please specify the training name(s), start date(s), and completion date(s).)* **MTSS Reboot training with full staff; PLC check ins with leads**

Intervention/Program (please specify): **DEI Professional Development**
What root cause did this intervention aim to address? **This addressed who was writing referrals as we aimed to make our staff more trauma-informed, culturally competent, and restorative in their work with students.**
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): **Montigney- PLC/PD lead**
Data tracked related to implementation (please specify): **Staff Surveys; Student Surveys; OSS numbers**
Results or promising evidence that this intervention/program has been effective (please specify): **OSS numbers**
Related training(s) offered ***(Please specify the training name(s), start date(s), and completion date(s).)*** **Trauma Informed Practices- September 2025; Monthly Climate PLCs- Core Values and Building Relational Capacity (Sept 2025), Asset Thinking (Oct 2025), Intrinsic Motivation and the ASCD Framework (Nov 2025), Implicit Bias (Dec 2025), Equity and Restorative (Jan 2026), Peer to Peer Climate Walks (Feb 2026) and Climate Data Dig (March 2026) ; Poverty Simulation- February 2026**

Intervention/Program (please specify): **SEL Lessons**
What root cause did this intervention aim to address? **We aimed to address the inflexibility of the student manual with this intervention.**
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): **Classroom Teachers**
Data tracked related to implementation (please specify):

Behavior Data (ISS/OSS)
Results or promising evidence that this intervention/program has been effective (please specify): **Improved ISS and OSS numbers, reduction in referrals over time**
Related training(s) offered ***(Please specify the training name(s), start date(s), and completion date(s).)*** **PLC work as needed**

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?
We will reduce the number of exclusionary disciplinary practices for all students through a proactive mediation system, cell phone and class cutting systems, and our MTSS process, focusing on students with disabilities and behaviors that cause the greatest impact, to reduce our OSS suspensions	**Spreading number of staff utilizing MTSS process, who is writing referrals**	**168 ISS, 142 OSS**	**105 ISS, 117 OSS**	**100 ISS, 111 OSS** **5% reduction**	**95 ISS, 106 OSS** **5% reduction**	**We looked at our trending data and since our suspension numbers are going down with the interventions we have been implementing, we are anticipating**

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?
by 10% by the end of the 2025-2026 SY and to create positive school and classroom environments, and we will maintain those successful systems through the three-year review, reflecting on the OSS data over time in relation to our interventions to evaluate and adjust our practices as needed.						**seeing a typical trend the next two years.**
We will reduce the number of exclusionary disciplinary practices for all students, focusing on students with disabilities and behaviors that cause the greatest impact, by providing staff with DEI, equity, and trauma-informed practices training as well as ongoing restorative reboot training to reduce our OSS suspensions by 10% by the end of the 2025-2026 SY and to create positive school and	**Who is writing referrals, proactive student manual work**	**168 ISS, 142 OSS**	**105 ISS, 117 OSS**	**100 ISS,111 OSS** **5% reduction**	**95 ISS, 106 OSS** **5% reduction**	**We looked at our trending data and since our suspension numbers are going down with the interventions we have been implementing, we are anticipating seeing a typical trend the next two years.**

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?
classroom environments, and we will maintain those successful systems through the three-year review, reflecting on the OSS data over time with our interventions to evaluate and adjust our practices as needed.						