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:

The Bayard School

- Principal – Dr. Tongela Ginyard
- Assistant Principal Mr. Dwayne Pritchett
- Assistant Principal Mrs. Johayne Walrond

The Bayard School SDIP (link)

District Name and Contact:

Christina School District – Dr. Gina 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

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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.

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?

The Bayard School will continue to focus on reducing the overall use of exclusionary discipline, with a focus on students with disabilities, low-income students, and African American students.

For 2025–26, the OSS rates were:

- Students with Disabilities: 25.00%
- Low-Income Students: 20.31%
- African American Students: 19.33%
- Male Students: 17.55%
- All Students: 15.92%
- Female students: 14.24%
- Hispanic/Latino students: 8.51%
- Active EL students: 6.67%

The data indicates that students with disabilities have the highest OSS rate, followed by low-income and African American students.

How do out-of-school suspension (OSS) rates from previous years compare to the most recent school year?

Compared with the previous two school years, The Bayard School's most recent out-of-school suspension (OSS) data (SY26) show continued overall improvement. The OSS rate for all students declined from 26.77% in SY24 to 18.74% in SY25 and 15.92% in SY26, demonstrating a sustained reduction in the use of exclusionary discipline.

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All student groups experienced lower OSS rates in SY26 than in SY24. According to the TBS 4-year OSS data look

- Female students' out-of-school suspensions decreased from 21.58% in SY24 to 14.92% in SY26.
- Male students' out-of-school suspensions declined from 31.49% in SY24 to 17.55% in SY26.
- African American students' out-of-school suspensions decreased from 33.41% in SY24 to 19.33% in SY26.
- Hispanic/Latino students' out-of-school suspensions decreased from 12.23% in SY24 to 8.51% in SY26.
- White students' out-of-school suspensions decreased from 21.43% in SY24 to 20.83% in SY26.
- Multi-racial students' out-of-school suspensions decreased from 29.03% in SY24 to 17.39% in SY26.
- Students with Disabilities out-of-school suspensions decreased from 31.43% in SY24 to 25.00% in SY26.
- Low-income students' out-of-school suspensions decreased from 29.36% in SY24 to 20.31% in SY26
- Active English Learners out-of-school suspensions decreased from 11.76% in SY24 to 6.67% in SY26

Do you have any updated information on the root causes driving the use of exclusionary discipline for these student groups?

Subgroup:

All students- Although OSS declined from SY24 (26.77%) to SY26 (15.92%), more than 1 in 5 students in several subgroups continued to receive OSS.

- All students' out-of-school suspensions decreased from 26.77% in SY24 to 15.92% in SY26

- **Root Cause:** Inconsistent implementation of Tier I PBIS, inconsistent classroom management practices, reliance on exclusionary discipline, insufficient preventative interventions before office referrals.

Male students- Male students represent approximately half of enrollment but accounted for over half of discipline incidents.

- Male students out-of-school suspensions decreased from 31.49% in SY24 to 17.55% in SY26.

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- **Root Cause:** Higher rates of impulsive behaviors, peer conflict, classroom disengagement, inconsistent self-regulation skills, limited mentoring opportunities, and more referrals for subjective behaviors such as disruption or defiance.

Female students - Female students represent approximately half of TBS enrollment.

- Female students' out-of-school suspensions decreased from 21.58% in SY24 to 14.92% in SY26.
- **Root Cause:** Although there were decreases in this subgroup's suspension rates, these factors have contributed to suspensions of 15% or more students. Relational conflicts, social media conflicts, peer disagreements. Improper cell phone use.

African American Students- At TBS, African American students represent the largest student subgroup with the highest number of suspensions.

- African American students out-of-school suspensions decreased from 33.41% in SY24 to 19.33% in SY26
- **Root Causes:** Disproportionate referrals for subjective infractions, inconsistent implementation of culturally responsive classroom management, relationship gaps, implicit bias, inconsistent classroom expectations across staff.

Students with Disabilities- Suspension rates exceeded overall school averages.

- Students with disabilities out-of-school suspensions decreased from 29.36% in SY24 to 20.31% in SY26.
- **Root Causes:** Behavior Intervention Plans (BIPs) may not have been consistently implemented, limited proactive behavioral supports, insufficient Functional Behavior Assessments (FBAs), behaviors related to disability addressed through discipline rather than intervention.

Hispanic/Latino- Rates remained below school average.

- Hispanic/Latino students out-of-school suspensions decreased from 12.23% in SY24 to 8.51% in SY26.
- **Root Causes:** The Bayard School decreased suspension rates in this sub group area through a focus on strong family engagement, language access, culturally responsive communication; as well as increased monitoring of repeat referrals among this smaller group of students.

White Students- White students' out-of-school suspensions decreased from 21.43% in SY24 to 20.83% in SY26

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- **Root Causes:** Students who feel disconnected from staff, peers, or the school community may be more likely to engage in behaviors that result in disciplinary action.

- Insufficient communication of schoolwide expectations and inconsistent classroom management practices implemented by teachers resulted in a reliance on exclusionary discipline.

Multi-racial Students- Multi-racial students' out-of-school suspensions decreased from 29.03% in SY24 to 17.39% in SY26.

- **Root Causes:** Students who feel disconnected from staff, peers, or the school community may be more likely to engage in behaviors that result in disciplinary action.
- Insufficient communication of schoolwide expectations and inconsistent classroom management practices implemented by teachers resulted in a reliance on exclusionary discipline.

Most student groups also experienced lower OSS rates in SY26 than in SY24. Female students decreased from 21.58% to 15.21%, while male students declined from 31.49% to 19.12%, representing one of the largest improvements. African American students showed a substantial overall reduction, decreasing from 33.41% in SY24 to 21.39% in SY26, although there was a slight increase from 20.97% in SY25. Hispanic/Latino students improved to 9.60% in SY26, their lowest rate over the three years. Students with Disabilities also demonstrated consistent improvement, with OSS rates declining from 31.43% in SY24 to 22.50% in SY26. Active English Learners (EL) recorded their lowest OSS rate in three years, decreasing to 7.50% in SY26 after peaking at 14.39% in SY25.

TBS 4yr oss Data Look

Do you have any updated information on the root causes driving the use of exclusionary discipline for these student groups?

All students- Although OSS declined from SY24 (26.77%) to SY26 (17.20%), more than 1 in 5 students in several subgroups continued to receive OSS.

- **Possible Root Cause:** Inconsistent implementation of Tier I PBIS, inconsistent classroom management practices, reliance on exclusionary discipline, insufficient preventative interventions before office referrals.

Male students- Male students represent approximately half of enrollment but accounted for over half of discipline incidents. TBS Male OSS data declined from SY24 (31.49%) to SY26 (19.12%).

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- **Possible Root Causes:** Higher rates of impulsive behaviors, peer conflict, classroom disengagement, inconsistent self-regulation skills, limited mentoring opportunities, more referrals for subjective behaviors such as disruption or defiance.

Female students: Female students represent approximately half of TBS enrollment. TBS Female OSS data declined from SY24 (21.58%) to SY26 (15.21%).

- **Possible Root Causes:** Relational conflict, social media conflicts, peer disagreements

African American Students- At TBS, African American students represent the largest student subgroup with the highest number of suspensions. SY24 (33.58%) to SY26 (21.39%)

- **Possible Root Causes:** Disproportionate referrals for subjective infractions, inconsistent implementation of culturally responsive classroom management, relationship gaps, implicit bias, inconsistent classroom expectations across staff.

Students with Disabilities- Suspension rates exceeded overall school averages. SY24 (31.43%) to SY26 (22.86%)

- **Possible Root Causes:** Behavior Intervention Plans (BIPs) may not have been consistently implemented, limited proactive behavioral supports, insufficient Functional Behavior Assessments (FBAs), behaviors related to disability addressed through discipline rather than intervention.

Hispanic/Latino: Rates remained below school average. SY24 (12.23%) to SY26 (9.60%)

- **Possible Root Causes:** Need for stronger family engagement, language access, and culturally responsive communication; possible increase in repeat referrals among a small group of students.

Active EL Students- Active English Learners (EL) recorded their lowest OSS rate in three years, decreasing to 7.50% SY24 (11.76%%) to SY26 (7.50%)

- **Possible Root Causes:** The Bayard School decreased suspension rates in this sub group area through a focus on communication and language barriers, addressing misunderstanding of expectations, acknowledging cultural differences, communication styles, and limited family communication in home language.

Low Income Students-

Suspension rates remained above school averages. SY24 (24.06%) to SY25 (17.60%)

- **Possible Root Causes:** Trauma, attendance, unmet basic needs, outside stressors. Increased exposure to adverse childhood experiences (ACEs), attendance challenges, unmet social-emotional and basic needs, inconsistent access to outside mental health supports.

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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.

Which policies and practices did you identify for targeted improvement in your School Discipline Improvement Plan of 2025?

The Bayard School identified the following discipline policies and practices for improvement to reduce the use of exclusionary disciplinary practices and address disciplinary disproportionality:

1. **Reduce the Use of Out-of-School Suspension (OSS)**
   - Decrease reliance on exclusionary discipline by increasing the use of preventative and restorative interventions.
2. **Strengthen Restorative Practices**
   - Expand the use of restorative conferences, collaborative problem-solving, restorative circles, and structured reentry meetings following suspensions.
3. **Improve Classroom Management**
   - Provide professional learning to ensure consistent, proactive, and culturally responsive classroom management practices across all grade levels.
4. **Enhance the Multi-Tiered System of Supports (MTSS)**
   - Strengthen Tier I, Tier II, and Tier III behavioral supports through earlier identification, intervention, and progress monitoring.
5. **Increase Access to Behavioral and Mental Health Supports**
   - Expand partnerships with the Bayard Wellness Center, Behavioral Specialists, School Counselors, and Children & Families First to provide proactive student support.
6. **Implement Trauma-Informed Practices**
   - Train staff to recognize and respond to the effects of trauma while integrating trauma-informed strategies into daily school practices.
7. **Provide Implicit Bias and Cultural Competency Training**
   - Increase staff capacity to implement equitable discipline practices through ongoing professional development in implicit bias and culturally responsive practices.
8. **Strengthen Positive Behavioral Interventions and Supports (PBIS)**

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- Reinforce school-wide behavior expectations, positive behavior recognition, and consistent behavioral interventions.

9. **Improve Data Review and Progress Monitoring**
   - Conduct regular analyses of discipline data by student subgroup to identify trends, monitor equity, and adjust interventions through MTSS and Equity Task Force meetings.
10. **Increase Family and Community Engagement**
    - Strengthen communication with families regarding discipline expectations, restorative practices, and available student supports while partnering with community organizations to improve student outcomes.

Which root cause did these changes aim to address?

Inconsistent Tier I Classroom Management

- Classroom expectations and behavior management practices are not implemented consistently across grade levels and classrooms, resulting in variability in student experiences and increased office referrals.

Limited Early Identification and Tier II/Tier III Behavioral Interventions

- Students exhibiting repeated behavioral concerns are not always identified early enough to receive timely, targeted interventions through the MTSS framework, resulting in behaviors escalating to exclusionary discipline.

Need for Greater Fidelity in Restorative Practices

- Additional training, coaching, and monitoring are needed to ensure restorative conversations, re-entry meetings, and problem-solving conferences are used consistently as alternatives to suspension.

Disproportionate Impact on Students with Disabilities

- Students with Disabilities continue to experience higher suspension rates than their peers, indicating a need for stronger alignment between behavioral interventions, IEP implementation, Functional Behavior Assessments (FBAs), Behavior Intervention Plans (BIPs), and classroom supports.

Need for Increased Cultural Responsiveness and Implicit Bias Awareness

- Differences in how student behavior is interpreted and addressed may contribute to disciplinary disparities among racial subgroups. Continued professional learning in

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culturally responsive practices and implicit bias is needed to promote equitable decision-making.

Social-Emotional and Mental Health Needs

- Many students demonstrate behavioral challenges associated with trauma, adverse childhood experiences, emotional regulation, or unmet mental health needs. Expanded access to counseling, behavioral health services, and wellness supports is necessary to address these underlying factors.

Limited Student Engagement and Sense of Belonging

- Students who feel disconnected from school or experience academic frustration are more likely to engage in behaviors resulting in disciplinary action. Strengthening school connectedness, positive relationships, and student voice will reduce behavioral incidents.

Family Engagement and Communication

- Greater collaboration with families is needed to ensure consistent behavioral expectations between home and school, improve communication following incidents, and increase family participation in intervention planning.

Need for Ongoing Data-Based Decision Making

- Although discipline data are reviewed regularly, additional analysis by subgroup, location, time of day, behavior type, and repeat referrals is needed to identify emerging trends and implement targeted interventions before behaviors escalate.

Was the improvement successful?

The overall reduction in suspension rates across the past three years indicates that current initiatives are producing positive results. However, persistent disparities among specific student groups demonstrate the need to strengthen Tier I instruction, expand MTSS interventions, improve implementation fidelity of restorative practices, enhance culturally responsive teaching, and increase behavioral and mental health supports. Addressing these root causes will enable The Bayard School to continue reducing exclusionary discipline while improving equitable outcomes for all students.

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

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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.

What interventions or programs did the school implement to support a reduction in exclusionary discipline practices?

The Bayard School implemented a comprehensive, data-driven School Discipline Improvement Plan (SDIP) focused on reducing exclusionary discipline practices through prevention, restorative approaches, positive behavior supports, student and family engagement, expanded mental health services, and continuous monitoring of discipline data. These interventions were designed to reduce reliance on out-of-school suspensions while promoting equitable, relationship-based alternatives.

Strengthened Multi-Tiered System of Supports (MTSS)

The school restructured its MTSS framework into separate Elementary and Middle School teams, each led by a certified teacher. The Dean of Students assumed responsibility for monitoring behavior data across both grade bands to ensure consistent implementation of interventions and equitable discipline practices.

The meeting structure includes:

- Monthly Tier 1 MTSS meetings.
- Bi-weekly Elementary and Middle School Tier 2 meetings.
- Weekly Dean meetings focused on behavioral trends, intervention effectiveness, and equitable discipline decision-making.

The MTSS teams use monthly behavioral data to identify students requiring additional supports, monitor intervention effectiveness, and adjust strategies before behaviors escalate to exclusionary consequences.

Ongoing Data Analysis and Continuous Improvement

The school implemented a comprehensive behavioral data monitoring system using Infinite Campus reports, DSC RAP and monthly discipline dashboards. Leadership regularly reviewed:

- In-School Suspensions (ISS)
- Out-of-School Suspensions (OSS)
- Classroom removals

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- Race and ethnicity
- Gender
- Disability status
- Behavior categories
- Restorative practice utilization
- Alternate interventions to suspension

Monthly cumulative discipline reports and comparisons to the previous school year were analyzed to identify trends, monitor disproportionality, and guide intervention decisions.

Behavior data were reviewed weekly by administrators and deans and shared with staff to increase transparency and accountability.

Expansion of Restorative Practices

The Bayard School significantly expanded restorative practices as an alternative to exclusionary discipline.

Initiatives included:

- Professional learning for all staff through sessions focused on restorative circles, peer mediation, affective statements, and conflict resolution.
- Integration of restorative practices into the school's BARKS behavior framework (Be Respectful, Be an Achiever, Be Responsible, Be Kind, Be Safe).
- Development and implementation of Restorative Circle Walkthrough observations to monitor classroom implementation.
- Creation and use of Return from Out-of-School Suspension restorative conferences to help students successfully transition back into school.
- Expansion of restorative time-outs and restorative conversations before assigning exclusionary consequences.
- Selection of pilot classrooms to implement restorative classroom practices prior to expanding schoolwide.

- **Positive Behavior Interventions and Supports (PBIS)**

The school strengthened its PBIS framework by implementing targeted positive reinforcement strategies designed to encourage appropriate student behaviors before disciplinary action became necessary.

These initiatives included:

- Continued implementation of schoolwide BARKS behavioral expectations across all grade levels.

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- **Student Voice and School Climate**

Recognizing the importance of student input, The Bayard School established a Student Advisory process utilizing Student Council and AVID student leaders.

Students participated in the Bayard School Student Climate & Discipline Survey and structured feedback sessions to provide input regarding:

- School climate
- Discipline fairness
- Student-adult relationships
- Restorative practices
- School safety

Student feedback informed future discipline improvement efforts, while parent survey responses also identified priorities, including installing vaping sensors in student bathrooms to improve school safety.

- **Behavioral Intervention Programs**

The school expanded targeted behavioral supports for students requiring additional social-emotional and behavioral interventions.

Programs included:

- **Girls Like Us (GLU)** serving approximately **45 students**, providing mentoring, empowerment, and relationship-building opportunities.
- **Impact Life Boys Group**, serving approximately **12 students**, focusing on positive decision-making and social-emotional development.
- **Gentlemen of Excellence (GMOE)** serving up to **20 students**, meeting three times each week to develop leadership skills, conflict resolution strategies, hygiene education, accountability, and positive peer relationships. The program experienced increased student participation, with members actively recruiting additional students.

- **In-School Suspension (ISS) Redesign**

Rather than relying solely on punitive responses, the school continued reviewing and strengthening its ISS program.

Efforts included:

- Monthly reviews of elementary and secondary ISS behavioral data.
- Expansion of restorative time-outs during the school day.

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- Exploration of providing dedicated ISS support at both elementary and middle school grade bands.
- Continued implementation of the In-School Alternative Program (ISAP) to provide intensive behavioral interventions for students with significant behavioral needs.

These initiatives emphasized behavioral skill development, reflection, and successful reintegration into the classroom.

- **Expanded Mental Health and Social-Emotional Supports**

The school significantly expanded behavioral health supports through its partnership with the Nemours Wellness Center.

During the school year:

- Thirty-nine students were referred for counseling services.
- Fourteen students successfully enrolled.
- Twenty students received ongoing counseling services.
- Additional students remained in the referral and consent process.

The school also expanded access to social-emotional supports through:

- Weekly Wednesday Chill Room SEL programming.
- Small-group SEL instruction.
- Trauma-informed care professional learning for teachers.
- Collaboration among counselors, social workers, and behavioral specialists.

The Chill Room served as a preventative intervention rather than a punitive consequence, recording:

- **609 student encounters**, including behavioral regulation, emotional support, and scheduled breaks.
- **249 elementary student encounters.**
- **360 middle school student encounters.**
- **312 teacher consultations** supporting classroom interventions and student regulation strategies.

SEL groups will continue with pre- and post-surveys to evaluate program effectiveness.

Family and Community Engagement

The Bayard School increased opportunities for stakeholder engagement by:

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- Planning family workshops focused on discipline policies, student rights, and school expectations.
- Developing anonymous parent and student feedback systems.
- Collecting family input through climate surveys.
- Collaborating with community organizations and student support partners.
- Working toward expanding parent participation on the MTSS team.

Attendance and Prevention Efforts

Recognizing the relationship between attendance and student behavior, the school also strengthened attendance monitoring through:

- Monthly attendance reviews.
- Early family outreach.
- Improved documentation procedures.
- Collaboration with families and sending schools to verify enrollment and ensure timely interventions.

Continuous Improvement

The School Discipline Improvement Plan is monitored through ongoing Plan-Do-Study-Act (PDSA) cycles. Behavioral, attendance, and intervention data are reviewed monthly to assess effectiveness, identify disparities, and make adjustments that reduce reliance on exclusionary discipline while improving student outcomes.

Collectively, these interventions represent a comprehensive prevention-focused approach that emphasizes restorative practices, positive behavior supports, student voice, behavioral health services, family engagement, and continuous data analysis to reduce exclusionary discipline and promote equitable learning environments for all students.

Which root cause did this seek to address?

Inconsistent Tier I Classroom Management

- Restructured MTSS into separate elementary and middle school teams.
- Implemented schoolwide BARKS behavioral expectations.
- Expanded PBIS with Navigate360 incentives and the House System.
- Provided staff professional learning on proactive classroom management and restorative practices.

Limited Early Identification and Tier II/Tier III Behavioral Interventions

- Conducted monthly MTSS and weekly Dean data reviews to identify students needing additional supports.

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- Expanded Tier II/III interventions through Girls Like Us, Impact Life, Gentlemen of Excellence, ISS, ISAP, and counseling referrals.
- Used discipline data to monitor interventions and prevent behavioral escalation.

Need for Greater Fidelity in Restorative Practices

- Trained all staff in restorative practices through PLCs.
- Implemented restorative circles, restorative re-entry meetings, and restorative classroom pilots.
- Developed walkthrough tools to monitor restorative practice implementation.

Need for Increased Cultural Responsiveness and Implicit Bias Awareness

- Planned professional learning on culturally responsive practices and implicit bias.
- Partnered with external organizations to strengthen equitable discipline practices.

Social-Emotional and Mental Health Needs

- Expanded counseling services through the Nemours Wellness Center.
- Implemented weekly SEL lessons and trauma-informed practices.
- Utilized the Chill Room as a preventative behavioral support.

Limited Student Engagement and Sense of Belonging

- Created a Student Advisory process and administered a Student Climate & Discipline Survey.
- Expanded mentoring programs, PBIS incentives, grade-level town halls, and leadership opportunities.
- Increased opportunities for positive student relationships and school connectedness.

Family Engagement and Communication

- Planned family workshops on discipline policies and student rights.
- Developed parent and student feedback opportunities through surveys and anonymous communication systems.
- Increased efforts to involve families in MTSS and discipline planning.

Need for Ongoing Data-Based Decision Making

- Reviewed referrals, ISS, OSS, and restorative practice data weekly and monthly.
- Analyzed discipline data by student subgroup to identify disparities and trends.
- Used data to adjust interventions and monitor progress toward reducing exclusionary discipline.

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Who was responsible for implementation and what data was tracked?

- The Bayard School SDIP Team composed of administrators, deans, counselors, psychologists and teachers monitored the progress of systems, policies, and practices implemented through the SY 24 School Discipline Intervention Plan.
- The SDIP team met monthly to discuss and review behavior and MTSS referrals, In school and out of school suspension data, and attendance data.

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.

Click or tap here to enter text.

The Bayard School SDIP SMART Goals

S	**Specific** - Reduce the number of out-of-school suspensions by addressing the root causes of disruptive behaviors through targeted interventions, restorative practices, and support for students facing academic or social challenges.
M	**Measurable** - Achieve a 10% decrease in out-of-school suspensions over the course of the next academic year (compared to the previous year's data).
A	**Attainable** - Implement a school-wide program focused on positive behavior reinforcement, conflict resolution training, and mentorship opportunities for at-risk students. (BARKS)
R	**Relevant** - This goal aligns with Bayard's goal to foster a positive learning environment where all students feel supported and engaged in their education.
T	**Time-Bound** - By the end of June 2026, the reduction goal will be achieved, with regular MTSS Team check-ins every month to monitor progress.

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I	**Inclusive** - Involve teachers, administrators, counselors, and families in the process to ensure all stakeholders are engaged and supporting the initiative. Engage students in developing solutions to improve school culture and behavior expectations.
E	**Equitable** - Ensure the approach addresses the needs of all students, with particular attention to groups that may be disproportionately affected by suspensions, such as students of color, students with disabilities, and students from low-income backgrounds. Provide additional resources or support where needed.

Bayard made meaningful progress toward its 2025 SDIP SMARTIE goal when measured by the number of students receiving OSS.

The goal was to reduce OSS by 10% through targeted interventions, restorative practices, positive behavior reinforcement, conflict resolution, mentorship, and stronger MTSS monitoring. Bayard's number of students receiving OSS decreased from 131 in 2024–25 to 108 in 2025–26, representing an approximately 18% decrease.

Progress was also seen among student groups. OSS decreased for African American students (91 to 83), students with disabilities (40 to 36), low-income students (92 to 79), and male students (69 to 61).

However, the data also show that students with disabilities continue to experience OSS at a higher rate than the overall student population, with an OSS rate of 25% compared with 15.92% schoolwide. This suggests that, while Bayard reduced the overall number of students experiencing OSS, additional work is needed to address disproportionate outcomes.

Overall, Bayard made progress toward the SMARTIE goal and exceeded the 10% reduction target based on the number of students receiving OSS, while continued attention is needed to ensure that reductions are sustained and equitable across student groups.

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: Tongela Ginyard, Ed.D.
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	156	185	131	108	628	15.92
Female Students	51	71	62	47	309	14.24
Male Students	105	114	69	61	319	17.55

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 Students	113	146	91	83	388	19.33
Hispanci/Latino Students	28	23	28	18	188	8.51
Students With Disabilities	64	55	40	36	160	25.00
Active EL Students	16	14	19	9	120	6.67
Low Income Students	120	133	92	79	389	20.31
White	6	6	6	5	24	20.83
Multi-Racial	8	9	5	4	23	17.39

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
All students	Insufficient communication of schoolwide expectations and inconsistent classroom management practices implemented by teachers resulted in a reliance on exclusionary discipline,
Male Students	Limited mentoring opportunities in areas of self- regulation, peer conflict, and impulsive behaviors resulted in classroom disengagement and referrals for classroom disruption and defiance.
Female Students	Peer disagreements due to social media and relational conflicts.
African American Students	Disproportionate referrals for subjective infractions, inconsistent implementation of culturally responsive classroom management, relationship gaps, implicit bias, inconsistent classroom expectations across staff.

Hispanic Latino Students	Need for stronger family engagement, language access, and culturally responsive communication.
Students with Disabilities	Inconsistently implemented Behavior Intervention Plans (BIPs and BSPs) led to behaviors related to disability being addressed through discipline rather than intervention data
ELL Students	Need for stronger family engagement, language access, and culturally responsive communication.
Low Income Students	Inconsistent access to mental health supports and unmet social-emotional and basic needs increase the challenges of dealing with exposure to adverse childhood experiences (ACEs),

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**
Review Christina School District Student Manual with students, staff, and families as it relates to rights, expectations, and consequences.	To decrease the need for exclusionary discipline by increasing the knowledge base of students, staff and families as it relates to the expectations of the	Ensuring that students, staff, and families are informed of the CSD student manual as it relates to rights, expectations, and consequences.	OSS Data All Students SY 24 - 26.77% SY 25 - 18.74% SY 26 - 17.20% Referral Data All Students	Continue to monitor OSS rates for "All Students" Gather qualitative data from all stakeholders to ensure originally identified root causes continue to be addressed.

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**
	Christina School District student.		SY25 - 893 SY26 - 696	
Strengthen Restorative Practices	Expand the use of restorative language conferences, collaborative problem-solving, and restorative circles.	There is a need for greater fidelity in Restorative Practices.	Yes Elementary grades 1-5 held town halls to help build relationships between students and their teachers during recess. 8 classrooms were selected at each grade level to participate in the restorative practice pilot program. Restorative Practice Circle WalkThru Observations TBS ISS OSS Cumulative Referral Counts Sy 26 & Sy 25	Implement Return from suspension meetings upon suspended students returning to the building after a suspension. Expand the 8 classrooms from last year to add additional restorative classrooms within the building. Continue Restorative Practice Circle WalkThrough Observations
Improve Classroom Management and Tier 1 Instruction	Provide professional learning to ensure consistent, proactive, and culturally responsive classroom management practices across all grade levels.	Classroom expectations and behavior management practices are not implemented consistently across grade levels and classrooms, resulting in variability in student experiences and increased office referrals.	Yes, through Professional Development at the beginning of SY26, teachers were given strategies to address unwanted student behaviors, resulting in a decrease in overall referrals for the year.	Administration/Deans will provide preventive, proactive professional learning to ensure consistent, proactive, and culturally responsive classroom management practices are taking place across all grade levels.

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**
			TBS ISS OSS Cumulative Referral Counts Sy 26 & Sy 25	
Enhance the Multi-Tiered System of Supports (MTSS)	Strengthen Tier I, Tier II, and Tier III behavioral supports through earlier identification, intervention, and progress monitoring.	Students exhibiting repeated behavioral concerns are not always identified early enough to receive timely, targeted interventions through the MTSS framework, resulting in behaviors escalating to exclusionary discipline.	Yes, through our Tier 1 MTSS meetings, several students were identified and received interventions (Placement in the Girls group and Boys group) to decrease unwanted behaviors. **Tier 1 (Joint) MTSS Rolling Agenda 25-26**	The MTSS team will implement early identification of students exhibiting behavioral issues. Identify high flyers from last school year and current school year and provide needed interventions. (CICO)
Increase Access to Behavioral and Mental Health Supports	Expand partnerships with the Bayard Wellness Center, Behavioral Specialists, School Counselors, and Children & Families First to provide proactive student support.	Many students demonstrate behavioral challenges associated with trauma, adverse childhood experiences, emotional regulation, or unmet mental health needs.	Yes, The Bayard School expanded access to counseling, behavioral health services, and wellness supports to address behavioral challenges associated with trauma. 28% of our students were registered to our Nemours Wellness Center. 39 students were referred for counseling services. 20	Identify students through data collection with a possible need for counseling. Register students and families with the Nemours Wellness Center and provide families with Tele-health counseling registration information.

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**
			students' families completed the telehealth conference call to allow for weekly mental health counseling.	
Provide Trauma-Informed Care, Implicit Bias and Cultural Competency Trainings	Train staff to recognize and respond to the effects of trauma while integrating trauma-informed strategies into daily school practices.	Differences in how student behavior is interpreted and addressed may contribute to disciplinary disparities among racial subgroups. Continued professional learning in culturally responsive practices and implicit bias is needed to promote equitable decision-making.	Yes. The Bayard School hosted 3 trauma-informed care workshops for teachers during SY26 sponsored by the Allegheny Health Network.	**Host workshops for teachers on Trauma-Informed Care, Implicit Bias, and Cultural Competency**
Strengthen Positive Behavioral Interventions and Supports (PBIS)	Reinforce school-wide behavior expectations, positive behavior recognition, and consistent behavioral interventions.	Strengthening school connectedness, positive relationships, and student voice will reduce behavioral incidents.	Yes. The Bayard School conducted academic and behavioral PBIS celebrations for students Ex(bowling and movie day assemblies)	Host monthly PBIS assemblies. Incentivize School Wide Expectations(B.A.R.K.S.) (Incorporate house teams)
Collect and Analyze Discipline Data	Conduct regular analyses of discipline data by student subgroup to identify trends, monitor equity, and adjust	Although discipline data are reviewed regularly, additional analysis by subgroup, location, time of day, behavior type, and repeat referrals is needed	Yes, data were reviewed at weekly dean meetings and monthly School Discipline Intervention Team Meetings.	Review behavioral data weekly at Dean meetings to identify struggling students. Discuss students' intervention

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**
	interventions through MTSS and Equity Task Force meetings.	to identify emerging trends and implement targeted interventions before behaviors escalate.		status monthly at MTSS and SDIP meetings.
Implement Behavioral Intervention (Mentoring) Programs	Expand partnerships with the Bayard Wellness Center, Behavioral Specialists, School Counselors, and Children & Families First to provide proactive student support.	Many students demonstrate behavioral challenges associated with trauma, adverse childhood experiences, emotional regulation, or unmet mental health needs. Expanded access to counseling, behavioral health services, and wellness supports is necessary to address these underlying factors.	**Yes** **Girls Like Us** GLU serves 45 students **Impact Life Boys Group** Impact Life Boys Group served 12 students **Gentlemen of Excellence** Gentlemen of Excellence served 20 students during SY26.	Continue Chill Room SEL lessons for identified students. Continue Girls Group, Boys Group, and Peer Mentoring Programs.
Increase Family and Community Engagement	Strengthen communication with families regarding discipline expectations, restorative practices, and available student supports while partnering with	Greater collaboration with families is needed to ensure consistent behavioral expectations between home and school, improve communication following incidents, and increase family	Yes The Bayard School conducted several family and community engagement events, including Hispanic Heritage Month and a Belonging Week celebration for students and families.	Host family and community engagement workshops for families in areas of need. EX., academic, attendance, and behavioral

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**
	community organizations to improve student outcomes.	participation in intervention planning.		

- **Updated Action Steps**

  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?**
Specific - Reduce the number of out-of-school suspensions by addressing the root causes of disruptive behaviors	Inconsistent use of proactive behavioral supports and interventions before behaviors escalate to OSS. The goal also	131 students received OSS.	108 students received OSS — an 18% decrease from the baseline.	Reduce students receiving OSS by at least 10%, from 108 to 97 or fewer students.	Reduce students receiving OSS by an additional 10%, from 97 to 87 or fewer students.	Bayard exceeded the original 10% reduction target in 2025–26, reducing OSS from 131 to 108 students. This provides evidence that continued

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?
through targeted interventions, restorative practices, and support for students facing academic or social challenges.	sought to address academic, social-emotional, and behavioral needs that may contribute to repeated disciplinary incidents.					implementation of targeted behavioral supports, BARKS, restorative practices, and MTSS monitoring can support further reduction.
Measurable - Achieve a 10% decrease in out-of-school suspensions over the course of the next academic year (compared to the previous year's data).	Address the need for consistent monitoring of discipline data and early identification of students requiring additional behavioral support.	131 students receiving OSS	108 students receiving OSS; 23 fewer students than the previous year.	≤97 students receiving OSS	≤87 students receiving OSS	The original goal was a 10% annual reduction. Bayard achieved an 18% reduction in 2025–26, demonstrating that the target is measurable and attainable while still requiring

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?
						continued improvement.
Attainable - Implement a school-wide program focused on positive behavior reinforcement, conflict resolution training, and mentorship opportunities for at-risk students. (BARKS)	Strengthen positive behavior reinforcement, conflict resolution, mentorship, and targeted interventions rather than relying primarily on exclusionary consequences.	BARKS and other behavioral supports identified as strategies for reducing OSS.	BARKS/behavioral supports and MTSS monitoring provided a foundation for continued improvement.	Continue and strengthen BARKS, restorative practices, MTSS interventions, and progress monitoring.	Sustain and refine these supports based on discipline and student outcome data.	The school demonstrated an 18% reduction, surpassing the original 10% target. Continued implementation, combined with adjustments based on student-level data, makes another 10% reduction reasonable.

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?
Relevant - This goal aligns with Bayard's goal to foster a positive learning environment where all students feel supported and engaged in their education.	Improve school climate and ensure students remain connected to instruction and school supports whenever possible.	131 students received OSS.	OSS decreased to 108 students.	Continue reducing OSS while strengthening positive school climate and student engagement.	Sustain reductions and further decrease reliance on exclusionary discipline.	The reduction in OSS demonstrates movement toward the intended school-climate and student-engagement outcomes.
Time-Bound - By the end of June 2026, the reduction goal will be achieved, with regular MTSS Team check-ins every month to monitor progress.	Establish regular review of discipline data so that concerns can be addressed earlier rather than after repeated or escalating incidents.	Monthly MTSS Team check-ins identified as the monitoring structure.	Discipline data were reviewed to identify trends and student groups requiring additional attention.	Monthly MTSS/discipline data reviews with quarterly progress checks toward the OSS target.	Continue monthly monitoring and use annual data to establish the subsequent target.	A recurring data-review process provides opportunities to identify students, behaviors, and settings requiring additional intervention before OSS occurs.

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?
Inclusive - Involve teachers, administrators, counselors, and families in the process to ensure all stakeholders are engaged and supporting the initiative. Engage students in developing solutions to improve school culture and behavior expectations.	Increase shared responsibility among staff, administrators, counselors, families, and students for improving behavior and school culture.	131 students received OSS.	OSS decreased to 108 students; continued attention is needed for groups experiencing higher rates.	Increase staff, student, and family involvement in prevention and intervention efforts.	Sustain collaborative problem-solving and student/family engagement.	The goal builds on a schoolwide approach rather than relying on one intervention or one staff role.

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?
Equitable - Ensure the approach addresses the needs of all students, with particular attention to groups that may be disproportionately affected by suspensions, such as students of color, students with disabilities, and students from low-income backgrounds. Provide additional resources or	Address disproportionate use of exclusionary discipline among student groups, particularly students of color, students with disabilities, and students from low-income backgrounds.	131 students receiving OSS; identified student groups required closer monitoring.	108 students receiving OSS. Students with disabilities continue to have the highest OSS rate (25%), indicating an ongoing area of focus.	Reduce overall OSS while specifically monitoring outcomes for students with disabilities, African American students, and low-income students.	Continue reducing OSS by 10% and narrow disproportionate outcomes among identified student groups.	Overall OSS decreased by 18%, but subgroup differences remain. This supports continuing the goal while adding greater emphasis on equitable access to MTSS and behavioral supports.

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?
support where needed.						