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:

Maurice Pritchett Sr. Academy

Sarah Toussaint-Moody, Principal

- MPA SDIP

District Name and Contact:

Gina A. Moody

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

X 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

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Tip: It is important to align SDIP data reviews with existing school teams and systems (such as MTSS) to analyze data, identify root causes, and develop an action plan to address them. In general, a diverse team should provide input on this plan, including updating any known root causes driving the use of exclusionary discipline, helping to set goals, and planning next steps.

SECTION 2: REVIEW AND PLANNING

1. **Annual Review of Discipline Data** – 14 *Del. C.* § 703(b)(1)

   Guiding questions: For which student group(s) is the school aiming to reduce the overall use of exclusionary disciplinary practices or disproportionate use of exclusionary disciplinary practices, or both? How do out-of-school suspension (OSS) rates from previous years compare to the most recent school year? Do you have any updated information on the root causes driving the use of exclusionary discipline for these student groups? Please provide a response below.

MPA will continue to focus on reducing the overall use of out-of-school suspension (OSS) while specifically addressing disproportionate outcomes among male students, students with disabilities (SWD), and African American students.

Schoolwide, the number of students receiving OSS increased from 190 students in 2024–2025 to 243 students in 2025–2026, an increase of 53 students. The OSS rate increased from 24.08% to 35.37%.

The data also show increases among the identified subgroups:

- Male students: increased from 113 students receiving OSS (26.59%) to 158 students (42.02%), an increase of 45 students.
- Female students: increased from 77 students (21.15%) to 85 students (27.33%), an increase of 8 students.
- African American students: increased from 166 students (26.02%) to 208 students (38.03%), an increase of 42 students.
- Hispanic/Latino students: increased from 8 students (11.43%) to 13 students (20.63%), an increase of 5 students.
- White students: increased from 8 students (20.51%) to 10 students (31.25%), an increase of 2 students.
- Multi-Racial students: increased from 8 students (23.53%) to 11 students (34.38%), an increase of 3 students.
- Active English Learners: increased from 3 students (5.45%) to 4 students (8.89%), an increase of 1 student.
- Students with Disabilities (SWD): increased from 58 students (26.01%) to 73 students (44.79%), an increase of 15 students.
- Low-Income students: increased from 153 students (26.11%) to 181 students (36.42%), an increase of 28 students.

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The largest increases in OSS rates were observed among Students with Disabilities, male students, African American students, and low-income students. SWD students had the highest OSS rate in 2025–2026 at 44.79%, followed by male students at 42.02%, African American students at 38.03%, and low-income students at 36.42%.

These groups will remain priority populations for SDIP monitoring. Smaller student groups will continue to be monitored, while recognizing that small population sizes limit the reliability of comparisons.

To identify factors contributing to the use of exclusionary discipline, MPA reviewed discipline referrals, incidents, locations, time of day, offense types, repeat referrals, and other qualitative information. The review indicates that MPA has a number of behavioral strategies and supports in place and that the next step is to strengthen and align these practices through a clearly defined, consistent schoolwide behavioral MTSS process. This will support greater consistency in how behavioral needs are identified, interventions are implemented, progress is monitored, and students are connected to the appropriate level of support.

MPA is working on establishing a consistent system that enables staff to identify behavioral and social-emotional needs early, determine the appropriate level of support, implement interventions with fidelity, document interventions and student response, make timely referrals to MTSS, and monitor progress before behaviors escalate to exclusionary discipline.

Stakeholder feedback and the review of discipline practices identified several opportunities to further strengthen and align MPA's behavioral systems. These opportunities include building a shared understanding of behavioral Tier 1, Tier 2, and Tier 3 supports; increasing clarity around minor and major behaviors and referral expectations; strengthening consistent documentation and progress monitoring of interventions; expanding staff access to practical proactive behavioral strategies; increasing opportunities for consistent use of restorative and conflict-resolution practices; and continuing to build staff capacity in relationship building and culturally responsive behavioral practices. Addressing these areas will help create greater consistency across the school and strengthen MPA's ability to provide timely, proactive, and appropriately matched supports for students.

2026–27 MTSS Alignment Priorities

MPA will:

- Clarify and align the behavioral MTSS framework, including clearly defined Tier 1, Tier 2, and Tier 3 supports, entry and exit criteria, staff responsibilities, and progress-monitoring expectations.
- Establish common expectations for minor versus major behaviors and clarify when classroom-based interventions, MTSS supports, or administrative referrals are appropriate.
- Develop a schoolwide behavioral intervention toolbox that provides staff with practical, proactive strategies that can be implemented before behaviors escalate.

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- Establish consistent documentation expectations for interventions attempted, student response, and next steps.
- Develop a clear process for referring students to MTSS and identifying the data that should accompany a referral.
- Develop a standardized Tier 2 and Tier 3 intervention menu with clearly defined interventions, duration, frequency, progress-monitoring measures, and responsible staff.
- Provide schoolwide professional learning in restorative practices, collaborative problem solving, conflict resolution, proactive behavioral supports, and relationship building.
- Strengthen progress monitoring and intervention fidelity so teams can determine whether supports are being implemented as intended and whether they are producing the desired response.
- Prioritize early intervention for students demonstrating repeated referrals or escalating behaviors rather than relying primarily on exclusionary consequences after incidents occur.
- Disaggregate discipline and MTSS data by race, gender, disability status, and other relevant student characteristics to monitor access to interventions and discipline outcomes.
- Conduct monthly (at least) MTSS/discipline data reviews to evaluate intervention effectiveness, identify students requiring intensified support, and adjust practices accordingly.

The goal is to establish a predictable, proactive, and equitable system of behavioral support in which staff have the knowledge, tools, and processes necessary to respond to student needs before behaviors escalate to exclusionary discipline.

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.

In the 2025 MPA School Discipline Improvement Plan, MPA focused on strengthening behavioral supports, increasing the use of proactive strategies, and creating greater consistency in how student behaviors were addressed. These improvements were intended to address inconsistent use of behavioral supports and the need to intervene earlier, before behaviors resulted in exclusionary discipline.

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The 2025–26 discipline data indicate that these efforts did not result in the intended reduction in exclusionary discipline. MPA's overall OSS rate increased from 24.08% in 2024–25 to 35.40% in 2025–26. OSS rates also increased among male students (25.69% to 42.00%), students with disabilities (26.01% to 44.79%), and African American students (26.02% to 38.00%).

Although MPA implemented several strategies during the 2025–26 school year, the schoolwide data indicate that implementation was not sufficiently consistent or comprehensive to produce the desired outcome. This suggests that the primary need is not simply to identify additional behavioral strategies, but to establish a common schoolwide system for selecting, implementing, documenting, monitoring, and adjusting interventions.

The updated root cause is that MPA has not yet established a sufficiently consistent and clearly defined behavioral MTSS process that enables staff to identify student needs early, provide appropriate Tier 1 and Tier 2 supports, document interventions, make timely referrals, and monitor student response before behaviors escalate.

Additional contributing barriers include inconsistent understanding of minor versus major behaviors, limited clarity regarding when to refer students to MTSS, inconsistent documentation of interventions, limited staff familiarity with proactive behavioral strategies, and the need for comprehensive schoolwide professional learning in restorative practices and conflict resolution.

The targeted improvement should therefore be considered partially implemented but not successful in achieving the intended discipline outcome.

For 2026–27, MPA will focus on strengthening implementation fidelity through clear behavioral MTSS expectations, staff training, practical intervention tools, consistent documentation and referral procedures, regular progress monitoring, and monthly review of discipline and intervention data.

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.

During the 2025–2026 school year, MPA continued to review and strengthen its discipline policies and practices with a focus on promoting proactive, equitable, and restorative

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approaches to student behavior. The school implemented several structures designed to support this work, including monthly MTSS meetings, biweekly Tier 2 team meetings, ongoing discipline data reviews, and increased monitoring of suspension, referral, and intervention data. A Dean also assumed responsibility for monitoring behavior data across the elementary and middle school settings and using the data to identify patterns, monitor progress, and inform adjustments to interventions.

The review of 2025–2026 discipline data indicates that additional opportunities exist to strengthen the consistency and alignment of these practices across the school. While MPA has a variety of behavioral supports and intervention structures in place, stakeholder feedback identified a need for greater shared understanding of Tier 1, Tier 2, and Tier 3 behavioral supports, clearer expectations regarding minor and major behaviors and referral practices, more consistent documentation and progress monitoring of interventions, and increased access to practical proactive behavioral strategies.

Stakeholder feedback also highlighted an opportunity to strengthen the consistent use of restorative practices and conflict-resolution strategies. Although restorative practices have been identified as an important component of MPA's approach, staff feedback indicated that schoolwide training and implementation have not yet been fully established. In response, MPA is moving toward providing restorative practices professional learning through staff meetings, with Deans leading the learning and intentionally connecting restorative practices to the MPA PRIDE framework. Planned next steps include piloting restorative approaches, including restorative circles, affective statements, restorative conversations, and peer mediation, before expanding practices more broadly across the school.

MPA has also continued to build staff capacity around culturally responsive and inclusive practices. The school has explored professional learning opportunities focused on implicit bias, culturally responsive teaching, and inclusive classroom management, including outreach to external organizations and review of available training options.

In addition, MPA has strengthened access to behavioral, social-emotional, and mental health supports. Staff have increased awareness of available counseling, social work, and behavioral supports; trauma-informed care presentations have been provided; SEL lessons are offered through the Chill Room; students receive counseling through the Nemours Wellness Center; and the BSS works with counselors and social workers to support students with disabilities, including when reviewing behavior plans and IEPs. MPA is also participating in a Check-In/Check-Out pilot with the UD MTSS team to provide an additional targeted support for students identified through the SDIP work.
Overall, the review indicates that MPA has made progress in establishing structures and expanding supports, while also identifying important opportunities to improve consistency across implementation. Moving forward, the school will focus on creating a more coherent schoolwide behavioral MTSS process, strengthening staff understanding of intervention levels and referral expectations, increasing consistent use of proactive and restorative practices,

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improving intervention documentation and progress monitoring, and continuing to build staff capacity in relationship-centered and culturally responsive approaches.

These efforts are intended to increase the use of proactive and instructional responses to student behavior, strengthen equitable access to interventions, preserve instructional time, and reduce reliance on exclusionary discipline. MPA will continue to use discipline data, staff feedback, student and family input, and ongoing MTSS reviews to evaluate implementation and make adjustments throughout the 2026–2027 school year.

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.

2025 MPA SDIP S.M.A.R.T.:

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-** Strengthen MTSS through the implementation of a school-wide program focused on positive behavior reinforcement, collaborative problem solving, conflict resolution training, and mentorship opportunities for at-risk students. (Lion's PRIDE)
R	**Relevant-** This goal aligns with Pritchett's goal to foster a positive learning environment where all students feel supported and engaged in their education.

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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.
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 and supports where needed.

MPA made progress toward the strategies outlined in its 2025 SDIP SMARTIE goal, but the school did not meet the goal of reducing out-of-school suspensions by 10% by June 2026.

The goal focused on reducing OSS by addressing the root causes of disruptive behavior through targeted interventions, Restorative Practices, and stronger MTSS supports. During the year, staff engaged in Restorative Practices training, providing staff with additional strategies for conflict resolution, repairing harm, and responding to student behavior without relying solely on exclusionary consequences. The school also continued to work toward strengthening behavioral supports through MTSS and the Lion's PRIDE framework, which was intended to provide positive behavior reinforcement, collaborative problem solving, conflict resolution, and mentorship opportunities.

Despite progress in implementing these strategies, the discipline data show that the desired outcome was not achieved. MPA's overall OSS rate increased from 24.08% in 2024–25 to 35.40% in 2025–26, rather than decreasing by 10%. OSS also increased among key student groups, including male students, students with disabilities, and African American students.

As a result, the 2025 goal should be considered partially implemented but not achieved. The progress made in Restorative Practices and behavioral supports provides a foundation for the next SDIP cycle. The 2026–27 focus should be on more consistently implementing and aligning MTSS, monitoring intervention effectiveness, and using discipline data during regular MTSS reviews to identify and support students before behaviors escalate to OSS.

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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: Sara Toussaint-Moody
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 (Bancroft)**	**SY 2023-24 (Bancroft)**	**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	29.31	26.26	24.08	234	687	35.4
Male	32.73	22.22	25.69	158	376	42
Female	25.3	29.77	21.15	85	311	27.3
SWD	31.5	30.48	26.01	73	163	44.79

Student Group	SY 2022-23 (Bancroft)	SY 2023-24 (Bancroft)	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	29.31	26.26	24.08	234	687	35.4
African American	30.78	29.05	26.02	208	547	38
Native American	0	33.33	0	1 N < 15	4	25
Asian American	0	0	0	0	9	0
Hispanic/Latino	29.03	8.96	11.43	13	63	20.63
White	0	20	20.51	10	32	31.25
Multi-racial	29.63	19.35	23.53	11	32	34.38

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**

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**

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**

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?
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.	Inconsistent and underdeveloped MTSS structures for identifying and responding to behavioral, academic, and social-emotional needs before behaviors escalate to exclusionary discipline. The goal also sought to address the need for more consistent proactive behavioral supports, conflict resolution, and mentorship.	190 OSS	243 OSS	Reduce OSS by 10% to ≤243	Reduce OSS by an additional 10% to ≤219	The goal is based on a measurable annual reduction and builds on existing practices, including Lion's PRIDE, Restorative Practices, and MTSS.

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?
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).	Establish a consistent way to monitor whether interventions are reducing the use of OSS.	190 OSS	243 OSS; OSS rate increased to 35.37%.	≤243 OSS	≤219 OSS	The original goal established a clear 10% reduction target. Although the target was not met this year, the measurable framework can continue with stronger MTSS implementation and monitoring.
A- **Attainable-** Strengthen MTSS through the implementation of a school-wide program focused on positive	Strengthen MTSS by providing more consistent Tier 1, Tier 2, and Tier 3 behavioral supports before relying on exclusionary consequences.	Lion's PRIDE and MTSS identified as key strategies.	Staff engaged in Restorative Practices training and continued behavioral support efforts; however, schoolwide MTSS implementation	Strengthen and align MTSS, Lion's PRIDE, Restorative Practices, and targeted interventions.	Sustain and refine MTSS based on discipline and student outcome data.	MPA already has structures and strategies to build upon. The next step is to improve consistency, intervention matching, progress monitoring, and

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?
behavior reinforcement, collaborative problem solving, conflict resolution training, and mentorship opportunities for at-risk students. (Lion's PRIDE)			was not yet sufficiently consistent.			follow-through rather than creating an entirely new system.
R- **Relevant-** This goal aligns with Pritchett's goal to foster a positive learning environment where all students feel supported and engaged in their	Improve school climate, student engagement, and behavioral outcomes while keeping students connected to instruction whenever possible.	190 OSS	243 OSS	Reduce OSS while increasing use of proactive and restorative responses.	Sustain reductions and decrease reliance on exclusionary discipline.	The goal directly supports MPA's focus on creating a positive learning environment where students are supported and engaged.

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?
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.	Strengthen regular data review so that student needs are identified and addressed earlier.	Monthly MTSS Team check-ins established as the monitoring process.	Discipline data showed an increase in OSS and identified key groups requiring additional attention.	Conduct monthly MTSS/discipline reviews and quarterly progress checks toward the OSS target.	Continue monthly monitoring and use annual results to establish the next target.	Regular monitoring allows MPA to identify students with repeated referrals, evaluate intervention effectiveness, and make adjustments before behaviors escalate.
I- **Inclusive-** Involve teachers, administrators, counselors, and families in the	Increase shared responsibility among administrators, teachers, counselors, families, and students for improving	190 OSS	243 OSS; male students, students with disabilities, and African American students experienced	Increase staff, student, and family participation in prevention, intervention, and problem-solving efforts.	Sustain collaborative problem-solving and student/family engagement.	A schoolwide approach provides multiple opportunities to identify concerns earlier and coordinate supports across

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?
process to ensure all stakeholders are engaged and supporting the initiative. Engage students in developing solutions to improve school culture and behavior expectations.	behavior and school culture.		higher OSS rates.			adults and settings.
E- **Equitable-** Ensure the approach addresses the needs of all students, with particular attention to	Address disproportionate use of exclusionary discipline, particularly for students of color, students with disabilities, and students from	190 OSS	OSS rate: 35.4% schoolwide; 42.0% male; 44.79% students with disabilities; 38.0% African American.	Reduce overall OSS while specifically monitoring and reducing disproportionate outcomes for identified student groups.	Continue reducing overall OSS and narrowing disproportionality among identified groups.	The 2025–26 data identify clear student groups for focused intervention. Continued data monitoring can determine whether improved MTSS

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?
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 and supports where needed.	low-income backgrounds.					access and intervention fidelity are changing outcomes.