

State of Delaware

**School-Based Intervention Services Pilot
Program**

2025-2026



As required by the Fiscal Year 2026 One-Time Supplemental Appropriations Act, the Delaware Department of Education is providing a report on the number of students served, reasons for service, measures of behavioral improvement, measures of academic improvement as appropriate, rates of recidivism within programs, and number and types of referrals for additional services for the School-Based Intervention Services Pilot Program.

April 24, 2026

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EXECUTIVE SUMMARY

In July 2025, the Delaware Department of Education (DDOE) was appropriated \$1,000,000 for the School-Based Intervention Services Pilot Program to provide on-site intervention services for K–12 students whose behavior disrupts the classroom learning environment but who are not eligible for placement in state-funded Consortium Discipline Alternative Programs (CDAP) under 14 **DE Admin. Code** 611. This is the first dedicated funding for school-based intervention services in approximately 17 years; the long absence of funding may have influenced prior referral patterns and highlights the importance of supporting both CDAPs and school-based interventions to serve distinct student populations and promote less exclusionary practices.¹

Schools selected for pilot program funding submitted applications to the DDOE describing how their proposed programs would provide targeted behavioral interventions, including short- and long-term strategies aligned with 14 **DE Admin. Code** 609; support students transitioning back from CDAP or Department of Services for Children, Youth and Their Families (DSCYF) placements; integrate services within existing Multi-Tiered System of Supports (MTSS) frameworks or expand capacity to meet student needs; and directly respond to priorities identified in the school's School Discipline Improvement Plan (SDIP) by improving school climate, strengthening non-exclusionary discipline practices, and building sustainable intervention systems.

As required by the one-time supplemental appropriation, this report provides summary information on the schools that received funds; the funding awarded; and program outcomes, including the number of students served, reasons for service, measures of behavioral and academic improvement as appropriate, rates of recidivism within programs, and the number and types of referrals for additional services. For context, the DDOE's 2024–2025 School Discipline Improvement Report documented 30,425 incidents that resulted in a suspension or expulsion during that school year. While not all of these incidents would meet eligibility criteria for school-based intervention services, the data illustrate the scale of behavioral challenges facing schools and the need for targeted supports that can address disruptive behavior before it escalates to exclusionary discipline.

Highlights of the School-Based Intervention Services Pilot Program include:

- In November 2025, 25 schools applied for funding and the DDOE awarded funding to 22 applicants across eight LEAs.
- The pilot represents a potential reach of 19,808 students across participating schools, with 460 students directly served during the 2025-2026 school year.
- Funding was awarded in December 2025, and schools began implementation on a rolling basis beginning in January 2026. As a result, the implementation window during the reporting period was approximately three months, and reported outcomes reflect early indicators.

¹ For FY 2026, the One-Time Supplement Bill includes an additional \$2,000,000 to expand seat capacity within existing CDAPs statewide, representing the first increase in state funding for these programs since FY 2008.

- Of the 22 participating schools, 14 schools began implementation and served students during the 2025–2026 reporting period, while eight schools were in early implementation stages due to contracting, staffing, and training timelines.
- For schools that expanded or enhanced existing intervention programs, outcomes cannot be fully disaggregated to isolate the specific impact of the pilot.
- Participating schools reported early signs of behavioral and academic stabilization, including:
 - o 39% of students had no additional discipline incidents
 - o 33% demonstrated a reduction in discipline incidents
 - o 43% met behavioral goals
 - o Academic improvements were observed among students in attendance (41%), grades (44%), and course participation (42%)
- Schools used the pilot to connect students to additional supports, including school-based services, community-based counseling, and special education or Section 504 evaluations.
- Participating schools implemented a range of MTSS-aligned strategies, with Tier 1 and Tier 2 supports most commonly reported, reflecting an emphasis on prevention and early intervention.
- Thirteen of the 22 schools reported that continuation would require additional funding support, while nine indicated all or part of the program might be sustainable with reallocation of existing resources or by leveraging trained staff.

BACKGROUND AND OVERVIEW

On July 1, 2025, Governor Matt Meyer signed the Fiscal Year (FY) 2026 One-Time Supplemental Appropriations Act, which included an appropriation of \$1,000,000 to the DDOE for the School-Based Intervention Services Pilot Program. The funding was intended to provide on-site intervention services for K–12 students whose behavior disrupts the classroom and impedes learning but who were not eligible for placement in state-funded CDAPs under 14 **DE Admin. Code** 611.

Also during the 2025-2026 school year, the DDOE updated 14 **DE Admin. Code** 609, which had been unfunded since at least FY 2008. The regulation requires districts and charter schools to provide school-based intervention services for students whose behavior disrupts classrooms, including students returning from CDAP or DSCYF placements. This regulatory update clarified the process for requesting and distributing funding, which is contingent upon appropriations by the General Assembly, and formalized program administration procedures. Historically, funding for these services was included with CDAP allocations, with \$8 million distributed to schools as incentive or supplemental grants for school-based interventions services. The long absence of dedicated funding likely influenced prior referrals to CDAPs, highlighting the importance of supporting both CDAPs and school-based interventions to serve distinct student populations and reduce exclusionary practices.²

On September 24, 2025, the DDOE issued a Request for Applications (RFA) for the pilot program. Eligible schools had to be identified as requiring a school discipline improvement plan in the 2023–2024 DDOE Annual Report on School Discipline Improvement. Funded programs were required to: improve school climate and create safe, supportive learning environments; address SDIP data by targeting identified areas of concern; strengthen discipline practices that emphasized non-exclusionary approaches; and align with each school's MTSS framework under 14 **DE Admin. Code** 508. Importantly, the RFA encouraged applications that expanded promising practices and evidence-based interventions already underway.

The DDOE hosted information sessions on October 14, 2025, with an application deadline of November 14, 2025. Twenty-five schools applied, and 22 applications were approved. Grant award notifications were sent on December 2, 2025, and all 22 schools accepted the awards. Of the three not awarded, two were deemed ineligible and one did not submit a complete application. Funding was disbursed to LEAs between December 2025 and January 2026. Implementation began during the 2025–2026 school year, although some schools experienced delays due to contracts, staff training, and other logistical challenges, which extended program start dates over several months. In April 2026, selected LEAs submitted program data to the DDOE using a standardized evaluation template (see Appendix A). The following sections highlight the applicants, awards, and performance metrics submitted to DDOE.

² See DDOE's Consortium Discipline Alternative Program Report:
<https://education.delaware.gov/community/data/reports/>

APPLICANTS AND AWARDS

Table 1 provides the applicant and award information for the 22 funded schools across eight LEAs. Total enrollment across participating schools was 19,808 students, representing the broader population within which the pilot operates; however, only a subset of students received direct intervention services during the reporting period.

Applications were reviewed and scored by an evaluation team composed of DDOE representatives using a standardized scoring rubric outlined in the Request for Applications (RFA). Awards were determined based on score ranking and available funding, with priority given to the highest-scoring proposals. In making final award determinations, the DDOE also considered overall funding limits, alignment to program requirements, and the goal of supporting implementation across multiple LEAs.

Table 1. Pilot Program LEAs

LEA	School	Grades Served by Program	Student Enrollment	Final Awards
Appoquinimink School District	Appoquinimink High School	High School	1,299	\$150,000.00
Brandywine School District	Brandywine High School	High School	862	\$19,442.75
Brandywine School District	duPont (Pierre S.) Middle School	Middle School	657	\$19,442.75
Brandywine School District	Springer Middle School	Middle School	768	\$19,442.75
Brandywine School District	Talley Middle School	Middle School	864	\$19,442.75
Capital School District	Dover High School	High School	1,800	\$94,154.17
Christina School District	Christiana High School & Middle School Honors Academy	Middle & High School	1,333	\$33,897.31
Christina School District	Glasgow High School	High School	993	\$33,897.31
Christina School District	Kirk (George V.) Middle School	Middle School	566	\$32,264.87

LEA	School	Grades Served by Program	Student Enrollment	Final Awards
Christina School District	Maurice Pritchett Sr. Academy	Elementary & Middle School	558	\$32,264.87
Christina School District	Newark High School	High School	993	\$33,897.31
Colonial School District	Bedford (Gunning) Middle School	Middle School	844	\$13,875.00
Colonial School District	McCullough (Calvin R.) Middle School	Middle School	571	\$55,375.00
Colonial School District	Penn (William) High School	High School	2,005	\$9,739.16
Colonial School District	Read (George) Middle School	Middle School	593	\$13,875.00
Laurel School District	Laurel Middle School	Middle School	365	\$19,043.30
Laurel School District	Laurel Senior High School	High School	783	\$130,956.70
Milford School District	Milford Central Academy	Middle School	704	\$75,000.00
Milford School District	Milford Senior High School	High School	1,335	\$75,000.00
Red Clay School District	duPont (Alexis I.) High School	High School	560	\$39,663.00
Red Clay School District	duPont (Alexis I.) Middle School	Middle School	425	\$39,663.00
Red Clay School District	McKean (Thomas) High School	High School	930	\$39,663.00

PERFORMANCE METRICS

Performance metrics for the School-Based Intervention Services Pilot Program are based on evaluation reports submitted by participating schools in April 2026 (see Appendix B). Schools reported data using a standardized template developed by the DDOE to ensure consistent definitions and reporting across sites.

Due to mid-year implementation across many schools, the metrics below reflect short-term indicators observed during the initial implementation period rather than long-term program outcomes. Charts and summary statistics are based on reported data from participating schools. Because of variation in implementation timing and reporting completeness, some analyses reflect a subset of schools with available data.

Students Served

Participating schools reported serving 460 unduplicated students during the 2025–2026 implementation period. Programs began serving students between January and March 2026, reflecting variation in start dates due to contracting, hiring, and training timelines. A small number of schools began serving students earlier in the school year (beginning in September 2025) by expanding existing programs or scaling promising practices and evidence-based interventions already in place; in these cases, reported student counts may include students served through these enhanced services under the pilot. Across reporting sites, schools served an average of 33 students, with counts ranging from 5 to 64.

Chart 1 displays the number of students served at schools that began implementation during the reporting period. Differences across schools likely reflect variation in referral volume, school size, and level of program engagement. Lower counts may represent smaller cohorts or more limited participation during early implementation.

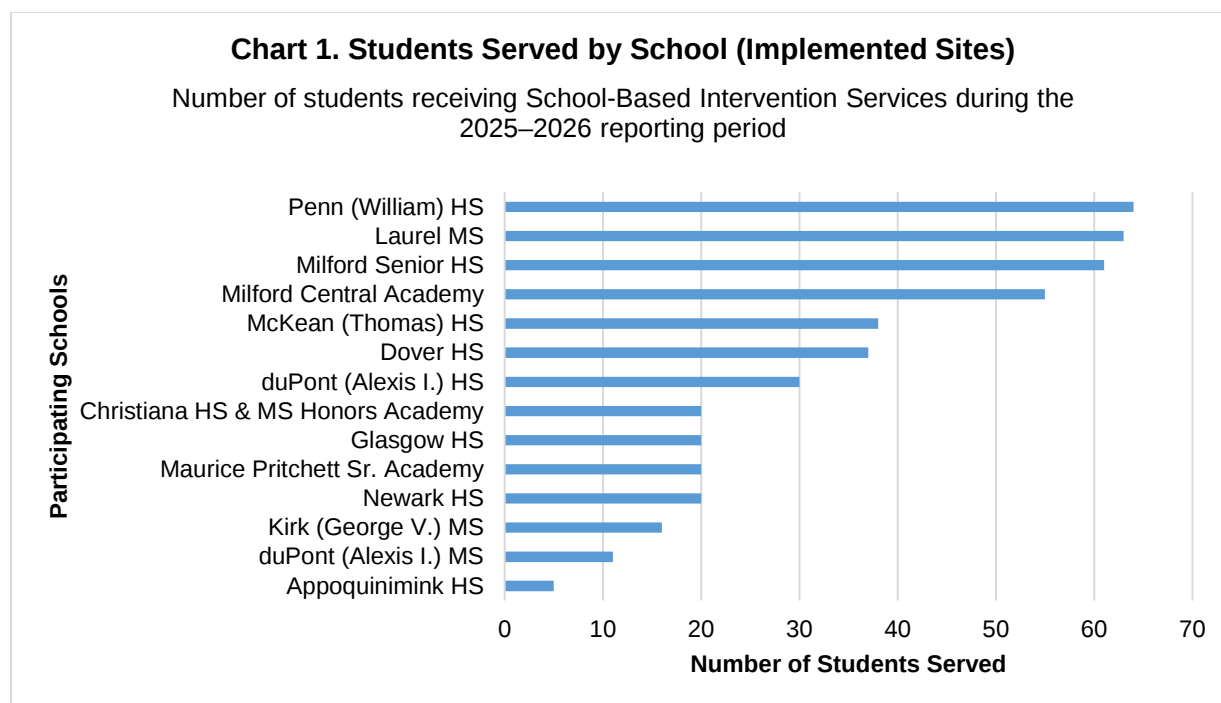
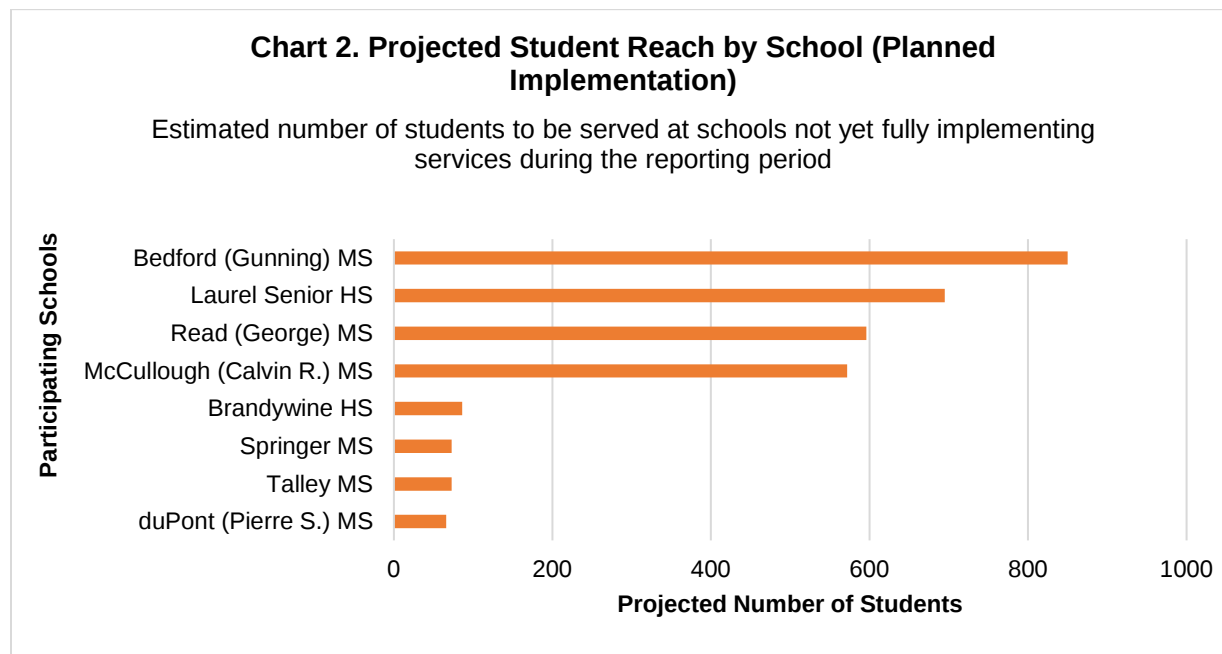


Chart 2 shows the projected number of students to be served at schools that had not yet fully implemented services as of April 2026. These figures reflect anticipated reach

based on planned capacity, referral expectations, and program design. For a subset of schools, projected counts include students who will be supported through Tier 1 (universal) interventions, which contributes to larger projected cohorts compared to schools primarily implementing targeted (Tier 2) or intensive (Tier 3) supports.



Implementation Status

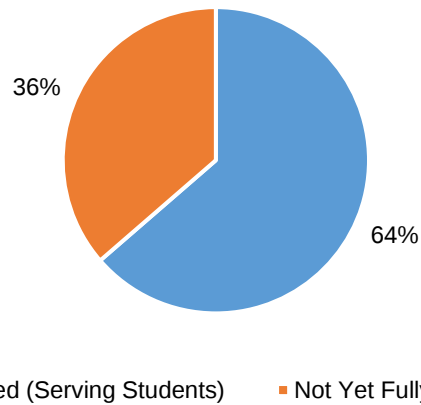
Of the 22 participating schools, 14 schools began implementation and served students during the 2025–2026 reporting period, while eight schools were in planning or early implementation stages due to contracting, staffing, and training timelines.

As shown in Chart 3, variation in implementation timing is reflected throughout the data presented in this report. Outcome data is primarily drawn from schools that had sufficient time to begin service delivery, while projected data is included separately for context. As a result, findings should be interpreted as early indicators of program activity rather than full-year outcomes.

Chart 3, next page, summarizes the implementation status across participating schools.

Chart 3. Program Implementation Status Across Participating Schools

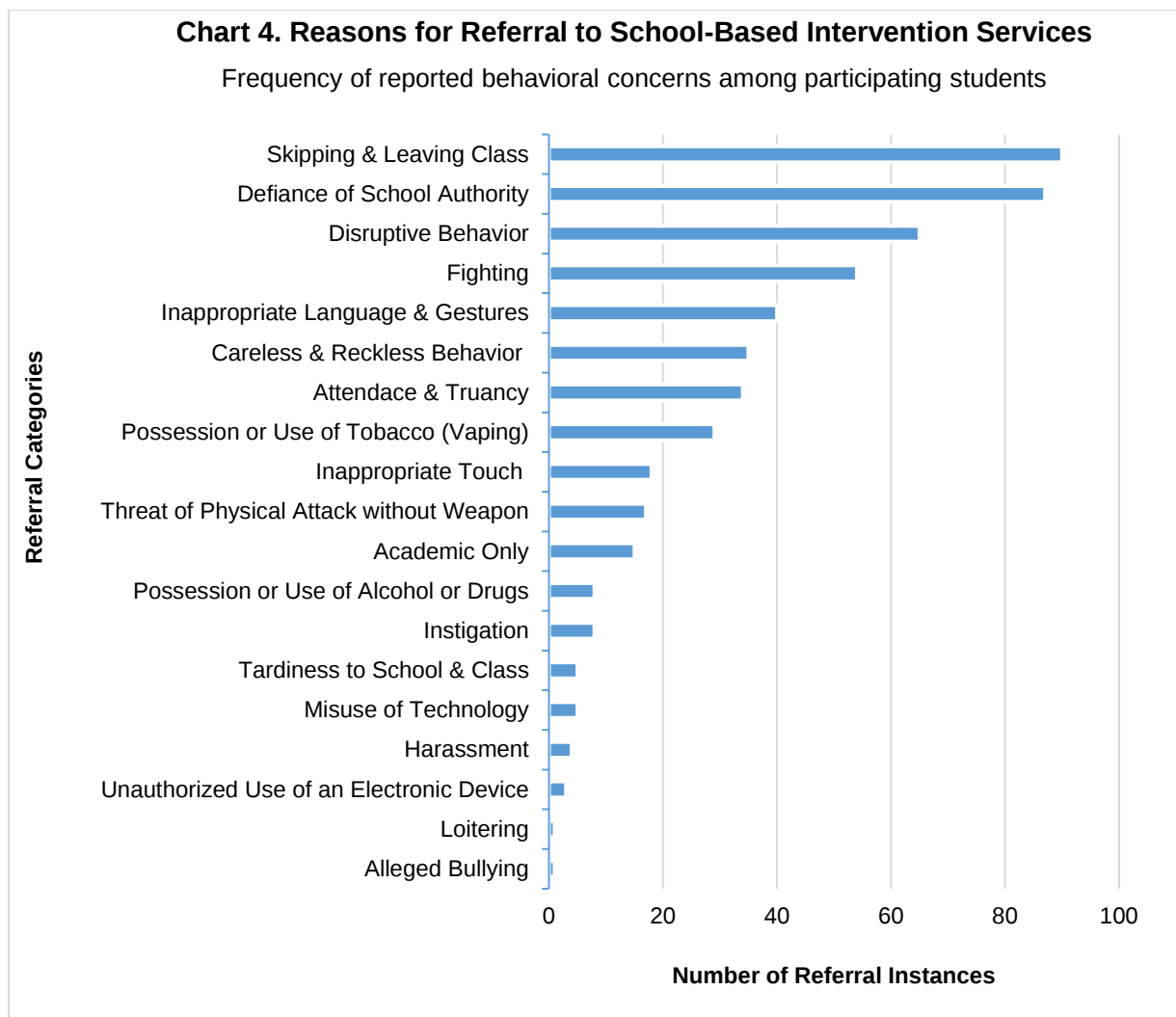
Percentage of schools actively serving students compared to those in planning or early implementation stages



Reasons for Referral

Schools reported referrals to the pilot program for a range of behavioral concerns aligned with state discipline offense categories. The most common reasons for referral included skipping and leaving class, defiance of school authority, and disruptive behavior, which together accounted for the majority of participating students. These behaviors typically involved repeated classroom disruptions, conflicts with peers, or other conduct that interfered with the learning environment but did not meet criteria for placement in a Consortium Discipline Alternative Program.

Chart 4, next page, displays the frequency of reported referral reasons for students served in the pilot program.

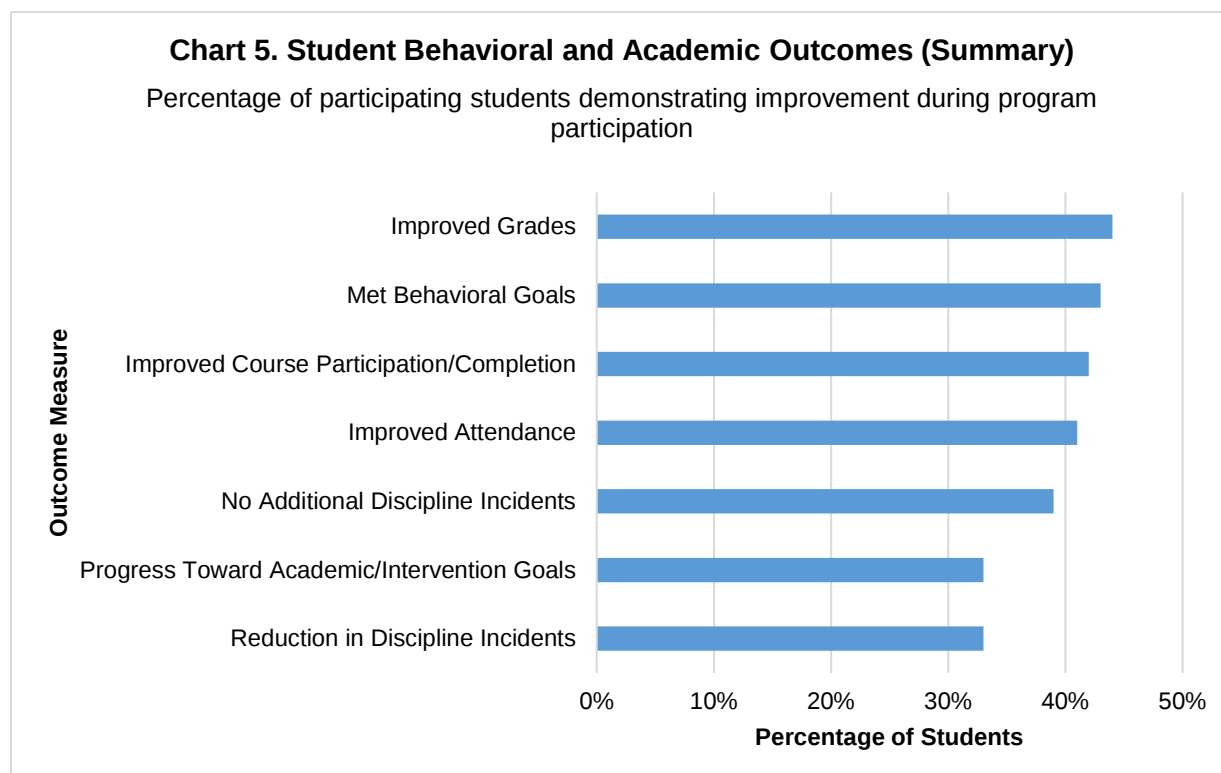


Referral categories are not mutually exclusive, as individual students may have been referred for multiple behavioral concerns. As a result, counts represent instances of referral reasons rather than unduplicated students, and percentages may total more than 100 percent.

Behavioral and Academic Indicators

The following sections present early behavioral and academic indicators associated with student participation in the pilot program.

To provide a clear summary of early outcomes, Chart 5, next page, presents the percentage of students demonstrating key behavioral and academic improvements during program participation.

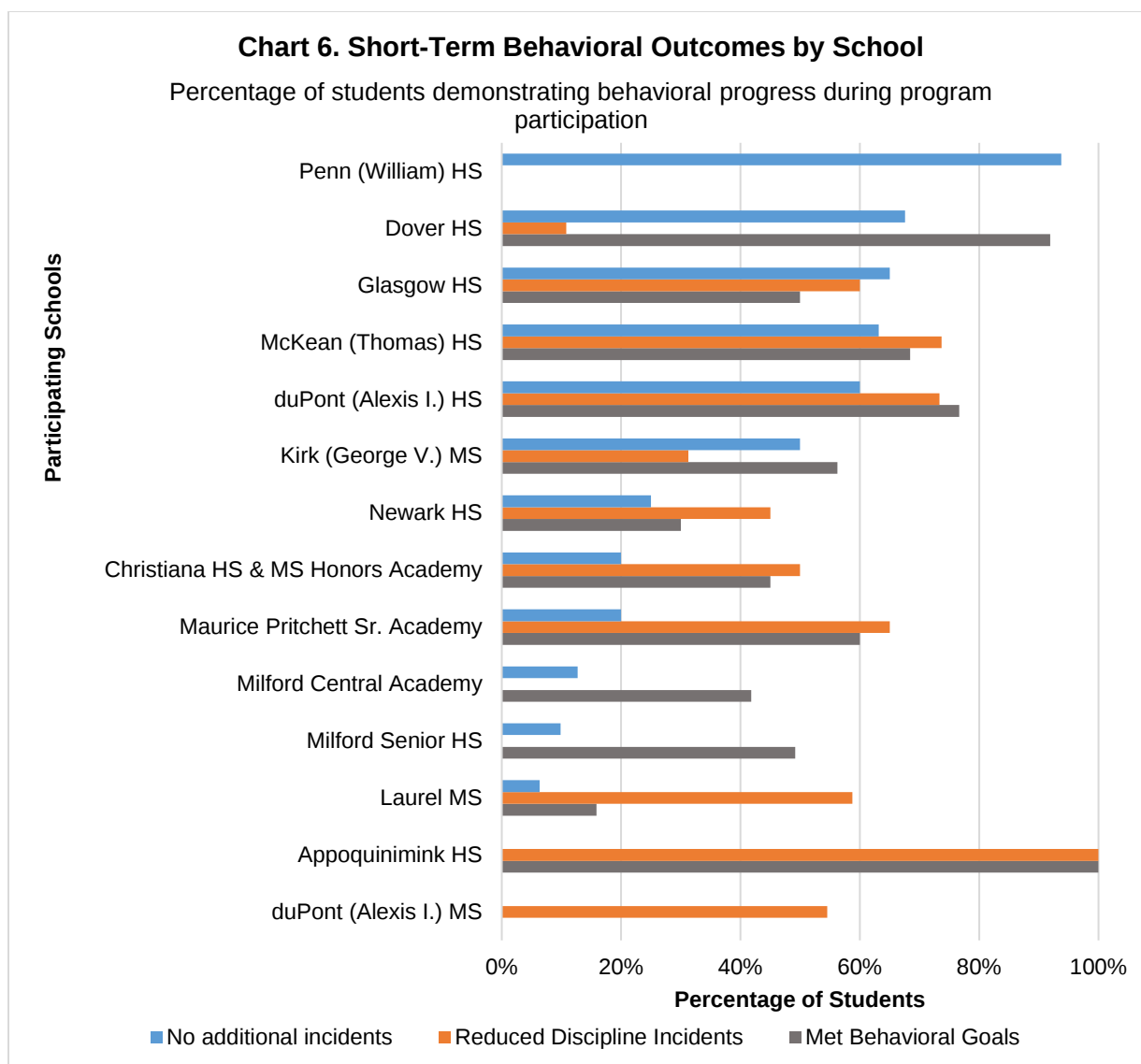


Across reporting schools, one-third or more of students demonstrated stabilization or improvement in both behavioral and academic indicators, despite the limited implementation window.

Specifically, participating schools reported several short-term indicators of behavioral progress during program participation. Thirty-nine percent of students had no additional discipline incidents (defined as suspensions or expulsions) after beginning services. Schools also reported that 33 percent of students demonstrated a reduction in discipline incidents compared with the period prior to intervention, and 43 percent of students met behavioral goals of the pilot. Students may demonstrate a reduction in discipline incidents while also having no additional discipline incidents, as the latter measure reflects only suspensions or expulsions.

Chart 6³, next page, displays short-term behavioral outcomes by participating school, illustrating variation in student progress across sites.

³ Programs were implemented at different times across schools; some sites have limited or incomplete data due to early stages of implementation.

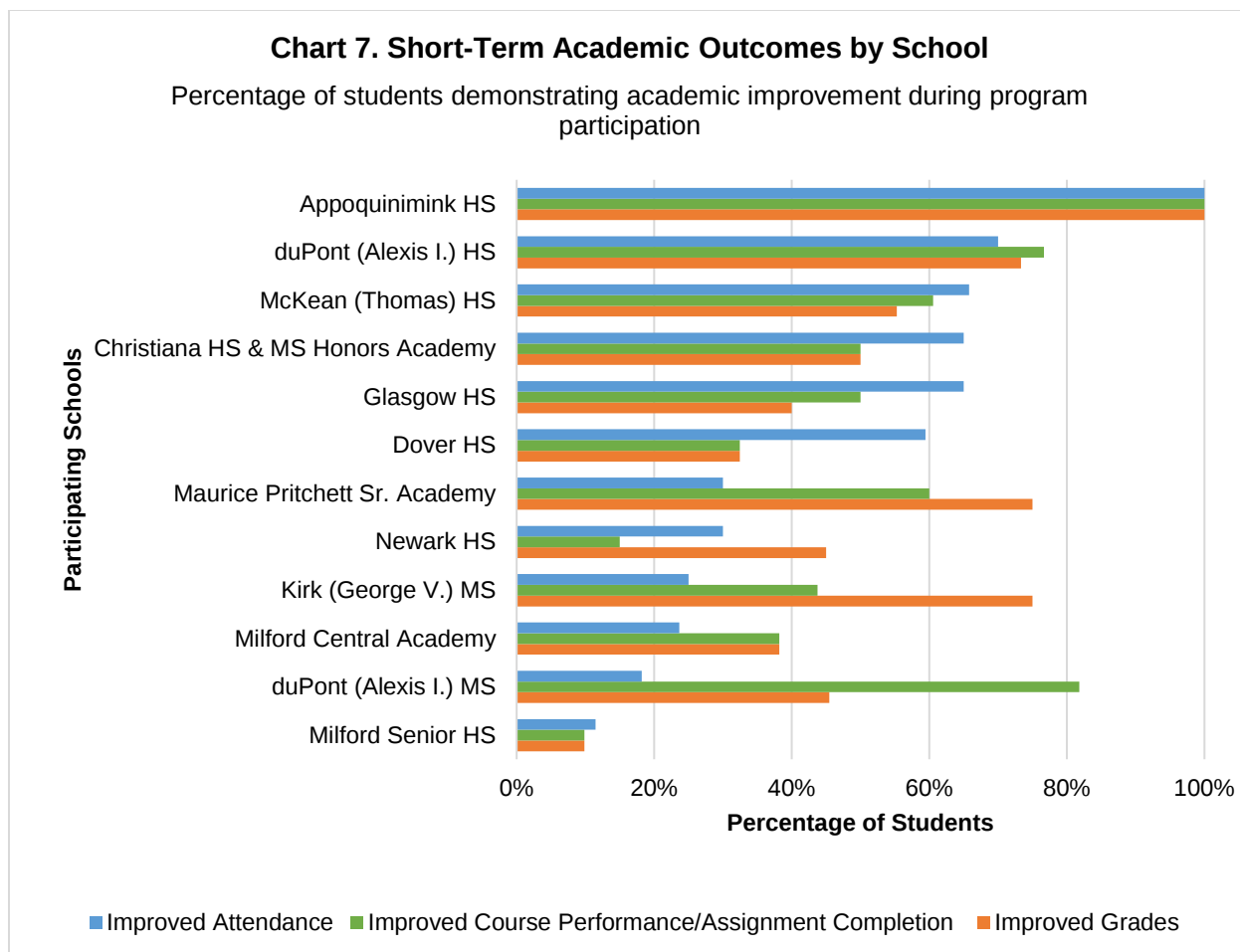


Differences likely reflect variation in implementation timing, student cohorts, and data availability. Because programs were only in place for a short period and some schools are still building data systems, these results should be interpreted as early indicators rather than final outcomes.

In addition to behavioral indicators, schools reported early academic stabilization among some participants. Improvements were most commonly observed in attendance (41%), grades (44%), and course participation and assignment completion (42%), with 33 percent of students demonstrating progress toward documented academic or intervention goals.

Chart 7⁴, next page, displays short-term academic outcomes by participating school. (Some schools reported small cohorts, which may result in higher percentage variability.)

⁴ Programs were implemented at different times across schools; some sites have limited or incomplete data due to early stages of implementation.



Subsequent Incidents and Referrals for Additional Services

During the reporting period, 20% of students served received an in-school or out-of-school suspension after beginning intervention services. Given the short duration of implementation in many schools, these incidents reflect only a limited observation window and should not be interpreted as long-term program outcomes.

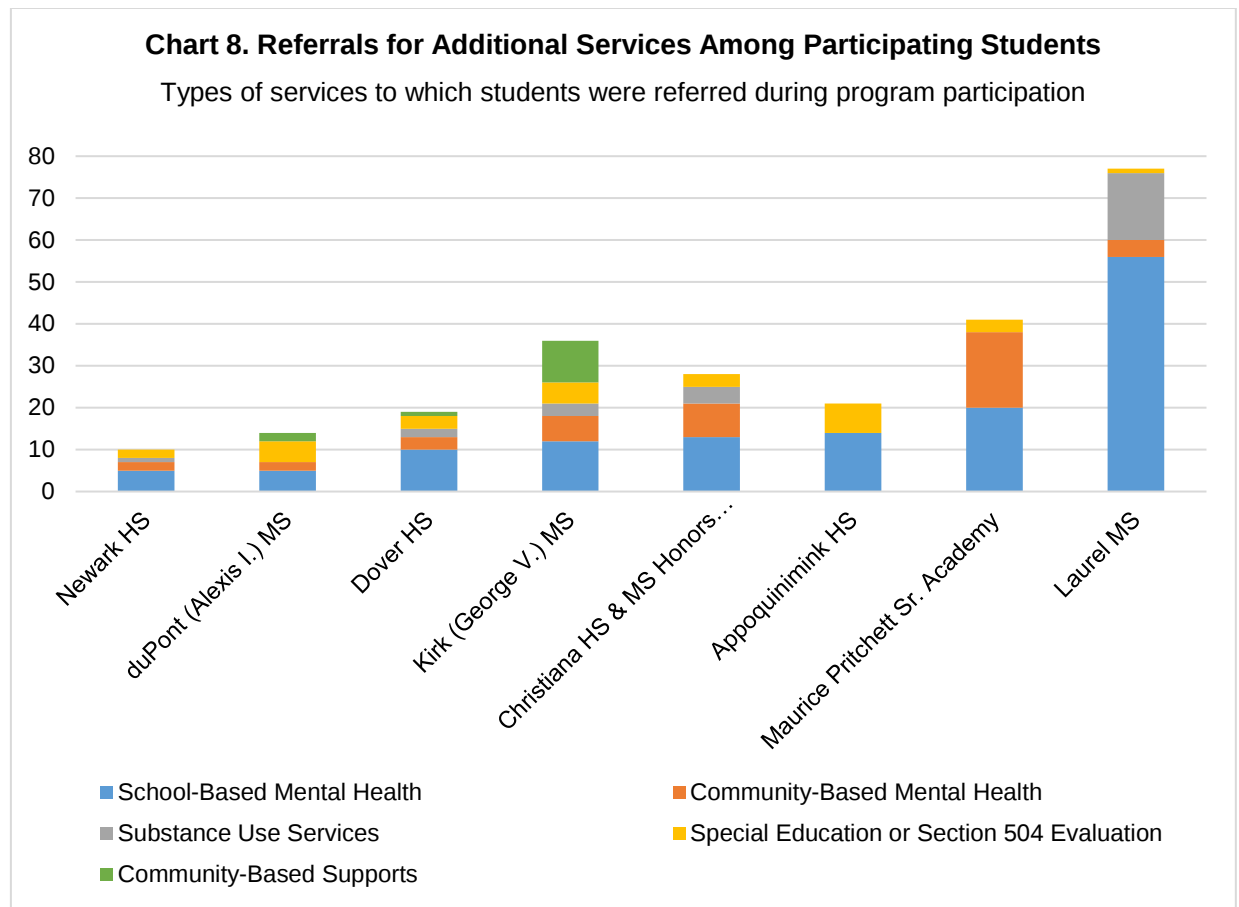
Schools also used the pilot to connect students with additional supports. The most common referrals included:

- School-based mental health services
- Community-based counseling
- Special education evaluations and Section 504 plans

These referral patterns indicate that the pilot supported not only behavioral intervention, but also the identification of underlying student needs and coordination of appropriate services.

Chart 8⁵, next page, displays the types of additional services to which students were referred.

⁵ Students may have been referred to multiple services; totals may exceed 100 percent.



Overall, early data suggest that schools used the pilot to both respond to behavioral challenges and strengthen pathways to additional supports.

PROGRAM MODELS AND SERVICES

Across participating schools, pilot funding supported a range of school-based intervention strategies designed to address student behavioral needs and reduce reliance on exclusionary discipline. While program design varied by site, schools implemented a combination of evidence-based interventions, locally developed models, and targeted supports aligned with their School Discipline Improvement Plans (SDIPs) and Multi-Tiered System of Supports (MTSS) frameworks.

Implemented Models and Services

Several schools began implementation during the reporting period and provided direct services to students through Tier 1, Tier 2, and Tier 3 supports:

- **Tiered behavioral intervention models:**
Appoquinimink High School implemented a comprehensive, tiered intervention model grounded in restorative practices, social-emotional learning, and trauma-informed approaches. Supports included universal social-emotional instruction, targeted group counseling, and individualized interventions incorporating Cognitive Behavioral Therapy (CBT) and Dialectical Behavioral Therapy (DBT) strategies.
- **Targeted Tier 2 interventions and skill-building supports:**
Dover High School implemented Tier 2 interventions, including *Girls Circle* and *MAN UP*, focused on strengthening coping skills, emotional regulation, and peer relationships. These efforts were supported by Tier 1 professional learning for staff on the Cycle of De-escalation and the use of the Mood Meter framework to build student self-awareness and regulation.
- **Check-In/Check-Out (CICO) intervention:**
Christina School District schools implemented a Tier 2 Check-In/Check-Out model to improve student behavior and engagement. The model included daily progress monitoring, mentoring, and ongoing support from the University of Delaware MTSS Technical Assistance Center to strengthen implementation fidelity and sustainability.
- **Mentoring and intervention partnerships:**
Red Clay Consolidated School District implemented the *Born4Brothers Mentorship and Intervention Program*, providing individualized support, small group sessions, family engagement, and teacher collaboration to address student behavioral and social-emotional needs.
- **Locally developed intervention models:**
Milford School District developed and implemented the *Bridges* program (Building Resilience, Independence, and personal Development through Guidance and Empowerment for Success), a structured intervention model supporting students with behavioral challenges, attendance concerns, or transitions from alternative placements. The program integrates academic, behavioral, and social-emotional supports within the MTSS framework.

Capacity-Building and Planning Efforts

Several schools used the reporting period to build infrastructure, staff capacity, and implementation readiness, with full program rollout planned for the 2026–2027 school year:

- **Schoolwide systems and professional learning:**
Brandywine School District is preparing to implement Crisis Prevention Institute (CPI) Classroom Culture, including training designated staff as building-level trainers and establishing schoolwide Tier 1 practices and targeted Tier 2 supports beginning in Fall 2026.
- **Tier 1 systems development and external partnerships:**
Colonial School District partnered with Positive School Solutions to conduct a schoolwide assessment and develop a tailored professional development and coaching plan focused on strengthening Tier 1 behavioral supports and reducing exclusionary discipline.
- **Restorative, trauma-informed, and culturally responsive practices:**
Laurel Middle School focused on building staff capacity through professional development in restorative practices, trauma-informed instruction, and classroom management strategies aligned with MTSS.
- **Academic engagement and schoolwide supports:**
Laurel High School implemented the AVID (Advancement Via Individual Determination) framework to strengthen student engagement, organization, and academic success, supporting both Tier 1 and Tier 2 interventions.

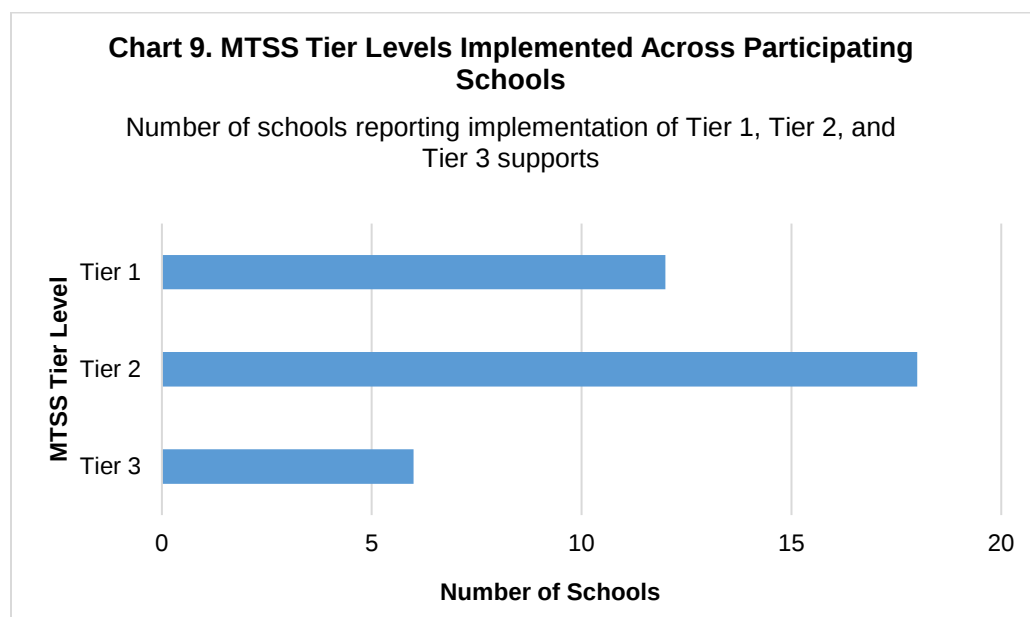
PROGRAM IMPLEMENTATION HIGHLIGHTS

The School-Based Intervention Services Pilot was implemented across participating schools using MTSS-aligned structures, data-driven referral pathways, and discipline improvement strategies. The following highlights summarize cross-site implementation patterns based on school submissions and illustrate how schools operationalized intervention services during the reporting period.

MTSS Tier Implementation

Across participating schools, the pilot was most frequently implemented within Tier 1 and Tier 2 supports, with many schools using the funding to strengthen universal prevention strategies and provide targeted interventions for students with emerging behavioral needs. Tier 3 supports were also reported by some sites, particularly for students requiring more intensive, individualized services.

As shown in Chart 9, schools often implemented supports across multiple tiers; therefore, totals exceed the number of participating schools.



Student Identification Pathways

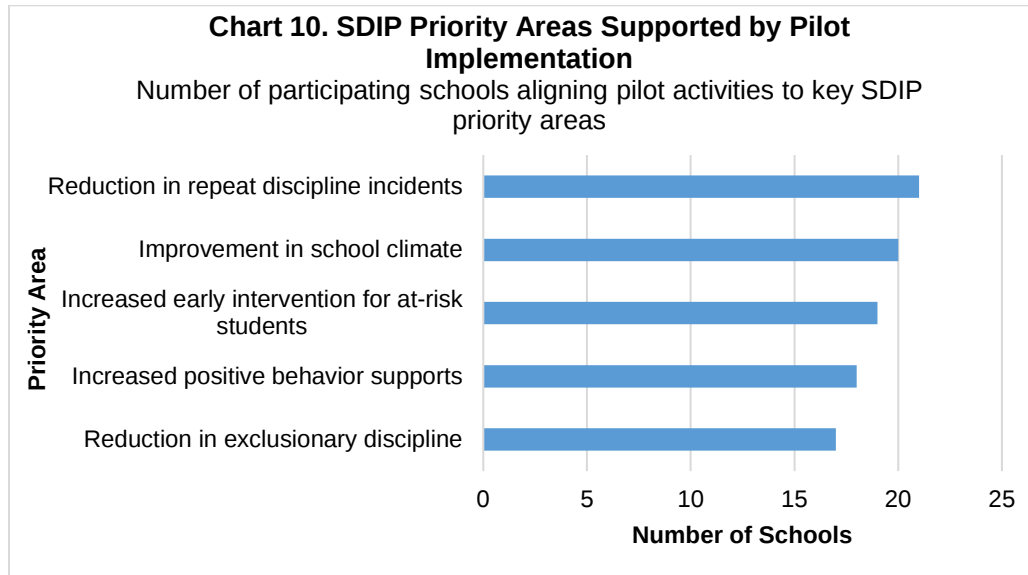
Student entry into the pilot most commonly occurred through discipline data review and administrator referral processes, indicating that identification was primarily driven by observed behavioral needs within the school environment. Attendance and academic data were also used across several sites, reflecting integration with early warning systems and broader MTSS data practices.

Problem-Solving Team Involvement

Problem-Solving Teams played a variable role in implementation across schools. In most sites, teams were involved in intervention planning, progress monitoring, or both, though levels of formal involvement differed based on school capacity and existing MTSS infrastructure.

SDIP Priority Area Alignment

Pilot activities most frequently aligned with efforts to reduce exclusionary discipline and improve school climate, with additional alignment to early intervention for at-risk students and increased positive behavior supports. As shown in Chart 10, large majorities of participating schools reported working on multiple priorities related to SDIP. These patterns reflect the program’s dual focus on addressing immediate behavioral concerns while strengthening preventative systems to support long-term student success.



SUSTAINABILITY AND ONGOING NEED

Participating schools were asked to indicate whether they intend to continue intervention services beyond the current funding period. Thirteen of the 22 schools reported that continuation would require additional funding support, while nine schools indicated that they may be able to sustain all or part of the program through reallocation of existing resources or by leveraging trained staff.

Schools that reported the need for continued funding most frequently cited the inability to sustain staffing, contracted services, or program components beyond the current funding period within existing local budgets. Several noted that the mid-year allocation enabled the rapid development and implementation of intervention supports, but that maintaining those supports would not be feasible without additional resources.

Schools that indicated the ability to sustain services locally described integrating components of the pilot into existing MTSS frameworks, reallocating school-based funds, or leveraging trained staff to continue or expand services. In some cases, schools noted that established systems and trained staff would allow them to serve additional students and continue monitoring progress for the 2026-27 school year.

Overall, responses indicate that while the pilot enabled schools to establish or expand school-based intervention services, the ability to sustain the full scope of services varies across sites, with most schools requiring additional resources to maintain current levels of service.

APPENDIX A - SCHOOL-BASED INTERVENTION SERVICES PILOT PROGRAM EVALUATION TEMPLATE

School-Based Intervention Services Pilot Program
DDOE Evaluation Report
2025-2026 School Year

Reporting Period: Start Date Click or tap here to enter text. **To End Date** Click or tap here to enter text.

Submission Due: April 1, 2026

Report Submitted By (Name & Title): Click or tap here to enter text.

REPORTING DEFINITIONS

- **Students Served:** Unduplicated count of students who received at least one documented intervention service during the reporting period.
- **Behavioral Improvement:** Demonstrated positive response during participation, including reduction in discipline incidents, no additional incidents during participation, or documented progress toward behavioral goals.
- **Academic Improvement:** Demonstrated stabilization or improvement in attendance, course performance, assignment completion, or documented academic goals during participation.
- **Subsequent Incident Rate:** Unduplicated count of students who had an additional discipline incident during the reporting period after beginning services. Due to mid-year implementation, this reflects only incidents occurring within the funding period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Click or tap here to enter text.

School: Click or tap here to enter text.

Project Name: Click or tap here to enter text.

School Award Amount: Click or tap here to enter text.

Date Funds Received: Click or tap here to enter text.

Date First Student Served: Click or tap here to enter text.

SECTION 2: STUDENTS SERVED BY PILOT

Total Students Served (Unduplicated Count): Click or tap here to enter text.

SECTION 3: REASONS FOR REFERRAL TO PILOT

List number of students by primary reason for referral (use state discipline offense categories). Add rows as needed.

Discipline Offense Category	Number of Students
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- No additional discipline incidents: Click or tap here to enter text.
- Reduction in discipline incidents compared to prior 30 days (if available): Click or tap here to enter text.
- Met documented behavioral intervention goals: Click or tap here to enter text.

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- Improved attendance: Click or tap here to enter text.
- Improved grades: Click or tap here to enter text.
- Improved course performance/assignment completion: Click or tap here to enter text.
- Met documented academic intervention goals: Click or tap here to enter text.

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

- Number of students with an in-school suspension or out of school suspension after beginning services: Click or tap here to enter text.

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	Click or tap here to enter text.

Referral Type	Number of Students Served
Community-Based Mental Health	Click or tap here to enter text.
Substance Use Services	Click or tap here to enter text.
Special Education or Section 504 Evaluation	Click or tap here to enter text.
Community-Based Supports	Click or tap here to enter text.
Other (specify)	Click or tap here to enter text.

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

- ☐ Tier 1
- ☐ Tier 2
- ☐ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

- ☐ Discipline data review
- ☐ Attendance data review
- ☐ Academic data review
- ☐ Problem-Solving Team referral
- ☐ Administrator referral
- ☐ Teacher referral

Problem-Solving Team Involvement in the Pilot:

- ☐ Intervention plan developed or reviewed by the team
- ☐ Student progress monitored by the team
- ☐ No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

- ☐ Reduction in repeat discipline incidents
- ☐ Reduction in exclusionary discipline
- ☐ Increased use of positive behavior supports
- ☐ Improvement in school climate
- ☐ Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan?

☐ Yes

☐ No

Briefly describe how the Pilot funding supported your SDIP goals (limit 2-3 sentences).

Click or tap here to enter text.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5–6 SENTENCES)

Briefly describe the intervention(s) implemented through the Pilot and summarize overall progress during the reporting period.

Click or tap here to enter text.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period?

☐ Yes

☐ No

☐ Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

☐ Reallocation of existing school funds

☐ Federal funds

☐ Local funds

☐ Additional state funding would be required

☐ Other (specify): Click or tap here to enter text.

Briefly describe any ongoing student behavior needs or service gaps identified during implementation (3–4 sentences max).

Click or tap here to enter text.

SUBMISSION INFORMATION

All data reported should reflect the defined reporting period above.

This report will be included in the appendices of DDOE’s School-Based Intervention Services Pilot Report.

Please submit an electronic copy to DDOE at **DDOE.SchoolClimate@doe.k12.de.us** by **April 1, 2026**.

APPENDIX B - SCHOOL EVALUATION REPORTS SUBMITTED TO DDOE

**School-Based Intervention Services Pilot Program
DDOE Evaluation Report
2025-2026 School Year**

Reporting Period: Start Date February 1st, 2026 **To End Date** June 12, 2026

Submission Due: April 1, 2026

Report Submitted By (Name & Title): Samuel Postlethwait, Supervisor of Student Services

REPORTING DEFINITIONS

- **Students Served:** Unduplicated count of students who received at least one documented intervention service during the reporting period.
- **Behavioral Improvement:** Demonstrated positive response during participation, including reduction in discipline incidents, no additional incidents during participation, or documented progress toward behavioral goals.
- **Academic Improvement:** Demonstrated stabilization or improvement in attendance, course performance, assignment completion, or documented academic goals during participation.
- **Subsequent Incident Rate:** Unduplicated count of students who had an additional discipline incident during the reporting period after beginning services. Due to mid-year implementation, this reflects only incidents occurring within the funding period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Appoquinimink School District

School: Appoquinimink High School

Project Name: School-based Intervention Services Pilot Program

School Award Amount: \$150,000.00

Date Funds Received: January 2026

Date First Student Served: February 1st, 2026

SECTION 2: STUDENTS SERVED BY PILOT

Total Students Served (Unduplicated Count): 5

SECTION 3: REASONS FOR REFERRAL TO PILOT

List number of students by primary reason for referral (use state discipline offense categories). Add rows as needed.

Discipline Offense Category	Number of Students
Defiance (S1003) – 11 total referrals Skipping Leaving Class (S1007) – 9 total referrals Disruptive Behavior (S0091) – 3 total referrals Careless and Reckless Behavior (S0107) – 1 Referral Inappropriate Language and Gestures (S1005) – 1 Referral Tardiness to school and class (S1008) – 1 Referral 41 total Referrals 175 Total Periods Absent	Student 1 (9th Grader)
Tardiness to school and class (S1008) – 4 Referral Skipping Leaving Class (S1007) – 2 total referrals Defiance (S1003) – 1 total referrals Inappropriate Language and Gestures (S1005) – 1 Referral Instigation (S0302) – 1 Referral Loitering (S0071) – 1 Referral Misuse of Technology (S1006) – 1 Referral 17 Total Referrals 151 total Periods Absent	Student 2 – (10th Grader)

Skipping Leaving Class (S1007) – 4 total referrals Tardiness to school and class (S1008) – 3 Referral Defiance (S1003) – 3 total referrals Possession and/or use of Alcohol and/or Drugs and/or Tobacco or Electronic Smoking Device (D1401) – 3 Referrals Total Referrals – 17 86 Total Periods Absent	Student 3 – (9th Grader)
Skipping Leaving Class (S1007) – 3 total referrals Tardiness to school and class (S1008) – 5 Referral Defiance (S1003) – 6 total referrals 17 Total Referrals 102 Total Periods Absent	Student 4 (11th Grader)
Defiance (S1003) – 3 total referrals Skipping Leaving Class (S1007) – 9 total referrals Disruptive Behavior (S0091) – 2 total referrals	Student 5 (9th Grader)

Inappropriate Language and Gestures (S1005) – 1 Referral Tardiness to school and class (S1008) – 1 Referral Misuse of Technology (S1006) – 4 Referral 29 Total Referrals 165 Total Periods Absent	
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SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- No additional discipline incidents: Before entering the 25-day program, students had received a total of 121 referrals. Since joining the program, they have received only 5 referrals.
- Reduction in discipline incidents compared to prior 30 days (if available): Since entering the program the students have received a combined total of 5 referrals.
- Met documented behavioral intervention goals: All students have made significant progress toward their behavioral goals.

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- Improved attendance: All participating students have improved their attendance. Students did occasionally miss school; when this occurred, their transition out of the program was delayed.
- Improved grades: Students who have been in the program since the start of the third marking period have demonstrated significant improvements in their grades. These students were failing all of their courses during the first and second marking periods. At the close of the third marking period, all participating students are now passing their classes — a remarkable achievement.
- Improved course performance/assignment completion: Before entering the 25-day program, students were earning the minimum grade of 50% in all courses. They are now passing all courses with an average grade of 79%.
- Met documented academic intervention goals: Students are completing their assignments and have significantly improved their academic performance.

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

- Number of students with an in-school suspension or out of school suspension after beginning services: None of the students have received a suspension since entering the program

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	5
Community-Based Mental Health	2
Substance Use Services	1
Special Education or Section 504 Evaluation	2
Community-Based Supports	0
Other (specify)	0

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

- ☐ Tier 1
☐ Tier 2
☒ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

- ☒ Discipline data review
☒ Attendance data review
☒ Academic data review
☐ Problem-Solving Team referral
☒ Administrator referral
☒ Teacher referral

Problem-Solving Team Involvement in the Pilot:

- ☒ Intervention plan developed or reviewed by the team
☒ Student progress monitored by the team
☐ No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

- ☒ Reduction in repeat discipline incidents
- ☒ Reduction in exclusionary discipline
- ☐ Increased use of positive behavior supports
- ☐ Improvement in school climate
- ☐ Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan?

- ☐ Yes
- ☒ No

Briefly describe how the Pilot funding supported your SDIP goals (limit 2-3 sentences).

The Pilot funding supported our SDIP goals by providing a structured 25-day program that serves as both an alternative to suspension and an alternative placement for students with repeat disciplinary referrals, directly addressing behaviors such as class cutting and minor defiance. Through this intervention, students received targeted supports focused on reducing discipline infractions, improving attendance, and strengthening academic performance, while remaining connected to their education in a structured setting. This aligned closely with our broader MTSS framework and our goal of implementing meaningful alternatives to traditional disciplinary responses.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5–6 SENTENCES)

Briefly describe the intervention(s) implemented through the Pilot and summarize overall progress during the reporting period.

Tiered Interventions:

Tier 1 (Universal Supports):

- Daily classroom social emotional lessons and morning meetings using Highfive's Curricula - GPS 25-Day program and Highfive Connections Curriculum via direct instruction.
- Tenets of Positive Behavior Interventions and Supports, Restorative Practices, and trauma-informed practices are used as guides to provide positive reinforcement before building intrinsic motivation.
- Classroom expectations
- Academic progress monitoring
- Core instruction
- Daily structured schedule

Tier 2 (Targeted Supports):

- Group counseling led by program social worker 30 minutes 3x/week (or more as prescribed by student IEP). Anchored to Highfive Connection Curriculum, but intensified with duration, frequency, and individualized with unique group SMART goals.

- Group counseling takes the basics of Tier 1 direct SEB instruction (“I Do” model) and provides opportunities for application and practice in a structured environment (“We Do”). Core features of Cognitive Behavioral Therapy and Dialectical Behavioral Therapy are used to guide social work practices in both Tier 2 and Tier 3 therapeutic services.
- GPS Curriculum in small groups

Tier 3 (Intensive Supports):

- Individual counseling provided by program social worker per IEP guidelines and as needed.
- “I Do” direct instruction and “We Do” application and practice is intensified and individualized per student SMART goal to “You Do” to give the student the opportunity to put their new skills into action.
- Highfive Making Connections curriculum for responsive behavioral issues
- Highfive Classroom positive and responsive behavioral data platform
- One-on-one instruction/tutoring with special educator push in per SDI requirements
- GPS behavior contract and individual goal setting
- Special education services (IEP related services)
- Individualized daily behavior log
- Individual counseling

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period?

- ☐ Yes
- ☐ No
- ☒ Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

- ☐ Reallocation of existing school funds
- ☐ Federal funds
- ☐ Local funds
- ☒ Additional state funding would be required
- ☐ Other (specify): [Click or tap here to enter text.](#)

Briefly describe any ongoing student behavior needs or service gaps identified during implementation (3–4 sentences max).

Students participating in the 25-day program have demonstrated significant progress in their behavior, attendance, and academic performance, with few major behavioral concerns arising during implementation. Attendance remains the primary challenge, as students who miss school experience delays in their transition out of the program. The most significant service gap identified is post-program transition, as returning to the larger, less structured comprehensive high school environment may expose

students to the same triggers and stressors that contributed to their initial struggles. Ensuring continued supports are in place upon exit will be critical to sustaining the success students have achieved within the program.

SUBMISSION INFORMATION

All data reported should reflect the defined reporting period above.

This report will be included in the appendices of DDOE's School-Based Intervention Services Pilot Report.

Please submit an electronic copy to DDOE at **DDOE.SchoolClimate@doe.k12.de.us** by **April 1, 2026**.

School-Based Intervention Services Pilot Program

DDOE Evaluation Report

2025–2026 School Year

Reporting Period: Start Date February 1, 2026 To End Date April 1, 2026

Submission Due: March 9, 2026

Report Submitted By (Name & Title): Dr. Natalie C. Hess, Director of Special Education and Support Services

REPORTING DEFINITIONS

Students Served: Unduplicated projected count of students expected to receive at least one documented intervention service when CPI Classroom Culture is fully implemented in Fall 2026.

Behavioral Improvement: Projected number of students expected to demonstrate improved behavioral response, including fewer incidents, no additional incidents, or progress toward behavioral goals.

Academic Improvement: Projected number of students expected to demonstrate stabilization or improvement in attendance, course performance, assignment completion, or academic goals.

Subsequent Incident Rate: Projected number of students expected to have an additional discipline incident after beginning services during the initial implementation period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Brandywine School District

School: Brandywine High School

Project Name: CPI Classroom Culture – SBIS Pilot

School Award Amount: SBIS Pilot grant allocation

Date Funds Received: February 2026

Date First Student Served: August 2026 staff training; full student implementation beginning Fall 2026

SECTION 2: STUDENTS SERVED BY PILOT

Total Students Served (Unduplicated Count): 86 students (projected)

Calculation method: projected students served equals 10% of Brandywine High School's enrollment of 862 students, rounded to the nearest whole student ($862 \times 0.10 = 86$). Because full implementation begins in Fall 2026, these figures reflect projected full-implementation impact rather than current-year actual service counts.

SECTION 3: REASONS FOR REFERRAL TO PILOT

List number of students by primary reason for referral using state discipline offense categories. Counts below reflect projected distribution at full implementation.

Discipline Offense Category	Number of Students
Classroom Disruption / Disturbance	30
Insubordination / Defiance	22
Minor Physical Altercation	13
Harassment / Threats	13
Other Behavioral Concern	8

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

No additional discipline incidents: 52 (projected)

Reduction in discipline incidents compared to prior 30 days (if available): 43 (projected)

Met documented behavioral intervention goals: 43 (projected)

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

Improved attendance: 34 (projected)

Improved grades: 30 (projected)

Improved course performance/assignment completion: 39 (projected)

Met documented academic intervention goals: 30 (projected)

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

Number of students with an in-school suspension or out of school suspension after beginning services:
0 (projected during initial implementation period)

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	22
Community-Based Mental Health	13
Substance Use Services	4
Special Education or Section 504 Evaluation	9
Community-Based Supports	17
Other (specify: mentoring/check-in check-out)	4

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

☒ Tier 1 ☒ Tier 2 ☐ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

☒ Discipline data review ☒ Attendance data review ☒ Academic data review

☒ Problem-Solving Team referral ☒ Administrator referral ☒ Teacher referral

Problem-Solving Team Involvement in the Pilot:

☒ Intervention plan developed or reviewed by the team ☒ Student progress monitored by the team ☐ No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

☒ Reduction in repeat discipline incidents ☒ Reduction in exclusionary discipline

☒ Increased use of positive behavior supports ☒ Improvement in school climate

☒ Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan? ☒ Yes ☐ No

Pilot funding supports SDIP goals by building a school-based intervention model that provides services to students whose behavior disrupts the classroom setting, consistent with 14 DE Admin. Code 609. The project strengthens both short- and long-term intervention strategies through character education, social skills development, counseling access, referral pathways, and behavior modification strategies delivered through CPI Classroom Culture. At each building, three designated staff members will be trained to serve as turnaround trainers, allowing the school to scale consistent Tier 1 and Tier 2 behavioral supports across the full staff.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5–6 SENTENCES)

During the planning and preparation period, each participating school identified three designated staff members who will attend CPI Classroom Culture trainer preparation and become turnaround trainers for their building. Those three staff members will complete training on April 20, 2026 and will then lead building-level preparation with administrators and MTSS teams. Full staff training for each building is scheduled for August 2026 so that all teachers and support staff begin the 2026–2027 school year with common CPI Classroom Culture routines, language, and response protocols. Full implementation of CPI Classroom Culture will begin in Fall 2026 and will include schoolwide Tier 1 classroom culture practices plus targeted Tier 2 behavioral supports for students identified through discipline, attendance, academic, and problem-solving team data. Projected impact in this report is based on full implementation at approximately 10% of enrollment for direct Tier 2 service, with the broader student body benefiting from schoolwide Tier 1 practices. MTSS teams will monitor discipline trends, attendance, course engagement, and referral outcomes to assess implementation fidelity and impact.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period? ☒ Yes ☐ No
☐ Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

☐ Reallocation of existing school funds ☒ Federal funds ☒ Local funds ☒ Additional state funding would be required ☐ Other

Ongoing student behavior needs include continued support for classroom disruption, regulation, peer conflict, and engagement challenges that interfere with learning. Sustained funding is needed to maintain CPI Classroom Culture with coaching, refresher training, and MTSS-based progress monitoring after the initial rollout. Because the district is using a three-trainer turnaround model in each building, continued funding will help preserve implementation fidelity, support new staff onboarding, and strengthen long-term compliance with the intent of 14 DE Admin. Code 609 through consistent school-based intervention services.

SUBMISSION INFORMATION

All data reported reflect projected full-implementation impact because CPI Classroom Culture full staff training is scheduled for August 2026 and schoolwide implementation begins in Fall 2026.

School-Based Intervention Services Pilot Program

DDOE Evaluation Report

2025–2026 School Year

Reporting Period: Start Date February 1, 2026 To End Date April 1, 2026

Submission Due: March 9, 2026

Report Submitted By (Name & Title): Dr. Natalie C. Hess, Director of Special Education and Support Services

REPORTING DEFINITIONS

Students Served: Unduplicated projected count of students expected to receive at least one documented intervention service when CPI Classroom Culture is fully implemented in Fall 2026.

Behavioral Improvement: Projected number of students expected to demonstrate improved behavioral response, including fewer incidents, no additional incidents, or progress toward behavioral goals.

Academic Improvement: Projected number of students expected to demonstrate stabilization or improvement in attendance, course performance, assignment completion, or academic goals.

Subsequent Incident Rate: Projected number of students expected to have an additional discipline incident after beginning services during the initial implementation period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Brandywine School District

School: P.S. duPont Middle School

Project Name: CPI Classroom Culture – SBIS Pilot

School Award Amount: SBIS Pilot grant allocation

Date Funds Received: February 2026

Date First Student Served: August 2026 staff training; full student implementation beginning Fall 2026

SECTION 2: STUDENTS SERVED BY PILOT

Total Students Served (Unduplicated Count): 66 students (projected)

Calculation method: projected students served equals 10% of P.S. duPont Middle School's enrollment of 657 students, rounded to the nearest whole student ($657 \times 0.10 = 66$). Because full implementation begins in Fall 2026, these figures reflect projected full-implementation impact rather than current-year actual service counts.

SECTION 3: REASONS FOR REFERRAL TO PILOT

List number of students by primary reason for referral using state discipline offense categories. Counts below reflect projected distribution at full implementation.

Discipline Offense Category	Number of Students
Classroom Disruption / Disturbance	23
Insubordination / Defiance	17
Minor Physical Altercation	10
Harassment / Threats	10
Other Behavioral Concern	6

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

No additional discipline incidents: 40 (projected)

Reduction in discipline incidents compared to prior 30 days (if available): 33 (projected)

Met documented behavioral intervention goals: 33 (projected)

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

Improved attendance: 26 (projected)

Improved grades: 23 (projected)

Improved course performance/assignment completion: 30 (projected)

Met documented academic intervention goals: 23 (projected)

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

Number of students with an in-school suspension or out of school suspension after beginning services:
0 (projected during initial implementation period)

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	16
Community-Based Mental Health	10
Substance Use Services	3
Special Education or Section 504 Evaluation	7
Community-Based Supports	13
Other (specify: mentoring/check-in check-out)	3

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

☒ Tier 1 ☒ Tier 2 ☐ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

☒ Discipline data review ☒ Attendance data review ☒ Academic data review

☒ Problem-Solving Team referral ☒ Administrator referral ☒ Teacher referral

Problem-Solving Team Involvement in the Pilot:

☒ Intervention plan developed or reviewed by the team ☒ Student progress monitored by the team ☐ No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

☒ Reduction in repeat discipline incidents ☒ Reduction in exclusionary discipline

☒ Increased use of positive behavior supports ☒ Improvement in school climate

☒ Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan? ☒ Yes ☐ No

Pilot funding supports SDIP goals by building a school-based intervention model that provides services to students whose behavior disrupts the classroom setting, consistent with 14 DE Admin. Code 609. The project strengthens both short- and long-term intervention strategies through character education, social skills development, counseling access, referral pathways, and behavior modification strategies delivered through CPI Classroom Culture. At each building, three designated staff members will be trained to serve as turnaround trainers, allowing the school to scale consistent Tier 1 and Tier 2 behavioral supports across the full staff.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5–6 SENTENCES)

During the planning and preparation period, each participating school identified three designated staff members who will attend CPI Classroom Culture trainer preparation and become turnaround trainers for their building. Those three staff members will complete training on April 20, 2026 and will then lead building-level preparation with administrators and MTSS teams. Full staff training for each building is scheduled for August 2026 so that all teachers and support staff begin the 2026–2027 school year with common CPI Classroom Culture routines, language, and response protocols. Full implementation of CPI Classroom Culture will begin in Fall 2026 and will include schoolwide Tier 1 classroom culture practices plus targeted Tier 2 behavioral supports for students identified through discipline, attendance, academic, and problem-solving team data. Projected impact in this report is based on full implementation at approximately 10% of enrollment for direct Tier 2 service, with the broader student body benefiting from schoolwide Tier 1 practices. MTSS teams will monitor discipline trends, attendance, course engagement, and referral outcomes to assess implementation fidelity and impact.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period? ☒ Yes ☐ No
☐ Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

☐ Reallocation of existing school funds ☒ Federal funds ☒ Local funds ☒ Additional state funding would be required ☐ Other

Ongoing student behavior needs include continued support for classroom disruption, regulation, peer conflict, and engagement challenges that interfere with learning. Sustained funding is needed to maintain CPI Classroom Culture with coaching, refresher training, and MTSS-based progress monitoring after the initial rollout. Because the district is using a three-trainer turnaround model in each building, continued funding will help preserve implementation fidelity, support new staff onboarding, and strengthen long-term compliance with the intent of 14 DE Admin. Code 609 through consistent school-based intervention services.

SUBMISSION INFORMATION

All data reported reflect projected full-implementation impact because CPI Classroom Culture full staff training is scheduled for August 2026 and schoolwide implementation begins in Fall 2026.

School-Based Intervention Services Pilot Program

DDOE Evaluation Report

2025–2026 School Year

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Submission Due: March 9, 2026

Report Submitted By (Name & Title): Dr. Natalie C. Hess, Director of Special Education and Support Services

REPORTING DEFINITIONS

Students Served: Unduplicated projected count of students expected to receive at least one documented intervention service when CPI Classroom Culture is fully implemented in Fall 2026.

Behavioral Improvement: Projected number of students expected to demonstrate improved behavioral response, including fewer incidents, no additional incidents, or progress toward behavioral goals.

Academic Improvement: Projected number of students expected to demonstrate stabilization or improvement in attendance, course performance, assignment completion, or academic goals.

Subsequent Incident Rate: Projected number of students expected to have an additional discipline incident after beginning services during the initial implementation period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Brandywine School District

School: Springer Middle School

Project Name: CPI Classroom Culture – SBIS Pilot

School Award Amount: SBIS Pilot grant allocation

Date Funds Received: February 2026

Date First Student Served: August 2026 staff training; full student implementation beginning Fall 2026

SECTION 2: STUDENTS SERVED BY PILOT

Total Students Served (Unduplicated Count): 73 students (projected)

Calculation method: projected students served equals 10% of Springer Middle School's enrollment of 734 students, rounded to the nearest whole student ($734 \times 0.10 = 73$). Because full implementation begins in Fall 2026, these figures reflect projected full-implementation impact rather than current-year actual service counts.

SECTION 3: REASONS FOR REFERRAL TO PILOT

List number of students by primary reason for referral using state discipline offense categories. Counts below reflect projected distribution at full implementation.

Discipline Offense Category	Number of Students
Classroom Disruption / Disturbance	26
Insubordination / Defiance	18
Minor Physical Altercation	11
Harassment / Threats	11
Other Behavioral Concern	7

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

No additional discipline incidents: 44 (projected)

Reduction in discipline incidents compared to prior 30 days (if available): 36 (projected)

Met documented behavioral intervention goals: 36 (projected)

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

Improved attendance: 29 (projected)

Improved grades: 26 (projected)

Improved course performance/assignment completion: 33 (projected)

Met documented academic intervention goals: 26 (projected)

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

Number of students with an in-school suspension or out of school suspension after beginning services:
0 (projected during initial implementation period)

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	18
Community-Based Mental Health	11
Substance Use Services	4
Special Education or Section 504 Evaluation	7
Community-Based Supports	15
Other (specify: mentoring/check-in check-out)	4

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

☒ Tier 1 ☒ Tier 2 ☐ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

☒ Discipline data review ☒ Attendance data review ☒ Academic data review

☒ Problem-Solving Team referral ☒ Administrator referral ☒ Teacher referral

Problem-Solving Team Involvement in the Pilot:

☒ Intervention plan developed or reviewed by the team ☒ Student progress monitored by the team ☐ No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

☒ Reduction in repeat discipline incidents ☒ Reduction in exclusionary discipline

☒ Increased use of positive behavior supports ☒ Improvement in school climate

☒ Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan? ☒ Yes ☐ No

Pilot funding supports SDIP goals by building a school-based intervention model that provides services to students whose behavior disrupts the classroom setting, consistent with 14 DE Admin. Code 609. The project strengthens both short- and long-term intervention strategies through character education, social skills development, counseling access, referral pathways, and behavior modification strategies delivered through CPI Classroom Culture. At each building, three designated staff members will be trained to serve as turnaround trainers, allowing the school to scale consistent Tier 1 and Tier 2 behavioral supports across the full staff.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5–6 SENTENCES)

During the planning and preparation period, each participating school identified three designated staff members who will attend CPI Classroom Culture trainer preparation and become turnaround trainers for their building. Those three staff members will complete training on April 20, 2026 and will then lead building-level preparation with administrators and MTSS teams. Full staff training for each building is scheduled for August 2026 so that all teachers and support staff begin the 2026–2027 school year with common CPI Classroom Culture routines, language, and response protocols. Full implementation of CPI Classroom Culture will begin in Fall 2026 and will include schoolwide Tier 1 classroom culture practices plus targeted Tier 2 behavioral supports for students identified through discipline, attendance, academic, and problem-solving team data. Projected impact in this report is based on full implementation at approximately 10% of enrollment for direct Tier 2 service, with the broader student body benefiting from schoolwide Tier 1 practices. MTSS teams will monitor discipline trends, attendance, course engagement, and referral outcomes to assess implementation fidelity and impact.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period? ☒ Yes ☐ No
☐ Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

☐ Reallocation of existing school funds ☒ Federal funds ☒ Local funds ☒ Additional state funding would be required ☐ Other

Ongoing student behavior needs include continued support for classroom disruption, regulation, peer conflict, and engagement challenges that interfere with learning. Sustained funding is needed to maintain CPI Classroom Culture with coaching, refresher training, and MTSS-based progress monitoring after the initial rollout. Because the district is using a three-trainer turnaround model in each building, continued funding will help preserve implementation fidelity, support new staff onboarding, and strengthen long-term compliance with the intent of 14 DE Admin. Code 609 through consistent school-based intervention services.

SUBMISSION INFORMATION

All data reported reflect projected full-implementation impact because CPI Classroom Culture full staff training is scheduled for August 2026 and schoolwide implementation begins in Fall 2026.

School-Based Intervention Services Pilot Program

DDOE Evaluation Report

2025–2026 School Year

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Submission Due: March 9, 2026

Report Submitted By (Name & Title): Dr. Natalie C. Hess, Director of Special Education and Support Services

REPORTING DEFINITIONS

Students Served: Unduplicated projected count of students expected to receive at least one documented intervention service when CPI Classroom Culture is fully implemented in Fall 2026.

Behavioral Improvement: Projected number of students expected to demonstrate improved behavioral response, including fewer incidents, no additional incidents, or progress toward behavioral goals.

Academic Improvement: Projected number of students expected to demonstrate stabilization or improvement in attendance, course performance, assignment completion, or academic goals.

Subsequent Incident Rate: Projected number of students expected to have an additional discipline incident after beginning services during the initial implementation period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Brandywine School District

School: Talley Middle School

Project Name: CPI Classroom Culture – SBIS Pilot

School Award Amount: SBIS Pilot grant allocation

Date Funds Received: February 2026

Date First Student Served: August 2026 staff training; full student implementation beginning Fall 2026

SECTION 2: STUDENTS SERVED BY PILOT

Total Students Served (Unduplicated Count): 73 students (projected)

Calculation method: projected students served equals 10% of Talley Middle School's enrollment of 728 students, rounded to the nearest whole student ($728 \times 0.10 = 73$). Because full implementation begins in Fall 2026, these figures reflect projected full-implementation impact rather than current-year actual service counts.

SECTION 3: REASONS FOR REFERRAL TO PILOT

List number of students by primary reason for referral using state discipline offense categories. Counts below reflect projected distribution at full implementation.

Discipline Offense Category	Number of Students
Classroom Disruption / Disturbance	26
Insubordination / Defiance	18
Minor Physical Altercation	11
Harassment / Threats	11
Other Behavioral Concern	7

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

No additional discipline incidents: 44 (projected)

Reduction in discipline incidents compared to prior 30 days (if available): 36 (projected)

Met documented behavioral intervention goals: 36 (projected)

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

Improved attendance: 29 (projected)

Improved grades: 26 (projected)

Improved course performance/assignment completion: 33 (projected)

Met documented academic intervention goals: 26 (projected)

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

Number of students with an in-school suspension or out of school suspension after beginning services:
0 (projected during initial implementation period)

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	18
Community-Based Mental Health	11
Substance Use Services	4
Special Education or Section 504 Evaluation	7
Community-Based Supports	15
Other (specify: mentoring/check-in check-out)	4

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

☒ Tier 1 ☒ Tier 2 ☐ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

☒ Discipline data review ☒ Attendance data review ☒ Academic data review

☒ Problem-Solving Team referral ☒ Administrator referral ☒ Teacher referral

Problem-Solving Team Involvement in the Pilot:

☒ Intervention plan developed or reviewed by the team ☒ Student progress monitored by the team ☐ No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

☒ Reduction in repeat discipline incidents ☒ Reduction in exclusionary discipline

☒ Increased use of positive behavior supports ☒ Improvement in school climate

☒ Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan? ☒ Yes ☐ No

Pilot funding supports SDIP goals by building a school-based intervention model that provides services to students whose behavior disrupts the classroom setting, consistent with 14 DE Admin. Code 609. The project strengthens both short- and long-term intervention strategies through character education, social skills development, counseling access, referral pathways, and behavior modification strategies delivered through CPI Classroom Culture. At each building, three designated staff members will be trained to serve as turnaround trainers, allowing the school to scale consistent Tier 1 and Tier 2 behavioral supports across the full staff.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5–6 SENTENCES)

During the planning and preparation period, each participating school identified three designated staff members who will attend CPI Classroom Culture trainer preparation and become turnaround trainers for their building. Those three staff members will complete training on April 20, 2026 and will then lead building-level preparation with administrators and MTSS teams. Full staff training for each building is scheduled for August 2026 so that all teachers and support staff begin the 2026–2027 school year with common CPI Classroom Culture routines, language, and response protocols. Full implementation of CPI Classroom Culture will begin in Fall 2026 and will include schoolwide Tier 1 classroom culture practices plus targeted Tier 2 behavioral supports for students identified through discipline, attendance, academic, and problem-solving team data. Projected impact in this report is based on full implementation at approximately 10% of enrollment for direct Tier 2 service, with the broader student body benefiting from schoolwide Tier 1 practices. MTSS teams will monitor discipline trends, attendance, course engagement, and referral outcomes to assess implementation fidelity and impact.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period? ☒ Yes ☐ No
☐ Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

☐ Reallocation of existing school funds ☒ Federal funds ☒ Local funds ☒ Additional state funding would be required ☐ Other

Ongoing student behavior needs include continued support for classroom disruption, regulation, peer conflict, and engagement challenges that interfere with learning. Sustained funding is needed to maintain CPI Classroom Culture with coaching, refresher training, and MTSS-based progress monitoring after the initial rollout. Because the district is using a three-trainer turnaround model in each building, continued funding will help preserve implementation fidelity, support new staff onboarding, and strengthen long-term compliance with the intent of 14 DE Admin. Code 609 through consistent school-based intervention services.

SUBMISSION INFORMATION

All data reported reflect projected full-implementation impact because CPI Classroom Culture full staff training is scheduled for August 2026 and schoolwide implementation begins in Fall 2026.

School-Based Intervention Services Pilot Program
DDOE Evaluation Report
2025-2026 School Year

Reporting Period: Start Date 12/2/2025 **To End Date** 6/30/2026; Data reporting: 3/31/2026

Submission Due: April 1, 2026

Report Submitted By (Name & Title): Dr. Brittany Hazzard and Ms. Tania Alexander

REPORTING DEFINITIONS

- **Students Served:** Unduplicated count of students who received at least one documented intervention service during the reporting period.
- **Behavioral Improvement:** Demonstrated positive response during participation, including reduction in discipline incidents, no additional incidents during participation, or documented progress toward behavioral goals.
- **Academic Improvement:** Demonstrated stabilization or improvement in attendance, course performance, assignment completion, or documented academic goals during participation.
- **Subsequent Incident Rate:** Unduplicated count of students who had an additional discipline incident during the reporting period after beginning services. Due to mid-year implementation, this reflects only incidents occurring within the funding period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Capital School District

School: Dover High School

Project Name: Capital School District SBIS Pilot

School Award Amount: \$94,154.17

Date Funds Received: 12/24/2025

Date First Student Served: 10/22/25

SECTION 2: STUDENTS SERVED BY PILOT

Total Students Served (Unduplicated Count): 37 students (18 Girls Circle / 19 MAN UP)

SECTION 3: REASONS FOR REFERRAL TO PILOT

List number of students by primary reason for referral (use state discipline offense categories). Add rows as needed.

Girls Circle & MAN UP

Discipline Offense Category	Number of Students
Attendance	11
Defiance/insubordination	2
Drug/alcohol use	1
Inappropriate touch	1
Fighting	1
Skiping class	3
Other reasons for Tier 2 referral for supports: SEL & Academics	8

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- No additional discipline incidents: 25
- Reduction in discipline incidents compared to prior 30 days (if available): 4
 - Note that many participants had no behavior referrals prior to intervention and maintained their no referral record. The next round of intervention will focus more on students with behavioral needs.
- Met documented behavioral intervention goals: 34

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- Improved attendance: 22
- Improved grades: 12
- Improved course performance/assignment completion: 12
- Met documented academic intervention goals: 18

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

- Number of students with an in-school suspension or out of school suspension after beginning services: 3

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	3
Community-Based Mental Health	0
Substance Use Services	0
Special Education or Section 504 Evaluation	7
Community-Based Supports	0
Other (specify)	0

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

X Tier 1

X Tier 2

☐ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

X Discipline data review

X Attendance data review

X Academic data review

X Problem-Solving Team referral

X Administrator referral

X Teacher referral

Problem-Solving Team Involvement in the Pilot:

X Intervention plan developed or reviewed by the team

X Student progress monitored by the team

☐ No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

X Reduction in repeat discipline incidents

X Reduction in exclusionary discipline

X Increased use of positive behavior supports

X Improvement in school climate

X Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan?

X Yes *Formulation of SDIP plan preceded RFA opportunity; however Tier 2 interventions were included in the DHS SDIP plan.

☐ No

Briefly describe how the Pilot funding supported your SDIP goals (limit 2-3 sentences).

In alignment with SDIP goals, the pilot strengthens Dover High School's (DHS) Multi-Tiered System of Support (MTSS) to better address students' social, emotional, and behavioral needs through professional learning and coaching with the University of Delaware's MTSS Technical Assistance Center (UD MTSS TAC). Funding supported staff participation in *Belonging Before Behavior: A Tier 1 Approach to Prevention and Support*, emphasizing Cycles of De-escalation to improve school climate and strengthen student relationships through proactive, restorative practices. The pilot also leveraged coaching for two Tier 2 interventions, helping coordinators and Tier 2 team leaders identify strengths and growth areas within the overall system.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5-6 SENTENCES)

Briefly describe the intervention(s) implemented through the Pilot and summarize overall progress during the reporting period.

DHS is implementing a two-pronged approach focused on strengthening students' skills and relationships while building staff capacity for proactive, equitable behavior support. Tier 1 professional learning on the Cycle of De-escalation was provided to all staff by the UD MTSS TAC. Building on this foundation, a cohort of staff, in collaboration with the Tier 1 team, is piloting the Mood Meter, a research-based tool grounded in the Yale Center for Emotional Intelligence RULER approach to social and emotional learning (Brackett et al., 2019). The Mood Meter supports students in developing self-awareness and self-management by helping them accurately recognize, label, and regulate emotions. Additional training was provided to support intentional planning, implementation, and progress monitoring following spring break.

The second focus area includes two Tier 2 interventions, Girls Circle and MAN UP, designed to build coping skills and strengthen relationships. Girls Circle emphasizes connection, emotional regulation, and healthy peer relationships for female students, while MAN UP promotes self-awareness, emotional regulation, and pro-social behavior for male students. These supports aim to strengthen social-emotional skills and reduce behavioral escalation.

During the reporting period, Student Intervention Team (SIT) members and intervention providers initiated and maintained both interventions while refining practices within the

broader Tier 2 system. This work strengthened understanding of Tier 2 processes and is supporting development of a more efficient and effective behavior response protocol for DHS.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period?

X Yes

☐ No

☐ Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

☐ Reallocation of existing school funds

☐ Federal funds

X Local funds

☐ Additional state funding would be required

X Other (specify): Additional state funding would support continued, efficient implementation. Sustainability for Tier 1 efforts and Tier 2 groups was built into the pilot, including use of the interventions by support services staff.

Briefly describe any ongoing student behavior needs or service gaps identified during implementation (3–4 sentences max).

Using action research principles, school-based participants, with support from the district team and the UD MTSS TAC, will review data from this reporting period to inform intervention and system improvements. Implementation efforts to date have highlighted areas for strengthening Tier 2 supports, including establishing clear decision rules for student intervention entry, improving progress monitoring, and refining criteria for adjusting or existing interventions. The MTSS team and School Improvement team plans to update the intervention inventory, SIT meeting protocols, and student intervention data coordination to better support Tier 1 and Tier 2 systems, increase transparency of available services, and identify potential gaps based on student needs.

SUBMISSION INFORMATION

All data reported should reflect the defined reporting period above.

This report will be included in the appendices of DDOE’s School-Based Intervention Services Pilot Report.

Please submit an electronic copy to DDOE at **DDOE.SchoolClimate@doe.k12.de.us** by **April 1, 2026**.

**School-Based Intervention Services Pilot Program
DDOE Evaluation Report
2025-2026 School Year**

Reporting Period: Start Date January 7, 2026, **To End Date** March 27, 2026

Submission Due: April 1, 2026

Report Submitted By (Name & Title): Gina A. Moody, Director of Student Services & Whole Child Support

REPORTING DEFINITIONS

- **Students Served:** Unduplicated count of students who received at least one documented intervention service during the reporting period.
- **Behavioral Improvement:** Demonstrated positive response during participation, including reduction in discipline incidents, no additional incidents during participation, or documented progress toward behavioral goals.
- **Academic Improvement:** Demonstrated stabilization or improvement in attendance, course performance, assignment completion, or documented academic goals during participation.
- **Subsequent Incident Rate:** Unduplicated count of students who had an additional discipline incident during the reporting period after beginning services. Due to mid-year implementation, this reflects only incidents occurring within the funding period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Christina School District

School: Christiana High School and Middle School Honors Academy

Project Name: CHS - Check-in/Check-Out Tier 2 Intervention

School Award Amount: \$33,897.31

Date Funds Received: December 22, 2025

Date First Student Served: January 7, 2026 (Professional Learning)/February 2, 2026 (first day of Cycle 3)

SECTION 2: STUDENTS SERVED BY PILOT

Total Students Served (Unduplicated Count): 20.

SECTION 3: REASONS FOR REFERRAL TO PILOT

List the number of students by primary reason for referral (use state discipline offense categories). Add rows as needed.

Discipline Offense Category	Number of Students
Skiping	12
Threat of Physical Attack without a Weapon	1
Defiance of School Authority	4
Disruptive Behavior	1
Instigation	2
Academic	7

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, the number of students who demonstrated:

- No additional discipline incidents:
 - 4 (20%)
- Reduction in discipline incidents compared to the prior 30 days (if available):
 - 10 (50%)
- Met documented behavioral intervention goals:
 - 9 (45%)

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, the number of students who demonstrated:

	ELA Grade Change	Math Grade Change	Absent Unexcused Change	Referral Change
High Participation 70% or Higher	75% Increase	11% Increase	48% Decrease	90% Decrease

Medium Participation 40 to 69%	5% Increase	3% Decrease	11% Increase	100% Decrease
Low Participation 39% or Lower	7% Increase	26% Decrease	6 % Decrease	7% Decrease

- Improved attendance:
 - o 13 (65%)
- Improved grades:
 - o 10 students (50%)
- Improved course performance/assignment completion:
 - o 10 students (50%)
- Met documented academic intervention goals:
 - o 7 students improved to a passing grade in ELA or Math (35%)

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

- Number of students with an in-school suspension or out-of-school suspension after beginning services: 7

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	4
Community-Based Mental Health	0
Substance Use Services	0
Special Education or Section 504 Evaluation	0
Community-Based Supports	0
Other (specify)	0

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

- ☐ Tier 1
- ☒ Tier 2
- ☐ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

- ☒ Discipline data review/Attendance data review
- ☒ Academic data review
- ☐ Problem-Solving Team referral
- ☐ Administrator referral
- ☐ Teacher referral

Problem-Solving Team Involvement in the Pilot:

- ☒ Intervention plan developed or reviewed by the team
- ☒ Student progress is monitored by the team
- ☐ No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

- ☒ Reduction in repeat discipline incidents
- ☒ Reduction in exclusionary discipline
- ☒ Increased use of positive behavior supports
- ☒ Improvement in school climate
- ☒ Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan?

- ☐ Yes
- ☒ No

Briefly describe how the Pilot funding supported your SDIP goals (limit 2-3 sentences).

The budget supports monetary compensation for staff who attended the after-school professional learning sessions and coaching with the partnership of the University of Delaware's MTSS Technical Assistance (TA) Center. The MTSS-TA Center has a long-standing collaboration with school districts and the Department of Education. They provide extensive professional learning on MTSS implementation, including methods for enhancing the Tier 2 CICO intervention for students as part of the school's larger Tier 2 efforts and overall MTSS.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5-6 SENTENCES)

Briefly describe the intervention(s) implemented through the Pilot and summarize overall progress during the reporting period.

The Check-in/Check-out (CICO) Tier 2 intervention was the focus of this pilot because school teams sought to increase utilization and improvement of implementation fidelity. Research indicates that this strategy improves students' behavior and engagement in academic performance. Christiana High School and Middle School Academy selected staff members who served as mentors for two students each, resulting in a total of twenty (20) students who received the CICO intervention. The UD MTSS-TA team met with the school virtually and in person to provide training to ground in the core CICO model and potential adaptations for secondary settings, assist the school in identifying participating student lists, design the school-specific Daily Progress Report (DPR), gather/analyze data from the pre-intervention surveys, and monitor student progress. The UD MTSS-TA team also met routinely with the District team to review schools' progress, provide evaluation support, and work towards executing a sustainability plan. Using the principles of action research, school-based participants, with support from the district team and the UD MTSS-TA Center, will review Cycle 3 data and implementation practices to inform system improvements for Cycle 4 and future efforts.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period?

- ☒ Yes
- ☐ No
- ☐ Unsure

If "Yes" or "Unsure," indicate how continuation would be supported (check all that apply):

- ☐ Reallocation of existing school funds
- ☐ Federal funds
- ☐ Local funds
- ☐ Additional state funding would be required
- ☒ Other (specify): With trained staff, each school is poised to continue this intervention with additional students next school year. They can increase the number of mentors and students and monitor progress throughout the year.

Briefly describe any ongoing student behavior needs or service gaps identified during implementation (3–4 sentences max).

Through initial implementation of the CICO intervention during Cycle 3, we identified areas to strengthen our Tier 2 system within MTSS, particularly related to data access, collection, and use. Reviewing data decision rules for CICO highlighted the need for Tier 3 support for some students who had more intensive support needs than were appropriate for CICO. We will engage in problem-solving around intervention-specific gaps in preparation for Cycle 4 and the upcoming school year, while also planning for long-term sustainability of CICO.

SUBMISSION INFORMATION

All data reported should reflect the defined reporting period above.

This report will be included in the appendices of DDOE's School-Based Intervention Services Pilot Report.

Please submit an electronic copy to DDOE at **DDOE.SchoolClimate@doe.k12.de.us** by **April 1, 2026**.

**School-Based Intervention Services Pilot Program
DDOE Evaluation Report
2025-2026 School Year**

Reporting Period: Start Date January 7, 2026 **To End Date** March 27, 2026 **Submission Due:**
April 1, 2026

Report Submitted By (Name & Title): Gina A. Moody, Director of Student Services & Whole Child Support

REPORTING DEFINITIONS

- **Students Served:** Unduplicated count of students who received at least one documented intervention service during the reporting period.
- **Behavioral Improvement:** Demonstrated positive response during participation, including reduction in discipline incidents, no additional incidents during participation, or documented progress toward behavioral goals.
- **Academic Improvement:** Demonstrated stabilization or improvement in attendance, course performance, assignment completion, or documented academic goals during participation.
- **Subsequent Incident Rate:** Unduplicated count of students who had an additional discipline incident during the reporting period after beginning services. Due to mid-year implementation, this reflects only incidents occurring within the funding period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Christina School District

School: Glasgow High School

Project Name: GHS - Check-in/Check-Out Tier 2 Intervention

School Award Amount: \$33,897.31

Date Funds Received: December 22, 2025

Date First Student Served: January 7, 2026 (Professional Learning)/February 2, 2026 (first day of Cycle 3)

SECTION 2: STUDENTS SERVED BY PILOT

Total Students Served (Unduplicated Count): 20.

SECTION 3: REASONS FOR REFERRAL TO PILOT

List the number of students by primary reason for referral (use state discipline offense categories). Add rows as needed.

Discipline Offense Category	Number of Students
Fighting	4
Defiance	4
Disruption	1
Instigation	2
Threat of Physical Attack without a Weapon	2
Skiping/Tardiness	10
Possession of Alcohol/Possession of Alcohol, Drugs	4
Careless/Reckless Behavior	2
Alleged Bullying	1

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, the number of students who demonstrated:

- No additional discipline incidents:
 - 13 (65%)
- Reduction in discipline incidents compared to prior 30 days (if available):
 - 12 (60%)
- Met documented behavioral intervention goals:
 - 10 (50%)

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, the number of students who demonstrated:

- Improved attendance:
 - 13 (65%)
- Improved grades:
 - 8 (40%)
- Improved course performance/assignment completion:
 - 10 (50%)

- Met documented academic intervention goals:
 - 9 (45%)

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

- Number of students with an in-school suspension or out-of-school suspension after beginning services:
 - 2 (10%)

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	20/20
Community-Based Mental Health	18/20
Substance Use Services	0
Special Education or Section 504 Evaluation	3/20
Community-Based Supports	0
Other (specify)	In-house tutoring, workforce ready, trauma support group, Emotional group, Sports

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

- ☐ Tier 1
☒ Tier 2
☐ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

- ☒ Discipline data review/Attendance data review
☒ Academic data review
☒ Problem-Solving Team referral
☒ Administrator referral
☒ Teacher referral

Problem-Solving Team Involvement in the Pilot:

- ☒ Intervention plan developed or reviewed by the team
- ☒ Student progress is monitored by the team
- ☐ No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

- ☒ Reduction in repeat discipline incidents
- ☒ Reduction in exclusionary discipline
- ☒ Increased use of positive behavior supports
- ☒ Improvement in school climate
- ☒ Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan?

- ☐ Yes
- ☒ No

Briefly describe how the Pilot funding supported your SDIP goals (limit 2-3 sentences).

The budget supports monetary compensation for staff who attended the after-school professional learning sessions and coaching with the partnership of the University of Delaware's MTSS Technical Assistance (TA) Center. The MTSS-TA Center has a long-standing collaboration with school districts and the Department of Education. They provide extensive professional learning on MTSS implementation, including methods for enhancing the Tier 2 CICO intervention for students as part of the school's larger Tier 2 efforts and overall MTSS.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5-6 SENTENCES)

Briefly describe the intervention(s) implemented through the Pilot and summarize overall progress during the reporting period.

The Check-in/Check-out (CICO) Tier 2 intervention was the focus of this pilot because school teams sought to increase utilization and improvement of implementation fidelity. Research indicates that this strategy improves students' behavior and engagement in academic performance. Glasgow High School selected staff members who served as mentors for two students each, resulting in a total of twenty (20) students who received the CICO intervention. The UD MTSS-TA team met with the school virtually and in person to provide training on the core CICO model and potential adaptations for secondary settings, assist the school in identifying participating student lists, and design the school-specific Daily Progress Report (DPR), gather/analyze data from the pre-intervention surveys, and monitor student progress. The UD MTSS-TA team also met routinely with the District team to review schools' progress, provide evaluation support, and work towards executing a sustainability plan. Using the principles of action research, school-based participants, with support from the district team

and the UD MTSS-TA Center, will review Cycle 3 data and implementation practices to inform system improvements for Cycle 4 and future efforts.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period?

- ☒ Yes
- ☐ No
- ☐ Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

- ☐ Reallocation of existing school funds
- ☐ Federal funds
- ☐ Local funds
- ☐ Additional state funding would be required
- ☒ Other (specify): With trained staff, each school is poised to continue this intervention with additional students next school year. They can increase the number of mentors and students and monitor progress throughout the year.

Briefly describe any ongoing student behavior needs or service gaps identified during implementation (3–4 sentences max).

Through initial implementation of the CICO intervention during Cycle 3, we identified areas to strengthen our Tier 2 system within MTSS, particularly related to data access, collection, and use. Reviewing data decision rules for CICO highlighted the need for Tier 3 support for some students who had more intensive support needs than were appropriate for CICO. We will engage in problem-solving around intervention-specific gaps in preparation for Cycle 4 and the upcoming school year, while also planning for long-term sustainability of CICO.

SUBMISSION INFORMATION

All data reported should reflect the defined reporting period above.

This report will be included in the appendices of DDOE’s School-Based Intervention Services Pilot Report.

Please submit an electronic copy to DDOE at **DDOE.SchoolClimate@doe.k12.de.us** by **April 1, 2026**.

**School-Based Intervention Services Pilot Program
DDOE Evaluation Report
2025-2026 School Year**

Reporting Period: Start Date January 7, 2026 **To End Date** March 27, 2026

Submission Due: April 1, 2026

Report Submitted By (Name & Title): Gina A. Moody, Director of Student Services & Whole Child Support

REPORTING DEFINITIONS

- **Students Served:** Unduplicated count of students who received at least one documented intervention service during the reporting period.
- **Behavioral Improvement:** Demonstrated positive response during participation, including reduction in discipline incidents, no additional incidents during participation, or documented progress toward behavioral goals.
- **Academic Improvement:** Demonstrated stabilization or improvement in attendance, course performance, assignment completion, or documented academic goals during participation.
- **Subsequent Incident Rate:** Unduplicated count of students who had an additional discipline incident during the reporting period after beginning services. Due to mid-year implementation, this reflects only incidents occurring within the funding period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Christina School District

School: Kirk Middle School

Project Name: Kirk - Check-in/Check-Out Tier 2 Intervention

School Award Amount: \$32,264.87

Date Funds Received: December 22, 2025

Date First Student Served: January 7, 2026 (Professional Learning)/February 2, 2026 (first day of Cycle 3)

SECTION 2: STUDENTS SERVED BY PILOT

Total Students Served (Unduplicated Count): 16.

SECTION 3: REASONS FOR REFERRAL TO PILOT

List the number of students by primary reason for referral (use state discipline offense categories). Add rows as needed.

Discipline Offense Category	Number of Students
Defiance	5
Disruptive Behavior	2
Skiping/Leaving Class	4
Fighting	1
Tardiness to Class	1
Careless/Reckless	1

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, the number of students who demonstrated:

- No additional discipline incidents:
 - 8
- Reduction in discipline incidents compared to prior 30 days (if available):
 - 5
- Met documented behavioral intervention goals:
 - 9

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, the number of students who demonstrated:

- Improved attendance:
 - 4
- Improved grade (iReady increase for ELA and/or Math):
 - 12
- Improved course performance/assignment completion:
 - 7
- Met documented academic intervention goals:
 - 2

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

- Number of students with an in-school suspension or out-of-school suspension after beginning services:
 - 5

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	3
Community-Based Mental Health	0
Substance Use Services	0
Special Education or Section 504 Evaluation	0
Community-Based Supports	0
Other (specify)	1- Behavior success plan

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

- ☐ Tier 1
- ☒ Tier 2
- ☐ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

- ☒ Discipline data review/Attendance data review
- ☒ Academic data review
- ☒ Problem-Solving Team referral
- ☐ Administrator referral
- ☒ Teacher referral

Problem-Solving Team Involvement in the Pilot:

- ☒ Intervention plan developed or reviewed by the team
- ☒ Student progress is monitored by the team
- ☐ No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

- ☒ Reduction in repeat discipline incidents
- ☒ Reduction in exclusionary discipline
- ☒ Increased use of positive behavior supports
- ☒ Improvement in school climate
- ☒ Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan?

- ☐ Yes
- ☒ No

Briefly describe how the Pilot funding supported your SDIP goals (limit 2-3 sentences).

The budget supports monetary compensation for staff who attended the after-school professional learning sessions and coaching with the partnership of the University of Delaware's MTSS Technical Assistance (TA) Center. The MTSS-TA Center has a long-standing collaboration with school districts and the Department of Education. They provide extensive professional learning on MTSS implementation, including methods for enhancing the Tier 2 CICO intervention for students as part of the school's larger Tier 2 efforts and overall MTSS.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5-6 SENTENCES)

Briefly describe the intervention(s) implemented through the Pilot and summarize overall progress during the reporting period.

Kirk's CICO model also included their already-established Take Two intervention, and with Take Two, mentors spend more time with their students, consulting and providing guidance on specific academic and/or behavioral foci. There is a progress monitoring component to determine the student's readiness to fade the intervention and transition to Tier 1, and in this hybrid model, there is detailed teacher feedback collected via a modified progress reporting tool by students bi-weekly, but daily AM check-ins and PM check-outs with a mentor are provided.

Kirk selected eight staff members who served as mentors for two students each, resulting in a total of sixteen (16) students who received the CICO/Take Two intervention. The UD MTSS-TA team met with the school virtually and in person to provide training on the core CICO model and potential adaptations for secondary settings, assist the school in identifying participating student lists, design the school-specific Daily Progress Report (DPR), gather/analyze data from the pre-intervention surveys, and monitor student progress. The UD MTSS-TA team also met routinely with the District team to review schools' progress, provide evaluation support, and work towards executing a sustainability plan. Using the principles of action research,

school-based participants, with support from the district team and the UD MTSS-TA Center, will review Cycle 3 data and implementation practices to inform system improvements for Cycle 4 and future efforts.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period?

- ☒ Yes
- ☐ No
- ☐ Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

- ☐ Reallocation of existing school funds
- ☐ Federal funds
- ☐ Local funds
- ☐ Additional state funding would be required
- ☒ Other (specify): With trained staff, each school is poised to continue this intervention with additional students next school year. They can increase the number of mentors and students and monitor progress throughout the year.

Briefly describe any ongoing student behavior needs or service gaps identified during implementation (3–4 sentences max).

One of our main areas of focus through this implementation was being consistent with data collection in order to determine whether the interventions were having the intended impact. Reviewing data decision rules for this Tier 2 intervention highlighted the need for Tier 3 support for some students who had more intensive support needs than were appropriate for CICO/Take Two. We recognized that data collection and visibility have become a barrier to the work because of the amount of documentation needed and the number of stakeholders involved. We will engage in problem-solving around intervention-specific gaps in preparation for Cycle 4 and the upcoming school year, while also planning for long-term sustainability of CICO and Take Two. **SUBMISSION INFORMATION**

All data reported should reflect the defined reporting period above.

This report will be included in the appendices of DDOE’s School-Based Intervention Services Pilot Report.

Please submit an electronic copy to DDOE at **DDOE.SchoolClimate@doe.k12.de.us** by **April 1, 2026**.

**School-Based Intervention Services Pilot Program
DDOE Evaluation Report
2025-2026 School Year**

Reporting Period: Start Date January 7, 2026 **To End Date** March 27, 2026

Submission Due: April 1, 2026

Report Submitted By (Name & Title): Gina A. Moody, Director of Student Services & Whole Child Support

REPORTING DEFINITIONS

- **Students Served:** Unduplicated count of students who received at least one documented intervention service during the reporting period.
- **Behavioral Improvement:** Demonstrated positive response during participation, including reduction in discipline incidents, no additional incidents during participation, or documented progress toward behavioral goals.
- **Academic Improvement:** Demonstrated stabilization or improvement in attendance, course performance, assignment completion, or documented academic goals during participation.
- **Subsequent Incident Rate:** Unduplicated count of students who had an additional discipline incident during the reporting period after beginning services. Due to mid-year implementation, this reflects only incidents occurring within the funding period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Christina School District

School: Newark High School

Project Name: NHS - Check-in/Check-Out Tier 2 Intervention

School Award Amount: \$33,897.31

Date Funds Received: December 22, 2025

Date First Student Served: January 7, 2026 (Professional Learning)/February 2, 2026 (first day of Cycle 3)

SECTION 2: STUDENTS SERVED BY PILOT

Total Students Served (Unduplicated Count): 20.

SECTION 3: REASONS FOR REFERRAL TO PILOT

List the number of students by primary reason for referral (use state discipline offense categories). Add rows as needed.

Discipline Offense Category	Number of Students
Skipping/Leaving Class	20
Disruption	4
Instigation	3
Fighting	2

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, the number of students who demonstrated:

- No additional discipline incidents:
 - 5 (25%)
- Reduction in discipline incidents compared to prior 30 days (if available):
 - 9 (45%)
- Met documented behavioral intervention goals:
 - 6 (30%)

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, the number of students who demonstrated:

- Improved attendance:
 - 6 (30%)
- Improved grades:
 - 9 (45%)
- Improved course performance/assignment completion:
 - 3 (15%)
- Met documented academic intervention goals:
 - 1 (5%)

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

- Number of students with an in-school suspension or out-of-school suspension after beginning services:
 - 3 (15%)

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	0
Community-Based Mental Health	0
Substance Use Services	0
Special Education or Section 504 Evaluation	0
Community-Based Supports	0
Other (specify)	4 (1 for alternative placement, 2 in ISAP, 1 SMSP)

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

- ☐ Tier 1
- ☒ Tier 2
- ☐ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

- ☒ Discipline data review/Attendance data review
- ☒ Academic data review
- ☒ Problem-Solving Team referral
- ☒ Administrator referral
- ☒ Teacher referral

Problem-Solving Team Involvement in the Pilot:

- ☒ Intervention plan developed or reviewed by the team
- ☒ Student progress is monitored by the team
- ☐ No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

- ☒ Reduction in repeat discipline incidents
- ☒ Reduction in exclusionary discipline
- ☒ Increased use of positive behavior supports
- ☒ Improvement in school climate
- ☒ Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan?

- ☒ Yes
- ☐ No

Briefly describe how the Pilot funding supported your SDIP goals (limit 2-3 sentences).

The budget supports monetary compensation for staff who attended the after-school professional learning sessions and coaching with the partnership of the University of Delaware's MTSS Technical Assistance (TA) Center. The MTSS-TA Center has a long-standing collaboration with school districts and the Department of Education. They provide extensive professional learning on MTSS implementation, including methods for enhancing the Tier 2 CICO intervention for students as part of the school's larger Tier 2 efforts and overall MTSS.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5-6 SENTENCES)

Briefly describe the intervention(s) implemented through the Pilot and summarize overall progress during the reporting period.

The Check-in/Check-out (CICO) Tier 2 intervention was the focus of this pilot because school teams sought to increase utilization and improvement of implementation fidelity. Research indicates that this strategy improves students' behavior and engagement in academic performance. Newark High School selected staff members who served as mentors for two students each, resulting in a total of twenty (20) students who received the CICO intervention. The UD MTSS-TA team met with the school virtually and in person to provide training on the core CICO model and potential adaptations for secondary settings, assist the school in identifying participating student lists, design the school-specific Daily Progress Report (DPR), gather/analyze data from the pre-intervention surveys, and monitor student progress. The UD MTSS-TA team also met routinely with the District team to review schools' progress, provide evaluation support, and work towards executing a sustainability plan. Using the principles of action research, school-based participants, with support from the district team and the UD MTSS-TA Center, will review Cycle 3 data and implementation practices to inform system improvements for Cycle 4 and future efforts.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period?

- ☒ Yes
- ☐ No
- ☐ Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

- ☐ Reallocation of existing school funds
- ☐ Federal funds
- ☐ Local funds
- ☐ Additional state funding would be required
- ☒ Other (specify): With trained staff, each school is poised to continue this intervention with additional students next school year. They can increase the number of mentors and students and monitor progress throughout the year.

Briefly describe any ongoing student behavior needs or service gaps identified during implementation (3–4 sentences max).

Through initial implementation of the CICO intervention during Cycle 3, we identified areas to strengthen our Tier 2 system within MTSS, particularly related to data access, collection, and use. Reviewing data decision rules for CICO highlighted the need for Tier 3 support for some students who had more intensive support needs than were appropriate for CICO. We will engage in problem-solving around intervention-specific gaps in preparation for Cycle 4 and the upcoming school year, while also planning for long-term sustainability of CICO.

SUBMISSION INFORMATION

All data reported should reflect the defined reporting period above.

This report will be included in the appendices of DDOE’s School-Based Intervention Services Pilot Report.

Please submit an electronic copy to DDOE at **DDOE.SchoolClimate@doe.k12.de.us** by **April 1, 2026**.

**School-Based Intervention Services Pilot Program
DDOE Evaluation Report
2025-2026 School Year**

Reporting Period: Start Date January 7, 2026 **To End Date** March 27, 2026

Submission Due: April 1, 2026

Report Submitted By (Name & Title): Gina A. Moody, Director of Student Services & Whole Child Support

REPORTING DEFINITIONS

- **Students Served:** Unduplicated count of students who received at least one documented intervention service during the reporting period.
- **Behavioral Improvement:** Demonstrated positive response during participation, including reduction in discipline incidents, no additional incidents during participation, or documented progress toward behavioral goals.
- **Academic Improvement:** Demonstrated stabilization or improvement in attendance, course performance, assignment completion, or documented academic goals during participation.
- **Subsequent Incident Rate:** Unduplicated count of students who had an additional discipline incident during the reporting period after beginning services. Due to mid-year implementation, this reflects only incidents occurring within the funding period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Christina School District

School: Maurice Pritchett Sr. Academy

Project Name: Pritchett - Check-in/Check-Out Tier 2 Intervention

School Award Amount: \$32,264.87

Date Funds Received: December 22, 2025

Date First Student Served: January 7, 2026 (Professional Learning)/February 2, 2026 (first day of Cycle 3)

SECTION 2: STUDENTS SERVED BY PILOT

Total Students Served (Unduplicated Count): 20.

SECTION 3: REASONS FOR REFERRAL TO PILOT

List the number of students by primary reason for referral (use state discipline offense categories). Add rows as needed.

Discipline Offense Category	Number of Students
Careless/Reckless Behavior	8
Inappropriate Touching - Student Victim	3
Defiance	8
Inappropriate Language and Gestures	3
Fighting	6
Threat of Physical Attack without a Weapon	2
Skiping	6

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, the number of students who demonstrated:

- No additional discipline incidents:
 - 4 (20%)
- Reduction in discipline incidents compared to prior 30 days (if available):
 - 13 (65%)
- Met documented behavioral intervention goals:
 - 12 (60%)

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, the number of students who demonstrated:

- Improved attendance:
 - 6 (30%)
- Improved grades: (Increase in IReady ELA and/or Math).
 - 15 (75%)
- Improved course performance/assignment completion: (iReady)
 - 12 (60%)
- Met documented academic intervention goals:

- o NA

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

- Number of students with an in-school suspension or out-of-school suspension after beginning services:
 - o 14 (70%)

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	5
Community-Based Mental Health	2
Substance Use Services	NA
Special Education or Section 504 Evaluation	5
Community-Based Supports	2
Other (specify)	1 (Chill Room)

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

- ☐ Tier 1
- ☒ Tier 2
- ☐ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

- ☒ Discipline data review/Attendance data review
- ☒ Academic data review
- ☒ Problem-Solving Team referral
- ☒ Administrator referral
- ☒ Teacher referral

Problem-Solving Team Involvement in the Pilot:

- ☒ Intervention plan developed or reviewed by the team
- ☒ Student progress is monitored by the team

- ☐ No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

- ☒ Reduction in repeat discipline incidents
- ☒ Reduction in exclusionary discipline
- ☒ Increased use of positive behavior supports
- ☒ Improvement in school climate
- ☒ Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan?

- ☒ Yes
- ☐ No

Briefly describe how the Pilot funding supported your SDIP goals (limit 2-3 sentences).

The budget supports monetary compensation for staff who attended the after-school professional learning sessions and coaching with the partnership of the University of Delaware's MTSS Technical Assistance (TA) Center. The MTSS-TA Center has a long-standing collaboration with school districts and the Department of Education. They provide extensive professional learning on MTSS implementation, including methods for enhancing the Tier 2 CICO intervention for students as part of the school's larger Tier 2 efforts and overall MTSS.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5-6 SENTENCES)

Briefly describe the intervention(s) implemented through the Pilot and summarize overall progress during the reporting period.

The Check-in/Check-out (CICO) Tier 2 intervention was the focus of this pilot because school teams sought to increase utilization and improvement of implementation fidelity. Research indicates that this strategy improves students' behavior and engagement in academic performance. Pritchett Academy selected staff members who served as mentors for two students each, resulting in a total of twenty (20) students who received the CICO intervention. The UD MTSS-TA team met with the school virtually and in person to provide training on the core CICO model and potential adaptations for secondary settings, assist the school in identifying participating student lists, design the school-specific Daily Progress Report (DPR), gather/analyze data from the pre-intervention surveys, and monitor student progress. The UD MTSS-TA team also met routinely with the District team to review schools' progress, provide evaluation support, and work towards executing a sustainability plan. Using the principles of action research, school-based participants, with support from the district team and the UD

MTSS-TA Center, will review Cycle 3 data and implementation practices to inform system improvements for Cycle 4 and future efforts.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period?

- ☒ Yes
- ☐ No
- ☐ Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

- ☐ Reallocation of existing school funds
- ☐ Federal funds
- ☐ Local funds
- ☐ Additional state funding would be required
- ☒ Other (specify): With trained staff, each school is poised to continue this intervention with additional students next school year. They can increase the number of mentors and students and monitor progress throughout the year.

Briefly describe any ongoing student behavior needs or service gaps identified during implementation (3–4 sentences max).

Through initial implementation of the CICO intervention during Cycle 3, we identified areas to strengthen our Tier 2 system within MTSS and address fidelity of implementation, particularly related to processes such as student selection, data access and collection, team decision making, and data use. Reviewing data decision rules for CICO highlighted the need for Tier 3 support for some students who had more intensive support needs than were appropriate for CICO. We will engage in problem-solving to address CICO-specific gaps, preparing for Cycle 4 and the upcoming school year, while also strengthening plans for long term sustainability.

SUBMISSION INFORMATION

All data reported should reflect the defined reporting period above.

This report will be included in the appendices of DDOE’s School-Based Intervention Services Pilot Report.

Please submit an electronic copy to DDOE at **DDOE.SchoolClimate@doe.k12.de.us** by **April 1, 2026**.

**School-Based Intervention Services Pilot Program
DDOE Evaluation Report
2025-2026 School Year**

Reporting Period: Start Date 1/15/26 **To End Date** 3/20/26

Submission Due: April 1, 2026

Report Submitted By (Name & Title):

Janissa Nuneville, Director of Secondary Schools

Jon Cooper, Director of Health and Wellness

Cheri Woodall, Supervisor of Health And Wellness

Katy Corey, Acting Principal

REPORTING DEFINITIONS

- **Students Served:** Unduplicated count of students who received at least one documented intervention service during the reporting period.
- **Behavioral Improvement:** Demonstrated positive response during participation, including reduction in discipline incidents, no additional incidents during participation, or documented progress toward behavioral goals.
- **Academic Improvement:** Demonstrated stabilization or improvement in attendance, course performance, assignment completion, or documented academic goals during participation.
- **Subsequent Incident Rate:** Unduplicated count of students who had an additional discipline incident during the reporting period after beginning services. Due to mid-year implementation, this reflects only incidents occurring within the funding period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Colonial School District

School: Gunning Bedford Middle School

Project Name: School-Based Intervention Services Pilot Program: Modified Instructional Program

School Award Amount: \$13,875

Date Funds Received: 1/20/26

Date First Student Served:

As noted below, the start date for this program is **Monday, April 20, 2026**.

SECTION 2: STUDENTS SERVED BY PILOT

Total Students Served (Unduplicated Count):

Because the focus of the program is to improve Tier I non-academic instructional practices, this project is intended and designed to serve all Gunning Bedford students (n= 850).

SECTION 3: REASONS FOR REFERRAL TO PILOT

List number of students by primary reason for referral (use state discipline offense categories). Add rows as needed.

Discipline Offense Category	Number of Students
N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all Gunning Bedford students.	n= 850

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- No additional discipline incidents: As noted below, the start date for this program is Monday, April 20, 2026.
- Reduction in discipline incidents compared to prior 30 days (if available): As noted below, the start date for this program is Monday, April 20, 2026..
- Met documented behavioral intervention goals: As noted below, the start date for this program is Monday, April 20, 2026.

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- Improved attendance: As noted below, the start date for this program is Monday, April 20, 2026.
- Improved grades: As noted below, the start date for this program is Monday, April 20, 2026.
- Improved course performance/assignment completion:As noted below, the start date for this program is Monday, April 20, 2026.
- Met documented academic intervention goals:As noted below, the start date for this program is Monday, April 20, 2026.

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

- Number of students with an in-school suspension or out of school suspension after beginning services: As noted below, the start date for this program is Monday, April 20, 2026.

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all Gunning Bedford students.
Community-Based Mental Health	N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all Gunning Bedford students.
Substance Use Services	N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all Gunning Bedford students.
Special Education or Section 504 Evaluation	N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all Gunning Bedford students.
Community-Based Supports	N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all Gunning Bedford students.
Other (specify)	N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all Gunning Bedford students.

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

☒ Tier 1

☐ Tier 2

☐ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

N/A

☐ Discipline data review

☐ Attendance data review

☐ Academic data review

☐ Problem-Solving Team referral

- ☐ Administrator referral
- ☐ Teacher referral

Problem-Solving Team Involvement in the Pilot:

- ☐ Intervention plan developed or reviewed by the team
- ☐ Student progress monitored by the team
- X No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

- X Reduction in repeat discipline incidents
- ☐ Reduction in exclusionary discipline
- X Increased use of positive behavior supports
- X Improvement in school climate
- X Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan?

- X Yes
- ☐ No

Briefly describe how the Pilot funding supported your SDIP goals (limit 2-3 sentences).

We have contracted with **Positive School Solutions (PSS)** to complete a schoolwide assessment of **current Tier I non-academic instructional practices** at **Gunning Bedford**.

The initial part of the schoolwide assessment is scheduled to take place on **Monday, April 20, 2026**. PSS will also schedule and conduct **grade-level and program meetings** to further **gather direct input from staff** as part of the **assessment process**.

PSS will **debrief the results with the building leadership team** and **use these data** to develop a **tailored professional development and coaching plan** for **Gunning Bedford staff**.

A key **product of this process** is the **collaborative development of school-wide behavioral expectations** for the **entire school community** for the **26-27 school year**.

This program is designed to support **Gunning Bedford's SDIP SMARTIE Goal #1: To decrease the number of out-of-school suspensions (OSS), exclusionary practices, for Code of Conduct violations by 5%.**

As reported in multiple research studies, when schools improve **Tier I non-academic instructional practices** for all students, several things occur:

- The number of students who need **Tier II** and **Tier III** supports decreases

- The school's ability to provide **better services** for students who truly need **Tier II** and **Tier III** supports increases
- The number of students who receive **exclusionary discipline** (i.e., **out of school suspension**, **alternative school placements**, etc.) decreases
- The overall number of **disruptive behaviors** decreases.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5–6 SENTENCES)

Briefly describe the intervention(s) implemented through the Pilot and summarize overall progress during the reporting period.

As noted above, the start date for this program is Monday, April 20, 2026.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period?

☒ Yes

☐ No

☐ Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

☒ Reallocation of existing school funds

☐ Federal funds

☐ Local funds

☐ Additional state funding would be required

☐ Other (specify): Click or tap here to enter text.

Briefly describe any ongoing student behavior needs or service gaps identified during implementation (3–4 sentences max).

As noted above, the start date for this program is Monday, April 20, 2026.

SUBMISSION INFORMATION

All data reported should reflect the defined reporting period above.

This report will be included in the appendices of DDOE’s School-Based Intervention Services Pilot Report.

Please submit an electronic copy to DDOE at **DDOE.SchoolClimate@doe.k12.de.us** by **April 1, 2026**.

**School-Based Intervention Services Pilot Program
DDOE Evaluation Report
2025-2026 School Year**

Reporting Period: Start Date 1/15/26 **To End Date** 3/20/26

Submission Due: April 1, 2026

Report Submitted By (Name & Title):

Janissa Nuneville, Director of Secondary Schools

Jon Cooper, Director of Health and Wellness

Cheri Woodall, Supervisor of Health And Wellness

Nicholas Wolfe, Principal

REPORTING DEFINITIONS

- **Students Served:** Unduplicated count of students who received at least one documented intervention service during the reporting period.
- **Behavioral Improvement:** Demonstrated positive response during participation, including reduction in discipline incidents, no additional incidents during participation, or documented progress toward behavioral goals.
- **Academic Improvement:** Demonstrated stabilization or improvement in attendance, course performance, assignment completion, or documented academic goals during participation.
- **Subsequent Incident Rate:** Unduplicated count of students who had an additional discipline incident during the reporting period after beginning services. Due to mid-year implementation, this reflects only incidents occurring within the funding period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Colonial School District

School: George Read Middle School

Project Name: School-Based Intervention Services Pilot Program: Modified Instructional Program

School Award Amount: \$13,875

Date Funds Received: 1/20/26

Date First Student Served: As noted below, the start date for this program is Monday, April 20, 2026.

SECTION 2: STUDENTS SERVED BY PILOT

Total Students Served (Unduplicated Count): Because the focus of the program is to improve Tier I non-academic instructional practices, this project is intended and designed to serve all George Read students (n=596)

SECTION 3: REASONS FOR REFERRAL TO PILOT

List number of students by primary reason for referral (use state discipline offense categories). Add rows as needed.

Discipline Offense Category	Number of Students
N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all George Read students.	n= 596

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- No additional discipline incidents: As noted below, the start date for this program is Monday, April 20, 2026.
- Reduction in discipline incidents compared to prior 30 days (if available): As noted below, the start date for this program is Monday, April 20, 2026.
- Met documented behavioral intervention goals: As noted below, the start date for this program is Monday, April 20, 2026.

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- Improved attendance: As noted below, the start date for this program is Monday, April 20, 2026.
- Improved grades: As noted below, the start date for this program is Monday, April 20, 2026.
- Improved course performance/assignment completion: As noted below, the start date for this program is Monday, April 20, 2026.
- Met documented academic intervention goals: As noted below, the start date for this program is Monday, April 20, 2026.

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

- Number of students with an in-school suspension or out of school suspension after beginning services: As noted below, the start date for this program is Monday, April 20, 2026.

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all George Read students.
Community-Based Mental Health	N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all George Read students.
Substance Use Services	N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all George Read students.
Special Education or Section 504 Evaluation	N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all George Read students.
Community-Based Supports	N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all George Read students.
Other (specify)	N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all George Read students.

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

☒ Tier 1

☐ Tier 2

☐ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

N/A

☐ Discipline data review

☐ Attendance data review

☐ Academic data review

☐ Problem-Solving Team referral

- ☐ Administrator referral
- ☐ Teacher referral

Problem-Solving Team Involvement in the Pilot:

- ☐ Intervention plan developed or reviewed by the team
- ☐ Student progress monitored by the team
- ☐ No formal team involvement

X No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

X Reduction in repeat discipline incidents

- ☐ Reduction in exclusionary discipline

X Increased use of positive behavior supports

X Improvement in school climate

X Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan?

X Yes

- ☐ No

Briefly describe how the Pilot funding supported your SDIP goals (limit 2-3 sentences).

We have contracted with **Positive School Solutions (PSS)** to complete a schoolwide assessment of current Tier I non-academic instructional practices at **George Read**.

The initial part of the schoolwide assessment is scheduled to take place on **Monday, April 20, 2026**. **PSS** will also schedule and conduct grade-level and program meetings to further gather direct input from staff as part of the assessment process.

PSS will debrief the results with the **building leadership team** and use these data to develop a tailored professional development and coaching plan for **George Read** staff.

A key product of this process is the collaborative development of school-wide behavioral expectations for the entire school community for the **26-27** school year.

This program is designed to support **George Read's SDIP SMARTIE Goal #1**: To decrease the number of out-of-school suspensions (OSS), exclusionary practices, for Code of Conduct violations by 5%.

As reported in multiple research studies, when schools improve Tier I non-academic instructional practices for all students, several things occur:

- The number of students who need Tier II and Tier III supports decreases
- The school's ability to provide better services for students who truly need Tier II and Tier III supports increases
- The number of students who receive exclusionary discipline (i.e., out of school suspension, alternative school placements, etc.) decreases
- The overall number of disruptive behaviors decreases.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5–6 SENTENCES)

Briefly describe the intervention(s) implemented through the Pilot and summarize overall progress during the reporting period.

As noted above, the start date for this program is Monday, April 20, 2026.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period?

☒ Yes

☐ No

☐ Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

☒ Reallocation of existing school funds

☐ Federal funds

☐ Local funds

☐ Additional state funding would be required

☐ Other (specify): [Click or tap here to enter text.](#)

Briefly describe any ongoing student behavior needs or service gaps identified during implementation (3–4 sentences max).

As noted above, the start date for this program is Monday, April 20, 2026.

SUBMISSION INFORMATION

All data reported should reflect the defined reporting period above.

This report will be included in the appendices of DDOE’s School-Based Intervention Services Pilot Report.

Please submit an electronic copy to DDOE at **DDOE.SchoolClimate@doe.k12.de.us** by **April 1, 2026**.

**School-Based Intervention Services Pilot Program
DDOE Evaluation Report
2025-2026 School Year**

Reporting Period: Start Date 1/15/26 **To End Date** 3/20/26

Submission Due: April 1, 2026

Report Submitted By (Name & Title):

Janissa Nuneville, Director of Secondary Schools

Jon Cooper, Director of Health and Wellness

Cheri Woodall, Supervisor of Health And Wellness

Hyacinth Lewis, Principal

REPORTING DEFINITIONS

- **Students Served:** Unduplicated count of students who received at least one documented intervention service during the reporting period.
- **Behavioral Improvement:** Demonstrated positive response during participation, including reduction in discipline incidents, no additional incidents during participation, or documented progress toward behavioral goals.
- **Academic Improvement:** Demonstrated stabilization or improvement in attendance, course performance, assignment completion, or documented academic goals during participation.
- **Subsequent Incident Rate:** Unduplicated count of students who had an additional discipline incident during the reporting period after beginning services. Due to mid-year implementation, this reflects only incidents occurring within the funding period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Colonial School District

School: McCullough Middle School

Project Name: School-Based Intervention Services Pilot Program: Modified Instructional Program

School Award Amount: \$55,375

Date Funds Received: 1/20/26

Date First Student Served: Thursday, March 5, 2026

SECTION 2: STUDENTS SERVED BY PILOT

Total Students Served (Unduplicated Count):

Because the focus of the program is to improve **Tier I non-academic instructional practices**, this project is intended and designed to serve all McCullough students (n= 572).

SECTION 3: REASONS FOR REFERRAL TO PILOT

List number of students by primary reason for referral (use state discipline offense categories). Add rows as needed.

Discipline Offense Category	Number of Students
N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all McCullough students.	n= 572

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- No additional discipline incidents: N/A not all teams received Positive School Solutions meeting prior to Spring Break, data can be collected beginning April 13th.
- Reduction in discipline incidents compared to prior 30 days (if available): N/A not all teams received Positive School Solutions meeting prior to Spring Break, data can be collected beginning April 13th.
- Met documented behavioral intervention goals: N/A not all teams received Positive School Solutions meeting prior to Spring Break, data can be collected beginning April 13th.

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- Improved attendance: N/A not all teams received Positive School Solutions meeting prior to Spring Break, data can be collected beginning April 13th.
- Improved grades: N/A not all teams received Positive School Solutions meeting prior to Spring Break, data can be collected beginning April 13th.
- Improved course performance/assignment completion: N/A not all teams received Positive School Solutions meeting prior to Spring Break, data can be collected beginning April 13th.

- Met documented academic intervention goals: N/A not all teams received Positive School Solutions meeting prior to Spring Break, data can be collected beginning April 13th.

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

- Number of students with an in-school suspension or out of school suspension after beginning services: N/A not all teams received Positive School Solutions meeting prior to Spring Break, data can be collected beginning April 13th.

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all McCullough students.
Community-Based Mental Health	N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all McCullough students.
Substance Use Services	N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all McCullough students.
Special Education or Section 504 Evaluation	N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all McCullough students.
Community-Based Supports	N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all McCullough students.
Other (specify)	N/A - This is a Tier I non-academic instructional practices intervention that is intended and designed to serve all McCullough students.

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

X Tier 1

☐ Tier 2

☐ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

N/A

- ☐ Discipline data review
- ☐ Attendance data review
- ☐ Academic data review
- ☐ Problem-Solving Team referral
- ☐ Administrator referral
- ☐ Teacher referral

Problem-Solving Team Involvement in the Pilot:

- ☐ Intervention plan developed or reviewed by the team
- ☐ Student progress monitored by the team
- X No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

- X Reduction in repeat discipline incidents
- ☐ Reduction in exclusionary discipline
- X Increased use of positive behavior supports
- X Improvement in school climate
- X Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan?

- X Yes
- ☐ No

Briefly describe how the Pilot funding supported your SDIP goals (limit 2-3 sentences).

We have contracted with **Positive School Solutions (PSS)** to complete a schoolwide assessment of **current Tier I non-academic instructional practices** at **McCullough**.

The initial part of the schoolwide assessment is scheduled to take place on **Monday, April 20, 2026**. PSS will also schedule and conduct **grade-level and program meetings** to further **gather direct input from staff** as part of the **assessment process**.

PSS will **debrief the results with the building leadership team** and **use these data** to develop a **tailored professional development and coaching plan** for **McCullough staff**.

A key **product of this process** is the **collaborative development of school-wide behavioral expectations** for the **entire school community** for the **26-27 school year**.

This program is designed to support **McCullough's SDIP SMARTIE Goal #1: To decrease the number of out-of-school suspensions (OSS), exclusionary practices, for Code of Conduct violations by 5%.**

As reported in multiple research studies, when schools improve Tier I non-academic instructional practices for all students, several things occur:

- The number of students who need Tier II and Tier III supports decreases
- The school's ability to provide better services for students who truly need Tier II and Tier III supports increases
- The number of students who receive exclusionary discipline (i.e., out of school suspension, alternative school placements, etc.) decreases
- The overall number of disruptive behaviors decreases.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5–6 SENTENCES)

Briefly describe the intervention(s) implemented through the Pilot and summarize overall progress during the reporting period. N/A not all teams received **Positive School Solutions** meeting prior to Spring Break, full implementation can begin **April 13th**.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period?

☒ Yes

☐ No

☐ Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

☒ Reallocation of existing school funds

☐ Federal funds

☐ Local funds

☐ Additional state funding would be required

☐ Other (specify): Click or tap here to enter text.

Briefly describe any ongoing student behavior needs or service gaps identified during implementation (3–4 sentences max).

N/A not all teams received **Positive School Solutions** meeting prior to Spring Break, full implementation can begin **April 13th**.

SUBMISSION INFORMATION

All data reported should reflect the defined reporting period above.

This report will be included in the appendices of DDOE’s School-Based Intervention Services Pilot Report.

Please submit an electronic copy to DDOE at **DDOE.SchoolClimate@doe.k12.de.us** by **April 1, 2026**.

**School-Based Intervention Services Pilot Program
DDOE Evaluation Report
2025-2026 School Year**

Reporting Period: Start Date 1/15/26 **To End Date** 3/20/26

Submission Due: April 1, 2026

Report Submitted By (Name & Title):

Janissa Nuneville, Director of Secondary Schools

Jon Cooper, Director of Health and Wellness

Cheri Woodall, Supervisor of Health And Wellness

Damon Saunders, Principal

REPORTING DEFINITIONS

- **Students Served:** Unduplicated count of students who received at least one documented intervention service during the reporting period.
- **Behavioral Improvement:** Demonstrated positive response during participation, including reduction in discipline incidents, no additional incidents during participation, or documented progress toward behavioral goals.
- **Academic Improvement:** Demonstrated stabilization or improvement in attendance, course performance, assignment completion, or documented academic goals during participation.
- **Subsequent Incident Rate:** Unduplicated count of students who had an additional discipline incident during the reporting period after beginning services. Due to mid-year implementation, this reflects only incidents occurring within the funding period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Colonial School District

School: William Penn High School

Project Name: School-Based Intervention Services Pilot Program: Modified Instructional Program

School Award Amount: \$9,739

Date Funds Received: 1/20/26

Date First Student Served: 1/15/26

SECTION 2: STUDENTS SERVED BY PILOT

The Modified Instruction Program (MIP) and Progressive Discipline System were implemented at the beginning of the 2025–2026 school year; however, the data presented in the remainder of this report reflect only the time period listed above.

Total Students Served (Unduplicated Count):

A total of 64 students were served through the Modified Instruction Program (MIP), and 219 students were assigned In-School Suspension (ISS); however, the total number of students served through the Progressive Discipline System was 399 students.

SECTION 3: REASONS FOR REFERRAL TO PILOT - List the number of students by primary reason for referral (use state discipline offense categories). Add rows as needed.

**The data below represents all discipline offense categories for all progressive discipline applied to student behavior infractions between 1/15/26-3/20/26.*

<u>Discipline Offense Category</u>	<u>Number of Students</u>
Skiping and Leaving Class	358
Defiance Of School Authority	100
Disruptive Behavior	56
Loitering	44
Tardiness to School and Class	35
Fighting	24
Leaving School Grounds Without Permission	19
Possession or Use of Tobacco or Electronic Smoking Devices	16
Inappropriate Language & Gestures	14
Academic Dishonesty	10
Careless & Reckless Behavior	9
Destruction of Property	6

Instigation	8
Mutual Group Fight	8
Threat of Physical Attack without Weapon	8
Possession or Use of Alcohol or Drugs	6
Harassment	5
Possession or Use of Nonprescription or Prescription Medications	5
Inappropriate Touch- Employee Victim	4
Inappropriate Touch- Student Victim	4
Possession or Production of Pornography	4
Assault Causing Physical Injury	3
Possession or use of Deadly Weapons	2
Theft (Less than \$1500)	2
Misuse of Technology	1
Possession or use of Dangerous Instrument	1
Safety Violation	1
Teen Dating Violence	1
Threat of Physical Attack with Weapon	1
Unauthorized Use of an Electronic Device	1
Unsafe Item	1

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

**The data below reflects the unduplicated count of students who participated in MIP due to student behavior infractions between 1/15/26-3/20/26.*

During participation in the Pilot, the number of students who demonstrated:

- No additional discipline incidents: 60 out of 64 (94%)
- Reduction in discipline incidents compared to prior 30 days (if available): N/A
- Met documented behavioral intervention goals:
**At this time, we have not received the items purchased with the granted funds. After gaining access to grant-funded materials, we will compare data from this time period to the 30-day period with student access to the funded items.*

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, the number of students who demonstrated:

**We do not have this data at this time, but are working to collect it for end of the year program evaluation.*

- Improved attendance: N/A
- Improved grades: N/A
- Improved course performance/assignment completion: N/A
- Met documented academic intervention goals: N/A

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

- Number of students with an in-school suspension or out-of-school suspension after beginning services:

A total of 171 students received an inclusionary consequence through our Progressive Discipline System (MIP and ISS). Of those students, 41 (24%) progressed to an exclusionary consequence of Out-of-School Suspension (OSS). Notably, 76% of students who participated in the pilot were successful and did not receive an OSS for further Code of Conduct violations during this time period.

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

**We do not have this data at this time, but are working to collect it for end of the year program evaluation.*

Referral Type	Number of Students Served
School-Based Mental Health	No data is available for this section.

Referral Type	Number of Students Served
Community-Based Mental Health	No data is available for this section.
Substance Use Services	No data is available for this section.
Special Education or Section 504 Evaluation	No data is available for this section.
Community-Based Supports	No data is available for this section.
Other (specify)	No data is available for this section.

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

☒ Tier 1

☒ Tier 2

☐ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

☐ Discipline data review

☐ Attendance data review

☐ Academic data review

☐ Problem-Solving Team referral

☒ Administrator referral

☒ Teacher referral

Problem-Solving Team Involvement in the Pilot:

☐ Intervention plan developed or reviewed by the team

☐ Student progress monitored by the team

☒ No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

☐ Reduction in repeat discipline incidents

☒ Reduction in exclusionary discipline

☐ Increased use of positive behavior supports

☐ Improvement in school climate

☐ Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan?

☒ Yes

☐ No

Briefly describe how the Pilot funding supported your SDIP goals (limit 2-3 sentences).

With access to the supplies and electronic devices funded through the grant, students will be able to consistently meet completion goals for the Accountability Project, MajorClarity, Colonial Compass, and a reflective writing component. All of which are designed to help the student reflect on behavioral choices and provide them with skills to make more positive decisions in the future.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5-6 SENTENCES)

Briefly describe the intervention(s) implemented through the Pilot and summarize overall progress during the reporting period.

The interventions implemented through the MIP pilot and our Progressive Discipline System allow us to better support students across all demographics while reducing the need for exclusionary practices for low-level (minor) code-of-conduct violations.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period?

☒ Yes

☐ No

☐ Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

☐ Reallocation of existing school funds

☐ Federal funds

☐ Local funds

☐ Additional state funding would be required

☐ Other (specify):

** While it is clear that additional funding is necessary, the source of these funds has not yet been determined.*

Briefly describe any ongoing student behavior needs or service gaps identified during implementation (3-4 sentences max).

Data show that intervention through MIP alone will not be sufficient to change behavior for students with complex academic, behavioral, and/or social-emotional needs. Data indicate that additional supports and interventions are necessary for our Tier 3 students.

SUBMISSION INFORMATION

All data reported should reflect the defined reporting period above.

This report will be included in the appendices of DDOE's School-Based Intervention Services Pilot Report.

Please submit an electronic copy to DDOE at **DDOE.SchoolClimate@doe.k12.de.us** by **April 1, 2026**.

**School-Based Intervention Services Pilot Program
DDOE Evaluation Report
2025-2026 School Year**

Reporting Period: Start Date January 1, 2026 To End Date June 4, 2026

Submission Due: April 1, 2026

Report Submitted By (Name & Title): Amanda Crisci, Director of Special Programs

REPORTING DEFINITIONS

- **Students Served:** Unduplicated count of students who received at least one documented intervention service during the reporting period.
- **Behavioral Improvement:** Demonstrated positive response during participation, including reduction in discipline incidents, no additional incidents during participation, or documented progress toward behavioral goals.
- **Academic Improvement:** Demonstrated stabilization or improvement in attendance, course performance, assignment completion, or documented academic goals during participation.
- **Subsequent Incident Rate:** Unduplicated count of students who had an additional discipline incident during the reporting period after beginning services. Due to mid-year implementation, this reflects only incidents occurring within the funding period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Laurel School District

School: Laurel High School

Project Name: Laurel Embraces AVID

School Award Amount: 130,956.70

Date Funds Received: December 23, 2026

Date First Student Will Be Served: August 23, 2026

SECTION 2: STUDENTS SERVED BY PILOT

Total Students that will be Served (Unduplicated Count): (695) Schoolwide (20) AVID Elective Course

SECTION 3: REASONS FOR REFERRAL TO PILOT

List number of students by primary reason for referral (use state discipline offense categories). Counts below reflect projected distribution at full implementation.

Discipline Offense Category	Number of Students
Tardiness To Class/School	84
Safety Violation	42
Skiping/Leaving Class	28
Possession and/or Use of Tobacco or Electronic Smoking Devices	14

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- No additional discipline incidents: n/a – Pilot will be implemented in August 2026
- Reduction in discipline incidents compared to prior 30 days (if available): n/a – Pilot will be implemented in August 2026
- Met documented behavioral intervention goals: n/a – Pilot will be implemented in August 2026

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who will demonstrate:

- Improved attendance: n/a – Pilot will be implemented in August 2026
- Improved grades: n/a – Pilot will be implemented in August 2026
- Improved course performance/assignment completion: n/a – Pilot will be implemented in August 2026
- Meet documented academic intervention goals: n/a – Pilot will be implemented in August 2026

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

- Number of students with an in-school suspension or out of school suspension after beginning services: Pilot will be implemented in August 2026. We anticipate a 25% reduction from this year

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	n/a – Pilot will be implemented in August 2026
Community-Based Mental Health	n/a – Pilot will be implemented in August 2026
Substance Use Services	n/a – Pilot will be implemented in August 2026
Special Education or Section 504 Evaluation	n/a – Pilot will be implemented in August 2026
Community-Based Supports	n/a – Pilot will be implemented in August 2026
Other (specify)	n/a – Pilot will be implemented in August 2026

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)**Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):**

- ☒ Tier 1
- ☒ Tier 2
- ☐ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

- ☒ Discipline data review
- ☒ Attendance data review
- ☒ Academic data review
- ☒ Problem-Solving Team referral
- ☒ Administrator referral
- ☒ Teacher referral

Problem-Solving Team Involvement in the Pilot:

- ☒ Intervention plan developed or reviewed by the team
- ☒ Student progress monitored by the team
- ☐ No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

- ☒ Reduction in repeat discipline incidents
- ☐ Reduction in exclusionary discipline
- ☒ Increased use of positive behavior supports
- ☒ Improvement in school climate
- ☒ Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan?

- ☒ Yes
- ☐ No

Briefly describe how the Pilot funding supported your SDIP goals (limit 2-3 sentences).

Pilot funding supported the school's School Discipline Improvement Plan (SDIP) by providing resources and staff development to implement the AVID (Advancement Via Individual Determination) framework, which promotes proactive classroom engagement, organization, and collaboration among students. Through professional development and targeted student supports, the program will strengthen Tier 1 and Tier 2 interventions within the MTSS framework, helping reduce disruptive behaviors and improve academic outcomes. This investment supports a more positive school climate and builds sustainable practices that align with the district's long-term discipline and instructional goals.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5-6 SENTENCES)

Briefly describe the intervention(s) implemented through the Pilot and summarize overall progress during the reporting period.

The Pilot will be implementing the AVID (Advancement Via Individual Determination) framework to strengthen proactive classroom practices and provide targeted academic and organizational supports for students. During the reporting period, the school established an AVID Site Team, attended the AVID Showcase, conducted AVID awareness training for staff, registered for Summer Institute and began identifying 8th grade students for participation in the AVID elective course. Initial progress includes increased staff awareness of AVID strategies and the development of the infrastructure necessary to launch the program and support improved student engagement and behavior outcomes.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period?

- ☒ Yes
- ☐ No
- ☐ Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

- ☒ Reallocation of existing school funds
- ☒ Federal funds
- ☒ Local funds
- ☒ Additional state funding would be required
- ☒ Other (specify): Community Partners

Briefly describe any ongoing student behavior needs or service gaps identified during implementation (3–4 sentences max).

During implementation, several ongoing student behavior needs and service gaps were identified. A small group of students continue to require intensive Tier 2 and Tier 3 behavioral and mental health support, particularly those experiencing trauma, anxiety, and chronic behavioral challenges. The school also identified barriers to consistent family engagement and access to outside counseling services, including transportation and scheduling challenges. Additionally, staff indicated a need for continued professional development and coaching in restorative practices and trauma-informed strategies to ensure consistent implementation across classrooms.

SUBMISSION INFORMATION

All data reported should reflect the defined reporting period above.

This report will be included in the appendices of DDOE’s School-Based Intervention Services Pilot Report.

Please submit an electronic copy to DDOE at **DDOE.SchoolClimate@doe.k12.de.us** by **April 1, 2026**.

**School-Based Intervention Services Pilot Program
DDOE Evaluation Report
2025-2026 School Year**

Reporting Period: Start Date January 1, 2026 To End Date June 4, 2026

Submission Due: April 1, 2026

Report Submitted By (Name & Title): Amanda Crisci, Director of Special Programs

REPORTING DEFINITIONS

- **Students Served:** Unduplicated count of students who received at least one documented intervention service during the reporting period.
- **Behavioral Improvement:** Demonstrated positive response during participation, including reduction in discipline incidents, no additional incidents during participation, or documented progress toward behavioral goals.
- **Academic Improvement:** Demonstrated stabilization or improvement in attendance, course performance, assignment completion, or documented academic goals during participation.
- **Subsequent Incident Rate:** Unduplicated count of students who had an additional discipline incident during the reporting period after beginning services. Due to mid-year implementation, this reflects only incidents occurring within the funding period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Laurel School District

School: Laurel Middle School

Project Name: Laurel Middle School Restores Relationships

School Award Amount: 19,043.30

Date Funds Received: December 23, 2026

Date First Student Will Be Served: February 1, 2026, with CPI and April 1, 2026 with Restorative Practices

SECTION 2: STUDENTS SERVED BY PILOT

Total Students That Will Be Served (Unduplicated Count): 63 out of a total of 373 total have received documented intervention so far *just began in March

SECTION 3: REASONS FOR REFERRAL TO PILOT

List number of students by primary reason for referral (use state discipline offense categories). Add rows as needed.

Discipline Offense Category	Number of Students
Threat of Physical Attack	3
Careless and Reckless Behavior	13
Defiance of School Authority	13
Disruptive Behavior	10
Inappropriate Language and Gestures	21

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- No additional discipline incidents: 4
- Reduction in discipline incidents compared to prior 30 days (if available): Reduction in discipline incidents for careless and reckless behavior (7 in February; 6 in March) and inappropriate language and gestures (13 in February and 11 in March)
- Met documented behavioral intervention goals: 10

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- Improved attendance: n/a
- Improved grades: n/a
- Improved course performance/assignment completion: n/a
- Met documented academic intervention goals: n/a

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

- Number of students with an in-school suspension or out of school suspension after beginning services: n/a

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	10
Community-Based Mental Health	3
Substance Use Services	2
Special Education or Section 504 Evaluation	3
Community-Based Supports	1
Other (specify)	Click or tap here to enter text.

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

- ☒ Tier 1
- ☒ Tier 2
- ☐ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

- ☒ Discipline data review
- ☐ Attendance data review
- ☒ Academic data review
- ☒ Problem-Solving Team referral
- ☒ Administrator referral
- ☒ Teacher referral

Problem-Solving Team Involvement in the Pilot:

- ☒ Intervention plan developed or reviewed by the team
- ☒ Student progress monitored by the team
- ☐ No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

- ☒ Reduction in repeat discipline incidents
- ☐ Reduction in exclusionary discipline
- ☒ Increased use of positive behavior supports

- ☒Improvement in school climate
- ☐Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan?

- ☐Yes
- ☒No-not initially but will be for next year

Briefly describe how the Pilot funding supported your SDIP goals (limit 2-3 sentences).

The Pilot funding supported the school’s School Discipline Improvement Plan (SDIP) by strengthening staff capacity to implement restorative, trauma-informed, and culturally responsive practices that reduce disruptive behavior and promote positive school climate. Funds supported professional development, family engagement efforts, and access to mental health resources, aligning with MTSS tiered interventions to improve student engagement and reduce repeat disciplinary incidents. These investments helped advance SDIP goals related to safe, supportive learning environments and equitable discipline practices.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5–6 SENTENCES)

Briefly describe the intervention(s) implemented through the Pilot and summarize overall progress during the reporting period.

The interventions included professional development for staff in Crisis Prevention Institute (CPI) classroom culture strategies, restorative practices, and trauma-informed instruction. These training courses will strengthen staff capacity to respond to crisis using supportive, non-exclusionary approaches. In addition, the school implemented restorative practices training to promote relationship-building, conflict resolution, and improved classroom culture. Overall, the interventions will establish a stronger foundation for proactive behavioral support, and early intervention positioning the school for continued progress in reducing disciplinary incidents and improving academic and social-emotional outcomes.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period?

- ☒Yes
- ☐No
- ☐Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

- ☒Reallocation of existing school funds
- ☐Federal funds
- ☐Local funds
- ☒Additional state funding would be required
- ☐Other (specify): Click or tap here to enter text.

Briefly describe any ongoing student behavior needs or service gaps identified during implementation (3–4 sentences max).

During implementation, several ongoing student behavior needs and service gaps were identified. A small group of students continue to require intensive Tier 2 and Tier 3 behavioral and mental health support, particularly those experiencing trauma, anxiety, and chronic behavioral challenges. The school also identified barriers to consistent family engagement and access to outside counseling services, including transportation and scheduling challenges. Additionally, staff indicated a need for continued professional development and coaching in restorative practices and trauma-informed strategies to ensure consistent implementation across classrooms.

SUBMISSION INFORMATION

All data reported should reflect the defined reporting period above.

This report will be included in the appendices of DDOE’s School-Based Intervention Services Pilot Report.

Please submit an electronic copy to DDOE at **DDOE.SchoolClimate@doe.k12.de.us** by **April 1, 2026**.

**School-Based Intervention Services Pilot Program
DDOE Evaluation Report
2025-2026 School Year**

Reporting Period: Start Date 09/02/2026 To End Date 03/31/2026

Submission Due: April 1, 2026

Report Submitted By (Name & Title): Jessica Weller, Supervisor of Student Services

REPORTING DEFINITIONS

- **Students Served:** Unduplicated count of students who received at least one documented intervention service during the reporting period.
- **Behavioral Improvement:** Demonstrated positive response during participation, including reduction in discipline incidents, no additional incidents during participation, or documented progress toward behavioral goals.
- **Academic Improvement:** Demonstrated stabilization or improvement in attendance, course performance, assignment completion, or documented academic goals during participation.
- **Subsequent Incident Rate:** Unduplicated count of students who had an additional discipline incident during the reporting period after beginning services. Due to mid-year implementation, this reflects only incidents occurring within the funding period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Milford School District

School: Milford Central Academy and Milford High School

Project Name: Bridges Program

School Award Amount: \$150, 000

Date Funds Received: 12/24/2025

Date First Student Served: 09/05/2025

SECTION 2: STUDENTS SERVED BY PILOT

Total Students Served (Unduplicated Count): 116

SECTION 3: REASONS FOR REFERRAL TO PILOT

List number of students by primary reason for referral (use state discipline offense categories). Add rows as needed.

Discipline Offense Category	Number of Students
Vaping	MCA- 17 MHS-12
Inappropriate Touching	MCA-3 MHS-11
Inappropriate language	MCA- 3 MHS- 5
Fighting	MCA-17 MHS-9
Cell phone/technology violation	MCA-1 MHS-2
Skiping	MCA- 0 MHS-8
Careless and Reckless Behavior	MCA-4 MHS-3
Defiance/Disruption	MCA-4 MHS-4
Harassment/Hate Speech	MCA-3 MHS-1
Inappropriate language/ Threat Without Weapon	MCA- 3 MHS- 6

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- No additional discipline incidents: MCA- 7, MHS- 6
- Reduction in discipline incidents compared to prior 30 days (if available): n/a
- Met documented behavioral intervention goals: MCA- 23, MHS - 30

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- Improved attendance: MCA – 13, MHS-7
- Improved grades: MCA - 21, MHS- 6
- Improved course performance/assignment completion: MCA – 21, MHS - 6
- Met documented academic intervention goals: MCA – 21, MHS- 7

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

- Number of students with an in-school suspension or out of school suspension after beginning services: MCA- 14 MHS- 16

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	MHS – 56 MCA – 13
Community-Based Mental Health	MHS-4 MCA - 8
Substance Use Services	MHS -16 MCA -4
Special Education or Section 504 Evaluation	MHS –1 MCA-3
Community-Based Supports	Listed under other

Referral Type	Number of Students Served
Other (specify)	n/a

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

- ☐ Tier 1
☒ Tier 2
☒ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

- ☒ Discipline data review
☒ Attendance data review
☐ Academic data review
☐ Problem-Solving Team referral
☒ Administrator referral
☐ Teacher referral

Problem-Solving Team Involvement in the Pilot:

- ☒ Intervention plan developed or reviewed by the team
☒ Student progress monitored by the team
☐ No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

- ☒ Reduction in repeat discipline incidents
☒ Reduction in exclusionary discipline
☐ Increased use of positive behavior supports
☒ Improvement in school climate
☒ Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan?

- ☒ Yes
☐ No

Briefly describe how the Pilot funding supported your SDIP goals (limit 2-3 sentences).

The SBIS funding allowed our two SDIP identified schools to reduce their exclusionary discipline by allowing students to complete discipline consequences in Bridges prior to being assigned OSS. The male and female student groups that were created and funding supported were students identified

through SDIP data. Implementation of these groups allowed targeted supports to reduce discipline incidents, increase classroom attendance, and support student SEL deficits.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5–6 SENTENCES)

Briefly describe the intervention(s) implemented through the Pilot and summarize overall progress during the reporting period.

The Bridges School-Based Intervention Program is an innovative pilot initiative designed to strengthen the capacity of Milford Central Academy and Milford High School to reduce exclusionary discipline, close opportunity gaps, and ensure that every student is supported academically, socially, and emotionally. Bridges—which stands for *Building Resilience, Independence, and personal Development through Guidance and Empowerment for Success*—is directly aligned with our School Discipline Improvement Plan (SDIP) and implemented within our Multi-Tiered System of Supports (MTSS) framework. The program provides structured, data-driven interventions for students who demonstrate repeated or severe code of conduct violations, attendance challenges, or who are transitioning back to the regular school environment from mental health facilities, homebound settings, or alternative placements.

The overall progress of this pilot has been successful. Overall, the program has served 116 students who were transitioning back to regular setting from alternative programs or mental health placements and behavior incidents. We have seen a 55% improvement in attendance, a 48% improvement in grades, 60% improvement in discipline incidents, 48% improvement in improved coursework, and for our Central Academy (7 & 8 grades). We have seen a 14% improvement in attendance, a 12% improvement in grades, and a 12% improved coursework work for our High School (9 through 12 grades). Overall behavior goals on targeted Positive Behavior Intervention Plans have improved 30% at our high school and 53% at our Central Academy

The district has reduced the number of alternative student placements through the implementation of Bridges. To date, Bridges has served 116 students, including 91 for discipline-only concerns. Of those 91 students, only 3 from Central Academy and 4 from the high school required alternative placement following participation in Bridges. As a result, Milford School District’s alternative placement meetings have decreased from 34 during this same time period in the 2024–2025 school year to 21 in the 2025–2026 school year.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period?

☒ Yes

☐ No

☐ Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

- ☐ Reallocation of existing school funds
- ☐ Federal funds
- ☐ Local funds
- ☒ Additional state funding would be required
- ☐ Other (specify): Click or tap here to enter text.

Briefly describe any ongoing student behavior needs or service gaps identified during implementation (3–4 sentences max).

Mental health supports are an area of need that is identified in almost all students we serve. Self-regulation and conflict resolution skills are needed in most areas of student’s needs. Creating a sense of belonging and accountability for the students’ education is needed. Students do not want to stay in class. More unit funding for staff to support interventions in identified areas would benefit the district and community.

SUBMISSION INFORMATION

All data reported should reflect the defined reporting period above.

This report will be included in the appendices of DDOE’s School-Based Intervention Services Pilot Report.

Please submit an electronic copy to DDOE at **DDOE.SchoolClimate@doe.k12.de.us** by **April 1, 2026**.

**School-Based Intervention Services Pilot Program
DDOE Evaluation Report
2025-2026 School Year**

Reporting Period: Start Date September 1, 2025 To End Date March 26, 2026

Submission Due: April 1, 2026

Report Submitted By (Name & Title): Tyler Downes, Principal

REPORTING DEFINITIONS

- **Students Served:** Unduplicated count of students who received at least one documented intervention service during the reporting period.
- **Behavioral Improvement:** Demonstrated positive response during participation, including reduction in discipline incidents, no additional incidents during participation, or documented progress toward behavioral goals.
- **Academic Improvement:** Demonstrated stabilization or improvement in attendance, course performance, assignment completion, or documented academic goals during participation.
- **Subsequent Incident Rate:** Unduplicated count of students who had an additional discipline incident during the reporting period after beginning services. Due to mid-year implementation, this reflects only incidents occurring within the funding period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Red Clay Consolidated School District

School: Alexis I. du Pont High School

Project Name: Born4Brothers Mentorship and Intervention Program

School Award Amount: \$39,000

Date Funds Received: September 2025

Date First Student Served: September 15, 2025

SECTION 2: STUDENTS SERVED BY PILOT

Total Students Served (Unduplicated Count): 30

SECTION 3: REASONS FOR REFERRAL TO PILOT

List number of students by primary reason for referral (use state discipline offense categories). Add rows as needed.

Discipline Offense Category	Number of Students
Disruptive Behavior	13
Attendance/Tuancy	16
Insubordination	12
Chronic Classroom Disruption	6
Fighting/Offensive touching	8

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- No additional discipline incidents: 18
- Reduction in discipline incidents compared to prior 30 days (if available): 22
- Met documented behavioral intervention goals: 23

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- Improved attendance: 21
- Improved grades: 22
- Improved course performance/assignment completion: 23
- Met documented academic intervention goals: 20

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

- Number of students with an in-school suspension or out of school suspension after beginning services: 14

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	14

Referral Type	Number of Students Served
Community-Based Mental Health	n/a
Substance Use Services	n/a
Special Education or Section 504 Evaluation	7
Community-Based Supports	N/a
Other (specify)	Click or tap here to enter text.

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

- ☐ Tier 1
- ☒ Tier 2
- ☒ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

- ☒ Discipline data review
- ☒ Attendance data review
- ☒ Academic data review
- ☒ Problem-Solving Team referral
- ☒ Administrator referral
- ☒ Teacher referral

Problem-Solving Team Involvement in the Pilot:

- ☒ Intervention plan developed or reviewed by the team
- ☒ Student progress monitored by the team
- ☐ No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

- ☒ Reduction in repeat discipline incidents
- ☒ Reduction in exclusionary discipline
- ☒ Increased use of positive behavior supports
- ☒ Improvement in school climate
- ☒ Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan?

☒ Yes

☐ No

Briefly describe how the Pilot funding supported your SDIP goals (limit 2-3 sentences).

The Born4Brothers program directly supported Alexis I. du Pont High School's SDIP by providing targeted Tier 2 and Tier 3 interventions focused on reducing repeat discipline incidents and limiting exclusionary practices. The program emphasized relationship-building, accountability, and mentorship, which contributed to improved student behavior, increased engagement, and a more positive school climate.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5–6 SENTENCES)

Briefly describe the intervention(s) implemented through the Pilot and summarize overall progress during the reporting period.

Alexis I. du Pont High School implemented the Born4Brothers Mentorship and Intervention Program to support male students identified through MTSS as needing Tier 2 and Tier 3 behavioral and academic interventions. The program provided consistent one-on-one mentoring, group sessions focused on character development and life skills, and exposure opportunities such as guest speakers and community engagement. Students were selected through discipline, attendance, and academic data, with oversight from the school-based problem-solving team. Throughout the implementation period, students demonstrated measurable improvements in behavior, attendance, and academic engagement. The program also strengthened connections between students, staff, and families by fostering trust and accountability. Overall, the pilot showed strong progress in reducing disciplinary incidents and improving school climate.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period?

☒ Yes

☐ No

☐ Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

☒ Reallocation of existing school funds

☐ Federal funds

☒ Local funds

☒ Additional state funding would be required

☐ Other (specify): Click or tap here to enter text.

Briefly describe any ongoing student behavior needs or service gaps identified during implementation (3–4 sentences max).

The pilot highlighted a continued need for structured mentorship and targeted behavioral supports for at-risk male students. While progress was made, a subset of students continues to require intensive Tier 3 interventions and consistent adult mentorship. Expanding access to mental health services and strengthening family engagement remain critical areas for growth. Sustaining the Born4Brothers model will be essential to maintaining gains in behavior, attendance, and student connectedness.

SUBMISSION INFORMATION

All data reported should reflect the defined reporting period above.

This report will be included in the appendices of DDOE's School-Based Intervention Services Pilot Report.

Please submit an electronic copy to DDOE at **DDOE.SchoolClimate@doe.k12.de.us** by **April 1, 2026**.

**School-Based Intervention Services Pilot Program
DDOE Evaluation Report
2025-2026 School Year**

Reporting Period: Start Date: 12/12/ 2025 **To End Date** 03/15/2026

Submission Due: April 1, 2026

Report Submitted By (Name & Title): Cristina Kalesse - Principal

REPORTING DEFINITIONS

- **Students Served:** Unduplicated count of students who received at least one documented intervention service during the reporting period.
- **Behavioral Improvement:** Demonstrated positive response during participation, including reduction in discipline incidents, no additional incidents during participation, or documented progress toward behavioral goals.
- **Academic Improvement:** Demonstrated stabilization or improvement in attendance, course performance, assignment completion, or documented academic goals during participation.
- **Subsequent Incident Rate:** Unduplicated count of students who had an additional discipline incident during the reporting period after beginning services. Due to mid-year implementation, this reflects only incidents occurring within the funding period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Red Clay Consolidated School District

School: Alexis I. duPont Middle School

Project Name: Born 4 Brothers Intervention Group

School Award Amount: \$39, 663

Date Funds Received:

Date First Student Served: March 3, 2026

SECTION 2: STUDENTS SERVED BY PILOT

Total Students Served (Unduplicated Count): 11 students (with 6 pending parent approval)

SECTION 3: REASONS FOR REFERRAL TO PILOT

List number of students by primary reason for referral (use state discipline offense categories). Add rows as needed.

Discipline Offense Category	Number of Students
Defiance of School Authority	2 students (95 total)
Disruptive Behavior	6 students (89 total)
Inappropriate Language and Gestures	5 students (56 total)
Careless and Reckless Behavior	3 students (47 total)

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- No additional discipline incidents: 0
- Reduction in discipline incidents compared to prior 30 days (if available): 6 students
- Met documented behavioral intervention goals: in progress

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- Improved attendance: 2
- Improved grades: 5
- Improved course performance/assignment completion: 9
- Met documented academic intervention goals: in progress

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

- Number of students with an in-school suspension or out of school suspension after beginning services: 7

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	1
Community-Based Mental Health	
Substance Use Services	0 students
Special Education or Section 504 Evaluation	3 students

Referral Type	Number of Students Served
Community-Based Supports	11 students
Other (specify)	

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

- ☐ Tier 1
- ☐ Tier 2
- ☐ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

- ☐ Discipline data review
- ☐ Attendance data review
- ☐ Academic data review
- ☐ Problem-Solving Team referral
- ☐ Administrator referral
- ☐ Teacher referral

Problem-Solving Team Involvement in the Pilot:

- ☐ Intervention plan developed or reviewed by the team
- ☐ Student progress monitored by the team
- ☐ No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

- ☐ Reduction in repeat discipline incidents
- ☐ Reduction in exclusionary discipline
- ☐ Increased use of positive behavior supports
- ☐ Improvement in school climate
- ☐ Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan?

- ☐ Yes
- ☐ No

Briefly describe how the Pilot funding supported your SDIP goals (limit 2-3 sentences).

At Alexis I. duPont Middle School, the Born4Brothers program would serve as a targeted Tier 2/3 intervention aligned to our MTSS framework and PRIDE values. The program's focus on mentorship, life skills, and emotional support directly supports our goals of reducing repeat discipline incidents, minimizing exclusionary practices, and strengthening positive school climate.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5–6 SENTENCES)

Briefly describe the intervention(s) implemented through the Pilot and summarize overall progress during the reporting period.

During the reporting period, the Born4Brothers Pilot at Alexis I. duPont Middle School (AIMS) implemented targeted interventions including individual counseling, mental health check-ins, small group sessions, family engagement, and teacher collaboration. Over the first three months, the program documented approximately 50 direct student encounters, demonstrating consistent engagement with identified students. Additionally, Born4Brothers facilitated 7 small group sessions, conducted 43 teacher collaboration visits, and implemented 19 behavior-specific interventions to support student success. The program also completed 4 family engagement efforts and developed 2 individualized accountability plans for targeted students. Overall, implementation has been strong, with a clear focus on proactive, relationship-based support aligned to AIMS' MTSS framework. Continued monitoring will focus on measuring the impact of these interventions on student behavior, engagement, and overall outcomes.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period?

☒ Yes

☐ No

☐ Unsure

If “Yes” or “Unsure,” indicate how continuation would be supported (check all that apply):

☒ Reallocation of existing school funds

☐ Federal funds

☐ Local funds

☒ Additional state funding would be required

☐ Other (specify): Click or tap here to enter text.

Briefly describe any ongoing student behavior needs or service gaps identified during implementation (3–4 sentences max).

During implementation, a primary service gap has been difficulty obtaining completed permission forms, which has limited full student participation in the program. This has impacted the ability to consistently deliver services to all identified students in a timely

manner. Additionally, data and observations have highlighted a need for more structured support around peer conflict. As a result, the addition of a targeted conflict resolution group has been identified as a necessary next step to address ongoing student needs.

SUBMISSION INFORMATION

All data reported should reflect the defined reporting period above.

This report will be included in the appendices of DDOE's School-Based Intervention Services Pilot Report.

Please submit an electronic copy to DDOE at **DDOE.SchoolClimate@doe.k12.de.us** by **April 1, 2026**.

**School-Based Intervention Services Pilot Program
DDOE Evaluation Report
2025-2026 School Year**

Reporting Period: Start Date September 1, 2025 **To End Date** March 15, 2026

Submission Due: April 1, 2026

Report Submitted By (Name & Title): Reginald Worlds, Principal

REPORTING DEFINITIONS

- **Students Served:** Unduplicated count of students who received at least one documented intervention service during the reporting period.
- **Behavioral Improvement:** Demonstrated positive response during participation, including reduction in discipline incidents, no additional incidents during participation, or documented progress toward behavioral goals.
- **Academic Improvement:** Demonstrated stabilization or improvement in attendance, course performance, assignment completion, or documented academic goals during participation.
- **Subsequent Incident Rate:** Unduplicated count of students who had an additional discipline incident during the reporting period after beginning services. Due to mid-year implementation, this reflects only incidents occurring within the funding period.

SECTION 1: SCHOOL & FUNDING INFORMATION

LEA: Red Clay Consolidated School District

School: Thomas McKean High School

Project Name: Born4Brothers Mentorship and Intervention Program

School Award Amount: \$39,000

Date Funds Received: September 2025

Date First Student Served: September 15, 2025

SECTION 2: STUDENTS SERVED BY PILOT

Total Students Served (Unduplicated Count): 38

SECTION 3: REASONS FOR REFERRAL TO PILOT

List number of students by primary reason for referral (use state discipline offense categories). Add rows as needed.

Discipline Offense Category	Number of Students
Disruptive Behavior	12
Insubordination	8
Fighting/Offensive Conduct	6
Chronic Classroom Disruption	5
Attendance/Truancy	7

SECTION 4: BEHAVIORAL IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- No additional discipline incidents: 24
- Reduction in discipline incidents compared to prior 30 days (if available): 28
- Met documented behavioral intervention goals: 26

SECTION 5: ACADEMIC IMPROVEMENT (SHORT-TERM INDICATORS)

During participation in the Pilot, number of students who demonstrated:

- Improved attendance: 25
- Improved grades: 21
- Improved course performance/assignment completion: 23
- Met documented academic intervention goals: 20

SECTION 6: SUBSEQUENT INCIDENTS DURING REPORTING PERIOD

- Number of students with an in-school suspension or out of school suspension after beginning services: 9

SECTION 7: REFERRAL FOR ADDITIONAL SERVICES FOR STUDENTS IN PILOT

Referral Type	Number of Students Served
School-Based Mental Health	12

Referral Type	Number of Students Served
Community-Based Mental Health	6
Substance Use Services	3
Special Education or Section 504 Evaluation	5
Community-Based Supports	10
Other (other agency)	8

SECTION 8: ALIGNMENT WITH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier Level(s) of Intervention Implemented in the Pilot (check all that apply):

- ☐ Tier 1
- ☒ Tier 2
- ☒ Tier 3

Student Identification Method(s) for the Pilot (check all that apply):

- ☒ Discipline data review
- ☒ Attendance data review
- ☒ Academic data review
- ☒ Problem-Solving Team referral
- ☒ Administrator referral
- ☒ Teacher referral

Problem-Solving Team Involvement in the Pilot:

- ☒ Intervention plan developed or reviewed by the team
- ☒ Student progress monitored by the team
- ☐ No formal team involvement

SECTION 9: SCHOOL DISCIPLINE IMPROVEMENT PROGRAM (SDIP) ALIGNMENT

SDIP Priority Area(s) Supported by the Pilot (check all that apply):

- ☒ Reduction in repeat discipline incidents
- ☒ Reduction in exclusionary discipline
- ☒ Increased use of positive behavior supports
- ☒ Improvement in school climate
- ☒ Increased early intervention for at-risk students

Was the Pilot included in your current SDIP plan?

☒ Yes

☐ No

Briefly describe how the Pilot funding supported your SDIP goals (limit 2-3 sentences).

The Born4Brothers program directly supported McKean's SDIP by providing targeted Tier 2 and Tier 3 interventions focused on reducing repeat discipline incidents and limiting exclusionary practices. The program emphasized relationship-building, accountability, and mentorship, which contributed to improved student behavior, increased engagement, and a more positive school climate.

SECTION 10: BRIEF IMPLEMENTATION SUMMARY (LIMIT 5–6 SENTENCES)

Briefly describe the intervention(s) implemented through the Pilot and summarize overall progress during the reporting period.

Thomas McKean High School implemented the Born4Brothers Mentorship and Intervention Program to support male students identified through MTSS as needing Tier 2 and Tier 3 behavioral and academic interventions. The program provided consistent one-on-one mentoring, group sessions focused on character development and life skills, and exposure opportunities such as guest speakers and community engagement. Students were selected through discipline, attendance, and academic data, with oversight from the school-based problem-solving team. Throughout the implementation period, students demonstrated measurable improvements in behavior, attendance, and academic engagement. The program also strengthened connections between students, staff, and families by fostering trust and accountability. Overall, the pilot showed strong progress in reducing disciplinary incidents and improving school climate.

SECTION 11. SUSTAINABILITY & ONGOING NEED

Does your school intend to continue the intervention(s) beyond the current funding period?

☒ Yes

☐ No

☐ Unsure

If "Yes" or "Unsure," indicate how continuation would be supported (check all that apply):

☒ Reallocation of existing school funds

☐ Federal funds

☒ Local funds

☒ Additional state funding would be required

☐ Other (specify): Click or tap here to enter text.

Briefly describe any ongoing student behavior needs or service gaps identified during implementation (3–4 sentences max).

The pilot highlighted a continued need for structured mentorship and targeted behavioral supports for at-risk male students. While progress was made, a subset of students continues to require intensive Tier 3 interventions and consistent adult mentorship. Expanding access to mental health services and strengthening family engagement remain critical areas for growth. Sustaining the Born4Brothers model will be essential to maintaining gains in behavior, attendance, and student connectedness.

SUBMISSION INFORMATION

All data reported should reflect the defined reporting period above.

This report will be included in the appendices of DDOE's School-Based Intervention Services Pilot Report.

Please submit an electronic copy to DDOE at **DDOE.SchoolClimate@doe.k12.de.us** by **April 1, 2026**.