

SDIP Review of Existing Programming

Review of Existing Programming – Per 14 Del. C. § 703(b)(2), review interventions being used to assure research-based quality, scope of training provided, and follow-up support to ensure proper implementation.

When prioritizing goals and related action steps for the future to improve programming and intervention (based on the above table and previous sections of the SDIP Improvement Plan), consider:

- How effective are our current programs/interventions in addressing our intended and data-based needs?
- What do we want (and have control) to improve, drop, or add to help ensure support at all tiers to help prevent the need for exclusionary discipline and disproportionate use of it? ***Consider **the Hexagon Tool** for decision-making.*
- What strategies are effective? What strategies are less effective? And how confident are you in making these decisions?
- Where are there inconsistencies in our programming, interventions, and needs? What strengths and resources can we leverage in addressing this and other gaps?
- Who will be responsible for identifying and implementing improvement activities? And what key milestones will they use?
- How well are we identifying gaps to close in programming/interventions now and in the future?

To answer the above questions, review your interventions:

		History of Training and Support			Current Implementation			
Programming /Intervention	Intended/ expected outcomes in training/ using (linking to needs)	Type of Training	Date(s) of Training	Follow-Up Support from Training	Students included, and which tiers?	Current progress-monitoring and/or outcome data trends	Current observed or perceived implementation gaps or barriers *	Opportunities to improve, grow, and/or reconsider moving forward **
Classroom Management								

Cultural Competency								
Implicit Bias Awareness								
Restorative Practices								
Trauma-Informed Care								

Other Programming (e.g., PBIS, SEL curriculum, mentoring, mindfulness programs, student equity/leadership groups, Resilience Education Program, Inclusive Skill-Building Learning Approach (ISLA))								
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* Implementation gaps and barriers may include staff Knowledge, fidelity of program/intervention procedures, equity of student access, current scheduling,

** Consider the Hexagon Tool to support answering this question.

EXAMPLE

		History of Training and Support			Current Implementation			
Programming /Intervention	Intended/ expected outcomes in training/ using (linking to needs)	Type of Training	Date(s) of Training	Follow-Up Support from Training	Students included, and which tiers?	Current progress-monitoring and/or outcome data trends	Current observed or perceived implementation gaps or barriers *	Opportunities to improve, grow, and/or reconsider moving forward **
Trauma-Informed Care: TIER 1 USE OF	1) 100% of staff will be trained in using Classroom 180.	Individual online completion of the PDMS Course	Varied for staff, but previously everyone needed to have it done by	We discussed the strategies at each faculty mtg. for 23-24	All students across classes at the Tier 1 level.	We had no progress monitoring activities except to ask PLCs to share how it is going (1x	We have had staff turnover, so many people may not be trained in the 25-26 SY.	We could use the rubric 1-2x next year (25-26 SY). We can ask diverse student groups about

<i>CLASSROOM 180</i>	2) Improved SW performance on the Classroom 180 Rubric		July 2023 and then August 2024.	SY. We had a summer refresher in Aug. 2024.		before our January 2025 mtg).	We have not used the rubric yet. We have so student perception of program helpfulness.	how they see the 180 efforts in their class. We can disaggregate the data for possible inequitable use.
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