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## Spotlight on Success Christina School District (Delaware, USA)

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### Using Resource Mapping to Strengthen School Health

Christina School District has been working to better support the social, emotional, and behavioral needs of its students and staff. As part of the *Supports to Advance Emotional Well-Being in Schools* project, the district focused on two connected goals: district-wide resource mapping and Tier 2 interventions. Together, these efforts helped align work across schools under the MTSS framework and laid the foundation for more coordinated, data-driven support systems.

Christina School District started by training schools on how to map out their existing social, emotional, and behavioral supports. Not every school did it at first, but through ongoing professional development led by the District Multi-Tiered Systems of Support (MTSS) Coordinator, more staff began to use the tool and see its value. Resource mapping gave the district a clearer picture of:

- What supports were in place, and who was leading them
- Which interventions were being used inconsistently
- Where data was being collected and where it wasn't
- Who staff should contact for specific student needs

Mapping helped to organize information, revealed patterns, clarified staff roles, and created a shared foundation for improving tiered supports. It also surfaced system-level needs like aligning the student discipline manual with more supportive practices and considering if additional roles could lead student groups or champion restorative approaches. Most importantly, it showed how important it is to do one thing really well before expanding, and how much clarity and communication matters when resources are limited or teams are in transition.



What the district learned from resource mapping directly informed its next steps, which was to strengthen Tier 2 social, emotional, and behavioral interventions. The mapping process had already shown where these interventions were being used inconsistently and where staff training or data tracking was missing. This meant:

- The district prioritized professional development on key Tier 2 strategies (e.g., Check In, Check Out, small groups, Social-Emotional Learning (SEL) Boosts)
- Schools started tracking Tier 2 needs offline with plans to centralize this data moving forward
- The district introduced skill streaming and self regulation bikes to expand supports and started to get more consistency across schools on how interventions are selected and delivered

Without the information from resource mapping, these improvements wouldn't have been as focused or effective. Resource mapping gave the district the framework and language to guide Tier 2 work more intentionally.

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