



ALIGNING RESOURCES FOR SCHOOL SUCCESS

Florida Organization of Instructional Leaders
May 27-28, 2026

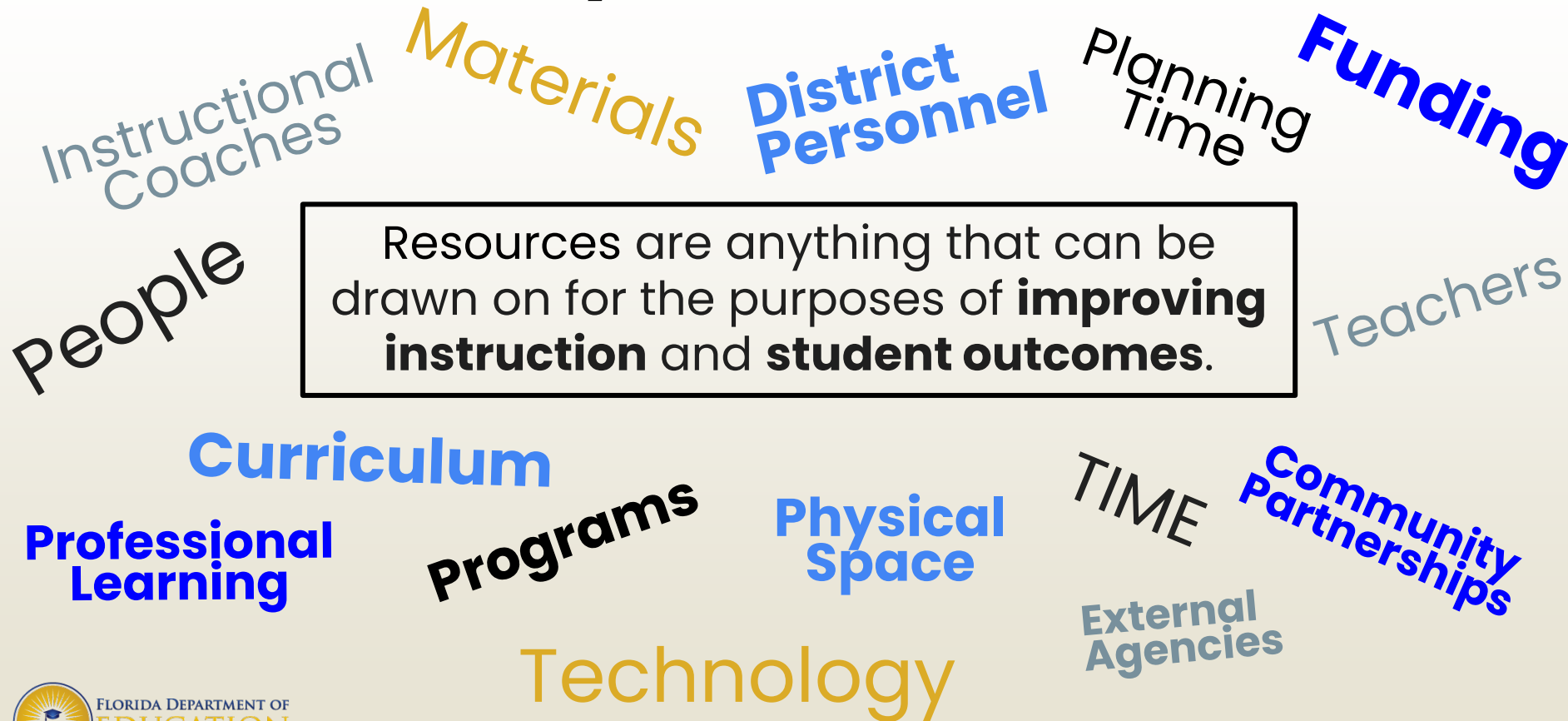


INTENDED OUTCOMES

- Understand why streamlining resources is necessary for effective school improvement planning.
- Learn and understand that resource mapping is an active process to identify, visually represent and determine the most effective utilization of resources.
- Engage in resource mapping to ensure alignment and coherence of resources to school improvement goals.

WHAT ARE RESOURCES?

When we say resources, we mean...



Reflect

Do you currently have a systematic process to identify and allocate your resources?

On Your Own

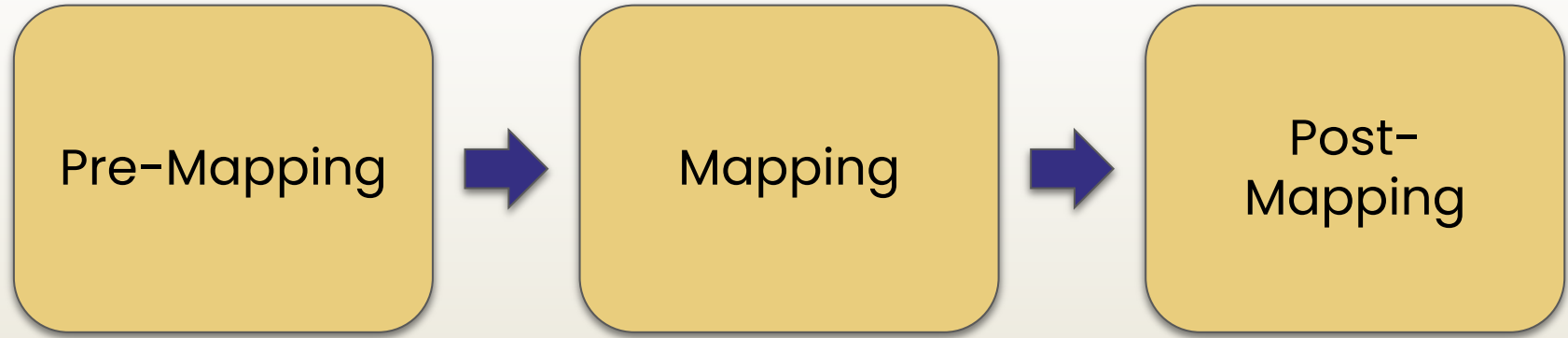
LEARN, UNDERSTAND AND ENGAGE IN RESOURCE MAPPING

Resource mapping is a process for identifying, analyzing, and aligning resources to reduce and eliminate barriers to student learning.

PURPOSE OF RESOURCE MAPPING

- Provides a visual record of all available resources.
- Identifies barriers and ways resources can be used more effectively.
- Addresses gaps and prevents duplication of resources to build coherence.
- Improves efficiency of effective decision making.

STAGES OF RESOURCE MAPPING



COMPREHENSIVE RESOURCE MAPPING GUIDE

Stage	Steps	Guiding Questions
Pre-Mapping Gather data to establish a clear goal	1. Determine your system and specific goal for the resource map. 2. Determine who will be part of the process. 3. Gather all available data to resource map the goal. 4. Determine what template or structure you will use to document your findings.	• What system do you want to focus on? • What is the goal you want to accomplish? • What data will you need to collect to prepare to engage in resource mapping?
Mapping Streamlines resources	1. Analyze all available data to connect to the goal/problem you are solving. 2. Identify and list all resources connected to the goal. 3. Analyze the map for any patterns, limitations or gaps and determine if any additional resources are needed. 4. Determine how to allocate/reallocate resources as necessary. 5. Revise/edit the resource map with the reallocated resources.	• Why is the problem occurring? • Based on your data, what are the most common barriers? • What resources currently exist to address the barriers? • Do any of the resources serve a similar purpose? If so, how are they the same or different? • What resources are lacking or insufficient to meet the identified needs? • Are there any resources that are not used well or frequently? Why not? Do the resources need to be eliminated or reallocated? • What additional resources are needed? Why? • Who will be responsible for completing each phase of resource mapping and analysis?
Post-Mapping Plan, Implement, Monitor	1. Create a plan to use resources from resource map. 2. Communicate the plan and support that will be provided. 3. Implement the plan. 4. Determine what will be collected to monitor implementation and impact of the plan. 5. Determine if additional resources are needed.	• What support will be necessary for the personnel involved in the map? • How will the plan and its intended use be shared/communicated with staff? • How will fidelity of implementation be monitored? • How will the map is used?

PRE-MAPPING

Stage	Steps	Guiding Questions
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MAPPING

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Mapping: Analyze all available data to connect to the goal/problem you are solving.

Sustainable Elementary School

Benchmarks-Aligned Instruction

- Standards-based data collected from the 2024-2025 school year showed the majority of students performing below grade-level in ELA (79%) Math (70%) and Science (82%) with a lack of consistency in tasks aligned to grade-appropriate benchmarks.
- Although content coaches are supporting teachers during common grade-level planning sessions, walkthrough trend data collected showed that 62% of classrooms evidenced inconsistent or lack of implementation relating to instruction aligned to the benchmark.
- Student work collected showed an average of 70% of students not being able to successfully complete grade-appropriate, benchmarks-aligned tasks.
- Planning sessions did not have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments and the transfer of instruction.



What are the barriers to student learning?
Why might the problem be occurring?

Mapping: Analyze all available data to connect to the goal/problem you are solving.

Sustainable Elementary School

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Mapping: Identify and list all resources connected to the goal.

Consider: *What systems, structures and/or blocks of time exist within your schedule to support the focus?*

Consider: *Who or what can provide support to improve the focus?*

Consider: *What tools, programs, technology, funding sources, materials, supplies, etc. do you have available to support the focus?*

Mapping: Identify and list all resources connected to the goal.

Sustainable Elementary School		
Resource Map: Planning for Benchmarks-Aligned Instruction		
Consider: What systems, structures, and/or blocks of time exist within your schedule to support the focus?	Consider: Who or what can provide support to improve the focus?	Consider: What tools, programs, technology, funding sources, materials, supplies, etc. do you have available to support the focus?
• Bi-weekly collaborative planning is used to review the benchmarks • Teacher work days (one per quarter) allow teachers to plan with coaches if added support is needed • The First Wednesday of each month can be used for teachers to receive support from the coaches • Faculty meetings (one per month) - section for reviewing learning walk data • Classroom walkthroughs/ feedback	• Model/Demonstration Teachers • School-based content coaches • District professional learning department • District content coaches • Other schools within region • Administration	• Stipends to pay substitute for half-day planning • Stipends for after-hours planning • Book study materials • Professional library with videos • Funding for professional learning • B.E.S.T. professional learning trainings • Planning protocols • District curriculum resources

Mapping: Analyze map for patterns, limitations or gaps to determine if additional resources needed.

Sustainable Elementary School Resource Map: Planning for Benchmarks-Aligned Instruction		
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Mapping: Analyze all available data to connect to the goal/problem you are solving.

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What resources are lacking or insufficient to meet the identified need?

Are there any resources that are not used well or frequently?

Mapping: Determine how to allocate/reallocate resources as necessary.

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How could available resources be allocated/reallocated?

Mapping: Revise/edit the resource map with the reallocated resources.

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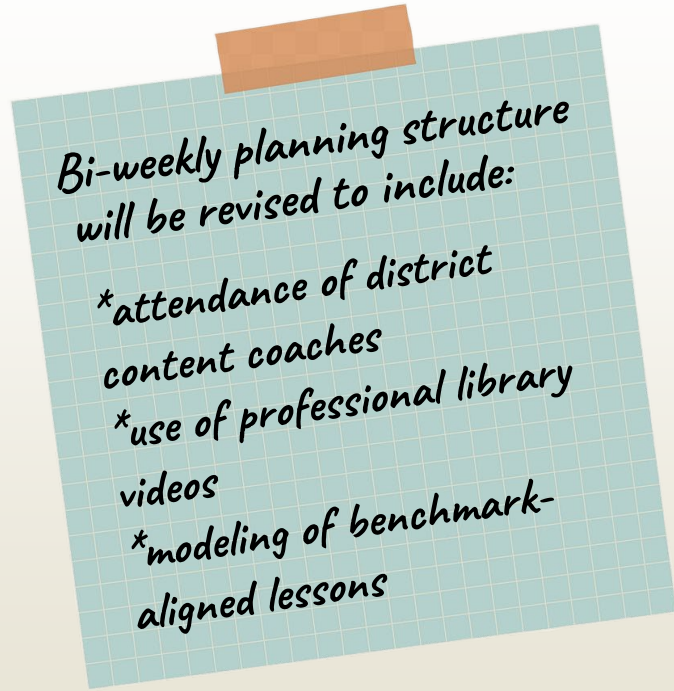
Bi-weekly planning structure will be revised to include:

- *attendance of district content coaches
- *use of professional library videos
- *modeling of benchmark aligned lessons

POST-MAPPING

Stage	Steps	Guiding Questions
Post-Mapping Plan, Implement, Monitor	1. Create a plan to use resources from resource map. 2. Communicate the plan and support that will be provided. 3. Implement the plan. 4. Determine what will be collected to monitor implementation and impact of the plan. 5. Determine if additional resources are needed.	• What support will be necessary for the personnel involved in the map? • How will the plan and its intended use be shared/communicated with staff? • How will fidelity of implementation be monitored? • How will the map is used?

Post-Mapping: Create a plan to leverage resources.



PLAN

- **Leverage district content coaches** to build the capacity of school-based content coaches, with the goal of gradually releasing planning leadership back to the school level.
- **Integrate professional library videos** into collaborative planning sessions to deepen teacher understanding of benchmark-aligned instruction.
- **Model benchmark-aligned lessons weekly** during collaborative planning, supported by district and school-based coaches, to ensure instructional consistency.

Post-Mapping: Communicate the plan and support that will be provided.

COMMUNICATE

- Provide weekly updates during faculty meetings to reinforce expectations, highlight exemplars and ensure alignment across grade levels and content areas.
- Share planning outcomes and modeled lessons with all teachers via collaborative planning notes or shared platforms.

*Bi-weekly planning structure
will be revised to include:*

**attendance of district
content coaches*

**use of professional library
videos*

**modeling of benchmark-
aligned lessons*

Post-Mapping: Monitor implementation of the plan and its effectiveness.

*Bi-weekly planning structure
will be revised to include:*

- *attendance of district
content coaches*
- *use of professional library
videos*
- *modeling of benchmark-
aligned lessons*

MONITOR

- Collect and review completed collaborative planning products weekly to assess alignment with benchmarks.
- Track classroom walkthrough trends to monitor the transfer of planning into instruction.
- Conduct bi-weekly check-ins with district content coaches to review progress, identify needs and make adjustments.

STAGES OF RESOURCE MAPPING

Pre-Mapping:

Identify a resource mapping team, gather available data and schedule a meeting time.



Mapping:

Identify and map resources available to leaders, teachers, students, etc. Streamline resources to maximize their impact.



Post-Mapping:

Establish a process for maintaining, sustaining and evaluating supports. Make adjustments as necessary.

FINAL REFLECTION

- How could you apply the resource mapping process to identify, allocate and align resources?
- What is one key action related to resource mapping you will take as a result of today's learning?



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