This mapping process focuses on identifying and streamlining current division or school initiatives. "These are defined efforts (e.g. grant participation, county-wide collective focus to improve outcomes for a specific content area or group of students) that require a sustained commitment of resources (e.g., money, materials, staff, time). Initiatives can either be broadly focused, such as an organized way to develop staff knowledge in an MTSS framework, or can be more narrowly focused, such as on the Science of Reading." (Michigan MTSS Technical Assistance Tiered Center, 2021). ***Steps in this process may include:***

Identifying Who Will Be Involved

Participants typically serve in leadership roles and are representative across departments at the division or school level.
- Consider using the tool "Working Smarter Not Harder" to identify current division level teams meeting to inform or progress monitor current division efforts. After this review, one may be identified as the most appropriate to begin the work of mapping. This step will promote efficiency for staff and utilize current communication systems already in place within a division.

Mapping may be completed separately by departments before they are combined to form one document.

Facilitating the Mapping Process

- It will benefit teams to identify what will be used to document initiatives and agree on what components of each initiative will be recorded. Sample 1, Sample 2, Sample 3
- Teams may complete initiative maps over the course of a few team meetings after tasking groups of team members to complete specific line items between meetings.
- Other teams may find it helpful to form a smaller workgroup that represents multiple key domains of focus (i.e. academics, behavior, SEL). This workgroup can then coordinate the completion of the initiative map through connection with various departments across identified domains. An established communication plan can aid in the effective facilitation of this process.

Map Analysis

Teams can engage in discussion related to **gap analysis** and **effective implementation**:
- Are there any initiatives missing which are critical in supporting the Division Strategic Plan Goals?
- Are there gaps observed when reviewing PD and coaching supports to sustain implementation?
- Are sufficient data systems in place to monitor impact on targeted outcomes and fidelity of implementation?
- Are there initiatives the leadership team intends to focus on for progress monitoring of data, systems and practices?

Teams can engage in discussion related to **alignment of initiatives** and **efficient utilization of resources**.
- Are there initiatives or innovations that address the same target audience for the same purpose or expected outcome?
- Are there core components or instructional approaches that seem to contradict one another?
- Is there overlap in the staff necessary to support implementation and progress monitoring?
- Will providing the professional learning and coaching supports necessary for successful implementation over-extend resources (e.g. time, staff, funding)?

(Initiative Inventory and Alignment Process, Michigan's MTSS Technical Assistance Center, April 2021)

Ongoing Evaluation

Initiative maps should be revisited once each year along with a division or school's implementation plan. A Division Leadership Team, including school leaders, should be involved in this periodic review.

Sample Map: Sample Initiative Map

Virginia Tiered Systems of Support (VTSS) and ODU Training & Technical Assistance Center, 2025