

Mapping to Support MTSS Implementation

When implementing a multi-tiered system of supports, the need for mapping will often arise. As a division or school inventories what is currently being implemented to support staff and students, they can more effectively identify needed resources for students, develop systems to support staff, improve the allocation of resources and function more efficiently as a division. During the beginning stages, it is critical to identify the purpose for mapping so that the division or school will engage in the most appropriate mapping activities to achieve their goal/s.

The purpose for engaging in mapping will often be related to one of the following objectives:

Teams are seeking to identify priorities in order to function more efficiently and achieve desired outcomes.

Objectives may include:

- **Strategic Planning:** identifying current or new prioritized initiatives to match the goals of continuous improvement as well as current division strategic plan goals
- **Gap Analysis:** providing a structure for the gap analysis of current initiatives matched to school/division outcomes
- **Alignment:** determining the “fit” with other priorities, organizations, community values, and diverse cultural groups within the division
- **Implementation Support:** establishing a structure for building the data and systems to support effective implementation of initiatives
- **Evaluation:** supporting the discussion around outcomes of initiatives and consider decisions regarding continuance

Teams are seeking to identify what is being implemented to support students in order to achieve desired outcomes.

Objectives may include:

- **Inventory:** identifying core curriculum, practices and interventions provided to students that match the goals of continuous improvement
- **Gap Identification:** identifying gaps in your current continuum of supports, which increases the likelihood that students, staff and schools receive what they need in order to achieve desired outcomes
- **Data Collection:** identifying the universal screening and progress monitoring tools needed to determine the rate and degree of progress, and the efficiency and timeliness with which students gain access to interventions that are appropriately matched to their needs
- **Staff Support:** promoting staff awareness of evidence-based practices, supports and interventions; identifying professional learning needs to support teacher efficacy in implementation
- **Fidelity:** providing data around effective implementation of evidence based practices to inform professional learning needs and desired resources

This mapping process focuses on new or current initiatives that are taking the most time, resources, people, and funding. The goal is not to list them all, but to concentrate on the initiatives that are truly requiring considerable attention and support division strategic plan goals. Examples may include: Positive Behavioral Interventions and Supports (PBIS), Social Emotional Learning, Science of Reading, Attendance, Restorative Practices, Family Engagement, Academic and Career Planning

This mapping process identifies how and when students access available core curriculum, interventions and supports, to include entry and exit criteria (decision rules). This process also identifies available providers and progress monitoring tools used for data-informed decision-making.

Access more detailed information on the mapping process at the division level.

Access more detailed information about how division or school staff can engage in this mapping process.