ALIGNING RESOURCES FOR SCHOOL SUCCESS

FLORIDA DEPARTMENT OF EDUCATION
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INTENDED OUTCOMES

- Understand coherence as the foundation for sustainable school improvement.
- 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.

COHERENCE TO SUSTAIN SCHOOL IMPROVEMENT

COHERENCE

- Coherence requires a shared depth of understanding about the purpose and nature of the work.
- Coherence pertains to people individually and especially collectively.
- Coherence is not structure, alignment or strategy; it is not merely about having systems, plans or explanations for how things should fit together.
- Coherence making is a continuous process of making and remaking meaning in your own mind and in your context.

Coherence refers to integration and interconnection between the parts of the system in a way that mutually reinforces shared understanding and overall progress toward a clear vision and set of goals.

THE POWER OF COHERENCE

When coherence is lacking, schools and districts face initiative overload, conflicting priorities and confusion. Educators struggle to focus on what truly matters, leading to frustration and diminished impact on student learning.

LEADERS BUILD COHERENCE

Leaders are the architects of coherence, bringing clarity, alignment and focus to their schools and districts. By guiding teams through leading complex organizations and keeping efforts centered on shared goals, they create meaningful and lasting improvement across the system.

COHERENCE SUSTAINS IMPROVEMENT

Coherence creates a foundation for lasting impact. With aligned efforts and clear priorities, improvement remains purposeful and enduring. Schools and districts with strong coherence build momentum over time, ensuring initiatives are sustained, refined and continuously improved for meaningful change.

TURN AND TALK

At your table, discuss:

1. What comes to mind when you think of **coherence**?
2. What comes to mind when you think of **incoherence**?
3. What is the **benefit** of coherence in schools or districts?

WHAT ARE RESOURCES?

When we say resources, we mean…

Instructional Coaches

Materials

District Personnel

Planning Time

Funding

People

Resources are anything that can be drawn on for the purposes of **improving instruction** and **student outcomes**.

Teachers

Curriculum

Professional Learning

Programs

Physical Space

TIME

Community Partnerships

External Agencies

Technology

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

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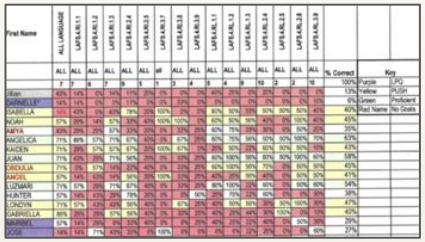
Pre-Mapping

- Benchmarks-aligned instruction
- Leadership team and district specialists
- Benchmark data, master schedule, classroom walkthrough data
- Poster and Excel sheet

Benchmark Data



Diagnostic Data

Walkthrough Data

September Walkthrough Data (8/29 - 9/30) *57 walks included		Look-fors			
		Teacher provides explicit instruction aligned to the benchmark and intended learning	Teacher provides task aligned to the benchmark and intended learning	Teacher asks questions to deepen understanding of the intended learning	Teacher provides students with opportunities to collaborate
Teacher	Content	Full implementation: Look-for has been observed > 80% Partial Implementation: Look-for has been observed 60-80% Minimal implementation: Look-for has been observed < 60%			
A	Science				
B	ELA				
C	Math				
D	ELA				
E	Math				

MAPPING

Stage	Steps	Guiding Questions
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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 proficiency 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.

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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.

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Resource Map: Planning for Benchmarks-Aligned Instruction

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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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Resource Map: Planning for Benchmarks-Aligned Instruction

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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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Resource Map: Planning for Benchmarks-Aligned Instruction

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Bi-weekly planning structure will be revised to include:

*attendance of district content coaches

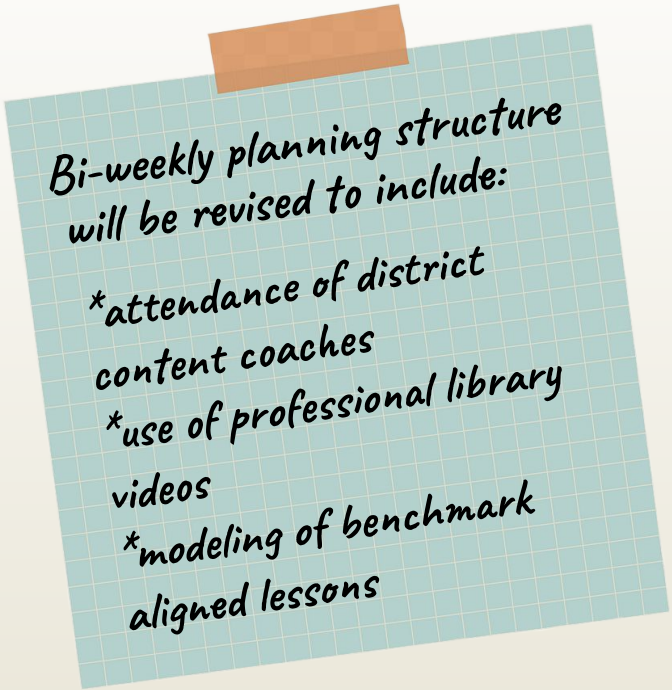
*use of professional library videos

*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?

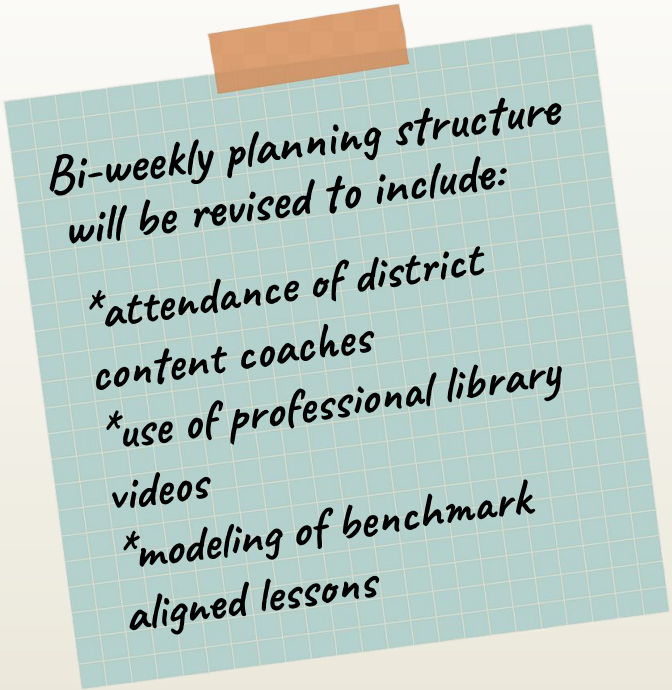
Post-Mapping: Create a plan to leverage resources.



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.

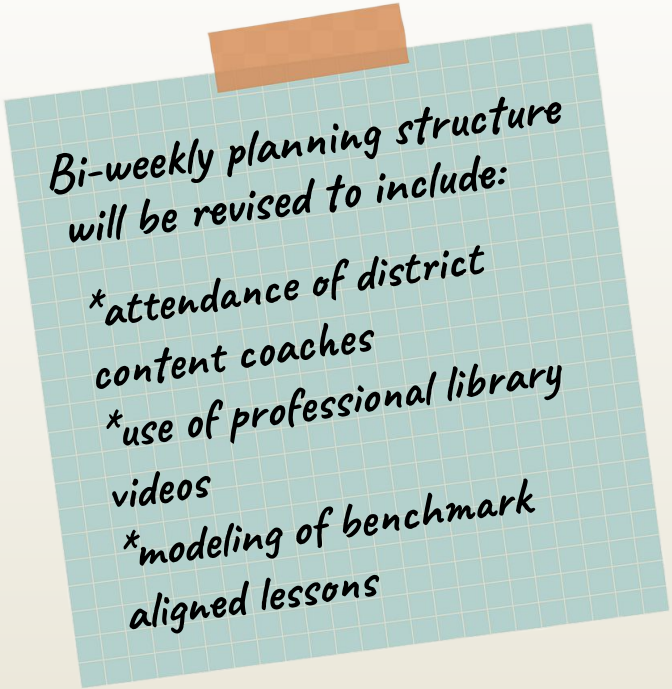
Post-Mapping: Communicate the plan and support that will be provided.



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.

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



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.

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?

ENVISIONING PROGRAM COHERENCE

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Imagine a district where federal and state programs are fully coherent…

What does it look like when grant funding aligns with school improvement goals?

ENVISIONING PROGRAM COHERENCE

Imagine a district where federal and state programs are fully coherent…

What would principals and teachers say about program supports when they're working well?

ENVISIONING PROGRAM COHERENCE

Imagine a district where federal and state programs are fully coherent…

When programs and grants work together in coherence, how do students and families benefit?

Take a few minutes to write down your vision for coherent program implementation in your district.

What key priorities must be consistently present across programs to maximize impact?

How could you leverage the BSI Three Pillars to bring your vision for program alignment to life?

What does true coherence across state and federal programs look like to you?

Small Group Share: At your table, take turns reading your vision statements.

Guided Discussion:

- Where do you see opportunities for programs to work together more effectively?
- What risks or challenges could undermine coherence?
- What would it take to move from compliance to coherence in program implementation?

TABLE SHARE & DISCUSSION

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Dusty Sims
State Executive Director
Bureau of School Improvement