

Resource and Intervention Map Protocol

The following protocol is intended to structure your collaborative engagement and development of your school's resource and intervention map. In the past, school leadership teams or individuals may have compiled the information, provided it to staff, and the document was placed in a notebook for safe keeping. However, in the spirit of a continuous learning, dynamic and evolving, holistic and human centered approach to supporting every student, we need to approach our resource and intervention mapping as a living, adaptable collection of interventions and resources we have available for our students. These may include curriculum, personnel, district supports, community resources, space, time, connections, etc. Instead of limiting our intervention resources, it is important to grow in breadth, depth, and creativity in response to the unique needs of each student to profoundly impact their world.

We have found that facilitating a full staff to collaboratively develop the resource and intervention map creates the greatest buy-in, mutual learning, and distributive leadership for designing and utilizing supports and interventions for teachers and staff.

If you are unable to engage the full staff in one setting, it is recommended to create a representative group to begin the process and return the draft to every staff member for input (additions, questions, clarifications). This is best in the form of small group discussion with a smaller group, such as a PLC. Staff who have authentic input are more likely to implement and your product will likely be more robust, inclusive.

Whole staff Protocol (approx. 2-3 hours)

Types of staff grouping

- Grade level
- PLC
- Content
- Leadership group (ex. department chairs (high school))

Begin with Data: Consider sharing the data you utilized in developing your One Plan; What is the story behind our data? Why does it matter? How can we make an impact? (5 minutes)

Data Reflection Protocol

- *Predicting:* What do you expect to see in the data?
 - Individual think time -2 minutes
 - Share with group -3 minutes
- *Present the Data* - 5-7 minutes Introduce the resource and intervention brainstorm to answer the questions: What resources do we have?
 - Individual reflection- 5 minutes
 - Initial observation – do not interpret, simply notice
 - Surprises
 - Questions
 - Group conversation- 10 minutes

- Share your observations/noticing
- What are possible explanations?
- Root causes?
- What can our group do, directly, to impact this data?

Round 1: Assign teams a topic- Attendance, Behavior, Course Performance, Social-Emotional Learning and Wellness (20 minutes)

- Compile and brainstorm the strategies that you use in your classroom to impact this area, or ideas you have heard from others
- School-wide strategies
- District strategies or resources
- Community resources or ideas
- Be sure to include ideas and strategies at each of the 3 tiers

Round 2: Pass your ideas/chart paper to the next group and they will check those they use and add to the list (15 minutes)

Round 3&4 : Continue to pass until each team has seen each of the 4 topics (10 minutes each)

Round 5: Original team should have their original topic- they should take a second look and then present to the group a couple of highlights or intervention gaps (20 minutes – review and sharing)

Closing Questions / Next Steps (15 minutes)

- Where are our gaps? Who's needs are we not meeting?
- How can we access and leverage student and family voice for understanding and designing interventions?
- Additional resources needed

Submit your Resource and Intervention Map utilizing the form provided by the MTSS office

** While the submission will be completed electronically, we encourage the use of chart paper and sticky notes to generate and compile your ideas. After the full staff process, the ideas can be typed and submitted.

Resources that may be helpful

- [Attendance Works](#)
- [Restorative practices](#)
- Panorama SEL playbook- part of the Panorama platform
- Curriculum and Instruction- engagement strategies such as [Kagan](#) and [AVID](#)

Example:

Attendance-

Tier 1 – practices for all students

Building relationships, expectations, consistent definitions and protocols school wide; recognition, attendance competitions, parent presentations

Tier 2- practices for groups who need more support

Daily / weekly check-in

Tier 3- individualized support needs

Schedule adaptations, addressing transportation barriers