



STRATEGIC PLAN UPDATE MTSS AND UDL

August 17, 2023



GOALS FOR STUDENT SUCCESS



GOAL #1

**Student Well-being
& Belonging**



GOAL #2

**Equitable Access
& Opportunity**



GOAL #3

**Student
Engagement &
Continuous
Academic Growth**



GOAL #4

**Confident
Graduates,
Prepared for Life**



STRATEGY MAP

12 STRATEGIC PRIORITIES

The Strategic Priorities and the Key Actions associated with them are the targeted solutions, structures and processes that facilitate effective instruction and the accomplishment of DJUSD Goals.



California MTSS Continuum of Support



Universal Design for Learning and differentiated instruction are integrated and implemented at all levels of the continuum of support to ensure the academic, behavior, social-emotional, and mental health development of ALL students in the most inclusive and equitable learning environment.



ALL STUDENTS

UNIVERSAL SUPPORT

Evidence-based practices are accessible by ALL students where the integration and implementation of Universal Design for Learning and differentiated instruction support academic, behavior, social-emotional, AND mental health development.



SOME STUDENTS

SUPPLEMENTAL SUPPORT

Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of universal supports, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.



FEW STUDENTS

INTENSIFIED SUPPORT

Targeted supports are provided to students with greater needs to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Intensified supports are provided in addition to, not in place of universal supports, via specialized service providers, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.

**CONNECTING
TO OUR
VISION,
GOALS AND
CONTEXT**

Universal Design for Learning

Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences that guides the development of flexible methods, materials and environments that embrace variability, minimize barriers, and develop expert learning for all.



WE BELIEVE

Everyone can learn and we all learn differently

- Variability in learners is the norm

All learners benefit from high expectations

- Firm goals

- Flexible means

Our purpose is to develop expert learners

- Purposeful & Motivated

- Resourceful & Knowledgeable

- Strategic & Goal-Directed

ADAPTABILITY
& RESILIENCE

CRITICAL THINKING
& PROBLEM SOLVING

COLLABORATION

CREATIVITY &
INNOVATION

COMMUNICATION

CIVIC & CULTURAL
AWARENESS



DJUSD

DAVIS JOINT UNIFIED
SCHOOL DISTRICT

Universal Design for Learning Framework



We all learn differently

- Differences are normal
- Differences depend on context



We can plan for differences

- In how to make learning relevant
- In how we provide access to content
- In how students demonstrate their learning



Designs need change not students

- Necessary for some is good for all



THE END OF AVERAGE

Source: Five Moore Minutes, Shelley Moore

Provide multiple means of Engagement



Affective Networks
The "WHY" of Learning

Provide multiple means of Representation



Recognition Networks
The "WHAT" of Learning

Provide multiple means of Action & Expression



Strategic Networks
The "HOW" of Learning

Access

Provide options for Recruiting Interest

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Provide options for Perception

- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

Provide options for Physical Action

- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

Build

Provide options for Sustaining Effort & Persistence

- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Provide options for Language & Symbols

- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding of text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

Provide options for Expression & Communication

- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

Internalize

Provide options for Self Regulation

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Provide options for Comprehension

- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing and visualization
- Maximize transfer and generalization

Provide options for Executive Functions

- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

Goal

Expert learners who are...

Purposeful & Motivated

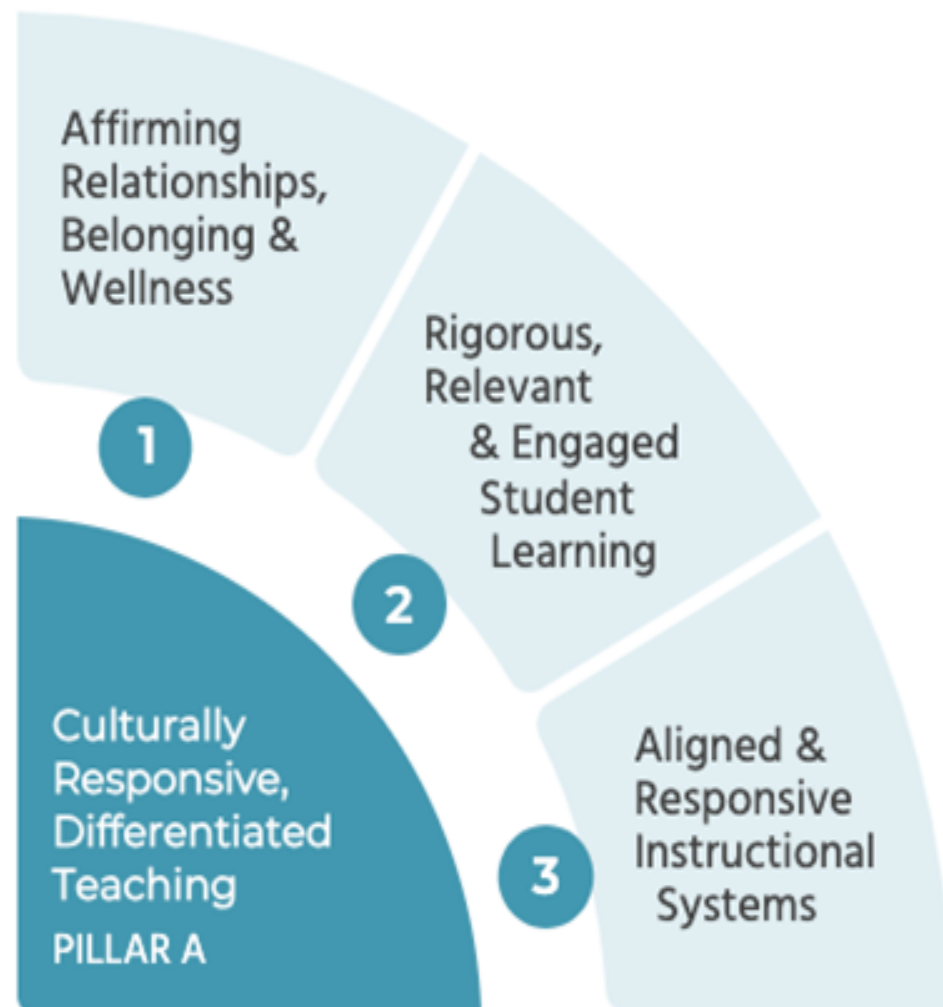
Resourceful & Knowledgeable

Strategic & Goal-Directed

Strategy Map & Key Actions

PILLAR A

Culturally Responsive, Differentiated Teaching



SYSTEM-WIDE KEY ACTIONS

1. *Commit to the development of systems that advance the foundational beliefs that all students are general education students first, and experience belonging and inclusion.*
2. Infuse culturally sustaining pedagogy and Ethnic Studies into all grades and subject areas, which creates *opportunities for student voice and choice; integration of students' knowledge, culture, and experiences; and exposure to real-world connections.*
3. Provide teachers a K-12 Social-emotional Learning (SEL) curriculum, differentiated professional development, and ongoing support to facilitate *integration of SEL in every classroom.*
4. Teach aligned and calibrated DJUSD Graduate Profile competencies from Preschool to Grade 12.
5. Ensure students are engaged in regular goal-setting, progress monitoring, and the completion of a personal development plan.
6. Advance equitable grading practices through transparent, calibrated and explicit assessment of student learning aligned to the DJUSD Graduate Profile.

EQUITY-SPECIFIC KEY ACTIONS

6. Co-construct solutions to student concerns in order to amplify their voice and agency.
7. Ensure instruction is culturally responsive, identity-affirming and representative of traditionally underserved communities.
8. Identify and address barriers to providing two-way communication with students and families furthest from opportunity regarding the student's academic, social emotional, and behavioral progress.

Strategy Map & Key Actions

PILLAR B

Vibrant Partnerships



SYSTEM-WIDE KEY ACTIONS

1. *Cultivate a caring culture between students, students-staff, staff-staff and staff-parents.*
2. Implement an array of opportunities for students, families, community members and organizations and the District/schools to partner in supporting student learning and well-being.
3. Create practices that allow families, students, and staff to engage in a two-way dialog with the District regarding what is happening and can happen across the district.
4. Identify high-leverage partnership opportunities for real-world experiences, internships, job shadowing opportunities and the development of our Graduate Profile competencies
5. Create and maintain a centralized database of community assets (individuals and organizations) which support DJUSD strategic plan goals, strategies and actions.
6. Create and maintain a systemic conduit between students, families, staff and community organizations and assets.

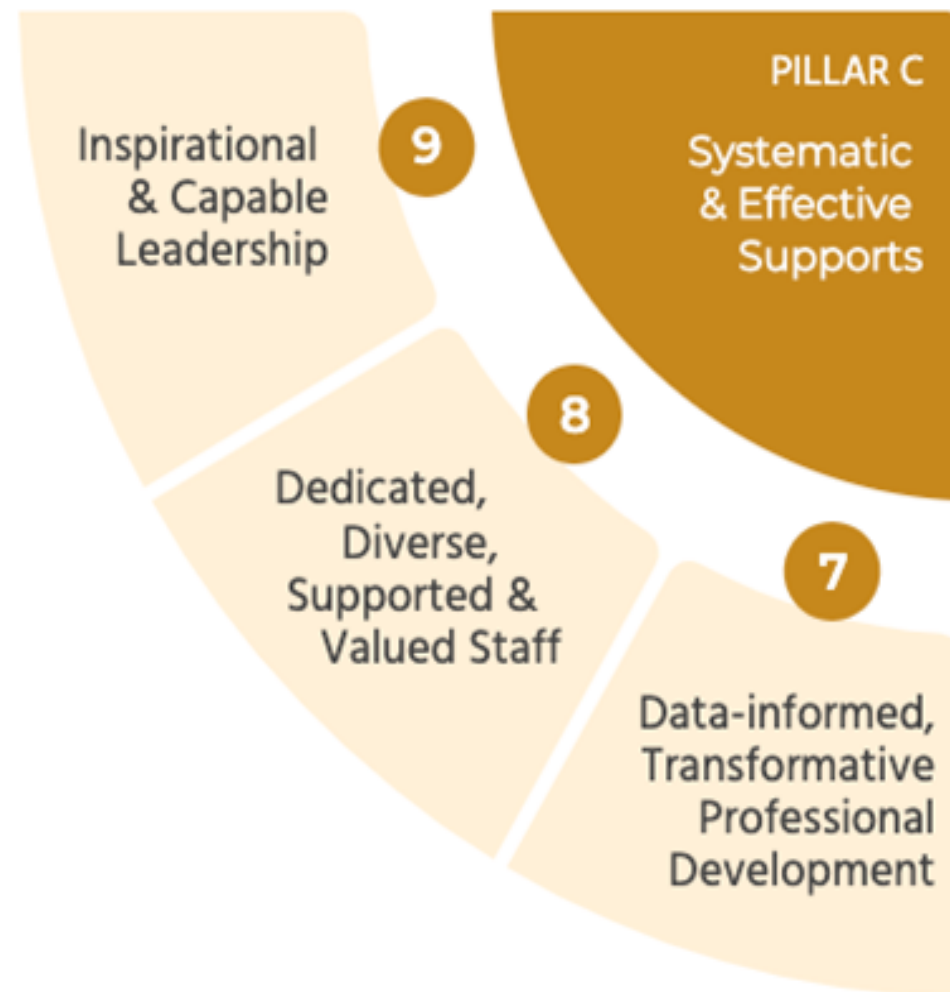
EQUITY-SPECIFIC KEY ACTIONS

7. Identify and assess areas where students/families who speak languages other than English and/or are new to DJUSD schools need support(s) in order to improve student success.
8. Tailor two-way communications processes to support and strengthen the relationships between families/students furthest from opportunity and the District.

Strategy Map & Key Actions

PILLAR C

Systematic & Effective Supports



SYSTEM-WIDE KEY ACTIONS

1. Create and maintain a regionally competitive compensation and benefits model in order to attract and retain District staff.
2. *Prioritize the recruitment, onboarding, support and sense of belonging amongst teachers, leaders and staff in order to improve staff retention and satisfaction.*
3. *Create a sense of shared purpose and vision across all levels of leadership (staff, teachers, students, parents, and administration), rooted in District values, which connects and inspires.*
4. Develop an internal leadership pipeline and succession planning process to promote leadership from within and to motivate aspiring leaders.
5. *Provide a research-based system of professional growth and training that ensures all students receive proactive, universally designed, standards-based instruction.*
6. Create structures that provide for common planning time, collaboration, and professional development for staff at each level in order to align resources to address student needs.

EQUITY-SPECIFIC KEY ACTIONS

7. Utilize the Multi-Tiered System of Supports (MTSS) and professional learning processes to identify and address the needs (academic, social-emotional, behavioral) of underserved students in a timely manner.
8. Develop equity-based, anti-biased and culturally responsive professional learning that is responsive to the needs of unduplicated students and is tied to a data collection system.
9. Ensure diverse staff are recruited and retained by utilizing diverse hiring panels, and providing ongoing mentoring and support.
10. Prioritize scheduling for English Learners, students in Special Education, or tiered intervention supports.

Strategy Map & Key Actions

PILLAR D

Culture of Excellence & Accountability



SYSTEM-WIDE KEY ACTIONS

1. Meaningfully celebrate and recognize students, staff, parents/guardians, schools, community partners, and district-level departments for their contributions to student progress, the strategic plan and graduate profile successes.
2. Ensure that each school and department develops a results-driven, equity-focused Annual Action Plan, with clear targets and implementation strategies that are aligned to the strategic plan.
3. Compile, analyze, and disseminate annual data-informed audits of school and district culture and climate, as well as student performance based on the Measures outlined in the Strategic Plan.
4. *Define the standards of practice* and key performance metrics for each school and district-department (e.g., payroll secretarial/administrative support, facilities, human resources, purchasing, special education), with input from each unit's key customers/clients.

EQUITY-SPECIFIC KEY ACTIONS

5. Allocate resources (i.e., people, time, and money) based on data-supported needs of students, staff and schools.
6. Create systems that will increase the effective use of data to drive decision making, particularly regarding matters of access, opportunity, and outcomes to close the opportunity gap.
7. Evaluate district programs in order to address and eliminate barriers to access for students.
8. Recognize and celebrate cultural contributions and identities within our school communities.

Instructional Focus 2023-2024

The magic of UDL is really, truly
EVERY ONE CAN LEARN

- Katie Novak

The focus of the instructional services team will be on the implementation of Universal Design for Learning (UDL) in service of inclusive, accessible, and engaging learning for ALL

80% of certificated and paraeducator staff will be trained by the end of 2023-2024

70% of certificated staff will self-report implementation of core strategies

Administrative Leadership Team

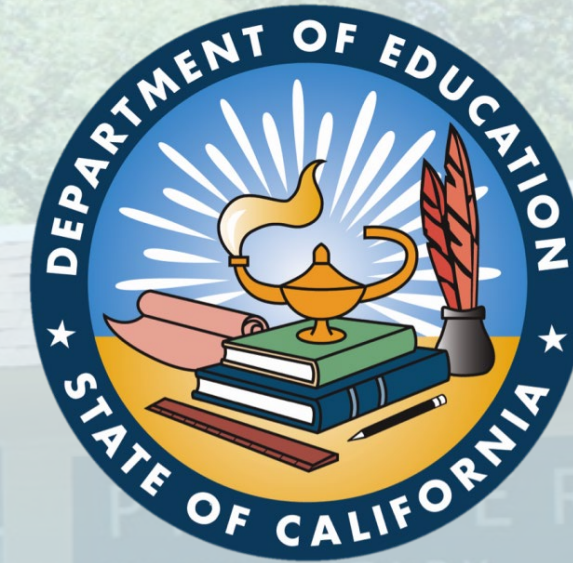


CAST 2-Day Launch

Pictures to be uploaded Thursday, August 17

UDL SUPPORTS

Until
learning
has no
limits®



CAST

- Two day intensive (August 16 and 17)
- September make up sessions
- Monthly synchronous workshop, all sites
- MTSS site team development

California Coalition for Inclusive Learning (CCIL)

- Continued make up sessions
- MTSS site team partnership
- Facilitated site tours
- 2024-25 ongoing partnership

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