



The UCS College Culture - *Aspire, Prepare, Achieve!*

Introduction —

In Utica Community Schools, student learning is a responsibility shared by educators, parents and the community. It is achieved through diligence and dedication to improve the educational opportunities for all students. Just as no two children are exactly alike, no two learning styles are alike. As a learning community, we will pay strict attention to and serve the needs of all our students in order to meet our overriding district goal:

“Every Child Achieves”

Dreams for our children are not enough. We must have a plan; one that serves our students by defining the skills they will need to succeed in a global economy; identifying what programs and services must be offered to assure our students acquire those skills; developing specific timelines; and adopting methods to assess our success in these efforts.

We call this “our” plan, because the adults involved in student learning – educators, parents and community members – are responsible for our students’ success.

With that in mind, the Board of Education and Superintendent of Schools established the Accountability Advisory Committee (AAC) during the 2006-2007 school year to build upon previous successes and further strengthen academic rigor and accountability to our public.

The AAC, composed of employees, parents and community members, worked together to develop a recommendation to Superintendent Dr. Christine M. Johns for a structured system to further focus district efforts and resources to ensure our students continue to excel. We are grateful for the AAC members’ persistence and attention to detail on behalf of our students.

That recommendation, after further refinement by district administration and approval by the Board of Education, is presented here.



Our Plan to Enable UCS Students to Reach Higher Academic Goals

UCS Core Values —

The beliefs that define our work:

- Every child can learn and achieve.
- Parents and guardians are partners in the learning process.
- Being “smart” can be achieved through persistence, hard work and effective effort.
- Excellence is expected and celebrated.
- Data is used to guide our decision-making.
- All employees will exemplify ethical behavior; exhibit a strong work ethic; and continue to develop their leadership, performance and service skills.
- Technology supports and enhances instruction, business operations, research and communications.
- The Board of Education, district educators/staff, parents, community members and business leaders must collaborate and work as a team to enhance educational opportunities for student success.

District Vision — What we stand for:

All children have the right to a rigorous, high-quality education which meets their individual needs. Utica Community Schools will respect, encourage and empower each and every student to acquire the necessary knowledge, skills and attitudes to be successful, contributing members of a diverse community and global society.

District Mission —

What our school district is committed to:

We are committed to exemplary teaching and learning in order for our students to be prepared for success in the 21st Century. We will achieve this commitment by engaging the entire community to focus on each child’s achievement, with the expectation that every student will pursue some type of post-high school educational endeavor.

District Goals — Our course for the future:

■ Goal 1:

By 2014, all students in the Utica Community Schools will meet or exceed proficiency standards in English language arts (reading and writing), math, science, social studies, fine arts and career and technical education, as defined by national, state and UCS standards.

■ Goal 2:

The school district will implement a world-class instructional program.

■ Goal 3:

Parent, business and community partnerships will be an integral part of student learning.

Indicators of Excellence — Specific measurements of student progress:

With the district's future direction defined and its three Goals in place, we are ready to implement a system of Performance Indicators to measure our efforts to reach these goals.

The Indicators are statements with an "end objective" of specific results to be achieved in measurable terms over a specified period of time.

While this document does not include strategies, it does identify how we will monitor progress made toward achieving the Goal and how the Indicators are to be met.

Simply put, when the Indicators are met, the Goal will be achieved. The Indicators for each Goal and grade level are as follows.

Goal 1:

By 2014, all students in the Utica Community Schools will meet or exceed proficiency standards in English language arts (reading and writing), math, science, social studies, fine arts and career and technical education, as defined by national, state and UCS standards.

■ Elementary School —

Indicator 1.1: All students in kindergarten through second grade will meet or exceed district benchmarks.

Indicator 1.2: All students in third through sixth grades will meet or exceed standards and be identified as proficient on the Michigan Educational Assessment Program (MEAP) tests in reading, writing, math, science and social studies.

Indicator 1.3: Third through sixth graders who receive special education services will show specified growth on the MI-Access test and MEAP Access test in reading, writing and mathematics.

Indicator 1.4: Third through sixth graders who are part of the district's English Language Learners (ELL) program will show specified growth on the English Language Proficiency Assessment in reading, writing, speaking and listening.

Indicator 1.5: All students in second through sixth grade will demonstrate proficiency on a writing test in the areas of narrative, informative/explanatory writing and opinion.

Indicator 1.6: All students in kindergarten through sixth grade will demonstrate proficiency on the district math test.

■ Junior High School —

Indicator 1.7: All junior high students will meet or exceed standards and be identified as proficient on the MEAP tests in reading, writing, math, science and social studies.

Indicator 1.8: Seventh and eighth graders who receive special education services will show specified growth on the MI-Access test and MEAP Access test in reading, writing and mathematics.

Indicator 1.9: Seventh through ninth graders who receive English Language Learners (ELL) services will show specified growth on the English Language Proficiency Assessment.

Indicator 1.10: All seventh, eighth and ninth graders will take a pre-ACT test that will be used as a predictor of success for college-level work.

Indicator 1.11: All seventh through ninth graders will demonstrate proficiency on the district writing test.

Indicator 1.12: All seventh through ninth graders will demonstrate proficiency on the district math, science and social studies tests.

Indicator 1.13: The number of seventh and eighth graders who take and pass Algebra I will increase annually.

Indicator 1.14: All secondary students enrolled in performance-based fine arts courses will present their work to a public audience.

■ Senior High School —

Indicator 1.15: All students will meet or exceed state standards, based upon qualifying scores on the Michigan Merit Exam (MME).

Indicator 1.16: By 2014, the number of students earning college credit or transferable certificates of completion will increase to 100 percent in all Career and Technical Education classes.

Indicator 1.17: Eleventh graders who receive special education services will show specified growth on the MI-Access test in reading, writing and mathematics.

Indicator 1.18: Tenth through twelfth graders receiving English Language Learners (ELL) services will show growth in reading, writing, speaking and listening as measured by the English Language Proficiency Assessment.

Indicator 1.19: The number of eleventh graders selected to take the PSAT/NMSQT tests will increase, resulting in more students qualifying for National Merit recognition.

Indicator 1.20: The number of students enrolled in Advanced Placement and/or International Baccalaureate courses who take AP or IB exams and achieve a score of three or better will increase annually.

Indicator 1.21: All tenth and eleventh graders will be proficient and on track to meet state graduation requirements as measured by the district reading, writing, math, science and social studies tests.

Indicator 1.22: Every twelfth grader will submit an application for post-secondary education through a monitored acceptance process.

Goal 2:

The school district will implement a world-class instructional program.

Indicator 2.1: Increase the percentage of staff who annually implement a world-class instructional program at the proficient level or higher.

Indicator 2.2: All students will be prepared to effectively function in a diverse global society.

Indicator 2.3: All UCS school leaders are empowered and accountable for making decisions based on the needs of their school or department.

Indicator 2.4: Central Office functions as a service and support resource for building principals and teachers to promote the academic achievement of all students.

Goal 3:

Parent, business and community partnerships will be an integral part of student learning.

Indicator 3.1: Utica Community Schools will increase timely, parent-friendly communication practices that are clearly articulated, easily understood, accessible in multiple languages and measured by parent reports indicating that they are satisfied or very satisfied with their children's schools on a district stakeholder satisfaction survey.

Indicator 3.2: Utica Community Schools will include parents and the community in improving student achievement.

Indicator 3.3: Utica Community Schools will extend the boundaries of the school day to the community at-large.

UCS Graduate Profile —

Skills a successful UCS graduate will possess in order to succeed in the post-high school world:

Engages in Intellectual Endeavors

- Takes responsibility for his/her own learning
- Is curious and asks questions about the world and current events
- Seeks to develop language and other communication skills

Fosters Intellectual Development

- Engages in the lifelong pursuit of learning
- Supports intellectual pursuits of others
- Uses the arts as a way to think, create and express ideas
- Accepts the challenge to become an intellectual leader
- Reads and writes for pleasure

Thinks Critically and Solves Problems

- Understands there is more than one way to address an issue
- Considers problem-solving as both an individual and group pursuit
- Seeks continual improvements to the community, nation and world
- Remains intellectually flexible

Uses Technology as a Learning Resource and Tool

- Understands and embraces distance education
- Uses technology in an ethical manner
- Thinks logically when presenting his/her point of view

Listens and Communicates Effectively

- Speaks and reads more than one language
- Communicates inter-generationally and culturally
- Listens for understanding
- Builds consensus to reach a goal

Works Effectively with Others

- Seeks to understand divergent views
- Makes change peacefully and democratically
- Understands his/her role in the global community
- Develops teamwork and management skills

(Written using "Sixteen Trends and Their Profound Impact on Our Future" by Gary Marx as a guide.)

UTICA COMMUNITY SCHOOLS Board of Education

Carol Klenow, Ed.D.
President

Gene L. Klida
Vice President

Michele Templeton
Secretary

Robert A. Ross, Ph.D.
Treasurer

Jennifer L. Prybys
Trustee

Daniel J. Meyers
Trustee

Ken Krolczyk
Trustee

Christine M. Johns, Ed.D.
Superintendent of Schools

©2007