

Utica Community Schools



UTICA COMMUNITY SCHOOLS

TECHNOLOGY PLAN

JULY 1, 2009 – JUNE 30, 2012

Constant evolution is the nature of technology, and thus dictates that integrating technology into the classroom is an ever changing, dynamic undertaking. Educators must reach and stay on the forefront of work place technology in order to prepare our students for their future. Current real world tools must be accessible when applicable to the student's given tasks. This is the pledge and practice of Utica Community Schools.

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ISD: Macomb Intermediate School District
Technology Plan URL: <http://www.uticak12.org>

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INTRODUCTION

The recommendations of the 2008 Citizens for Education Project, with representatives from every UCS school, are the basis for this technology plan.

District Mission

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.

Superintendent of Schools: Dr. Christine M. Johns

Board of Education:

- | | |
|-----------------------------------|---------------------------------|
| Dr. Carol Klenow, President | Mrs. Gene Klida, Vice President |
| Mrs. Michele Templeton, Secretary | Mr. Carl Territo, Treasurer |
| Dr. Robert Ross, Trustee | Mrs. Jennifer Prybys, Trustee |
| Mr. Daniel Meyers, Trustee | |

District Demographics

Utica Community Schools encompasses Utica, the northern two-thirds of Sterling Heights, Shelby Township and parts of Ray, Washington and Macomb.

Details on school locations and projected enrollments are given below. The district operates:

- | | |
|-----------------------|---|
| 29 elementary schools | Utica Center for Applied Learning |
| 7 junior high schools | Utica Center for Math, Science and Technology |
| 4 senior high schools | Utica Center for Science and Industry |
| | Utica Academy for International Studies |
| | Utica Training and Development Center |

BASED ON TOTAL ENROLLMENT OF 29,183

Approximately 13% of our students receive special education support, 18% are in free or reduced lunch, 3.5% participate in the ELL program.

School	Street	City	2009 - 2010	
			Teacher	Students
Eisenhower Senior High	6500 25 Mile Road	Shelby Twp.	78	2,057.00
Henry Ford II Senior High	11911 Clinton River	Sterling	80	1,983.20
Stevenson Senior High School	39701 Dodge Park Road	Sterling	83	2,065.00
Utica Senior High School	47255 Shelby Road	Shelby Twp.	54	1,351.00
UCAL	48922 Van Dyke	Shelby Twp.	9.6	113

School	Street	City	2008-2009	
			Teacher	Students
Bemis Junior High School	12500 Nineteen Mile	Sterling Heights	41	1,024
Davis Junior High School	11311 Plumbrook	Sterling Heights	33	789
Eppler Junior High School	45461 Brownell	Utica	28.7	686
Heritage Junior High School	37400 Dodge Park	Sterling Heights	26	659
Jeannette Junior High School	40400 Gulliver	Sterling Heights	36	917
Malow Junior High School	6400 25 Mile	Shelby Twp	46	1,170
Shelby Junior High School	51700 Van Dyke	Shelby Twp	53	1,313

Beacon Tree Elementary School	55885 Schoenherr	Shelby Twp	22	662
Beck Centennial Elementary School	54600 Hayes	Macomb	25	698.6
Browning Elementary School	12500 Nineteen Mile	Sterling Heights	17.5	484
Burr Elementary School	41460 Ryan	Sterling Heights	17.5	464
Collins Elementary School	12900 Grand Haven	Sterling Heights	14.5	393
Crissman Elementary School	53550 Wolf Drive	Shelby Twp	22.5	638
DeKeyser Elementary School	39600 Atkinson	Sterling Heights	14.5	400
Dresden Elementary School	11400 Delvin Drive	Sterling Heights	20	522
Duncan Elementary School	14500 26 Mile	Shelby Twp	29.5	822
Ebeling Elementary School	15970 Haverhill Drive	Macomb	22.5	639
Ewell Elementary School	51041 Shelby	Shelby Twp	19.5	551
Flickinger Elementary School	45400 Vanker	Utica	14	399
Graebner Elementary School	41875 Saal	Sterling Heights	22	613
Harvery Elementary School	41700 Montroy	Sterling Heights	14.5	419
Havel Elementary School	41855 Schoenherr	Sterling Heights	18.5	506
Rose Kidd Elementary School	38397 Gladstone	Sterling Heights	16	401
Magahay Elementary School	44700 Oleander	Sterling Heights	14.5	362
Messmore Elementary School	8742 Dill	Sterling Heights	13	325
Monfort Elementary School	6700 Montgomery	Shelby Twp	18.5	518
Morgan Elementary School	53800 Mound	Shelby Twp	14.5	471
Oakbrook Elementary School	12060 Greenway	Sterling Heights	18.5	486
Plumbrook Elementary School	39660 Spalding	Sterling Heights	13.5	363
Roberts Elementary School	2400 Belle View	Shelby Twp	19.5	577
Schuchard Elementary School	2900 Holly	Sterling Heights	21.5	571
Schwarzkoﬀ Elementary School	8401 Constitution	Sterling Heights	21.5	625
Switzer Elementary School	53200 Shelby	Shelby Twp	19.5	509
Walsh Elementary School	38901 Dodge Park	Sterling Heights	19.5	497
West Utica Elementary School	6415 West Utica	Utica	22.5	574
Wiley Elementary School	47240 Shelby	Utica	20.5	562

THE DISTRICT’S TECHNOLOGY VISION

The students and staff of Utica Community Schools will be provided with the environment and tools conducive to teaching, learning and working in the 21st Century to support the district graduate profile as outlined in the district Indicators of Excellence.

THE DISTRICT’S INSTRUCTIONAL TECHNOLOGY GOALS

UCS will:

- Provide students and teachers with a variety of current hardware and software technologies as appropriate to their curriculum and learning styles
- Expand students learning of 21st Century skills through modified course development
- Enable all teachers to observe instruction and participate in professional development where technology will contribute to improved student achievement
- Enable all staff to use appropriate technology to achieve building school improvement goals
- Ensure continued support of classroom instruction through the development of technology-rich, standards-based instruction
- Increase efficiency and access to both instructional and management data

CURRICULUM

All children have the right to a rigorous, high-quality education which meets their individual needs. UCS 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. Technology is ingrained in curriculum development and the instruction provided students.

Goals to improve teaching and learning:

UCS will:

- Use technology to assist students in meeting or exceeding proficiency standards in English language arts, math, science, social studies, fine arts and career and technical education, as defined by national, state and UCS standards as specified in Goal 1 of the UCS Indicators of Excellence document
- Provide staff with new and evolving technology to fit the needs of their curriculum
- Expand opportunities for learning beyond the classroom via distance learning
- Use distance and/or digital learning to provide secondary students access to additional courses
- Continue to promote 21st Century skills as described by North Central Regional Educational Laboratory (NCREL), <http://www.ncrel.org/engage/skills/skills.htm> in all K-12 classrooms
- Improve the proficiency for using technology for all 8th grade students based on METS
- Expand the use of real world technology, particularly in the area of career and technical education

Strategies to improve academic achievement:

Utica Community Schools has both ongoing and newly-planned initiatives promoting the use of technologies in teaching and learning. A few examples of these initiatives are:

Beginning in and continuing through 2012 UCS will:

- Continued expansion of the *Begin With Me* program, created and supported by the Macomb Intermediate School District, to increase writing skills in grades 3-5 through the use of technology, adding three to four classrooms each year
- Continue to provide Internet safety education through partnerships with organizations (i.e. iSafe), parent communication, and The Michigan Cyber Safety Initiative program
- Introduce students in Kindergarten through sixth grade to informational and visual literacy applications
- Continue to focus the instruction in the seventh grade Innovative Presentation class to give students concentrated learning in visual and informational literacy in addition to the course standards, based on the Michigan Educational Technology Standards (METS) as an expansion of the instruction
- Continue to make use of updated versions of current software as stated in the previous UCS Technology Plan, as well as explore uses of new software such as ExamView, Inspiration and Text to Voice software
- Continue to expand alternative methods via the Internet for delivering instruction such as digital video on demand, Blackboard.com, E2020, on-line text books and podcasts
- Expand the use of online courses through an outside provider for credit recovery and/or credit forward for ninth through twelfth grade courses
- Begin the introduction of a new Algebra II course utilizing TI Navigator, graphing calculators, interactive white boards for the delivery and mastery of new High School Content Expectations
- Continue to support classroom teachers in technology integration through the use of online databases and instruction on informational and visual literacy
- Support the secondary core curriculum teachers' participation in the Reading Apprenticeship Program by releasing two UCS teachers who will facilitate the expansion and further growth of the program
- Support Career and Technical Education (CTE) teachers in the development of new programs in Digital Literacy and electronics as part of the second year of the Utica Center for Science and Industry (UCSI)
- Assist teachers to combine and utilize data effectively and efficiently with the use of Data Director
- Continue to support staff communication to increase collaboration and quality of instruction

Additionally in 2010 UCS will:

- Support building Tier II goals by applying the strategies such as those used with *Begin With Me* and *6 + 1 Writing Traits*
- Expand to all classrooms and all students the Algebra I and II course utilizing TI Navigator, graphing calculator, and interactive white boards as integral instructional tools
- Continue with the third phase of UCSI with programs for ninth through 11th grade CTE students. Courses in the areas of multimedia, mechatronics and intro to engineering will be added

Additionally, in 2011 UCS will:

- Continue the incorporation of literacy and technology skills with a focus on reading and writing strategies that will support classroom instruction through the media center
- Begin the final introductory phase for UCSI with additional courses in mechatronics, engineering and multimedia for the class of 2012

Strategies for the Use of Technology In Delivering Content

UCS plans to implement a world-class instructional program and expects all students to be prepared to effectively function in a diverse global society.

Beginning in 2009 and continuing through 2012 UCS will:

- Maintain and enhance current Internet access in all buildings and classrooms by expanding the wireless access and increasing access speed
- Expand the use of on-line courses to improve student achievement such as E2020 and Michigan Virtual High School
- Refresh the hardware and expand the availability for electronic field trips at every level in every building
- Increase the funding for electronic field trips at every level in every building

PARENTAL COMMUNICATIONS AND COMMUNITY RELATIONS

Utica Community Schools is aware of the importance of involving the entire community in the education of children. In the fall of 2008, the Citizens for Education Project (CFEP) convened to make recommendations which have resulted in a \$112.5 million bond issue request which will be placed on a May 2009 ballot.

The CFEP was composed of parents, staff and community members representing each of the district's 40 schools. If approved, the bond issue will generate sufficient funding to implement the technology recommendations as outlined in this document.

Those recommendations have already been widely shared with the community. The district Office of School/Community Relations maintains regular contact with both internal and external publics through employee communication processes as well as the district's newsletters, cable television station, web site and through the local media. The Curriculum Department also highlights student activities and presentations for the community and Board of Education at bi-monthly meetings.

In addition, UCS will:

- Include a link to this Technology Plan on the UCS website, www.uticak12.org
- Expand the use of Blackboard.com provided by the Macomb Intermediate School District to enhance communication between parents, students and teachers including:
 - upcoming test and assignments
 - student grades
 - parental information and communication
- Expand classroom teachers digital communication through web pages, email, blogs and podcasts
- Continue to support buildings with the publishing of monthly newsletters on the web
- Continue to use e-rate funding to support district phone and voicemail systems and expanded phone alert system
- Support district email and web-based communication
- Provide staff with continued access to a global address book to communicate with colleagues, subject matter co-workers and interest-level groups

- Increase efficiencies through the use of Point of Sale and PaySchools to allow web-based payment and monitoring of Food Service and extracurricular purchases by students

COLLABORATION

Utica Community Schools supports a number of educational opportunities for its community of adult learners. Technology will continue to be made available as applicable to the curriculum. UCS has an average enrollment of more than 8,000 adult learners in various areas since 2006.

UCS will:

- Offer a wide range of adult education courses for the instruction on the use of specific software such as An Introduction to Excel, Microsoft Office, Web Site Development with Flash, PhotoShop, a Good Start
- Maintain the numbers of laptops and computer labs at the Technical Development Center (TDC) which houses adult English Second Language Learners (ESLL) and Adult Continuing Education courses. Additional courses are taught at district high schools, utilizing district technology
- Continue the use of ELLIS software for the ESLL programs
- Explore community needs for future course offerings and technology applications
- Expand course offerings in the area of medical technology such as medical terminology and pharmacy technician through the use of Computer Assisted Resources (C.A.R.)
- Support community access to the course catalog and registration on-line as well as traditional mailing registration

PROFESSIONAL DEVELOPMENT

Utica Community Schools is very proud to offer multiple professional development opportunities to the teaching and support staff on a variety of subjects and highlighting different learning styles. Since 1996, the district has supported the integration of technology by identifying teacher trainers to create and implement the professional development required. These trainers are classroom teachers on special assignment who share their content expertise as well as their innovative use of technology for teaching and learning. UCS believes this gives teachers the opportunity to share their expertise at the same time they are expanding their own knowledge of curriculum and the uses of technology. This also keeps the design of the professional development sessions fresh and most relevant to the classroom teacher. For the 2009 school year UCS will have five -seven teachers released from all or part of their instructional day in the areas of language arts, mathematics and science.

In addition to the professional development team, the Curriculum department chairpersons and media center teachers provide other teachers with relevant learning experiences addressing integration of technology and curriculum standards. The focus is for teachers to acquire skills and applications that immediately support the goals of Michigan and UCS in the classroom. These professional activities will take place throughout the district, at the Instructional Resource Center (IRC), and/or provided by outside experts through distance learning. In addition to the teaching staff, all support staff and administrators will receive professional development in the use of new technologies in their work assignments as needed.

UCS will continue to implement professional development throughout 2009 – 2012 that will:

- Expand information and visual literacy for all students through student/teacher activities
 - include the application of United Streaming and the use of video in presentations

- include internet searching techniques and safety
- Expand the use of e–communications such as Blackboard, blogs, podcasts and email service
- Support teacher understanding of the changes in the Michigan Department of Education curriculum expectations
- Further assist the teachers of Innovative Presentation, Pre-Engineering, Mechatronics, Multimedia and other technology-based courses to develop and understand the course curriculum
- Encourage teachers to participate in online professional development from outside experts such as the Macomb Intermediate School District (MISD), Michigan Virtual University and Atomic Learning
- Maintain and share the district’s teacher webpage the Utica Learning Interchange (ULI) as a professional development tool such as:
 - maintain and share the web-based curriculum pages of state standards and resources for addressing standards
 - regularly update pages to reflect changes in the state standards in the core curriculum
 - add web pages for language arts and additional curriculum areas as they are developed
- Assist UCS secondary teachers in further implementing strategies related to the MISD-supported Reading Apprenticeship Program to increase student achievement in reading in all core curriculum areas
- Participate in the MISD Teacher Summer Technology Academy each summer it is available
- Continue to participate in the MISD sponsored *Begin With Me* program by sending teachers to the workshops and expand involvement to additional schools as possible
- Keep all administrators abreast of state standards in technology and all other curricula areas
- Expect and encourage the professional development teams to expand their skills and knowledge in the use of technology by attending state and local conferences, participating in state and county curriculum committees, and making use of Internet and MISD resources
- In service teachers in grades three through six on instruction of state and national science standards through with district created modules

SUPPORTING RESOURCES

Professional development, support and resources will continue to be made available to all staff as new technologies and curriculum standards are introduced, as well as content-specific training from the Professional Development team.

UCS will provide in the areas of

Services:

- After school required professional development hours
- Macomb Intermediate School District programs
- Utica Learning Interchanged teacher-created and supported interactive webpage

Software:

- Updates to existing software as needed
- Acquiring new software applications as requested
- Researching future technology applications

Examples of Electronically Delivered Learning Materials:

- ExamView for upper elementary and secondary teachers
- Online textbooks/CD for home access for students

- Classroom Performance System (CPS) for in-class assessment
- Blackboard.com
- Colonial Williamsburg, United Streaming, BrainPop, Thomas Gale, E2020, NovaNet, Michigan Virtual University, ASK, LAPS, Study Island, and World Book Online Reference Center for school and home use AP Media Archive, Career Cruising and Michigan eLibrary

Print Resources:

- State and National Curriculum Guide
- District curriculum expectations per subject per grade level
- New technologies digital and/or printed manuals
- Media center-maintained professional resource library

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

The district uses a wide variety of software to support student instruction. Many packages are available on each student/teacher computer as appropriate for the grade level while others are available only in computer labs for particular courses. Utica Community Schools assesses student and teacher software needs as curriculum standards change and new technologies become available. All software must be piloted in the classroom setting prior to being adopted by the district.

UCS District Approved Software:

- Audacity
- Easy Grade Pro
- Exam View
- Garage Band
- iMovie/Movie Maker
- Inspiration
- Integrate Pro
- iPhoto
- iTunes
- Kidpix
- Kidspiration
- MS Office
- NetOp School
- Type to Learn IV and Jr.

Online Subscription Databases Available for School and Home Use:

- AP-Media Archives
- BrainPop
- Gale Group
- Study Island
- Target Teach
- United Streaming
- World Book Online Reference Center

Specialty Software for Particular Courses:

- Accelerated Reader
- Adobe Creative Suite
- Adobe CS3
- Adobe Print Shop
- AutoCad
- Automated Accounting
- Bleu
- Borland Delphi
- Buckey Tech Ed.
- David/Espirit
- DDC Publishing
- Electronic Auditor
- Electronic Library
- ELLIS
- Final Cut Pro
- Final Draft 7
- Front Page
- Geometer's Sktechpad
- HI-TECH Software
- JAVA
- JPadPro
- Kommit
- Macromedia Studio MX
- Microsoft Visual Studio 2008
- Microsoft Outlook
- Microsoft Quicken
- Microtype Pro
- MOBICLIC
- Multism
- National Instruments
- NetOp
- Pegasus Robot Simulation
- Sibelius
- SkillPro Advantage
- SmartView
- Spanish
- T.H.O.M.A.S.
- Ultiboard
- Virtual Management
- Virtual Retailing
- Ways to Assess
- Writing Coach

Plans for Implementing New Hardware

The 2009 Citizens for Education Project recommended the district provide technologies to:

- Enhance student and staff access to appropriate technology in support of student achievements
- Continue emphasis on presentation and communication through 21st Century technologies
- Improve infrastructure technologies and systems

The focus of Utica Community Schools, when facilitating these recommendations, is to enable the use of appropriate technologies at the time that they can best be used and in the location that allows the highest level of learning to take place. As a result, the district has strategically invested in a solid infrastructure to enhance the integration of technology throughout the curriculum, and has developed an environment centered on technology mobility.

Infrastructure, hardware and software systems used in Utica Community Schools include:

- Wireless high speed internet in all classrooms and instructional spaces
- Wired high speed internet connections in all classrooms and instructional spaces
- Approximately 11,000 personal computers throughout the district
- High speed laser printing capability in all classrooms via workgroup printing
- Approximately 1,400 AlphaSmart electronic word processors throughout the district
- Graphing calculators for use in grades 6 through 12
- TI Navigator for Secondary Algebra classes
- Student response systems in every building
- Visual display technology in every classroom
- Interactive white boards with projectors
- Fiber optic network connections between all UCS facilities
- Mobile distance learning / video conferencing units in all schools
- Mobile presentation centers including digital projectors in all schools
- Mobile video broadcast centers in all schools
- Sound field amplification systems in all lower elementary classrooms
- Internet and dedicated ISDN connections for distance learning
- Four 120-seat Electronic Collaboration Centers
- Video Networks in all schools
- Phones in all classrooms
- District voicemail system
- Centralized internet content filtering via Macomb Intermediate School District
- Centralized head end for all district servers

Utica Community Schools telecommunications infrastructure facilitates and enhances communication between school staff, parents, students and other education stakeholders. Wireless services are used for on-demand communication for administrative staff, support and transportation personnel while at school, in transit, on field trips and during other educational activities. Telecommunication and wireless services enhance communication, expedite service and technical assistance requests and enhance schools and student safety. Systems in use at Utica Community Schools include:

- District phone system with local and long distance calling capability from all classrooms
- Cellular phones and pagers
- Personal Digital Assistants (PDA) to allow building administrators access to student schedules and records

Strategies for Ensuring the Interoperability of Equipment

Technology implementations within Utica Community Schools undergo a thorough design review to ensure the compatibility and interoperability between systems. In addition, the majority of projects employ a pilot phase where the new technology is used on limited basis within the district.

UCS will:

- Periodically assess performance and capacity of voice, video, and data networks and increase capacity as funds allow
- Upgrade voice, video and data network systems as required
- Move toward implementing School Interoperability Framework programs as appropriate
- Continue to refresh computers and other technology systems as funds permit

Hardware, Software, Network Infrastructure, Telecommunications and Other Services to be Acquired to Improve Instruction and Student Learning

Utica Community Schools is dedicated to continuously improving our use of technology in the instructional process. Four successful bond issues have provided the funding for the majority of the district’s technology investments and continue to be the primary funding source for future projects.

Areas where additional hardware, software, telecommunications, or other services are required include:

- Hardware and software to support digital video capture, broadcast and retrieval for classroom use
- Hardware and software to support video streams
- Hardware and software to provide continuous support for high speed data access
- Additional computers throughout the district to refresh existing student and staff computers
- Systems to explore offsite access to electronic material for students and staff
- Instructional software
- Increase file storage space for student and staff data
- Additional mobile presentation units with projectors at all schools
- Interactive technologies
- Display and/or projection technologies.

Planned Computer Replacement/New Purchase Timeline

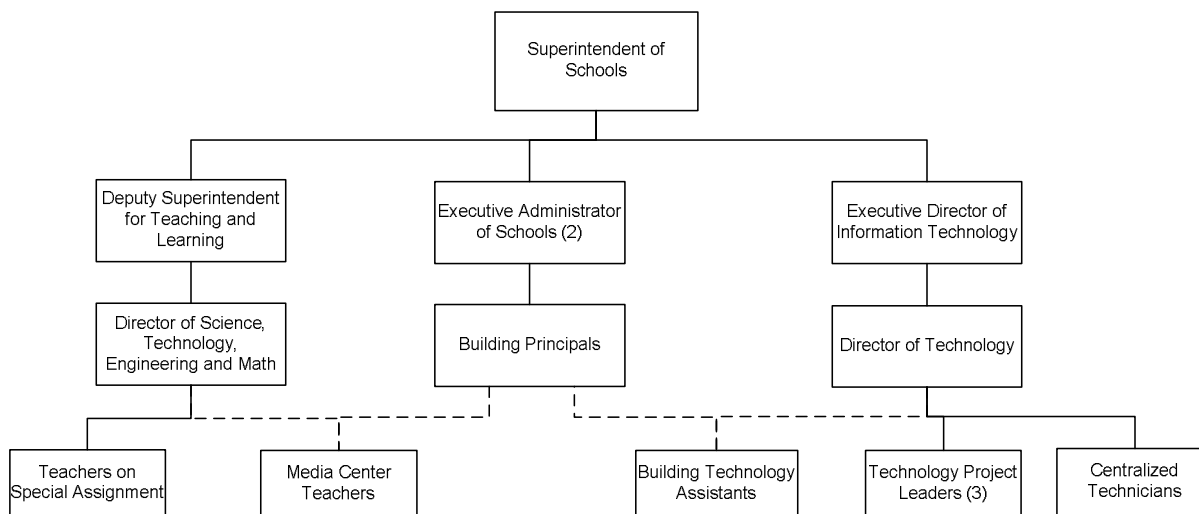
Academic Year	Building Type	Equipment Type	Planned Approx. Qty.
2009	Elementary	Desktop	1,200
		Notebook	800
	Jr. High	Desktop	450
		Notebook	400
		Sr. High	Desktop
2010	Elementary	Notebook	450
		Desktop	100
	Jr. High	Notebook	100
		Desktop	600
	Sr. High	Notebook	600
		Desktop	450
2011	Elementary	Notebook	250
		Desktop	900
			75

Description of Technical Support

Technical support within Utica Community Schools is provided via a tiered support approach. First level technology support is provided by technology assistants within each school building. The technology assistants are the first point of contact for end-users and they work to solve each technology related issue.

Issues that cannot be resolved by the technology assistants are escalated to the second level of technology support. Centralized desktop, network, video, telecommunications, and MIS technicians provide second level support. In addition, Utica Community Schools utilizes contract services to provide some technology support services, primarily for hardware related issues.

Below is an organizational chart of the Utica Community Schools technology support staff.



UCS will:

- Continue to update Technology Department reference library
- Create internal web site with support materials and information
- Continue to leverage support resources provided by Macomb Intermediate School District
- Investigate end user knowledge base and help desk system

Strategies to Increase Access to Technology for all Students and all Teachers

The Board of Education Goals for Utica Community Schools can be summarized in one expression; “Every Child Achieves.” This means every child, not just some children. This applies to the district’s goals toward access to technologies. UCS believes every child should have access to the tools appropriate to the assigned task and not just when it is “computer lab time.” The district continues to work to fulfill this goal and plans to continue exploring ways to give the students who need the technology whatever type of equipment that might be, access to the tools.

UCS will:

- Continue deployment of mobile technologies such as laptop computers and AlphaSmarts allowing for learning anywhere within the district’s school buildings
- Continue to deploy assistive technologies as appropriate to student needs
 - UCS currently houses an Assistive Technology program for speech and hearing impaired elementary students providing a wide array of equipment and software for these areas. This program also evaluates K-12 students with special needs and provides the technology such as laptops, AlphaSmarts, etc. recommended to improve the students’ learning.
- Maintain the partnership with Macomb Intermediate School District for Assistive Technologies, Electronic Field Trip opportunities for all students, access to United Streaming and Blackboard.com for all teachers and students, etc.
- Provide home access for all students to online research databases such as World Book Online Resource Center
- Explore systems to provide offsite access to electronic material for students and staff
- Explore additional access to online courses for students with academic needs beyond the traditional courses offered by the district
- Continue to be an active member of the Macomb ISD Technology Consortium and will utilize Internet Access and telecommunications services provided through this Consortium to support its mission. The Consortium will seek E-Rate funding discounts to provide Internet Access and Telecommunications Services to its members. The Internet Access acquired by the Consortium and delivered to each member district through the Macomb County fiber wide area network will provide appropriate throughput, latency, and reliability to meet each member district’s educational services needs. The telecommunications services to be acquired by the Consortium will include Digital Transmissions Services, including but not limited to, Integrated Services Digital Network (ISDN) PRI circuits that will be used to enable distance-learning experiences for member districts. Some, if not all, of the ISDN PRI circuits to be acquired will be from the Sprint ISDN VPN service which facilitates communications among other school districts and educational institutions (colleges, universities, etc.) who are also members of the Sprint VPN

FUNDING AND BUDGET

Utica Community Schools General Fund Technology Budget

	Budget 2009	Budget 2010	Budget 2011	Budget 2012
Tech Instruction Support/Prof Development				
111-113/ Salary/Benefit Temp Teacher-	2,335,178	2,197,178	2,237,274	2,279,223
225 Tech Insv	54,472	55,561	56,672	57,806
Workshop/Conf/Local Travel Tech	56,285	57,411	58,560	59,730
Teaching Supplies/Software	565,750	565,750	565,750	565,750
Repl F&E Equip	37,200	37,200	37,200	37,200
Communication Services				
261/282 Salaries/Benefits	660,053	384,554	391,417	398,556
Purchase Service-Fiber Optics General	122,094	114,186	116,470	118,799
Telephone	301,654	310,698	320,020	329,619
Purch Serv-Equip Repr	549,228	580,613	592,225	604,069
Technical Support Services				
284 Salaries/Benefits	815,713	1,062,769	1,085,056	1,108,419
Contracted Service	318,183	316,102	315,225	314,073
Supplies/Software	198,700	198,700	198,700	198,700
Repl F&E-Deprec-Computer	21,800	21,800	21,800	21,800
Totals	6,036,310	5,902,522	5,996,369	6,093,744

BOND 2009 CAPITAL PROJECTS BUDGET

	Bond Series 2004	Bond Series 2005	Bond Series 2006	Bond Series 2007	Bond Series 2008	Totals
Revenue						
Bond Proceeds	65,000,000	31,950,059	18,083,922	13,069,448	13,049,285	141,152,714
Interest Income and Other	1,558,004	1,571,100	969,433	694,986	338,091	5,131,614
Total	66,558,004	33,521,159	19,053,355	13,764,434	13,387,376	146,284,328
Expenditures						
Site Acq. & Develop	11,620,324	1,142,088	656,000	100,000	2,120,000	15,638,412
New Const	33,583,769	17,358,189	6,866,752	214,029		58,022,739
Roofing Const	374,511				750,000	1,124,511
Tech Infrastructure	2,787,667	1,558,259	1,104,736	210,000		5,660,662
Video Infrastructure						-
Electrical Const				871,190		871,190
Heat/Vent	2,631,261			350,000		2,981,261
Climate Control	1,380,692	852,410	579,461			2,812,563
Remodeling	2,793,802	3,610,535	3,307,240	3,927,014	1,700,000	15,338,591
Architect	2,750,044	1,253,033	884,253	320,000	150,000	5,357,330
Engineering Fees	809,319	426,451	160,016	97,000	250,000	1,742,786
CM Fees	2,518,405	1,851,479	621,960	220,000	350,000	5,561,844
Tech Fees	429,800	127,900	100,000	1,906		659,606
Computers & Components		2,104,392	1,670,849	4,177,383	4,047,376	12,000,000
Data Network Equip						-
Video Equip						-
F&E	2,018,122	155,377	689,645	465,224	900,000	4,228,368
New Buses	2,000,000	2,000,000	1,330,000	2,000,000	2,670,000	10,000,000
POS		65,392	267,000	311,737	100,000	744,129
Other	860,288	1,015,654	815,443	498,951	350,000	3,540,336
Total	66,558,004	33,521,159	19,053,355	13,764,434	13,387,376	146,284,328

ADDITIONAL RESOURCES

The activities and acquisitions outlined in this plan are funded through the Utica Community Schools' general fund, bond issues, grants, the federal e-Rate program, and other sources. Through the district's budgeting process, Utica Community Schools has developed a five-year funding plan for technology. The coordination and application of state and local resources is an important part of this plan.

UCS will:

- Continue to work closely with Macomb Intermediate School District and utilize MISD services, professional development, and instructional support as applicable.
- Continue to pursue grants to finance special projects at district, building, and classroom levels.
 - currently UCS teachers and buildings have been recipients of grant funds from the UCS Foundation for Excellence, from local businesses and the Michigan Association of Computer Users in Learning.
 - UCS has received Federal Title II-D funds for Professional Development in Technology Integration for several years. In the 2008-2009 school year UCS received and used the \$21,223 for this purpose.
 - In the 2008-2009 school year UCS will receive a total of \$243,937 in Federal grant funds for School Based Instructional Technology and Instructional Supplies and Software from the United States Department of Education's Voluntary Public School of Choice grant.
 - CTE programs receive approximately \$200,000 from Added Cost funds and Perkins grants to be used towards the purchase and maintenance of equipment as well as the professional development of appropriate staff.
- Continue to utilize the federal e-Rate program to the extent allowed by rules, laws, and guidelines.
- Provide funds to pay for the percentage of services not funded through the federal e-Rate program.
- Continue to require fiscally responsible purchases encouraging the use of the REMC Association of Michigan Cooperative Bids whenever applicable.
- Revise the technology plan as needed to align with state and national guidelines and requirements.

MONITORING AND EVALUATION

Each year UCS reviews the district's Board of Education Goals, as stated in the Indicators of Excellence document. Many goals include various aspects of technology integration. The Curriculum Department, the Business Department, the Human Resource Department, the Auxiliary Services Department, and the Office of the Superintendent conduct these reviews. These reviews assist each department in planning the focus for the upcoming year. The Utica Community Schools Technology Plan is reviewed the same way by those in the organization most responsible for the implementation of the plan. This includes the Elementary Media Center teachers, and members of the UCS Technology Committee consisting of administrators, teachers and support staff. Goals that have not been met will be reevaluated for relevance and plans adjusted accordingly. The reviews will be conducted through a variety of methods including surveys, student assessments, observations, and parent and community input.

As an example UCS will:

- Annually evaluate and monitor the progress of the students in the 7th grade Innovative Presentation class.
 - After completion of the course, the students will complete an online evaluation through Zommerang.com or Blackboard.com during their 8th grade year. These evaluations will be analyzed in order to modify the curriculum to adjust to the needs of the students and the changing state technology standards.
- Assist the Secondary Building Department Chairs of core curricular areas in implementing an entrance and/or exit survey for students in grades 7, 9, 10, and 12 starting fall 2009. This survey will:
 - Provide appropriate professional development opportunities and teaching supplies as needed.
 - Address uses of the technology and online database subscriptions for research.
 - Evaluate and monitor how technology enhances student learning.
 - Provide documentation for the Michigan Merit Curriculum for required online technology.

- Assist the Elementary Media Center teachers in evaluating K-6 students success in the elementary media center goals, which include the METS for grades K-6. This evaluation will be done through an online survey to be completed annually by the media center teachers.
 - Provide appropriate professional development opportunities and teaching supplies as needed
- Require all teachers and curriculum administrators to participate in an online, district created survey on their uses of technology in teaching and their expectations in their students' use of technology in learning. This survey will be administered fall 2009 and again in the fall of 2012.
 - Provide appropriate professional development opportunities and teaching supplies as needed
- Collect the input of teachers in each curriculum department regarding their use of technology and their support needs.
 - Prior to the 2008-2009 school year all Algebra teachers received training in conjunction with the MISD, "Implementing Algebra I". The training addressed a substantial increase of use of technology in the instruction of Algebra I through a units approach.
 - Beginning in 2006 CTE teachers worked with Michigan Technological University and Macomb Community College to create a pre-engineering program. The program was piloted in 2007 at Utica High School and again in 2008 with plans for implementation in 2010 for the students of CSI.
 - In the summer of 2008 teachers and administrators from Eppler Junior High and Eisenhower High School joined others in the county participating in "Engage, Expand and Encompass through Technology" (E3T) training through the MISD. The county program supports teachers in utilizing new technologies to assist in bridging the learning gaps of students based on Universal Design for Learning.

ACCEPTABLE USE TECHNOLOGY / INTERNET SAFETY POLICY _____

Utica Community Schools, as a member of Macomb Intermediate School District, participates in the county provided Internet filtering through SmartFilter, Bess Edition. Each media center does have one computer in a secured area that bypasses the filter. This computer is for access by adults or supervised high school students only.

Utica Community Schools' media center (library) teachers have all been instructed in the federally funded iSAFE program. They will continue to be share the programs information with students, parents and community member on a regular basis as appropriate for the audience.

Following is the Acceptable Use of Technology / Internet Safety policy that has been modified based on the changes in technology access for students and staff. UCS is scheduled to review this policy July 2006 by representatives of the district's technology committee. The AUP will be posted on the district web site and updated as new revisions are adopted.

ACCEPTABLE USE OF TECHNOLOGY / INTERNET SAFETY

This document provides the criteria for acceptable use of technology for educational and management purposes. It covers the use of local- and wide-area networks, the Internet - including web pages, computers and related hardware and all other technology hardware and software used for instruction and management.

Utica Community Schools (UCS) may occasionally require new registration and account information from users to continue the service.

I. GUIDELINES FOR ACCEPTABLE USE OF UCS TECHNOLOGY:

For the purposes of this document, technology is defined as, but not limited to: Wide Area Network (WAN), Local Area Network (LAN), computer hardware, voice hardware, video hardware, portable handheld devices, wireless devices and all voice/video/data software.

Policy 5114.00 – Student Conduct and Policies on Suspension and Expulsion, governs students in violation of the Acceptable Use of Technology Policy.

II. NETWORKS

District networks, local-area networks and the district wide-area network, consist of computers, servers, hubs, routers and other devices that allow for the connectivity within the building, between buildings and outside of the building.

The district cannot guarantee that the integrity of files can be maintained in the event of a system failure or the introduction of a virus.

III. INTERNET

- A. The Internet is a complex association of individuals and governmental, business and educational agencies which share resources. The Internet provides access to electronic mail, educational institutions, web pages, and opportunities to exchange information with people around the world.
- B. UCS has its own web page that presents information about the school district and is accessible through the Internet. The UCS page includes links to other pages.

Employees, community members and students must have a signed release form on file when a project and/or photograph is placed on the Internet. Employee and Community Member forms are maintained in the school buildings where they originate. Student forms become part of the cumulative file. Form numbers are:

- Form #1 – Use of Photograph/Work on Internet (Employee/Community Member)
- Form #2 – Parental Permission Use of Student Work/Photographs
- Form #3 – Acknowledgement Form (Employee/Community Member)
- Form #4 – Parent Request for Academic Progress Via Electronic Message

IV. INTRANET

- A. The Intranet is a collection of district web pages on the Local Area Network. All web pages located on the Intranet can be accessed only from within the district's network.
- B. The Intranet may be used for sharing student projects, displaying pictures, and conducting surveys for students and/or staff.
- C. Student work, pictures, or web pages on the Utica Community Schools Intranet must have teacher approval.
- D. The Intranet provides opportunities for student to student and staff to staff collaboration.
- E. The UCS Management Intranet may be used for Management purposes related to a project, job or function which meets the Goals of the Utica Community Schools.
- F. Intranet users will remove and update their documents.

V. TECHNOLOGY GUIDELINES:

- A. Only software legally owned by the district and authorized by a district administrator may be put on district computers. Instructional software is authorized through the curriculum adoption process, i.e., software used as part of a text adoption or to deliver curriculum that has been through the curriculum adoption process.
- B. The district will develop an approved list of supplemental software.
- C. The district has and continues to set standards for operating systems, hardware and software (such as word processing, spreadsheets, databases, and presentation software).
- D. Selection and installation of network software must be handled through the Director of Technical Services.
- E. Students shall not use technology unless authorized by appropriate school personnel.
- F. Students shall not use technology for on-line purchasing.
- G. When using district technology, appropriate and polite language and behavior is required.
- H. Illegal/inappropriate activities of any kind are forbidden.
- I. Establishment of web pages, distance learning activities, programs and services on behalf of the Utica Community Schools must have an educational/management purpose related to an assignment, project, job or function which meets the goals of the Utica Community Schools.

- J. The web page is not private. All building web pages will contain the name of the responsible UCS administrator, the name of the building-level web manager and the date the page was updated.
- K. Information will not be placed on a building web page without the prior approval of the building principal and/or the district administrator.
- L. Web pages representing Utica Community Schools will only be placed on district authorized web servers.
- M. Copyrighted material shall not be placed upon any part of a web page without prior permission from the copyright owner. This includes images, text, video and audio clips. (See Policy #6161 Copyright Laws & Video Use).
- N. Distance learning/video conference activities involving Utica Community Schools' equipment must be approved by building or district administration.

VI. TECHNOLOGY USERS WILL:

- A. Comply with all district policies, rules and regulations.
- ~~B.~~ Notify the appropriate Utica Community Schools administrator/representative immediately of a web page that contains questionable material.
- C. Use district networks and technology in support of education, consistent with the goals of the district.
- D. Keep passwords confidential.
- E. Obey all copyright laws.
- F. Report any malfunction of equipment immediately to a teacher or administrator.
- G. Report to the building administrator any misuse of networks and technology including viruses, illegal access to accounts or illegal tampering. The building administrator will report the incident to the appropriate central office administrator.
- H. Use equipment responsibly.
- I. Respect individual work, files and programs.

VII. TECHNOLOGY USERS WILL NOT:

- A. Tamper with computer, network or video components in a way that will make them either temporarily or permanently inoperable.
- B. Access district network through unauthorized technology.
- C. Access or modify other accounts, data, files and/or passwords without authorization.
- D. Use district technology for the purposes of profit.

- E. Use district technology, which could include, but not limited to CD burners and external drives, to obtain illegal copies of software, printed materials or other materials to which they do not have ownership.
- F. Use networks and technology to download and/or store games, videos, music or pictures which are not part of an educational/district project.
- G. Use district technology to send or receive messages that are inflammatory, harassing in nature, sexist, racist or that cause or would likely cause disruption of school activities or are otherwise inappropriate.
- H. Use district technology to distribute material that: violates the Family Educational Rights and Privacy Act (FERPA); jeopardizes the health and safety of students; is obscene, pornographic or libelous; cause or is likely to cause disruption of school activities; plagiarizes the work of others; is a commercial advertisement; contains political lobbying or is not approved by the building administrator or web manager.

VIII. DISTRICT WEB PAGES ON THE INTERNET MUST NOT:

- A. Identify or use students' names.
- B. Identify or use, personal addresses or phone numbers.
- C. Use individual student photographs.
- D. Use photographs or work of individual employee/community member or group photos of employee/community member without first showing the photograph to the employee/community and having written permission on file. (See form #1).
- E. Use group photographs and/or individual student's work without written parental permission on file.(See form #2).
- F. Intentionally link with any other site which violates any portion of these rules and regulations.

IX. ELECTRONIC MESSAGING

- A. Electronic Messaging is defined as private messages sent between users on different computers, either over a network or via a modem connection to an on-line service or Bulletin Board Service.
- B. Utica Community Schools encourages and promotes the use of electronic information technologies in its educational and management endeavors. The Utica Community Schools, in support of its instructional program and goals, provides electronic messaging service. Acceptable use of electronic messaging is based on common sense, decency and civility.
- C. Administration reserves the right to monitor electronic communication and/or files.

- D. The privacy and/or confidentiality of electronic messaging is not guaranteed.
1. Knowledge of messages relating to or in support of illegal/inappropriate activities must be reported to the building administrator
 2. Electronic messaging is protected by the same laws, and subject to the same limitations, as communications in other media.
 3. Under the Freedom of Information Act (FOIA), electronic messaging and its attachments, are treated in the same manner as paper files with regard to disclosure.
 4. In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, only parents and authorized school personnel have access to student records.
 5. Personnel records may not be included in the body of an electronic message or attached to an electronic message.
 6. Student academic progress may be emailed to an individual parent/guardian under the following conditions:
 - Full name, address and phone number may not be included in the body of the electronic message or attached to an electronic message.
 - Agreement between individual teacher and parent/guardian for a designated time period for the purpose of promoting improved student achievement.
 - Completion of Form #4 which will be held by the individual teacher.
 - The student academic progress will be totally contained in the body of the electronic message that cannot be edited by the recipient.
 - The teacher who sends the information will retain the original electronic message in digital form.
 - The message does not contain behavior/discipline issues.
- E. Because modern technology can often resurrect electronic messaging files that have been erased or overwritten, electronic messages should not contain anything that an employee would not otherwise put in print. Users should be aware that routine maintenance, trouble-shooting, data recovery or system administration may result in the contents of electronic messaging and other files being seen by authorized district personnel.
- F. Unacceptable uses of UCS electronic messaging services include, but are not limited to, the following:
1. Unlawful activities
 2. Commercial activities
 3. Personal enterprises for financial gain
 4. Use for fund-raising not sanctioned by the school district

5. Use for political campaigning
 6. Professional or personal use inconsistent with policies and goals of the UCS Board of Education
 7. Misrepresenting identity or affiliation in electronic messaging communications
 8. Using someone else's identity and/or password
 9. Sending mail anonymously
 10. Any activity which adversely affects the confidentiality or integrity of the district's technology systems
 11. Information pertaining to students which would violate the Family Educational Rights and Privacy Act (FERPA)
 12. Accessing or transmitting material, which may contain defamatory remarks, offensive material, or racial/ethnic/sexual slurs, as well as any harassing, intimidating or pornographic material.
- G. Users of electronic messaging shall not give the impression that they are representing, giving opinions or otherwise making statements on behalf of the school district, unless authorized to do so.
- H. UCS electronic messaging services may not be used in any manner that would overload district computing facilities, including, but not limited to, the following:
1. Sending or forwarding electronic messaging chain letters.
 2. Re-sending the same electronic messaging repeatedly to one or more recipients to interfere with the recipient's use of electronic messaging (letter-bombing).
 3. Sending unsolicited bulk electronic messages (spamming).
- I. Access to information technology, including electronic messaging, is a privilege. Accounts may be deactivated for infringement of policy, rules and regulations or procedures.

Use of Photograph/Work on Internet
(Employee/Community Member)

Dear Employee/Community Member:

As part of the communication process, the Utica Community Schools and its buildings maintain Web pages on the Internet. These pages provide information about the activities of the school district, its employees and students and can be viewed globally.

This form officially documents that you are willing to release your, projects, pictures, video images and/or voice recordings of yourself, into the public domain. Any individual or organization with access to the Internet, can view the information. There is no monetary compensation for the use of the project and/or images.

Release

I give my permission for my projects, photographs and/or voice recordings, to be used as described above and am willing to release these for use on the Utica Community Schools Web pages. I understand no monetary compensation will be given for use of the materials. This release includes the projects as well as videos or digitized images or sounds. I also certify, to the best of my knowledge, the materials used are in compliance with the Copyright Act of 1976, contained in Title 17 of the United States Code.

Employee/Community Member signature

Name (printed)

Address

City/State/Zip

Date

School or building

Please sign and return to the building principal.
(Employee/Community Member) Form #1

Use of Photograph/Work on Internet

Use of Student Work/Photograph

Dear Parents:

As part of the communication process, the Utica Community Schools maintains web pages on the Internet. These pages provide information about the activities of the Utica Community Schools, its employees and students, and can be viewed globally.

This form officially documents that you are willing to release your child's projects, photographs, video images and/or voice recordings into the public domain. They can be viewed by anyone with access to the Internet. Group photographs may be used on a web page, however, your child's name and/or individual photograph will not appear on the Internet. There is no monetary compensation for the use of these projects and/or images.

Release

I give my permission for my child's computer projects, photographs, images and/or voice recordings, to be used as described above and am willing to release this for use on the Utica Community Schools web pages on the internet. I understand no monetary compensation will be given for use of the materials.

Student name (Signature)

Parent/guardian signature

Address

Parent or Guardian Name (printed)

City/State/Zip

Date

Phone Number with Area Code

Please sign and return to the building principal.
Student Work /Photograph Form #2

Parental Permission Use of

Utica Community Schools
Acceptable Use of Technology
Acknowledgement Form
(Employee/Community Member)

I, the undersigned, acknowledge receipt of the Utica Community Schools Acceptable Use of Technology Policy #6163 and the Acceptable Use of Technology Rules and Regulations.

Print Name

Signature

Date

School/Department

Form to be maintained in the **Human Resources Department**.

Acceptable Use of Technology Acknowledgement Form (Employee/Community Member)

Form #3

Parent Request for Academic Progress
Via Electronic Message

Dear Parents:

To promote the improvement of your child's academic achievement, this form officially documents your request to receive an electronic message from the designated teacher for the time intervals and period indicated below. You acknowledge, by your signature, that you are the recipient of the information and that your child's privacy of information is not compromised by this electronic message.

Release

I request that my child's academic progress be sent via electronic messaging from the teacher indicated below for the time period and intervals agreed upon.

Student name

Starting Date

Ending Date

Intervals (weekly, monthly etc.)

Parent or Guardian Signature

Address

Parent or Guardian Name (printed)

Email Address

Teacher Name

Teacher Signature

Parent Request for Academic Progress
Via Electronic Message - Form #4

Every Child
Achieves



Utica Community Schools

REACHING HIGHER

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



DISTRICT VISION

All children have the right to a rigorous, high-quality education which meets their individual needs. UCS 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

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

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 identified by national, state and UCS standards.
2. The school district will implement a world-class instructional program.
3. Parent, business and community partnerships will be an integral part of student learning.

Indicators of Excellence

Our Plan to Improve Student Achievement

Approved by the Board of Education

August 13, 2007



REACHING HIGHER

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, for 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 every 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 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 the district writing test in the areas of persuasive, informative and cause/effect writing.

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

Indicator 1.7: All students in third through sixth grade will demonstrate proficiency on the district science and social studies tests.

■ Junior High School —

Indicator 1.8: 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 1.9: Seventh and eighth graders who receive special education services will show specified growth on the MI-Access test in reading, writing and mathematics.

Indicator 1.10: Seventh through ninth graders who receive English Language Learners (ELL) services will show specified growth on the English Language Proficiency Assessment.

Indicator 1.11: All ninth graders will take the Pre-ACT test that will be used as a predictor of success for college-level work on the required ACT test.

Indicator 1.12: All seventh through ninth graders will demonstrate proficiency on the district writing test.

Indicator 1.13: All seventh through ninth graders will demonstrate proficiency on the district math, science and social studies tests.

Indicator 1.14: The number of seventh and eighth graders who take and pass Algebra I will increase annually.

Indicator 1.15: All secondary students enrolled in performance-based fine arts courses will present their work to a public audience.

■ Senior High School —

Indicator 1.16: Beginning with the graduating class of 2011, all students will meet or exceed state standards and qualify for the Michigan Promise Scholarship, based upon qualifying scores on the Michigan Merit Exam.

Indicator 1.17: 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 1.18: Eleventh graders who receive special education services will show specified growth on the MI-Access test in reading, writing and mathematics.

Indicator 1.19: Tenth through twelfth graders receiving English Language Learners services will show growth in reading, writing, speaking and listening as measured by the English Language Proficiency Assessment.

Indicator 1.20: The number of eleventh graders selected to take the PSAT/NMSQT tests will increase, resulting in more students qualifying for National Merit recognition.

Indicator 1.21: Beginning in the fall of 2007, 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 1.22: 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 1.23: 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 to 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 articulate, 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 the district annual 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 roles 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

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