



MERIDEN

PUBLIC SCHOOLS

PRIDE IN ALL WE DO

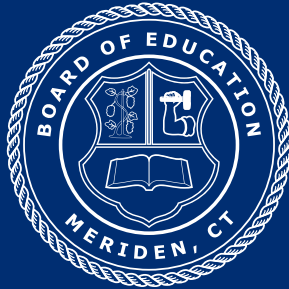




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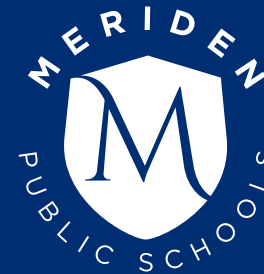
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Director of Pupil Personnel Programs

Alvin F. Larson Ph.D.
Research & Evaluation Specialist

Barbara A. Haeffner
Director of Curriculum & Instructional Technology



Here, Students Succeed

SBAC ELA Results

Percentage Increase at Level 3 or Above

State Growth

3.3%

Meriden Growth

3.9%

SBAC Math Results



Percentage Increase at Level 3 or Above

State Growth

3.9%

Meriden Growth

7.1%

STAR Reading Results



Grades 1-8 above the
national average for growth

STAR Math Results



Grades 2, 5, 6 and 7 above the
national average for growth

PSAT Grade 11



More students demonstrated
College and Career Readiness
in all subject areas

City Assets



Platt High School



Maloney High School

Awards and Grants



Featured Publications

DA District Administration

Student-centered learning drives improvement
Creating your roadmap to success

By Mark D. Benigni and Barbara A. Haeflner
2/6/2017

Student-centered learning is gaining momentum as students' voices are heard and their voices are being heard. Districts are going to schools where students and staff want to go. Private foundations are allowing districts to support their students' needs.

Setting the Foundation
Schools making the transition to student-centered learning are going to schools where students and staff want to go. Private foundations are allowing districts to support their students' needs.

Implementation Phase
It is essential that Board of Education members understand the need for student-centered learning approaches. Schools making the transition to student-centered learning are going to schools where students and staff want to go. Private foundations are allowing districts to support their students' needs.

Supporting the Team
While students have been anxiously awaiting the start of the school year, we have been working on the side-by-side with our teaching staff. Our teachers have met with a student integration specialist. Our teachers are working with their colleagues in their schools.

The Results
As the Meriden Public Schools, in partnership with the state, we have embarked on our journey to student-centered learning. We have exceeded the national average growth rate. Our students are showing significant improvement. So, let student-centered learning be the focus of our curriculum and instructional technology.



When Our Teachers Learn, Our Students Learn: Creating High Quality Substitute Teacher Programs

By Mark Benigni, Superintendent of Schools and Louis Bronk, Director of Talent Development
May 2017

The Challenge
Schools districts are facing the need for increased substitute teachers. We are looking for opportunities for our staff of substitute teachers that are at an academic level?

Building the Pool
Having utilized numerous digital tools, we are more creative. We are now doing the Meriden Public Core Programs, partnered with Ed Tech.

Teacher Development Program
The Teacher Development Program recently completed a University state-wide. We are following graduation. We are hiring regular substitute pool. TDP: regular substitute pool. TDP: regular substitute pool. TDP: regular substitute pool.

Retiree Substitute Program
We have also had success in paying these individuals a higher teaching certification and to a consistent 3 to 5 days per district and our students during professional working in the schools.



4 Things to Learn About Digital Transformation from Meriden Public Schools

The Connecticut school district offers advice on how to successfully transition from low-tech to tech-savvy.

By Meghan Bogardus Cortez

MAR 09, 2017
About seven years ago, when Mark Benigni began as superintendent of Meriden Public Schools, he had a device in his hands, Benigni says. But this transition certainly didn't happen overnight.

Through careful planning, Benigni, Barbara Haeflner — Meriden's director of curriculum and instructional technology — and others executed a digital transformation that maximized student benefits and minimized teacher headaches.

1. CRAFT A TECH TEAM TO SUPPORT STUDENTS AND TEACHERS
For Meriden, Benigni says the first step had to be building a team that was tech-savvy. From hiring an assistant superintendent familiar with technology to building together two positions to create Haeflner's role, Benigni wanted to begin infusing the importance of tech right away.

"We knew that in order to get our teachers on board, we had to get them the support they needed," he says.



NOVEMBER 2016 - JANUARY 2017
By Mark D. Benigni, Louis Bronk, and Miguel A. Cardona, Meriden Public Schools, Meriden, CT

The primary reason for diversifying our teaching staff is to improve student performance. Ana Maria Villegas and Jacqueline Jordan Irvine's analysis of research supports this claim that student academic achievement increases when students of color are taught by teachers of similar backgrounds (2008). In this study, they find empirical data to support that students of color achieve higher graduation rates, score better on standardized tests and receive higher college matriculation rates when taught by teachers of color. In their review of the research, Villegas and Jordan found five practices that successful teachers of color use when teaching (2010). These teachers had high expectations for students, used culturally relevant teaching, developed trusting and caring relationships with students, confronted issues of racism through teaching and served as advocates and cultural brokers (p.180, Villegas & Jordan, 2010). The benefits of a diverse workforce are well supported by the research. However, despite policy efforts to diversify the teacher workforce in over 36 states dating back to the 1990s, remain one of the most elusive goals in our nation's educational system.

Meriden's Plan
Meriden, we have taken a multi-tiered approach to diversify our teaching staff. This work begins by being



By Mark D. Benigni, Superintendent of Schools and Louis Bronk, Director of Talent Development
May 2017

When Our Teachers Learn, Our Students Learn
Est. Benigni — November 1, 2016

Requested author Mark D. Benigni, Est. D., Superintendent of the Meriden Public Schools in Connecticut and co-chairman of the Connecticut Association of Local Superintendents, as well as the Executive, President of the Meriden Federation of Teachers and a member of the Connecticut State Department of Education Board of Directors. The authors seek to understand how teacher learning improves student outcomes.

In this country, some districts are opting for market-based reforms such as privately supported charter schools or online school options. We took a different approach and decided to collaborate as a long-term partner for innovation and improvement. The school district has been able to ensure our students' neighborhood public schools that student learning and teacher learning are valued and in the rest of the state.

Localized development of a newly established day for Professional Learning Communities to meet. During this time, teachers shared student academic data with their colleagues. We launched a three-phased approach to address climate and culture in our schools. Our climate survey was a School Climate Survey completed by students, staff, and families. A survey to know "You Survey" completed by students in the district. The survey provides teachers with information about their teaching, student needs, and challenges—teachers are

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National and State Presentations



Districts That Work

edUTOPIA™

WHAT WORKS IN EDUCATION
THE GEORGE LUCAS EDUCATIONAL FOUNDATION



Student-Centered Learning



Special Education Redesign



Technology Innovation



Leadership

Here, Students Succeed



Mark D. Benigni, Ed.D.

Superintendent



+



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COLLABORATION

INNOVATION

SUCCESS



Collaboration at the Heart of Our Core Values

Union Partners



- Meriden Federation of Educational Supervisors
- Meriden Federation of Family-School Liaisons
- Meriden Federation of Municipal Employees
- Meriden Federation of Non-Certified Supervisors
- Meriden Federation of Paraprofessionals
- Unite Here

Community Partners



City of Meriden

- School Resource Officers
- School Nurses
- Crossing Guards
- Purchasing
- Other City Departments



Senior Center

MERIDEN PUBLIC SCHOOLS 
Pride In All We Do

5TH ANNUAL JOSEPHINE BRADLEY INTERGENERATIONAL SPELLING BEE

Hosted by: Max E. Muravnic Senior Citizens' Center and
the Meriden Public Schools Family-School Liaison Team

Meriden Public Schools students and Meriden Seniors form teams
for this exciting and fun competition. Sign up and enjoy the fun.

**“Are you an avid reader? Do you like to compete?
Then here’s an event you’ll love!”**



Josephine Bradley with our spelling bee participants.

You will be paired with a Washington
Middle School and Lincoln Middle
School student.

Please call 203-237-0066 to sign up
and for additional information.

Thank you.

**Thursday, April 28th
11:30 am • 1:15 pm
22-26 West Main Street,
Meriden, CT 06451**



www.meridenk12.org



WEB WEDNESDAY FOR MERIDEN SENIOR CENTER MEMBERS

PLATT HIGH SCHOOL • 10:00 AM - 11:00 AM

Call the Senior Center to sign up (203) 237-0066
PARTICIPANTS MUST USE SENIOR CENTER TRANSPORTATION
Parking will not be available at Platt High School



March 22nd

BYOD - Bring Your Own Device

- Learn how to use your phone, tablet, eReader or laptop
- Please provide device type when registering
- Participants must bring their own device

MALONEY HIGH SCHOOL • 10:00 AM - 11:00 AM
Call the Senior Center to sign up (203) 237-0066
Transportation Available



April 19th
Pinterest

- Explore this virtual bulletin board site
- Find recipes, craft ideas, gardening tips and more!
- Sample a student prepared favorite dish



May 24th
Digital Photo Editing

- Locate and download photos from the internet
- Apply edits to existing photos
- Print and take home your final product

WWW.MERIDENK12.ORG

Middlesex Community College

- Home of MxCC @ Platt High School
- Tuition-Free Opportunities for MPS Students and Staff



Our Common Vision




Students at the Center



Vision for Success

Goals:

- All students graduate college and career ready, prepared to succeed in civic life
- Increase graduation rate to 90% by 2025

MERIDEN PUBLIC SCHOOLS
Pride In All We Do 

STUDENT CENTERED LEARNING (SCL) SYSTEM LEVEL LOGIC MODEL
Problem Statement: Many underserved high school students are either not graduating or are not college and career ready.

FOR WHOM	ASSUMPTIONS Moving From...	STRATEGIES Through...	SHORT-TERM OUTCOMES Through...	LONG-TERM OUTCOMES Through...	IMPACT To
All Meriden Public School Students	<ul style="list-style-type: none"> Students will be more academically engaged, motivated to learn and attend school regularly in a student-centered learning (SCL) culture that reflects personalized, mastery-based, anytime, anywhere learning and student ownership. Students will graduate with the college and career readiness knowledge, skills and abilities needed to be successful when we create flexible, multiple and meaningful pathways for students to support anytime, anywhere learning. Students will engage in a culture where they are responsible for their learning when we increase opportunity for student voice and choice. Achievement gaps between subgroups will be narrowed when all students are provided equitable SCL opportunities. Student sense of belonging and engagement will increase when we promote and instill a positive school climate through SCL. Students will continue to challenge themselves and develop their full potential when we promote a growth mindset. Students will progress at a pace conducive to their learning styles and needs as we implement mastery based learning. Engaging MPS staff, students, parents and community partners promotes a collaborative school climate that is responsive to stakeholder needs. MPS is better able to make informed decisions when we use multiple, valid and reliable data sources. Policies and resources are in place to ensure equitable opportunities for student success when the Meriden BOE continues to support SCL for all students. Opportunities for SCL can be enhanced when we reallocate existing resources. In order to sustain SCL, district leadership and the entire MPS community must embed SCL tenets and practice in its culture. 	<p>NEW SYSTEMS PARADIGM</p> <ul style="list-style-type: none"> Continue to revise and develop BOE policies with students at the center Develop high school mastery-based standards, performance indicators, scoring criteria and assessments for all content areas Track current resource allocation and realign as needed to assure SCL implementation is maximized Implement a district-wide data system to inform instructional practices <p>PUBLIC UNDERSTANDING/SUPPORT</p> <ul style="list-style-type: none"> With students, parents, and community partners, create a collaborative culture that is supportive, welcoming, encourages risk taking and safe. Engage community members in educational planning and decision making. Implement and continually refine the district strategic communication plan <p>SYSTEM OF LEARNING OPPORTUNITIES</p> <ul style="list-style-type: none"> Using continuous improvement, transform the learning environment, instructional practices and embedded professional development to embody SCL, a growth mindset and motivation Develop and implement increased opportunities for student-voice and choice Expand learning opportunities beyond traditional settings to foster anytime, anywhere learning 	<ul style="list-style-type: none"> All students will have college/career ready goals to guide their education planning as evidenced in their Student Success Plans Increased percentage of students enrolling in AP/ ECE courses Increased opportunities for students to earn credits through PLEs Increased Percentage of teachers will demonstrate effectiveness in teaching in a SCL environment Increased number of mastery-based units by content area 	<ul style="list-style-type: none"> Students take responsibility for their own learning. Students have multiple pathways to success which includes personalized learning, voice, choice, and incorporates anytime, anywhere learning and mastery-based learning. Students progress at a pace conducive to their own learning needs allowing for acceleration and remediation as appropriate Students demonstrate mastery of standards to meet graduation requirements Students possess skills, knowledge and dispositions to succeed in college, career and civic life Students applying to two and four year colleges are accepted Students graduate at a rate of 80% or higher by 2020 The MPS community evidences a growth mindset approach to teaching and learning The BOE adopts policies which require and encourage SCL Allocate resources to sustain opportunities for SCL MPS data-system supports timely, data informed decisions to improve instruction and allocate resources EDC program evaluation, teacher and student questionnaires findings are used to monitor progress and improve implementation of SCL practices 	<p>By 2025 90% of MPS students graduate from high school, college and career ready and enroll in post-secondary education or training without remediation, and/or secure living wage employment. Meriden Public Schools, students, parents, and community partners embrace student-centered learning, use innovative practice methods and policies, focus on adaptive continuous improvement, and have on going productive relationships that support student success.</p>

www.meridenk12.org



Innovation

The Need for Innovation Never Ends

One-to-One Programs

- High Schools
- Middle Schools
- John Barry Elementary School
- All Grade 5 Classrooms



Academics



Middle School Mathematics

- Added intervention class to student schedule
- Implemented adaptive software to personalize instruction



Academics



Bridge Program

Summer transition program for at-risk students entering high school



Academics



High School Counseling

- Additional 9th grade transition counselors work with 120 at-risk students at each school
- Research shows on-track credit earning in 9th grade is best predictor of graduation



Climate and Culture

Climate Suite

MERIDEN Public Schools
Getting to Know You Survey
Home Reports
Pride in All We Do

Getting to Know You 2015-2016

Part I
First, tell us something about yourself.

No

MERIDEN PUBLIC SCHOOLS
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Cares

Sometimes you just need to talk to someone....
Is something bothering you?
...want to tell someone?
Help is Here

<http://mpscares.meriden.k12.ct.us>
Someone will reach out to you soon!

LEA Assessment Theme of Climate Surveys:
Design assessments and programming to produce diagnostic, actionable data practitioners can use to address each individual student's needs. "bullied."

The need: re-engage the disengaging student ... who feels "bullied."

Trigger E-Mails					
	Never	Rarely	Sometimes	Very Often	Always
34. I get hit or threatened ...	1	2	3	4	5
OR					
35. ... mean rumors ... about me	1	2	3	4	5

Would you like to tell us about it?

MERIDEN Board of Education
School Climate Survey

School Climate Survey for Students - September 2013

Your answers to this survey will help us make your school better. If you do not want to answer a question, you can SKIP that question.

All of your answers are confidential. That means we cannot share your answers with anyone, unless you tell us about danger or someone is going to be hurt. We must keep all students safe.

The survey is simple and only takes about 10 minutes. First, you tell how much you agree or disagree with each sentence. Then, you tell how often you feel each sentence happens in your school.

There are no right or wrong answers. Just tell how you feel about each sentence.

Click NEXT to begin, and after you answer each question. The sentences are about you, your school and your school work. Thank you for taking the survey.

Next

You've answered 0 out of 47 questions

Food and Nutrition Services

- Breakfast available to all students at no charge
- Universal Free Lunch at John Barry, Casimir Pulaski and Roger Sherman Schools
- Healthy choice vending machines at high schools



Talent Development

Teacher Development Program

TEACHER DEVELOPMENT PROGRAM
Developing Tomorrow's Teachers Today



WHO: Recently certified Connecticut teachers looking for an authentic teaching experience as a building substitute.



Gain valuable teaching experience in a dynamic urban school district.

Meriden's twelve public schools

- \$500 per week- 5 days a week @ \$100/day
- Specialized professional development
- Guaranteed teaching position interview
- Attend school trainings and district meetings
- Primary consideration for any long-term teacher vacancies
- Research articles and selected readings provided
- Learn key initiatives and interview techniques
- Build your resume
- Be part of the "Meriden Team"

Apply online at www.meridenk12.org today



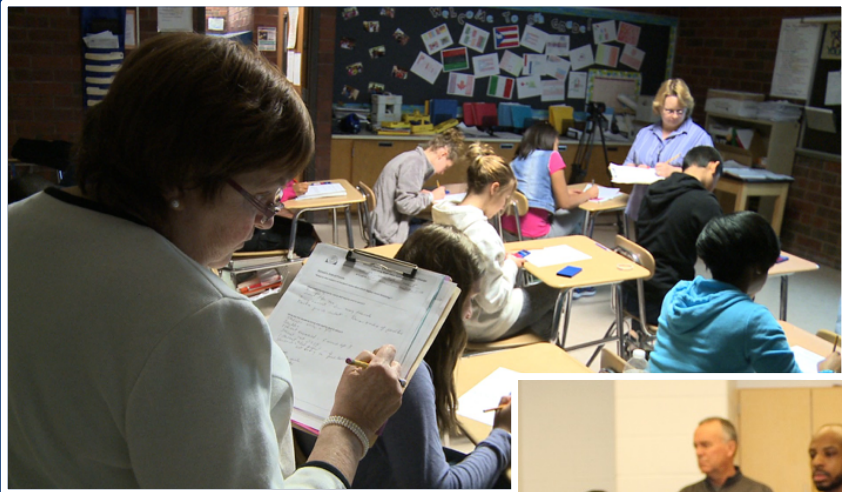
FUND FOR TEACHERS®



Leadership Academy

Fund For Teachers

Learning Walks



Instructional



Parent



Community



MERIDEN
PUBLIC SCHOOLS

Community Learning Walk

Special Education Redesign

Community Collaborative Classroom

- Transition program within the community for 18-21 year-old students
- Enrollment increase
- “Budget Efficiencies” article published May 2017 in *School Business Affairs*

ASB ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL

School Business Affairs

BUDGET EFFICIENCIES

Savings and Support: Meeting the Needs of All Students in Your District

By creating high-quality in-district special education programs, your district can improve student services and lower costs.

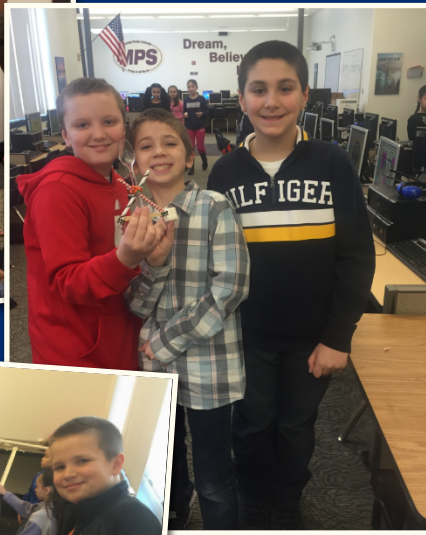
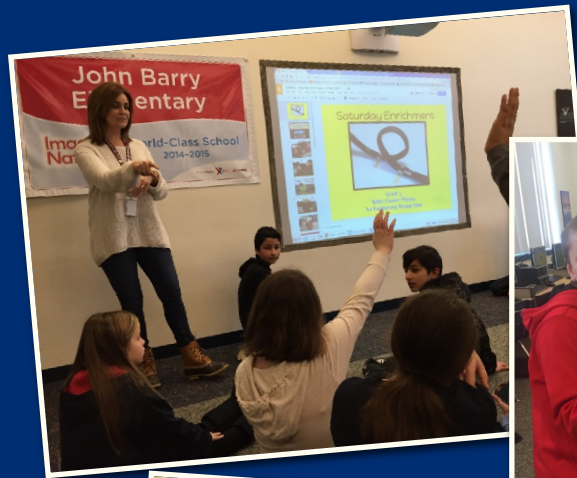
and Patricia Sullivan-Kowalski

STUDENTS, FAMILIES, AND DISTRICT BUDGETS

Decreasing financial support, school systems are searching for ways to better learning experiences for children, improved support wrapped districts. So how can a district provide better quality, district wide specialized programs in our cover the last five years. Our roadway to success required equipment and learning technology: who can support the programs;



Enrichment



Saturday Programs

- Elementary STEM Academy
- Middle School Middlesex Community College Partnership

Enrichment

Camp Invention



Enrichment

Anytime, Anywhere Learning

MERIDEN PUBLIC SCHOOLS

Pride In All We Do

Online Summer Learning Opportunities

Learn something new and earn credit! Participate in an online Summer Learning Opportunity. Courses are self-paced and can be completed using school-issued devices.

Preregistration is required to participate.



Personal Finance

0.5 Credit

Learn how to manage your own personal finances. Students will learn how to create financial goals, track income and spending, develop personal budgets, comprehend the impact of investments, understand the cost of using credit, study the different types of insurance options for consumers, and research career and potential salaries.

Exploring Art With A Digital Sketchbook

0.5 Credit

Deepen your understanding of the elements of art and principles of design, through online research and art creation. Students will have the opportunity to look at, read about, write about and create their own art, developing a digital portfolio of their work. This course is recommended for students with an interest in deepening their understanding of art and practicing their skills.



SAT Preparation

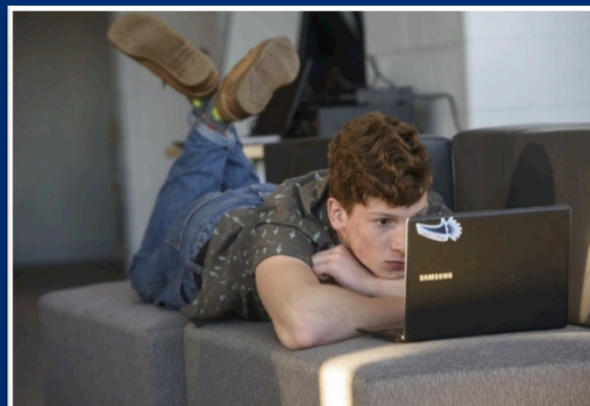
0.5 Credit

Prepare for SAT examinations using Khan Academy digital content. Complete full length practice tests and personalized practice recommendations with additional support from a Meriden Public Schools certified teacher.

Sociology

0.5 Credit

Develop an understanding of society by examining the individual's role, status, social relationships, cultural adaptability, and societal structures.





Success

Getting Positive Results

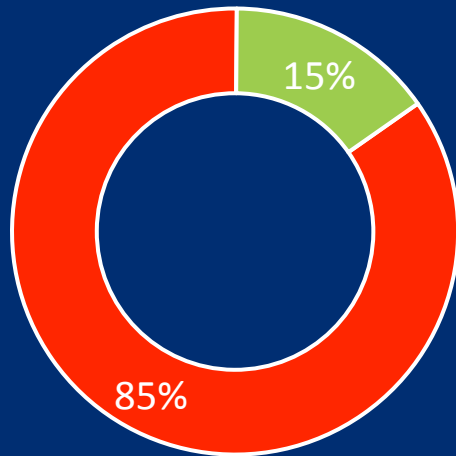
Next Generation Accountability Report

12 Indicators

1. Academic achievement (Performance Index)
2. Academic growth
3. Assessment participation rate
4. Chronic absenteeism
5. Preparation for postsecondary and career readiness – coursework
6. Preparation for postsecondary and career readiness – exams
7. Graduation – on track in ninth grade
8. Graduation – four-year adjusted cohort
9. Graduation – six-year adjusted cohort
10. Postsecondary entrance rate
11. Physical fitness
12. Arts access

District Improvement

Only 30 of 198 districts showed increases in scores



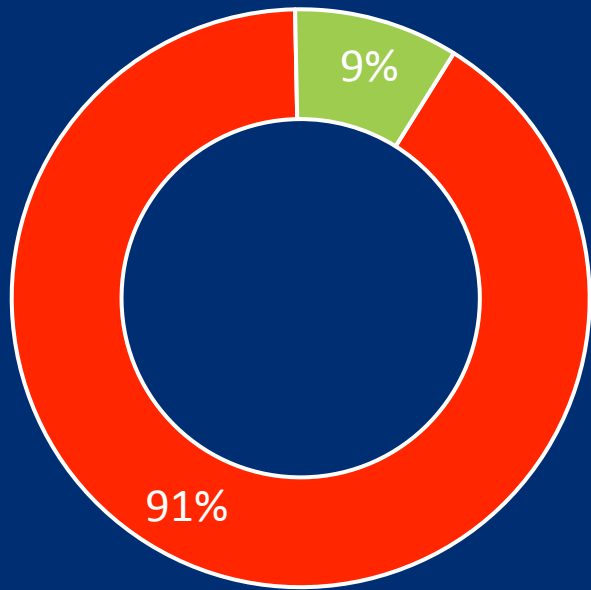
■ Decrease ■ Increase

MPS Increase

1.5

Overall Index Score Increase 5+

Only 94 of 1022 schools showed a 5 or more point increase



Lincoln

5.2

Hale

5.4

Barry

13.2

Next Generation Accountability Report

	DRG H & I	Accountability Index
	All Indicators	
1	Stamford	73.0
2	Norwalk	72.7
3	Danbury	72.6
4	West Haven	69.4
5	Windham	67.6
6	Meriden	66.6
7	Ansonia	65.7
8	East Hartford	64.9
9	New Haven	64.3
10	Derby	63.0
11	Norwich	62.3
12	Hartford	59.9
13	New London	58.0
14	New Britain	57.9
15	Waterbury	57.8
16	Bridgeport	56.4

ELA SBAC Growth

	DRG H & I	Percent Target Achieved
1	Windham	66.9
2	Danbury	63.9
3	New Haven	63.3
4	Stamford	63.0
5	Meriden	61.8
6	West Haven	61.1
7	Norwich	60.4
8	East Hartford	59.5
9	Norwalk	57.3
10	Waterbury	57.0
11	Bridgeport	54.6
12	Hartford	54.4
13	New London	53.9
14	Derby	52.8
15	Ansonia	52.0
16	New Britain	51.6

Math SBAC Growth

	DRG H & I	Percent Target Achieved
	All Indicators	
1	West Haven	69.5
2	Windham	64.8
3	Danbury	64.5
4	Meriden	64.0
5	New Haven	63.5
6	Stamford	61.6
7	Norwich	59.7
8	Norwalk	58.6
9	Ansonia	57.3
10	Hartford	55.8
11	Waterbury	51.6
12	Bridgeport	50.9
13	New London	49.5
14	East Hartford	48.1
15	Derby	45.2
16	New Britain	44.7

Mandated Bilingual Programs

ELA			MATH		
Rank	District	Percent Target Achieved	Rank	District	Percent Target Achieved
1	LEARN	64.2	1	Danbury	67.5
2	Danbury	63.3	2	New Haven	66.5
3	New Haven	63.2	3	Hamden	65.0
4	Meriden	62.3	4	Meriden	62.1
5	Norwich	61.5	5	Norwich	61.3
6	Windham	61.4	6	Wallingford	59.3
7	Stamford	59.7	7	LEARN	59.0
8	Wallingford	58.2	8	Windham	58.8
9	Waterbury	56.9	9	Stamford	58.1
10	Norwalk	54.6	10	Hartford	56.2
11	Bridgeport	54.4	11	Norwalk	55.2
12	New London	53.4	12	Waterbury	54.2
13	East Hartford	53.2	13	Bridgeport	51.8
14	New Britain	52.6	14	New Britain	49.7
15	Hartford	52.2	15	New London	48.2
16	ISAAC	52.2	16	East Hartford	47.0
17	Hamden	Data Suppressed	17	ISAAC	43.6



Progress Compared to Neighboring Districts

Meriden district increased on the State Accountability Index

Districts that decreased:

- Berlin
- Cheshire
- Durham/Middlefield (Region 13)
- Middletown
- Southington
- Wallingford



Schools of Distinction

Congratulations!

Thomas Hooker Casimir Pulaski

Only 15 out of 422 Alliance schools recognized
as Schools of Distinction

Thomas Hooker Elementary School

Town	Elementary School	Accountability Index
Meriden	Thomas Hooker	84.3
Cheshire	Doolittle	77.5
	Highland	81.5
	Norton	81.7
	Chapman	84.2
	South End	67.0
Southington	Strong	69.8
	Thalberg	72.4
	Flanders	77.3
	Plantsville	78.9
	Hatton	79.9
Wallingford	Kelley	85.6
	Pond Hill	71.5
	Parker Farms	76.5



Casimir Pulaski Elementary School

School of Distinction

Above State Growth Target

ELA

All students +5.8

High needs +12.0

Math

All students +16.1

High needs +23.9

Expanded Day Schools



John Barry

2nd highest growth in Accountability Index in the state, 1st in the Turn Around Network

Casimir Pulaski

2nd highest math growth of all DRG H & I schools (207 total schools)

Roger Sherman

Out of 62 Title 1 schools in our category, for high needs students: 9th in SBAC Math and 10th in SBAC ELA growth

Middle School Students Earning High School Credits



- High School Classes Offered at Middle Schools
 - Algebra 1
 - Integrated Physical Science
 - Spanish 1
 - Young Adult Literature
 - Journalism/Creative Writing (2017-2018)
- Total credits earned 2015-2016: 348 credits
- Current enrollment 2016-2017: 409 students

Open Access to AP/ECE Courses

Twenty-four Advanced Placement/ Early College Experience Course Offerings

	2010-2011	2016 - 2017	% Increase
All Students	184	735	299%
Free/Reduced	40	262	555%
Hispanic	25	210	740%
Black	10	85	750%
ELL	1	22	2100%
SPED	0	3	300%

Personalized Learning Experiences (PLEs)

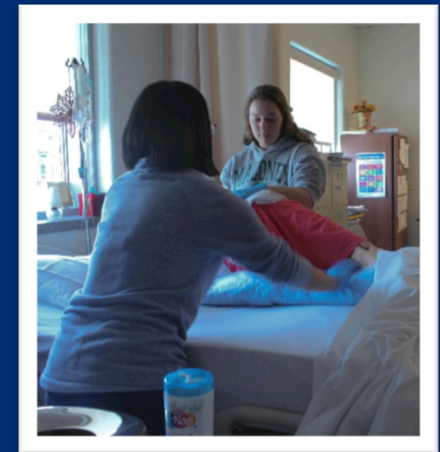
- 235 students enrolled
- Journalism
 - Record-Journal
- Platt Builds
 - O & G Industries
- Medical Careers
 - Connecticut Baptist Home



Record-Journal

February 14, 2017 01:52PM

By Ryley Bernier Special to the Record-Journal



Success Academy

- Enrollment
 - 33 Students
 - Over-age
 - Under-credit
- Graduates
 - June 2016: 9 students
 - January 2017: 9 students
 - Projected June 2017: 19 students



Parent Climate Survey Results

School Climate Survey for Parents Completion Rates by School Year

2016 – 2017 to date	4,090
2015 - 2016	3,055
2014 - 2015	2,051
2013 - 2014	1,018

Improved School Climate

SCHOOL CLIMATE DATA

Suspensions



86%

Expulsions



95%

Arrests




96%

REDUCTIONS SINCE 2010-2011

Improved Attendance



Year	Percent of Chronically Absent Students
2010-2011	15.3%
2015-2016	12.1%
Decrease	 3.2%*

*275 students are no longer chronically absent

Improved School Climate



Increase in Student and Staff Perceptions
of Positive School Climates

All Schools



10%

Increased Graduation Rates

4-Year
Graduation Rates

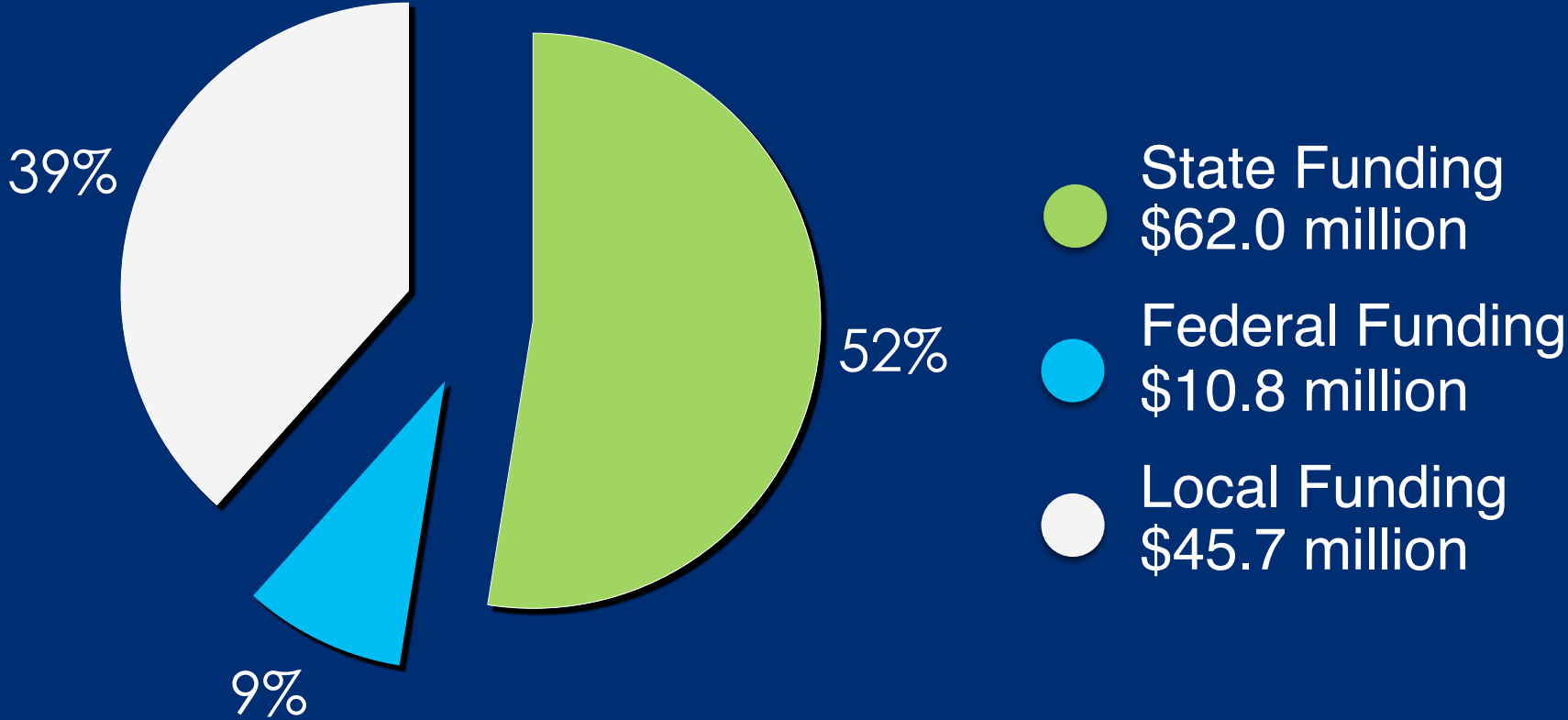
↑ 4.5%





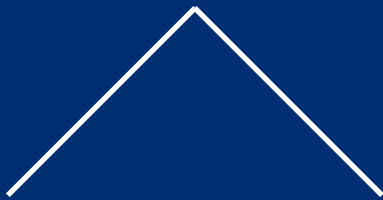
Our Funding Sources

Our Funding Sources



Our In-Kind Services

STAFF



Crossing Guards
School Nurses
School Resource
Officers

SERVICES



Unemployment
Classified Pensions
Financial System
Health Insurance
Workers' Compensation

PARTIAL STAFF



MIS
Finance
Safety and Risk
Purchasing
Health

Foundation Grants Awarded



**District Level
System Change**



**RISE Network
Innovation Grant**



**UConn
Wallace Foundation
UPPI Project**

Our Enrollment

Years	Total
2009-10	8729
2010-11	8705
2011-12	8700
2012-13	8816
2013-14	8743
2014-15	8661
2015-16	8551
2016-17	8499
2017 – 2018 projected	8389

Total Minority Percentages

October 1, 2016

Year	%	Year	%
2016	69.30	2006	56.80
2015	68.30	2005	55.60
2014	67.60	2004	54.30
2013	66.70	2003	52.70
2012	65.50	2002	50.62
2011	65.10	2001	49.30
2010	62.30	2000	46.21
2009	61.10	1999	45.88
2008	59.80	1998	43.40
2007	58.10	1997	42.57

Free and Reduced Lunch

Year	%	Year	%
2016	71.1	2007	54.1
2015	71.2	2006	56.2
2014	69.4	2005	47.9
2013	69.9	2004	54.0
2012	69.7	2003	49.3
2011	67.4	2002	47.6
2010	66.8	2001	43.9
2009	62.2	2000	43.2
2008	59.0	1999	42.9

2015-2016 Net Current Expenditures Per Pupil (NCEP)

Ranking	District	NECP 2015-2016
1	CORNWALL	30,193
2	DISTRICT NO. 12	29,202
3	CANAAN	28,947
<hr/>		
148	ANSONIA	14,002
149	MERIDEN	13,955
150	CROMWELL	13,928
<hr/>		
164	NEW BRITAIN	13,196
165	ELLINGTON	12,984
166	DANBURY	12,794

2017-2018 Budget

Approved by the Meriden Board of Education

2013-14	2014-15	2015-16	2016-17	2017-18	Difference	%
\$99,608,340	\$99,608,340	\$99,758,340	\$99,758,340	\$101,188,924	\$1,430,584	1.43%

Budget Reality

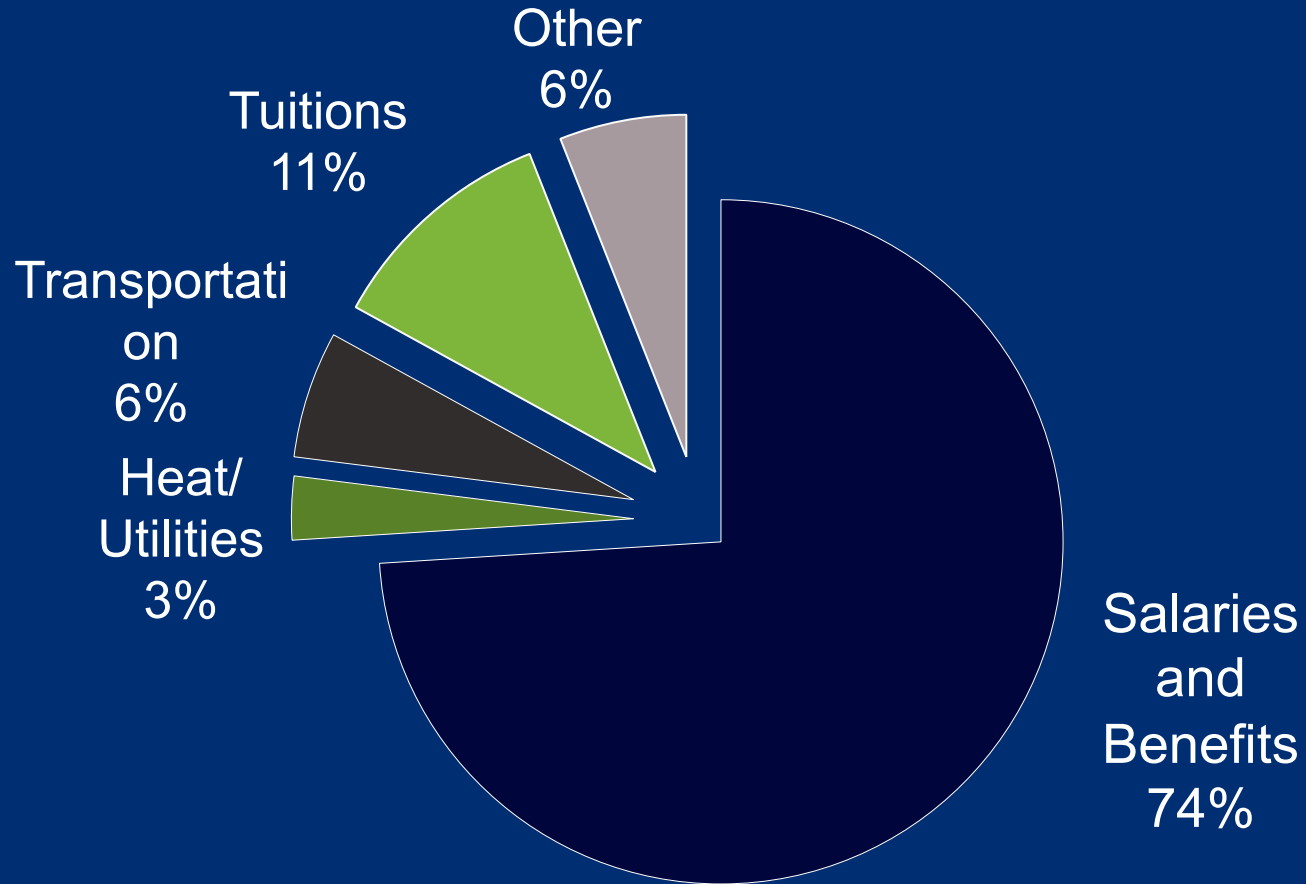


Grant Reductions:

- May 2016 - Alliance (\$304,062)
- October 2016 - Expanded Day (\$240,000)
- January 2017 - Alliance (\$250,000)
- School Improvement Grant (Barry) (\$313,005)
- Nellie Mae Education Foundation (\$200,000)

Total Budget Impact (\$1,307,067)

Where Our Money is Spent



Line Items Reduced

Object Description	Decrease	% Decrease
Retirement	(\$97,548)	-34.49%
Public Utilities	(\$182,670)	-9.94%
Tuitions	(\$403,953)	-3.38%
Heat Energy	(\$52,511)	-6.34%
Contingency	(61,500)	-100%

Line Items Level Funded



- 225 Severance
- 322 Instructional Program Improvement
- 330 Other Professional Technical Services
- 430 Repair/Maintenance Services
- 590 Purchased Services
- 627 Transportation Supplies
- 642 Library Books
- 690 Other Supplies and Materials
- 810 Dues and Fees

101 Certified Salaries

Certified Salaries	\$49,317,252
Increase	\$1,125,870

Contractual Salary Increases for Administrators and Teachers

151 Classified Salaries

Classified Salaries	\$12,912,917
Increase	\$550,942

Contractual Salary and Step Increases

201 Health Insurance

Health Insurance

\$11,218,324

Increase

\$7,538

207 Life/Disability/E.A.P.

Life/Disability/E.A.P.	\$62,645
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Increase	\$4,480
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Contractual Cost

213 Social Security



Social Security

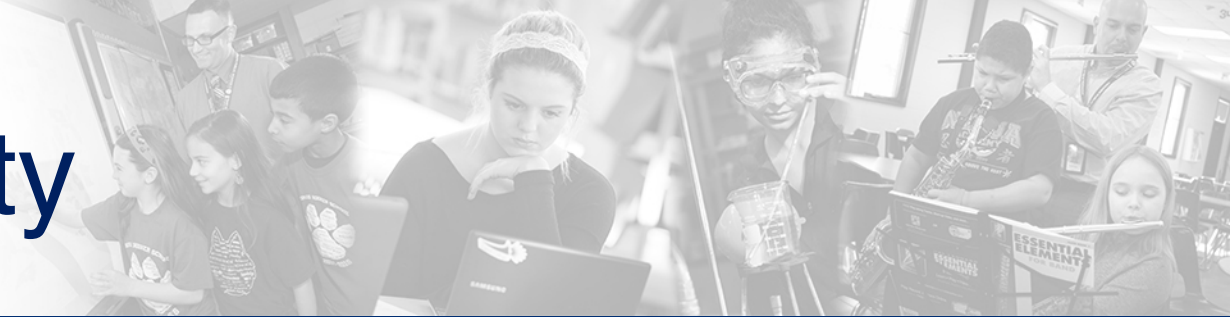
\$880,712

Increase

\$53,679

For Coaches, Homebound Tutors, Teachers, and
Substitute Teachers

220 Longevity



Longevity

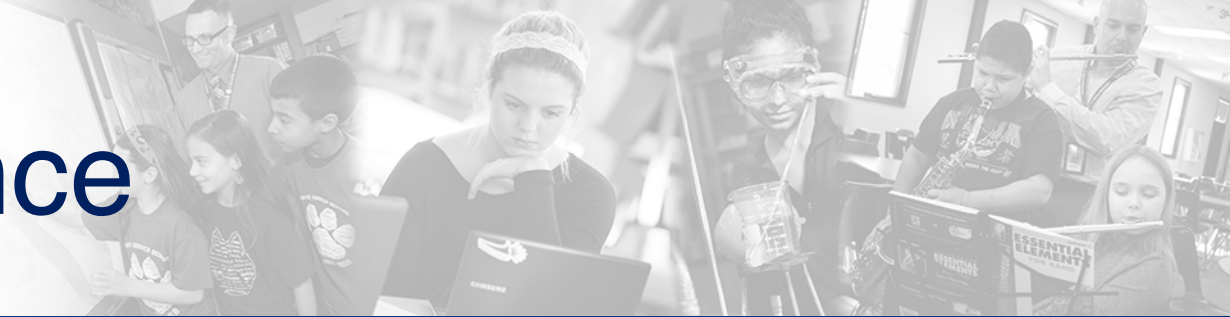
\$83,556

Increase

\$321

Contractual Cost: Clerical, Custodial, Paraprofessional

225 Severance



Severance

\$70,000

Level Funded

\$0

Average for the last five years

230 Retirement



Retirement

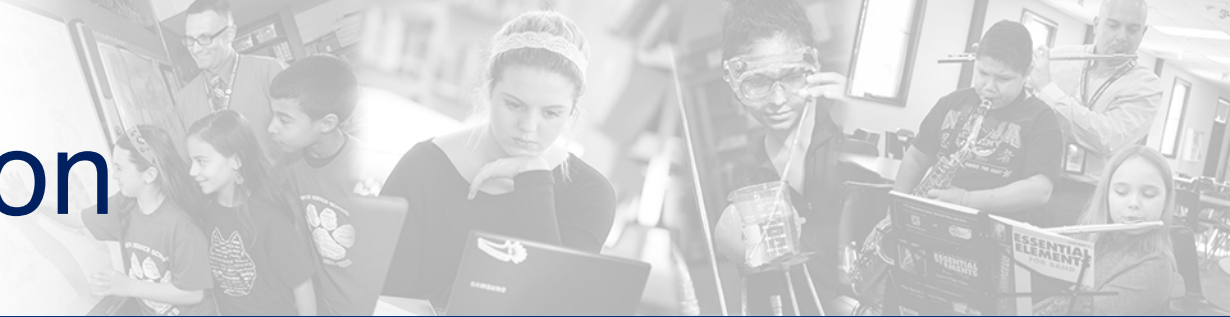
\$185,286

Decrease

(\$97,548)

Contractual Cost

321 Instruction



Instruction	\$44,517
Increase	\$8,840

- Early College Experience increased enrollment
- Second Chance CPR
- Youth and Government
- Upward Bound

322 Instructional Program Improvement

Instructional Program Improvement	\$188,818
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Level Funded	\$0
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Professional Development

330 Other Professional Technical Services

Other Professional Technical Services	\$1,001,489
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Level Funded	\$0
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- Contract Negotiations
- Independent Educational Evaluations
- Athletic Trainers
- Middle School Themes
- PowerSchool
- Special Education Consultants
- Special Education Mediation Legal Fees

410 Public Utilities

Public Utilities	\$1,654,381
Decrease	(\$182,670)

Electricity rate determined from City Purchasing
June-December \$0.1424 January-July \$0.15

October 2015 – June 2016: 10,470,557 KW
July 2016 – September 2016: 610,560 KW
Total: 11,081,117 KW

430 Repairs/Maintenance Services

Repairs/Maintenance Services	\$1,553,724
Level Funded	\$0

Instructional and Maintenance:

Music, Industrial Arts, Copiers, Science, Home Economics, Computers, Contracted Services for Energy Controls, Rubbish Removal, Security and Fire Alarm Systems

Leases:

Venture Academy, Success Academy, Maintenance Facility

510 Pupil Transportation

Transportation	\$5,982,317
Decrease	(\$42,874)

- Contractual rate increase with New Britain Transportation: 2.5%
- Contractual rate increase with Hunter's Transportation: 3.35%
- Reduced 4 buses in 2016-17 school year

529 Other Insurance and Judgments

Other Insurance and Judgments	\$115,328
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Increase	\$1,253
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- Student Accident Insurance
- Off-Site Insurance
 - College and Career Readiness Center
 - Venture Academy
- Claims Deductibles for Legal Fees and Settlements

540 Communications

Communications	\$681,616
Increase	\$157,183

Telephone, postage, newspaper advertisements, Internet and email

Alliance Reduction:

- 2016-17: \$558,541
- 2017-18: \$161,334

Reduced by \$240,024

560 Tuitions



Tuitions

\$11,533,708

Decrease

(\$403,953)

- Special Education
- Parent Choice

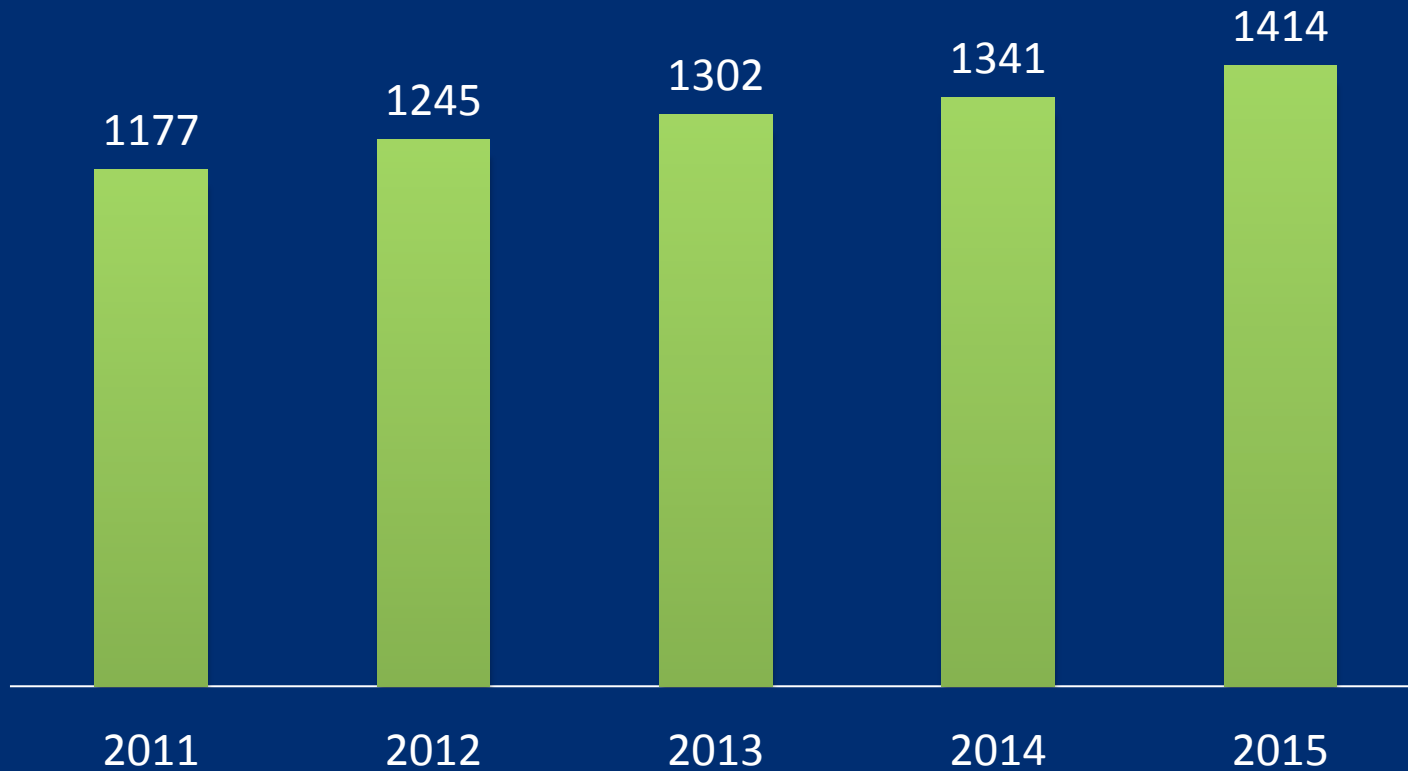
Excess Cost Grant



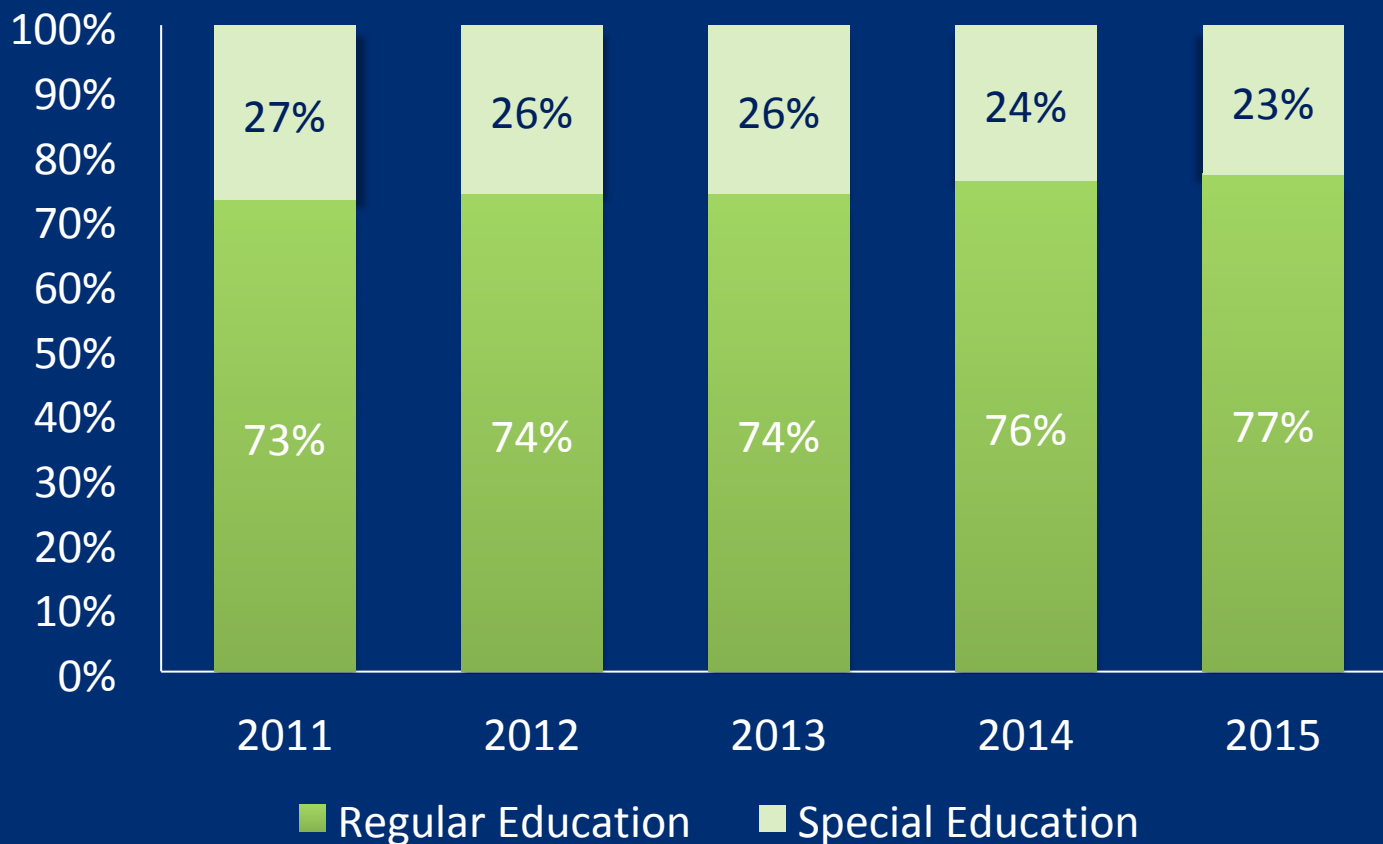
- Special education reimbursement
- City of Meriden – 43%
- Board of Education - 57%
- BOE budget anticipates receiving \$700,000 from the state

Special Education Enrollment

Special Education Enrollment



Special Education Spending as Percent of Total Spending



580 Travel Other

Travel

\$327,515

Increase

\$20,058

Athletics, music, college visitations, career fairs, curriculum-based field trips and vocational education

Contractual increases for buses

590 Purchased Services

Purchased Services

\$93,268

Level Funded

\$0

- Standardized testing/Inventory scoring services
- Vocational Education cost (Adult Ed match)
- Online Credit Recovery Program
- Community partners for expanded day schools
- Special Education Medicaid software

611 Instructional Supplies

Instructional Supplies

\$670,458

Increase

\$196,258

Largely due to Alliance Grant decrease

613 Maintenance Supplies

Maintenance Supplies

\$876,013

Increase

\$45,218

Air filters, green cleaning supplies, landscape materials, gas and oil repairs, general supplies (carpentry, electrical, maintenance parts)

620 Heat Energy



Heat Energy	\$776,193
Decrease	(\$52,511)

- Estimated oil price: \$1.90 per gallon
- Four-year average usage, natural gas and fuel oil
- Additional wings at high schools

627 Transportation Supplies

Transportation Supplies

\$17,855

Level Funded

\$0

- Office Supplies
- Fleet (Fuel)
- Wheelchair Lift
- Repairs

641 Textbooks

Textbooks	\$162,433
Increase	\$100,000

Alliance Grant supports the purchase of Common Core textbooks

Alliance Grant:

2016-17 \$290,896

2017-18 \$190,896

Increase due to reduction in Alliance Funding

642 Library Books

Library Books

\$29,086

Level Funded

\$0

690 Other Supplies and Materials

Other Supplies and Materials

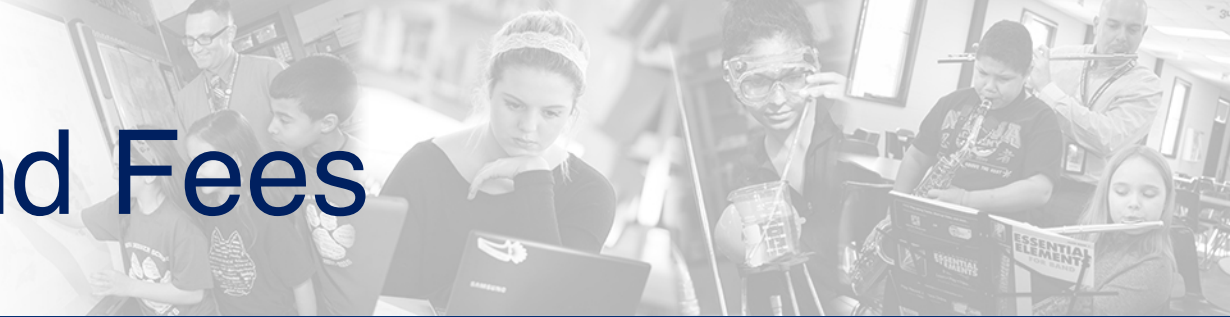
\$674,512

Level Funded

\$0

Supplies: athletic, office, health, music, special education, testing

810 Dues and Fees



Dues and Fees	\$75,000
Level Funded	\$0

Memberships

738 Contingency

Contingency	\$0
Decrease	(\$61,500)

How We Made Our Budget Work



- Secured competitive State and Foundation Grants
- Creatively used Alliance Funding
- Redesigned special education programs
- Implemented utility changes
- Lobbied for an increase in Thomas Edison tuition reimbursement

Budget Unknowns



State changes in Special Education Excess Cost Grant

Thomas Edison Middle School Tuition

- December 2016: ACES Initial Budget Proposal 12.51% Increase
- March 2017: ACES Increased Budget Proposal to 22% Increase
- Increase of 22% is \$731,000

Future of parochial schools in Meriden



Michael S. Grove

Assistant Superintendent for Finance and Administration



Capital Improvements

Capital Improvements

Years	Description	Amount
2012-13	Hanover boiler replacement Israel Putnam roof design	\$660,000
2013-14	Israel Putnam roof replacement* Israel Putnam boiler replacement Nathan Hale roof design Nathan Hale gym floor replacement	\$3,068,495
2014-15	Nathan Hale boiler replacement Nathan Hale roof replacement* Roger Sherman roof design Pavement replacements at Nathan Hale and Thomas Hooker	\$3,044,339
2015-16	Nathan Hale chiller replacement	\$195,000
2016-17	Roger Sherman roof replacement* Casimir Pulaski blacktop replacement	\$2,519,421

*State grants reimburse 65% of roof replacements

2017-2018 Board-Requested

- Roger Sherman School
 - Boiler Replacement
 - Blacktop Replacement
- Thomas Hooker School
 - Code Update, Accessibility, and Renovation Study

Roger Sherman Boiler Replacement



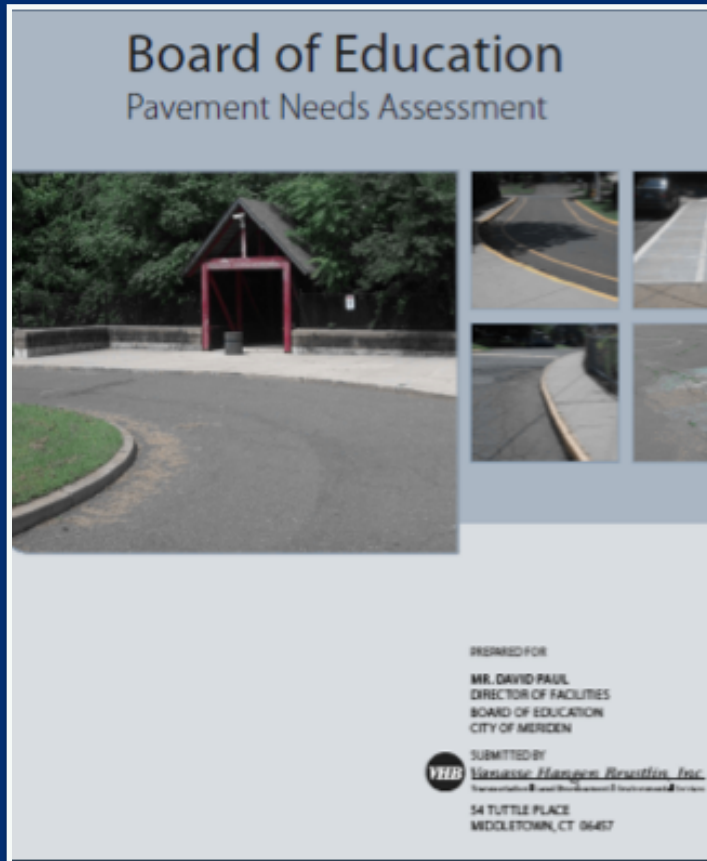
In 2010-11, CIP approved a boiler replacement study for Hanover, Hale, Putnam and Sherman

CIP Approved Boiler Replacements for Hanover(2013), Putnam (2014) and Hale (2015)

Roger Sherman

- Problem: installed in 1990; parts are no longer available
- Solution: replace with 2 gas-fired boilers (cost: \$574,000)

Pavement Project



- Study in 2012 identified areas of concerns
 - CIP: Hale/Hooker 2015
 - CIP: Pulaski 2016
 - State Grant: Washington 2017
- Request for Roger Sherman:
 - 25,688 sq. ft. blacktop requires replacement
- Estimated Cost: \$199,796

Thomas Hooker School Code Update, Accessibility and Renovation Study

Estimated cost of study: \$25,000

- No major renovation since 1963
- Outdated heating system
- Does not meet ADA requirements
- No sprinklers



Mark D. Benigni, Ed. D.

Superintendent



Why We Needed Your Support - 2016-2017

Middle School Math

- Ranked towards bottom DRG H & I
- Bilingual class sizes exceeded state averages and district class size enrollments

2016-2017 Requests

- Middle School Math
- Bilingual support

Return On Investment



SBAC Math Results Percentage Increase at Level 3 or Above

State Growth

3.9%

Meriden Growth

7.1%

Return On Investment

Mandated Bilingual Programs

ELA			MATH		
Rank	District	Percent Target Achieved	Rank	District	Percent Target Achieved
1	LEARN	64.2%	1	Danbury	67.5%
2	Danbury	63.3%	2	New Haven	66.5%
3	New Haven	63.2%	3	Hamden	65.0%
4	Meriden	62.3%	4	Meriden	62.1%
5	Norwich	61.5%	5	Norwich	61.3%
6	Windham	61.4%	6	Wallingford	59.3%
7	Stamford	59.7%	7	LEARN	59.0%
8	Wallingford	58.2%	8	Windham	58.8%
9	Waterbury	56.9%	9	Stamford	58.1%
10	Norwalk	54.6%	10	Hartford	56.2%
11	Bridgeport	54.4%	11	Norwalk	55.2%
12	New London	53.4%	12	Waterbury	54.2%
13	East Hartford	53.2%	13	Bridgeport	51.8%
14	New Britain	52.6%	14	New Britain	49.7%
15	Hartford	52.2%	15	New London	48.2%
16	ISAAC	52.2%	16	East Hartford	47.0%
17	Hamden	Data Suppressed	17	ISAAC	43.6%

Why We Need Your Support



- Avoid class sizes greater than 25 in grades K – 3
- Improve High School graduation rates
- Challenge high performers
 - Middle School: High School credit classes
 - High School: College credit classes
- Provide secondary school interventions
- Expand Success Academy enrollment
- Keep diversified course selections at our high schools
- Assure resources are available for EL programs

The Bottom Line

District Request	\$1,430,584
Plan to Carry Over	(\$1,000,000)
Requested Increase from the City	\$430,584



Questions



MARK A. HUGHES, MSW

President, Board of Education