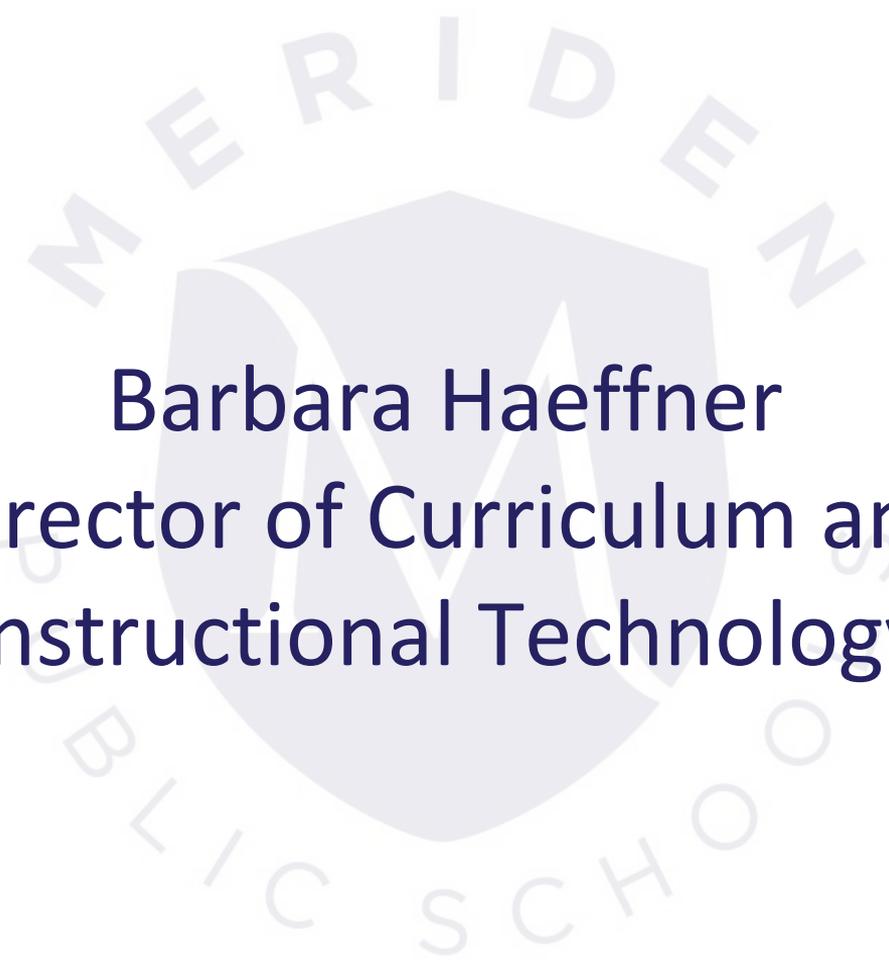


College for All

It Starts With You





Barbara Haeffner
Director of Curriculum and
Instructional Technology

Mark D. Benigni, Ed. D.
Superintendent

Dana Fudge
School Counseling Director
Maloney High School

James Flynn
Social Studies Department Leader
Platt High School

District Overview

Our Schools

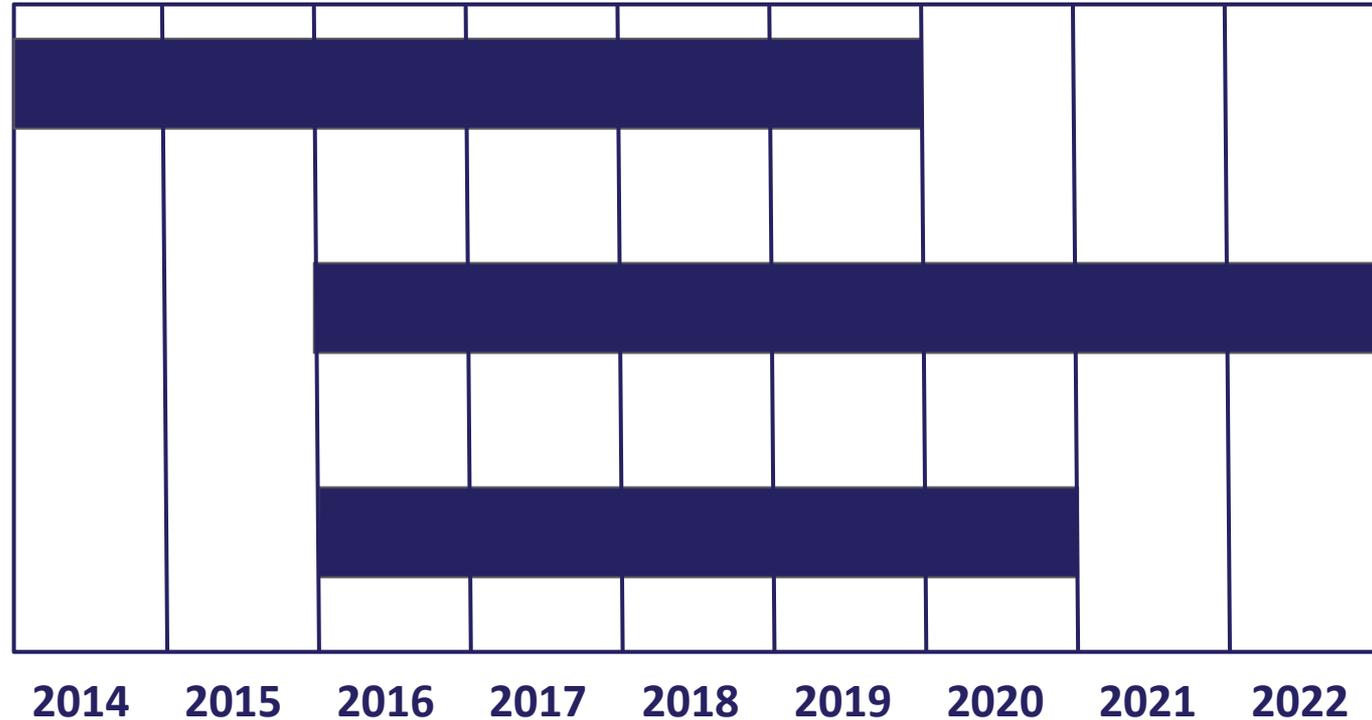
- 8 elementary schools
- 2 middle schools
- 2 high schools
- Venture Academy
- Success Academy
- College & Career Readiness Center

Our Students

- 8,600 students
- 71% minority
- 74% free/reduced price meals
- 19% SPED
- 15% ELL/LEP

Budget \$114,000,000

Long-Term Partnerships



Reallocation of Resources



Book Purchases



Digital Content

Paper/Pencils



Devices

Consultants



MPS Staff

Staffing for Success

- Supervisor of Data Integration and Post Secondary Planning
- 9th Grade Transition Specialists
- College and Career Coordinator
- Student-Centered Learning Coaches
- Personalized Learning Experience Coordinators



Challenge All Students

Union Partnerships

MERIDEN
MAA
ADMINISTRATORS' ASSOCIATION

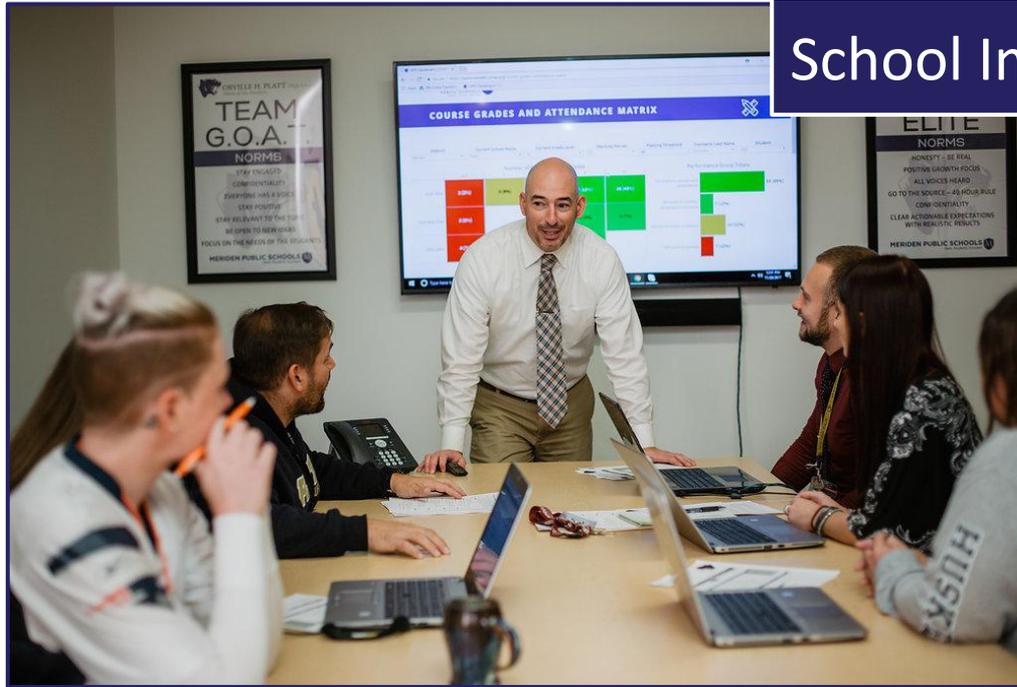
MFT



Board of Education Goals

District Improvement Plans

School Improvement Plans



School
Progress
Measures



Looking to the Future

Equity and Access for All









**Mark D. Benigni, Ed.D.
Superintendent**

A photograph of several students in a computer lab. In the foreground, a young man in an orange Oklahoma State University jersey is wearing a headset and looking towards the right. Behind him, a young woman with glasses is smiling and pointing at a computer monitor. Other students are visible in the background, also working at computers. The scene is brightly lit with overhead fluorescent lights.

Regardless of socioeconomic status or prior learning experiences, all students must be able to access digital resources to expand their world.

We All Learn Differently



Voice and Choice Matter



Flexible Learning Spaces



Anytime, Anywhere Learning

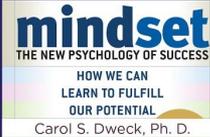


INCREASED LEARNING FOR ALL STUDENTS

- Academic Level
- Accelerated Level
- Advanced Placement
- Early College Enrollment
- College and Career Pathways

WE PROVIDE STUDENTS WITH MULTIPLE OPPORTUNITIES TO REACH THEIR POTENTIAL

Value Effort



Carol S. Dweck, Ph. D.

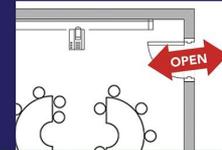
HELPING STUDENTS SUCCEED

- Encourage Completion of Quality Work
- Review Current Grading Procedures
- Engage and Motivate Students



GREATER ACCESS TO ALL CLASSES

Prerequisites are not a barrier to learning



HIGH SCHOOLS OF TOMORROW



ROAD MAP TO COLLEGE SUCCESS

DIGITAL TRANSFORMATION

- Bring Your Own Device Guidelines K-12
- District Provides Devices



2010-2011
0 Devices

2014-2019
Over 8,000 Devices

MASTERY-BASED LEARNING

- Standards-Based Elementary Report Card
- Standards-Based Rubrics
- Common Core State Standards
- Performance-Based Options

BOARD OF EDUCATION POLICY REVISION

- To provide a student-centered learning environment to meet the individual needs of each student
- To provide an education program which will lead to college and career readiness
- To provide a technology- and resource-rich learning environment
- To provide opportunities for learning outside the traditional classroom

PERSONALIZED LEARNING EXPERIENCES



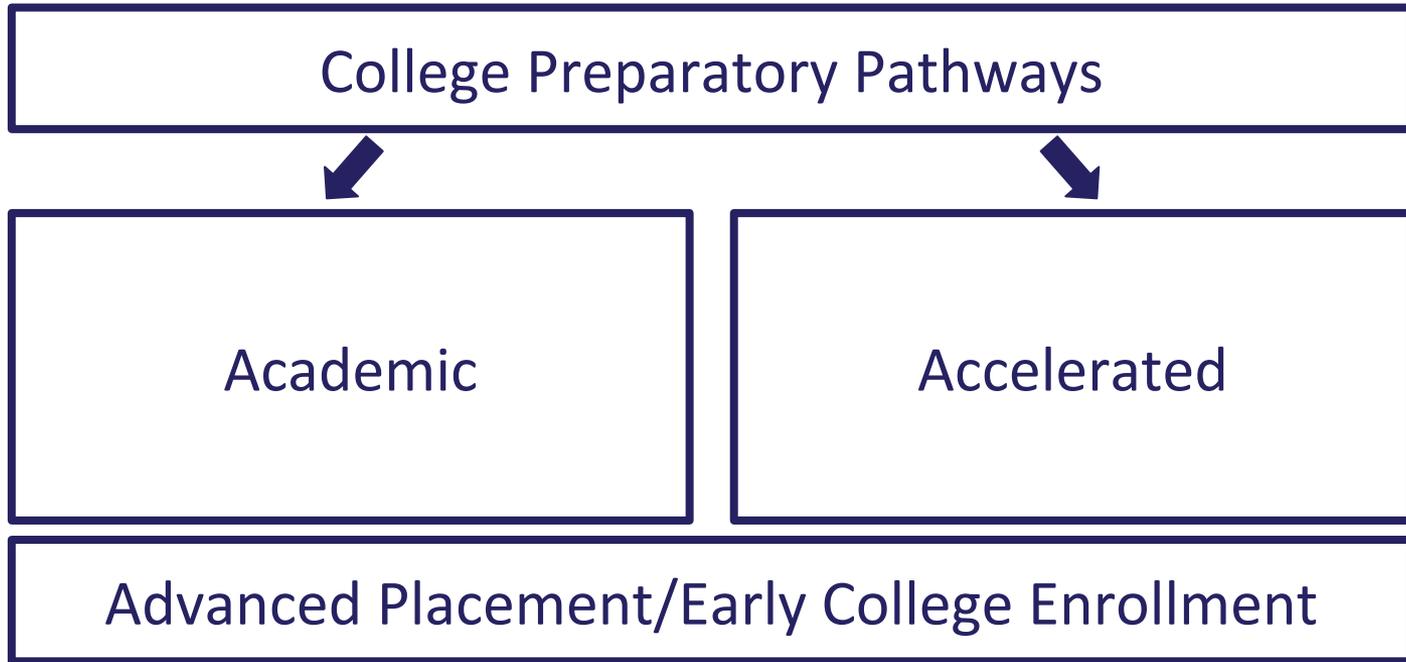
FOR CREDIT

ANYTIME, ANYWHERE LEARNING



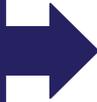
Raised the Bar for All Students

Collapsed Academic Levels from Five to Two



Growth Mindset

ABANDON

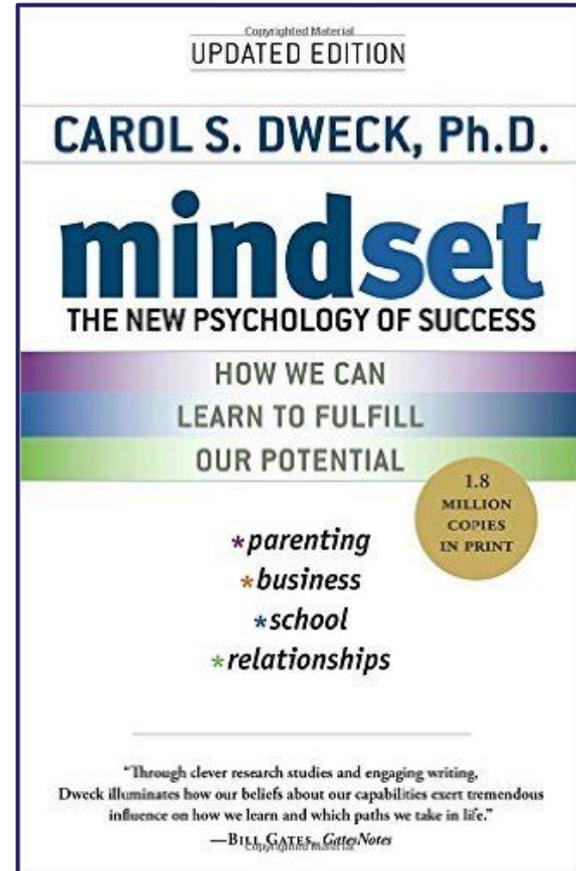


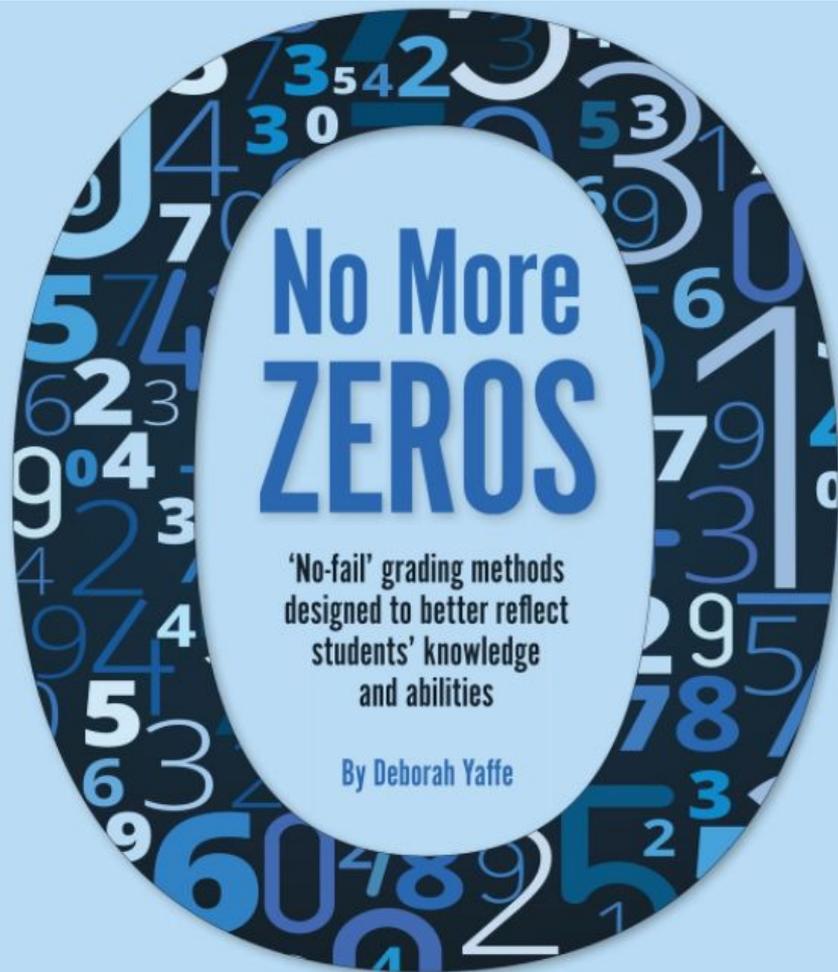
A Fixed
Mindset

ADOPT



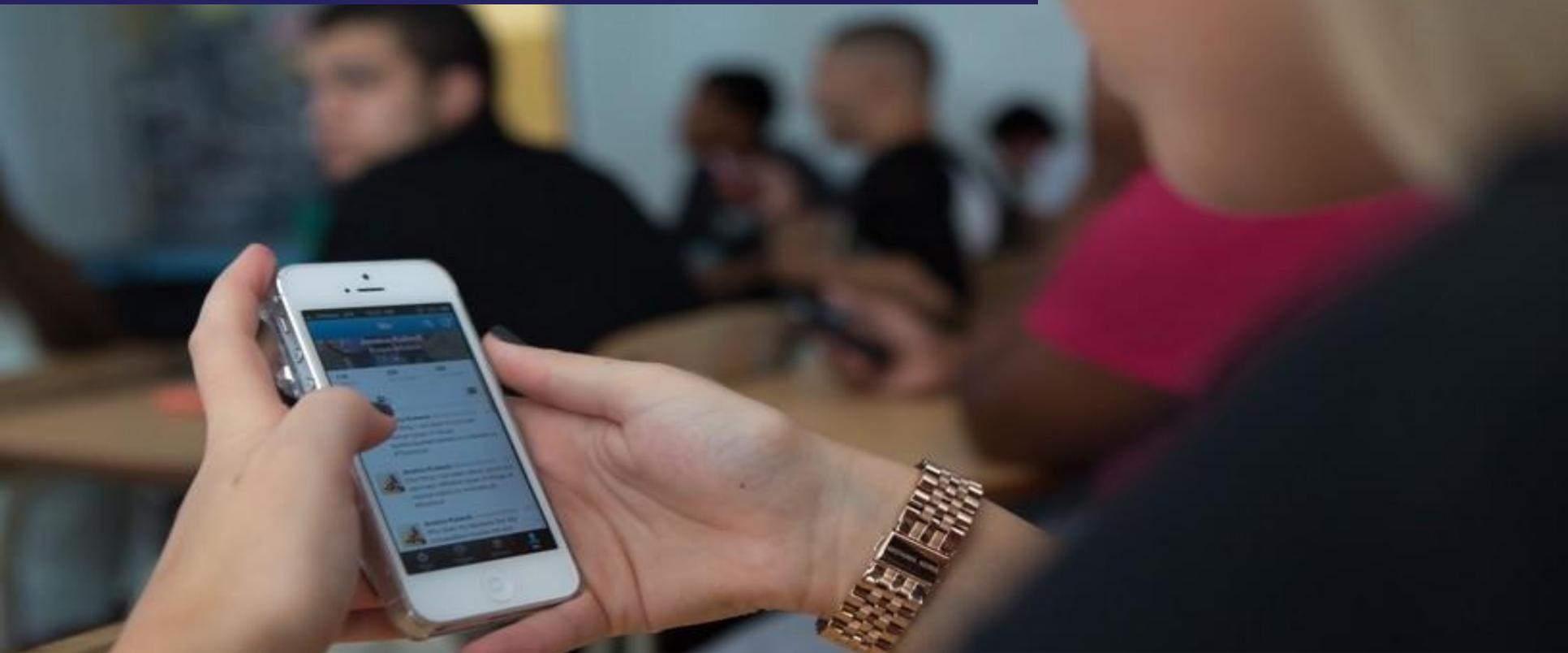
A Growth
Mindset



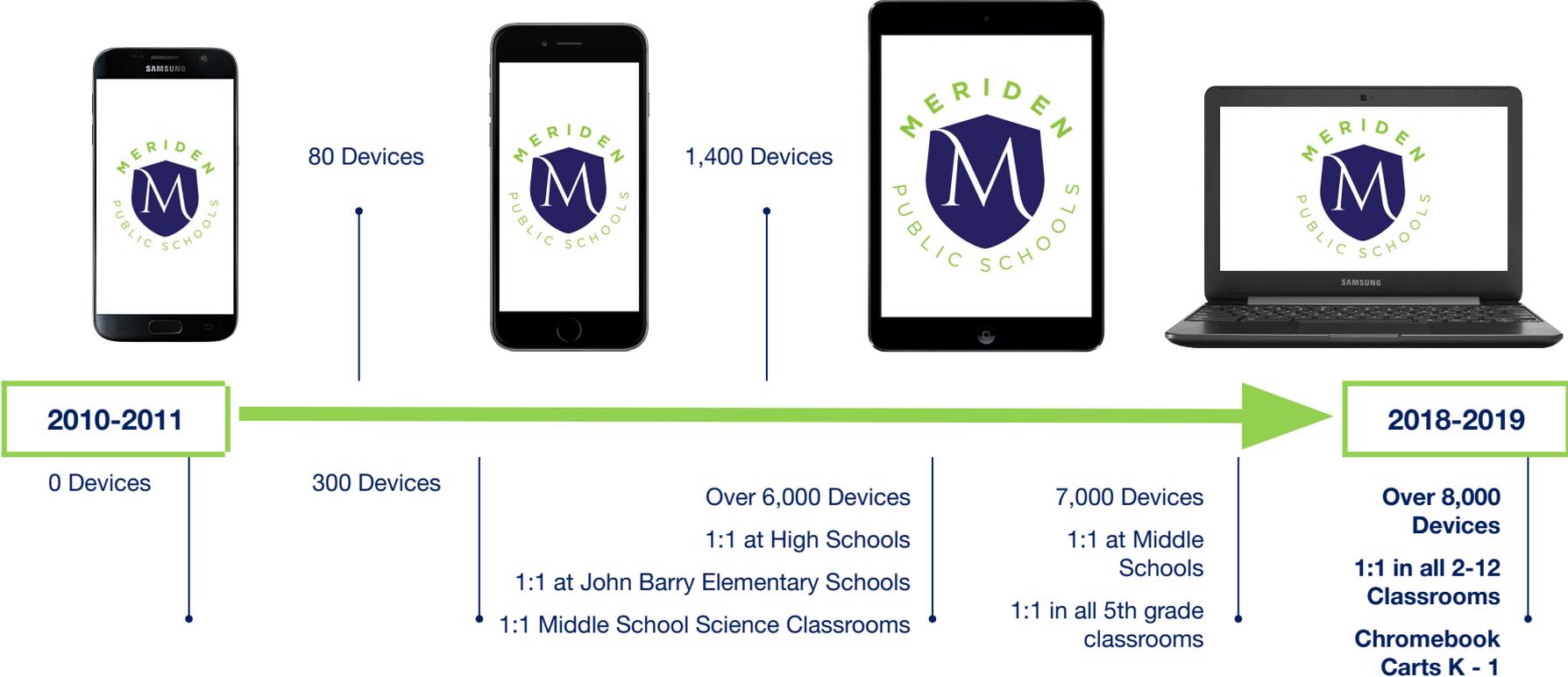


“Giving a kid a zero takes the kid off the hook. The consequence of getting a zero should be doing the work.”

Adopted K-12 BYOD Guidelines



Increased Mobile Devices



Digital Tools and Partners



Board Policies

Policy 5005

Date Revised: August 19, 2014

GOALS FOR STUDENTS

The Board and staff shall work together to establish for each student an environment conducive to learning and shall aspire to the following goals regarding students.

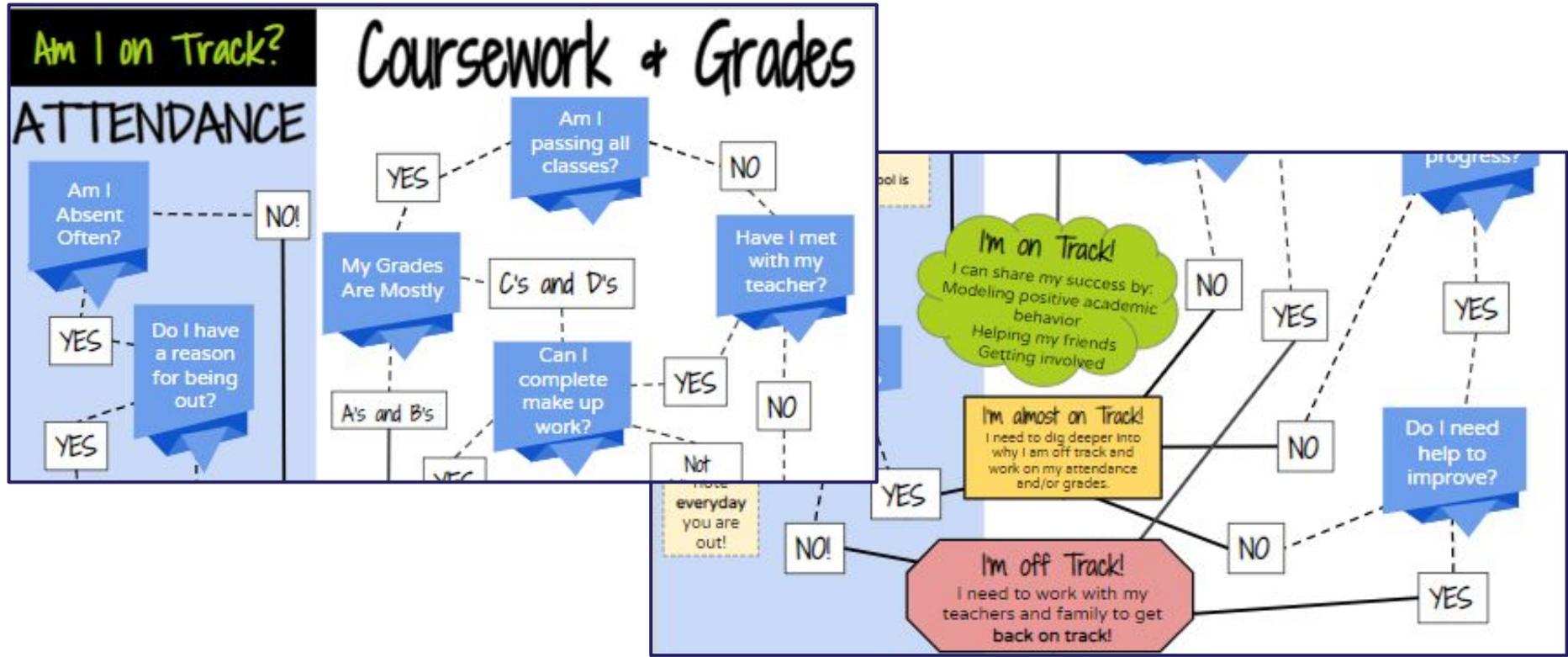
to provide a student-centered learning environment to meet the individual needs of each student according to his or her specific background, capabilities, learning style, interests and aspirations;

to provide an educational program which will lead to college and career readiness for all students;

to provide a technology and resource rich learning environment;

to provide opportunities for learning outside the traditional classroom and school building (e.g., online courses, independent study, internships and externships);

Laying the Groundwork for High School Success





Welcome

to the



Summer bridge program



Open Access to AP/Early College Experience Courses

Twenty-seven course offerings to challenge all of our students

	2010 - 2011	2018 - 2019
All Students	184	966
Free/Reduced	40	532
Hispanic	25	308
Black	10	116
ELL	1	31
SPED	0	17



High Schools of Tomorrow

MxCC @ Platt High School



- Home of Middlesex Community College Meriden Campus
- Tuition free opportunities for MPS students and staff



Dana Fudge
School Counseling
Director
Maloney High School

Advanced Placement/ECE Dinner



SAT Preparation for All

- Grade 11 SAT Preparation Course Required
- Strategies Embedded into all Content Areas
- After-school Bootcamp
- Khan Academy Official SAT Practice
- Individualized SAT Goals

Ask the Expert

Marys

Marion

University

Green Mountain College

University of Delaware

Adrian College

Ithaca College

Queens University

UMASS Lowell

Saint Bonaventure University

Sienna College

Elms College

Paier College of Art

University of Saint Josephs

Providence College

University of Hawaii

SUNY Stonybrook

University of Hanford UHart

New York Maritime College

Marys

Marion

University

UMASS Lowell

Saint Bonaventure University

Sienna College

Elms College

Paier College of Art

University of Saint Josephs

Providence College

University of Hawaii

SUNY Stonybrook

University of Hanford UHart

New York Maritime College

Marys

Marion

University

Plymouth State

Middlesex Community College MxCC

Sienna College

Elms College

Paier College of Art

University of Saint Josephs

Providence College

University of Hawaii

SUNY Stonybrook

University of Hanford UHart

New York Maritime College

Marys

Marion

University

Marist College

Gateway Community College

Sienna College

Elms College

Paier College of Art

University of Saint Josephs

Providence College

University of Hawaii

SUNY Stonybrook

University of Hanford UHart

New York Maritime College

Marys

Marion

University

Central Connecticut State University CCSU

Southern Connecticut State University SCSU

Crane School of Music SUNY Potsdam

Eastern Connecticut State University ECSU

ASK THE EXPERT

Have a conversation with your teacher about the colleges that you are interested in attending!

College Visits

- Summer Bridge
- All Grade 10 Students
- Grade 11 and 12
Schools of Interest
- Virtual Tours



#WhyApply



College Application Bootcamp

- School Counseling Support
- Create Common Application Account
- Connect Naviance Accounts
- Complete Application Materials
- Issue Waivers
- FAFSA Support



Scholarship Opportunities

- Scholarship Fair
 - Local Representatives
 - Eligibility Criteria
 - Application Information
- Advisory Classes
- Notifications
 - Naviance
 - Remind
 - Twitter



College Signing Day



On-Track Conferences

- Behavior
- Attendance
- Grades
- College and Career Readiness



B's or Better

My On-Track Snapshot

School Goals	On-Track	Off-Track
Behavior: Zero suspensions	X	
Attendance: Greater than 90%		X
S1 Grades: Passing 5+ classes	X	
S1 Grade Average: Above 80%		X

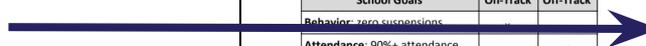


James Flynn
Social Studies Department Leader
Platt High School

During each conference, the teacher and student use an on-track progress report to ground the conversation in data.



Students set their goals and next steps. Future student reports include this information.



PHS Panther On-Track Report

2018-19 School Year



Student Name	Smith, John Doe
Counselor	Muniz
Date Pulled	9/25/2018

My Attendance

Q1 Absences	Q2 Absences	Q3 Absences	Q4 Absences	Average Attendance
3	0	0	0	85.0%

My Behavior

Q1 Suspensions	Q2 Suspensions	Q3 Suspensions	Q4 Suspensions	Total Suspensions
0	0	0	0	0

My Courses and Grades

Course	Teacher	Q1	Q2	S1	Y1	# Abs.	# Tardies
Health Education	Mr. Gawande	44		44		7	3
Spanish 1	Mrs. Cruz	53		53	53	4	2
Physical Education 9	Mrs. Williams	97		97	97	4	7
Algebra 1 Academic	Mr. Newton	61		61	61	5	4
Latin 1	Mr. Augustus	59		59		5	0
Integrated Phys Sci Academic	Mrs. Curie	65		65	65	3	0
English 9 Accelerated	Ms. Woolf	58		58	58	1	1
World History Accelerated	Mr. Washington	89		89	89	2	0

My College and Career Readiness

Fall 2018 PSAT EBRW (Goal: 410)	380
Fall 2018 PSAT Math (Goal: 450)	400

My On-Track Snapshot

School Goals	On-Track	Off-Track
Behavior: zero suspensions		
Attendance: 90%+ attendance		x
Q1 Grades: passing 5+ classes		x
Q1 Grade Average: above 80%		x

My Goals and Next Steps



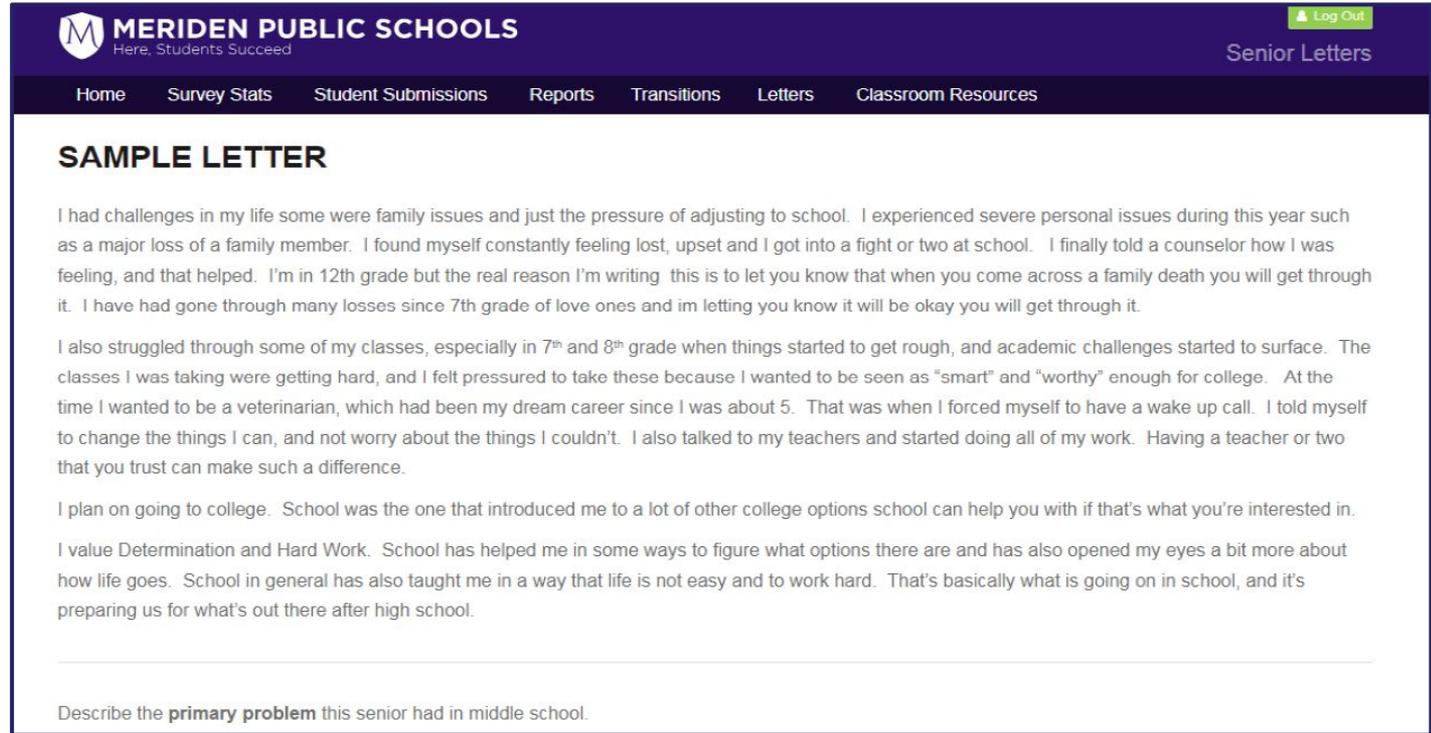
Activity

- Review BAG Reports
- Brainstorm
 - What questions would you ask this student?
 - How would you support this student with resources you already have?
 - What new resources what would you propose to support this student?

2:30

Grade 9 Transitions Writing Assignment

- Student Voice
- Improved Behavioral, Academic and Social/Emotional Outcomes



The screenshot shows a web page from Meriden Public Schools. The header includes the school logo and name, a tagline "Here, Students Succeed", a "Log Out" button, and the text "Senior Letters". A navigation menu contains links for Home, Survey Stats, Student Submissions, Reports, Transitions, Letters, and Classroom Resources. The main content area is titled "SAMPLE LETTER" and contains three paragraphs of text. The first paragraph describes personal challenges and a family loss. The second paragraph discusses academic struggles in 7th and 8th grade. The third paragraph mentions plans for college and the value of determination and hard work. Below the text is a horizontal line and a prompt: "Describe the **primary problem** this senior had in middle school."

MERIDEN PUBLIC SCHOOLS
Here, Students Succeed

Log Out

Senior Letters

Home Survey Stats Student Submissions Reports Transitions Letters Classroom Resources

SAMPLE LETTER

I had challenges in my life some were family issues and just the pressure of adjusting to school. I experienced severe personal issues during this year such as a major loss of a family member. I found myself constantly feeling lost, upset and I got into a fight or two at school. I finally told a counselor how I was feeling, and that helped. I'm in 12th grade but the real reason I'm writing this is to let you know that when you come across a family death you will get through it. I have had gone through many losses since 7th grade of love ones and im letting you know it will be okay you will get through it.

I also struggled through some of my classes, especially in 7th and 8th grade when things started to get rough, and academic challenges started to surface. The classes I was taking were getting hard, and I felt pressured to take these because I wanted to be seen as "smart" and "worthy" enough for college. At the time I wanted to be a veterinarian, which had been my dream career since I was about 5. That was when I forced myself to have a wake up call. I told myself to change the things I can, and not worry about the things I couldn't. I also talked to my teachers and started doing all of my work. Having a teacher or two that you trust can make such a difference.

I plan on going to college. School was the one that introduced me to a lot of other college options school can help you with if that's what you're interested in. I value Determination and Hard Work. School has helped me in some ways to figure what options there are and has also opened my eyes a bit more about how life goes. School in general has also taught me in a way that life is not easy and to work hard. That's basically what is going on in school, and it's preparing us for what's out there after high school.

Describe the **primary problem** this senior had in middle school.

Student-Centered Learning Look Fors

Student-Centered Learning Look Fors	
Teacher Look Fors	Student Look Fors
<ul style="list-style-type: none"> • Providing students with reflective prompts or tools • Structuring activities that allow for student input • Encouraging students to persevere • Providing growth-oriented feedback • Structuring higher level discourse prompts • Designing critical thinking and problem-solving activities • Varying level of complexity of activities and questions • Formatively assessing students and adjusting instruction • Designing multiple pathways to learn and demonstrate learning • Conferencing with students • Leveraging technology to promote student ownership 	<ul style="list-style-type: none"> • Engaging in student-to-student discourse • Authentically engaging in the lesson activities • Working in collaborative groups • Advocating for themselves and relevant learning outcomes • Engaging in inquiry and formulating questions to drive learning • Reflecting on learning • Self-assessing learning and needs • Appropriately using technology to enhance learning • Creating learning activities • Interpreting teacher and peer feedback
<ul style="list-style-type: none"> • Embedding choice and opportunities for student input into learning activities and assessments • Assessing student interests through Getting to Know You Survey or other means • Structuring meaningful group tasks • Varying questioning strategies and techniques • Differentiating learning activities and assessments • Providing individualized feedback • Conferencing with students • Providing instruction on how to think, solve problems, evaluate evidence, analyze arguments and generate hypotheses • Leveraging technology to provide multiple opportunities for students to engage with the content 	<ul style="list-style-type: none"> • Working on authentic challenge projects or real-world problems • Working in groups and demonstrating meaningful collaboration • Making decisions about their learning • Generating questions and posing their own • Proposing learning activities to support knowledge and skill acquisition • Working on different activities and assignments • Justifying and defending their thinking • Influencing pace and path of learning • Using technology to advance their learning • Exploring areas of interest
<ul style="list-style-type: none"> • Modeling online access to resources • Reinforcing expectations for appropriate use of technology • Including technology applications in lessons • Providing real-world opportunities for students • Challenging and rewarding student use of online tools • Using technology to gather real-time data that formatively assesses and informs instruction • Leveraging technology to provide and monitor anytime, anywhere access to content 	<ul style="list-style-type: none"> • Using technology to work collaboratively with peers • Exercising digital citizenship • Using the appropriate technology during and beyond class period • Following MPS technology expectations • Directing their own learning outside of the classroom • Accessing tools and information posted by the teacher • Completing online assessments • Bringing charged technology to class • Selecting resources to further their own learning
<ul style="list-style-type: none"> • Providing and assessing students individually on clear learning targets • Advancing students through the curriculum • Conferencing with students • Monitoring individual and group progress • Providing multiple opportunities for students to demonstrate mastery of content area standards 	<ul style="list-style-type: none"> • Preparing for learning target assessments • Initiating independent study • Working on performance tasks • Forming self-study groups • Self-assessing • Peer editing, feedback and review of assignments • Sharing or presenting performance tasks • Interpreting teacher and peer feedback and revising

This document is non-evaluative and should be used for self-reflection.

Student Ownership
Over Their Learning

Personalized Learning

Anytime, Anywhere Learning

Mastery-Based Learning

Personalized Learning Experiences



Embracing Digital



Beyond the Traditional Classroom



Creative Writing/Journalism

Sociology



Child Development



Personal Finance

Online Summer Learning Opportunities

Access for All

- Loanable wifi hotspots
- Available in all secondary schools
- Filtered for safety
- Time Controls Restricting Access

Have **online** homework?

Need **Internet access?**

We are here to help!

Sign out a **SmartSpot®** from the Media Center today!

FREE Wi-Fi WiFi is available on all MPS school campuses, Meriden Public Library, and municipal buildings.

For more information, contact Susan Moore, Supervisor of Blended Learning, susan.moore@meridenk12.org | 203-630-4193

Providing Access for All - Anytime, Anywhere

MERIDEN PUBLIC SCHOOLS  www.meridenk12.org
Here, Students Succeed

The advertisement features a blue and black color scheme. It includes an image of a Kajeet SmartSpot device, which is a small, rectangular, blue and black portable Wi-Fi hotspot. The device is shown both closed and open, revealing its screen and internal components. The text is arranged in a clear, hierarchical manner, starting with a question about online homework, followed by a question about internet access, a statement of assistance, a call to action to sign out a SmartSpot, and information about free Wi-Fi availability. Contact information for Susan Moore is provided, along with the Meriden Public Schools logo and website.

Climate Suite

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.

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

Trigger E-Mails					
	Never	Seldom	Sometimes	Very Often	Always
34. I got 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 it.

All of your answers are confidential. That means we cannot share your answers with anyone, unless you tell us about someone who 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 often 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.

Next

You've answered 0 out of 47 questions

MERIDEN Public Schools
Getting to Know You Survey

Home Reports

Pride in All We Do

Getting to Know You 2015-2016

Log Out

Part I

First, tell us something about what you like to do outside of school:

- Is there a particular sport you like to do outside of school?
- If yes, what sport(s) are you good at or you enjoy? Yes No
- Do you play a musical instrument? Yes No
- If yes, what instrument do you play?
- If no, would you like to learn a musical instrument? Yes No
- If yes, what instrument do you want to learn?
- I attend religious services (church/synagogue/temple/mosque, or other house of worship). Never Rarely
- Do you like to sing or sing in a choir?
- Would you like to sing in a group if you had the chance?
- Do you like to sing?

MPS Cares SPEAK UP

Against

- Bullying
- Threats of violence
- Planned fights
- Weapons brought to school

Email: speakup@meridenk12.org
Text or Call: (203) 694-0746

“

My son has Autism. I can honestly say that he wouldn't be doing as well as he is without the amazing teachers, staff and students at MHS. The support he receives daily is beyond our expectations.

Parent

Maloney High School

Gracias por la ayuda que le brindan a mis hijos es un placer pertenecer a esta escuela.

Parent

Platt High School

Getting to Know You Survey

Student Comments/Interests

- Singing and acting
- Martial Arts
- Swimming and basketball
- Designing shoes on a website
- Making clothes, photography and videography
- I have a job!
- I like to help at the Humane Society.

After High School

- Go to college and become a personal trainer
- Start at a community college and transfer to a bigger school
- Neonatal nursing
- Enter a 5 year program for a Masters in Education
- Go to NYU and study dentistry

Restorative Practices





**Mark D. Benigni, Ed.D.
Superintendent**

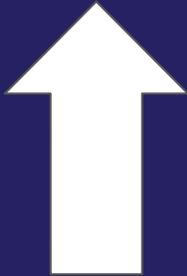
Grade 3 Students Reading on Grade Level



20% Increase



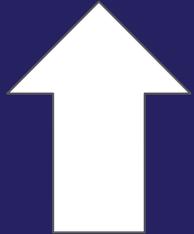
Students Scoring Levels 3 or 4 - SBAC ELA



10% Increase

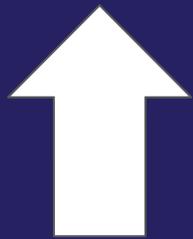


Students Scoring Levels 3 or 4 - SBAC Math



36% Increase

Students Scoring Level 4



72% Increase

MERIDEN PUBLIC SCHOOLS 

Congratulations

Juan Mendoza

is a MPS Scholar!

Your average on SBAC tests for English Language Arts and Mathematics places you in the State of Connecticut's highest performance category.

We are proud of you and encourage you to do your best!

Students Succeed



Sherry Thomson Sullivan is with **Tom Sullivan**. ...

November 10 at 4:27 PM · 

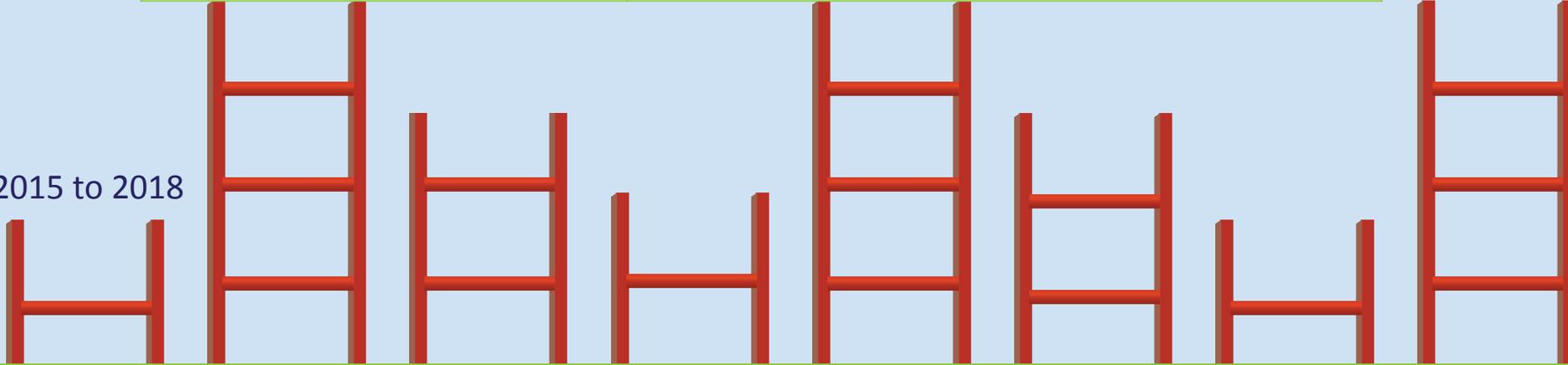
PROUD PARENT MOMENT....So proud of our boys and all they set their hearts and minds to accomplish ...Love seeing how they are growing and especially who they are growing into....Be it School, Life and On the Field....Keep reaching for moon 🌙 & ⭐ stars boys ! We LOVE you so much... 🏆 🏆



SBAC Scale Score Increases by Subgroup

Black	Hispanic	White
+32	+19	+15

2015 to 2018



On-Track Interventions



400+ Grade 9 on-track data meetings to discuss student supports



3,000 + on-track conferences with students in Grades 9-11

Grade 9 On-Track Results

96% of Grade 9
students on-track*
to graduate in
four years



*Earning 5 or more credits

SAT Results

		2016	2018	Change
MHS	EBRW	42.6	45.2	+2.6
	Math	14.0	15.8	+1.8
PHS	EBRW	36.0	41.4	+5.1
	Math	13.6	9.5	-4.1

Climate Survey: Student Sense of Belonging

↑
5%
Increase



Chronic Absenteeism



23 % Decrease

Since 2014 - 2015



Suspensions
82% Decrease



Expulsions
93% Decrease



Since 2010-2011

4-Year Graduation Results



20%
Increase

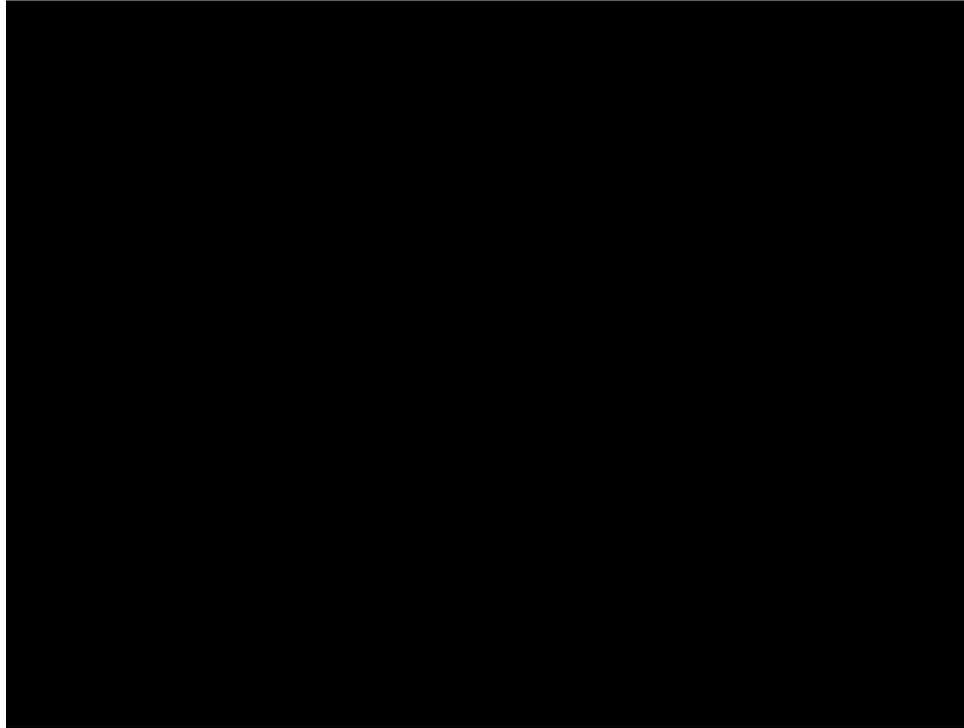


Since 2010

Here, Students Succeed



Here, Students Succeed



“Here,
WE
make it
HAPPEN.”

College for All, It starts With You

- How are you making it happen?
- Supporting equity in college and career readiness?
- Creatively using existing resources to support students?
- Creating new programs and resources to support all students?



Here, Students Succeed