

**BRUNSWICK SCHOOL DEPARTMENT
REVENUE AND EXPENSE REPORT FOR DECEMBER 2015**

School Year 2015-16

Revenues		Annual Budget	Revenues through 12/31/2015	Remaining Bal.	% Collected
Unapprop. Fund Bal.		3,067,309.00	3,067,309.00	0.00	100.00%
US Bond Proceeds		119,800.00	119,800.00	0.00	100.00%
State Subsidy		9,826,081.00	4,447,262.94	5,378,818.06	45.26%
Federal Subsidy		0.00	0.00	0.00	0.00%
Local Share		23,256,665.00	23,256,665.00	0.00	100.00%
Tuition		102,000.00	19,209.72	82,790.28	18.83%
Misc.		93,000.00	19,354.69	73,645.31	20.81%
Other		61,000.00	61,000.00	0.00	100.00%
Total Revenue		36,525,855.00	30,990,601.35	5,535,253.65	84.85%

Expenses By Warrant Number		Budget Approved 6/10/2015	Adjustments	Revised Budget	Expended Through 12/31/2015	Remaining Bal.	% Expended
1	Regular Instruction	15,676,015.92	0.00	15,676,015.92	5,301,204.29	10,374,811.63	33.82%
2	Spec. Ed. Instruction	4,927,034.94	0.00	4,927,034.94	1,722,452.59	3,204,582.35	34.96%
3	CTE	785,399.00	0.00	785,399.00	458,722.39	326,676.61	58.41%
4	Other Instruction	727,958.55	0.00	727,958.55	263,159.18	464,799.37	36.15%
5	Student & Staff Support	3,486,944.34	0.00	3,486,944.34	1,492,242.11	1,994,702.23	42.80%
6	System Administration	903,920.00	0.00	903,920.00	444,900.24	459,019.76	49.22%
7	School Administration	1,484,214.50	0.00	1,484,214.50	700,725.71	783,488.79	47.21%
8	Transportation	1,892,811.74	0.00	1,892,811.74	815,431.39	1,077,380.35	43.08%
9	Operation & Maintenance	4,569,917.75	0.00	4,569,917.75	2,072,991.70	2,496,926.05	45.36%
10	Debt Service	1,889,239.26	0.00	1,889,239.26	0.00	1,889,239.26	0.00%
11	All Other	61,000.00	0.00	61,000.00	61,000.00	0.00	100.00%
12	Adult Education	121,399.00	0.00	121,399.00	0.00	121,399.00	0.00%
Total Budget		36,525,855.00	0.00	36,525,855.00	13,332,829.60	23,193,025.40	36.50%

Brunswick High School

New England Association of Schools
& Colleges (NEASC) Update

NEASC Accreditation

Structured ten-year cycle that includes:

Self-Study

Peer Review

Follow-Up

Recap - March 2015, School Visit

Self Evaluation of Teaching & Learning Standards

- Core Values, Beliefs, and Learning Expectations
- Curriculum
- Instruction
- Assessment of and for Student Learning

Support Standards

- School Culture & Leadership
- School Resources for Learning
- Community Resources for Learning

General Feedback from Visiting Committee & NEASC

- The BHS school community completed a thorough and accurate review of the NEASC standards
- The BHS school community successfully identified areas wherein we excel and areas we would benefit from development

NEASC Findings

Award BHS NEASC Accreditation

Commendation Highlights

The beliefs and supporting values are a genuine part of the school culture toward which the faculty work each day

Example:

At BHS WE BELIEVE...

- engaging students in a culture of achievement represents the most reliable pathway to post-graduate success for our students
- that our school, town, state, and national and international communities cannot flourish without citizens of strong character
- that Brunswick High School as an institution and students as individuals benefit from significant partnerships with the community

There is a culture of mutual respect between and among staff, students and administrators

The dedication and willingness of teachers to provide academic support for student learning during and outside of the school day

The common format for written curriculum that includes units of study, essential questions, content and skills in most content areas

The community service program in which all students participate for 30 hours and with the majority volunteering over 60 hours of service

The regular and formal collaboration among teachers working in the Academy on the creation, analysis and revision of formative and summative assessments

Important to Note

Serious consideration was given to placing BHS on warning due to deficiencies in certain key standards, but it was apparent during the visit that plans were already in place to address these concerns and the committee was confident progress will be made.

Core Values, Beliefs & Learning Expectations

We need to develop school-wide analytic rubrics for each of the school's learning expectations which can be used to assess student progress in achieving the learning expectations

In Progress...

March 2015 - June 2015

- Review of our 21st century learning expectations
- Cross walk between 21st century learning expectations & Maine Guiding Principles
- Extensive overlap observed

September 2015 – January 2016

- Decision made to recommend adoption of Maine Guiding Principles as our 21st century learning expectations (more student centric)
- PLG group has created a draft that will be shared with Department Heads in January and then reviewed by teachers

School Culture & Leadership

We need to work to implement a program(s) or process(es) to ensure that every student has a connection with an adult in the building

In Progress...

- Regular Class Meetings supported by Class Advisor & Homeroom Teachers
- Research conducted on programs used in other schools
- PLG groups have created surveys for student feedback and this will be given in February & March
- PLG groups discussing options and will present ideas to the faculty

School Culture & Leadership

We need to ensure equitable and inclusive access to challenging academic experiences to all students, fostering heterogeneity throughout the curriculum

In Progress...

- Enhancing the 8th Grade Transition Plan
 - Opportunity to learn more about all academic program
- Revisions to Course Book
- Portion of Class Meeting time allocated to ensure students understand all the programs to which they have access

We are in a good place!

- Work started on areas of improvement identified by NEASC before we received the report and we will continue to do so
- NEASC is an ongoing process, not something we look at once every ten years
- Brunswick schools are committed to continuous and ongoing improvement

Any Questions
or Feedback?

Brunswick School Department Mid-Year Progress Report on Option 6 Proficiency

<p>ALIGN CURRICULUM with MAINE STANDARDS and Guiding Principles</p>	<ul style="list-style-type: none"> ✓ Summer Professional Development at Northport, k-12 ✓ Summer Curriculum Work, k-12 ✓ BHS Identified PRIORITY STANDARDS, based on MLR and Guiding Principles ✓ BHS Staff worked with BJHS Staff to share and align Priority Standards 6-12 ✓ A BHS Professional Learning Group has been working on alignment/evaluation of Guiding Principles ✓ BJHS Staff have been working on unit development based on assessing and reporting standards. ✓ K-8 Teachers posting Learning Targets ✓ Coffin Student-led goal setting boards for Reading, Writing, Math and Behavior in tandem with Learning Targets posted in multiple classrooms
<p>DISCUSS and DEVELOP assessments aligned with Guiding Principles</p>	<ul style="list-style-type: none"> ✓ BHS and BJHS currently collaboratively working on Performance Indicators, Common Scoring Criteria, and Assessments in all Content Areas ✓ 6-12 Consulting with other districts / Local Experts from the field ✓ Teachers at HBS developed criteria for proficiency for Reading and Math. ✓ Reading and Math Data teams at HBS are established to look at school wide and individual student proficiency data. ✓ BJHS Teams developed expectations regarding student work completion, universal writing expectations ✓ Math Fluency Assessment Work – Grade 1 – Research-based and aligned with Math programming ✓ HBS Grades 2-5 have implemented Math fluency, Writing, and Reading assessments / Coffin K writing rubric implementation / Implementation of literacy and math assessments at K screening in the spring
<p>DISCUSS and DEVELOP standards-based reporting in grades 5-12</p>	<ul style="list-style-type: none"> ✓ k-12 Professional Development to identify Habits of Work ✓ 6-12 Professional Development discussions about options for reporting standards-based achievement ✓ Some teachers at BHS piloting separation of Work Habits from Academic Grading ✓ Coffin clarifying reporting out on report cards for those students receiving Special Ed services-supports and conversations between regular and special education personnel about standards achievement ✓ Math Fluency Assessment Work – Grade 1 – Research-based and aligned with Math in Focus programming ✓ Coffin Library report out and tie-in of literacy standards / HBS using MIF assessment data reports for instructional purposes ✓ Report Card adjustments to demonstrate clearer learning expectations, communication for habits of work and strands of reading comprehension ✓ Administration has been researching various standards-based reporting systems / software