

Entry Plan for David Galin

Superintendent of Schools

Sebago School Department

December, 2021

Introduction

The position of superintendent of schools is required in every district in the State of Maine. School superintendents are hired by the school committee, and they are the only employee of that committee. The superintendent's powers and duties are outlined in Maine statute, Title 20-A, section 1055. They include implementing policies of the school committee, managing the school committee's approved budget, maintaining accurate financial records, managing a system for supervising the principal and teachers, and ensuring that operations of the schools conform to state laws.

To best carry out these responsibilities, understanding the following is essential:

- Demographics (Who we are)
- Student Learning (How are our students succeeding?)
- Perceptions (How we see ourselves)
- Structures and Processes (How we accomplish our work)

This entry plan is a way for me to understand the Sebago community and to serve as a starting point for developing future work plans as I take on the responsibilities of superintendent of schools. It is a snapshot of the district at this time. In the months since I was hired, I have met with school committee members, school leaders, educators, community members, and parents to gather school structures, processes, and perception data. I have also analyzed demographic, budget, and student learning data.

District History

The Sebago School Department was formed in July of 2018 after the town of Sebago withdrew from MSAD 61. Dr. Mark Eastman served as a consultant to support legal, organizational, and financial transitions for the new district. The district's first superintendent of schools, Marc Gendron, served three years and built systems and structures to get the district up and running. With the hiring of the current superintendent, David Galin, the district is undergoing its first leadership transition.

Demographics

Information in this section comes from:

1. 2000 and 2010 U.S. Census, 2019 Maine.gov
2. Maine Department of Education – April Attending District and School Report
3. Sebago student information system
4. Sebago student information system
5. Maine Department of Education – October 1 Enrollment Report and Planning Decisions 2013-2014 Enrollment Projections for SAD 61
6. Sebago student information system

7. Berry, Talbot, Royer
8. Maine Department of Education – October 1 Enrollment Report
9. Sebago School Nutrition Program
10. Sebago School Department Records

1. Sebago has a long tradition of supporting education. From the 1880s when the town supported nine schools that educated children between the ages of 4 and 21 through the separation from SAD 61 in 2017 community members have worked to support the town's learners. This community has grown from **1,433 residents in 2000** to **1,719 residents in 2010** to **1,829 (estimated) in 2019**.

2. Our school population can change during the school year. For this historical data we are looking at April enrollments.

2019	2020	2021 * Includes remote
Pre-K – 0	Pre-K – 12	Pre-K 12
Kindergarten – 20	Kindergarten – 21	Kindergarten – 19
Grade 1 – 17	Grade 1 – 18	Grade 1 – 20
Grade 2 – 15	Grade 2 – 18	Grade 2 – 18
Grade 3 – 18	Grade 3 – 17	Grade 3 – 18
Grade 4 – 16	Grade 4 – 21	Grade 4 – 19
Grade 5 – 16	Grade 5 – 17	Grade 5 – 25

Projections done for SAD 61 in 2014 showed first grade enrollment fluctuating between 10 and 17 students a year with a projected average of 13 students. Actual enrollment has exceeded that average every year, with the 3 years since Sebago has been a separate school department averaging 18 students.

3. Current k-5 enrollment at Sebago Elementary School is:

Kindergarten	19
Grade 1	14
Grade 2	18
Grade 3	16
Grade 4	14
Grade 5	18

This enrollment includes students who receive most of their instruction in a special education setting.

4. Our pre-k enrollment for 2021-22 is 14 students, with an additional 4 four-year-olds whose families had expressed interest in our program. The recent kindergarten enrollments continue to be larger than our exiting grade 5 enrollments, a positive trend for sustainability.

5. The total number of Sebago students enrolled pre-k – 12:

2018	197
2019	209
2020	210
2021	217

The projections prepared in 20114 for SAD 61 showed 150 students in grades k – 12 for 2018, 147 students in 2019, 142 students in 2020, and 143 students in 2021.

6. Students with an identified disability receive special education services. In 2020-21 school year 16.7% of students attending Sebago Elementary School received special education services. In 2021-22 that number is 19.1%, a 14% increase. The State of Maine percentage in 2021 was 19.4%.

7. Funding for special education services has also increased as a percentage of the total budget.

	FY 19	FY 20	FY 21	FY 22
Total Audited Special Education Expenditures	\$511,240	\$713,349	\$727,430	
Budgeted Special Education Expenditures	\$410,3000	\$523,219	\$585,813	\$746,699
Total Budget	\$3,409,443	\$3,651,319	\$3,736,715	\$3,809,094
Special Education Expenditures as a % of Total Budget	15	19.5	19.5	19.6 (Based on budgeted amounts)

8. Students whose individual education plans require services that the district can not provide are supported through out of district placements. Currently we have four k-5 students and five 6-12 students in public or private schools not in our district.

9. The State of Maine uses the number and percentage of students who qualify for free and reduced lunch as a metric for allocating federal Title IA funds. For the 2021-22 school year the

income guidelines for a family of four are: under \$34,450 for free lunch, \$49,025 for reduced fee lunch.

October 2018	47.96%
October 2019	36.11%
October 2020	36.75%
October 2021	32%

While all students in Maine are eligible for free lunch this year, the decreasing percentage of students meeting the criteria for free and reduced lunch is an interesting trend.

10. Parents may ask for a superintendent's agreement to have their child attend a district other than the one that they reside in. In the 2021-22 school year we have 20 k-5 students who reside in Sebago and who are attending schools other than Sebago Elementary School. We have 4 k-5 students who are attending Sebago Elementary School and reside in another town.

Student Learning

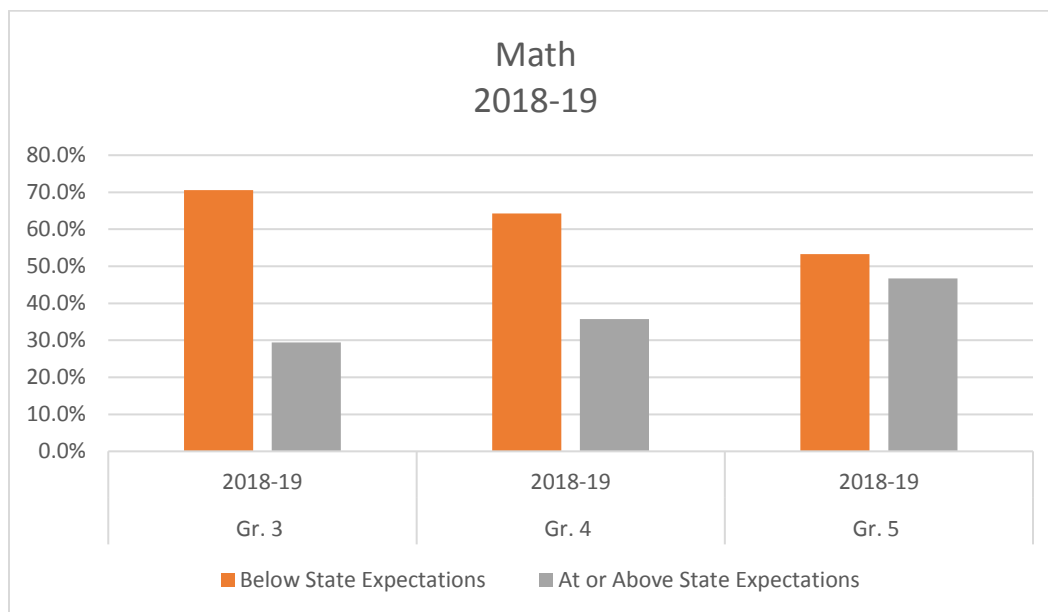
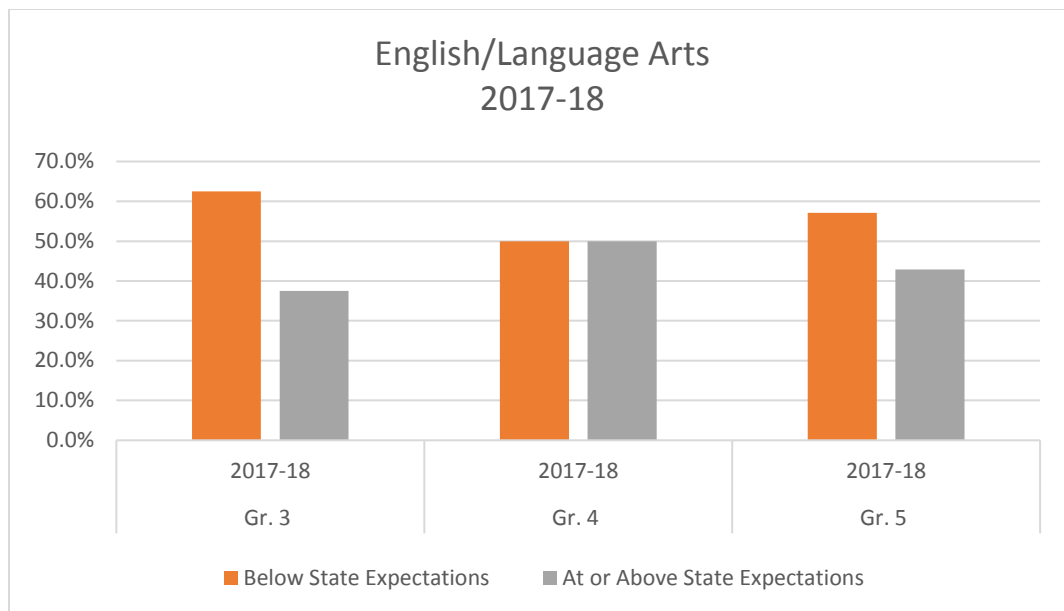
In the 3 years that Sebago has been a separate school department, the state has gone through a time of transition with required assessments of student learning. This makes comparisons over time challenging. In addition, the 2019-20 school year was significantly disrupted with the March shutdown and state assessments were cancelled. I have identified several pieces of evidence of student learning that can help understand how we are doing supporting student growth and achievement.

Grade 12 Student Achievement Data

School Year	Number of Graduates	Cumulative Grade Point Average (out of 100 or 4)	Combined SAT Score (out of 1600)
2016-17	7	88	1011
2017-18	17	3.4	979
2018-19	13	85	978 (12 students)
2019-20	11	88	1040
2020-21	8	82	918 (4 students)

Data is from SAD 61

Grades 3-5 Maine Educational Assessment



Data from Maine Department of Education Assessment Warehouse

Grades 1 – 5 Spring NWEA Reading - % Proficient

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2018-19	36	40	47	56	64
2019-20					
2020-21	80	44	54	50	88

Grade 1-5 Spring NWEA Mathematics - % Proficient

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2018-19	36	60	36	57	50
2019-20					
2020-21	47	44	62	94	87

Data is from Sebago School Department

Perceptions

Strengths

Strong and caring community – Almost all staff and community members interviewed noted that this was a strength of our district. People noted how, from the work to become a separate district through the challenge of getting up and running, individuals and groups provided support for the school, staff, and students. The history of the town and connection to its schools was also noted.

Caring staff – Many people interviewed cited the caring staff as a strength. Examples included making personal connections and being part of the community.

Small class sizes – The small class size, almost always under 20 students, was mentioned frequently. This connected to the next positive perception.

Individual attention to student needs – The small class size allows teachers to make stronger relationships with students and give them support and encouragement.

Preparation for middle school – A number of people mentioned that their child was prepared for middle school, academically and socially.

Concerns

Communication – Parents and staff noted that communication from the school was not always timely or complete.

Responsiveness – In a similar set of concerns to communication, a number of people expressed frustration that district and school staff did not always respond in a timely way to requests for information or questions.

Inability to meet student needs – This was cited by parents who have chosen to send their children to a school other than Sebago Elementary, as well as by other members of the community. Limited support programming due to school size was mentioned here as well.

Uneven experience from grade to grade -

Sustainability – Concerns that the district was too small and would struggle with maintaining a reasonable budget and level of service in future years.

Structures and Processes

Budget

The school portion of the town budget is one way to look at the district's impact on town finances. The chart below shows this for the years 2012-13 through 2021-22 (FY13 – FY22).

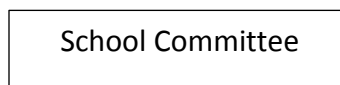
	2010-11	2011-12	2012-13	2013-14	2014-15
School Budget - \$	3,109,423	3,216,331	3,105,080	3,173,540	3,135,572
Sebago Budget - \$	5,167,918	5,265,208	5,201,339	5,549,372	5,354,405
% of Sebago Budget due to School	60	61	60	57	59

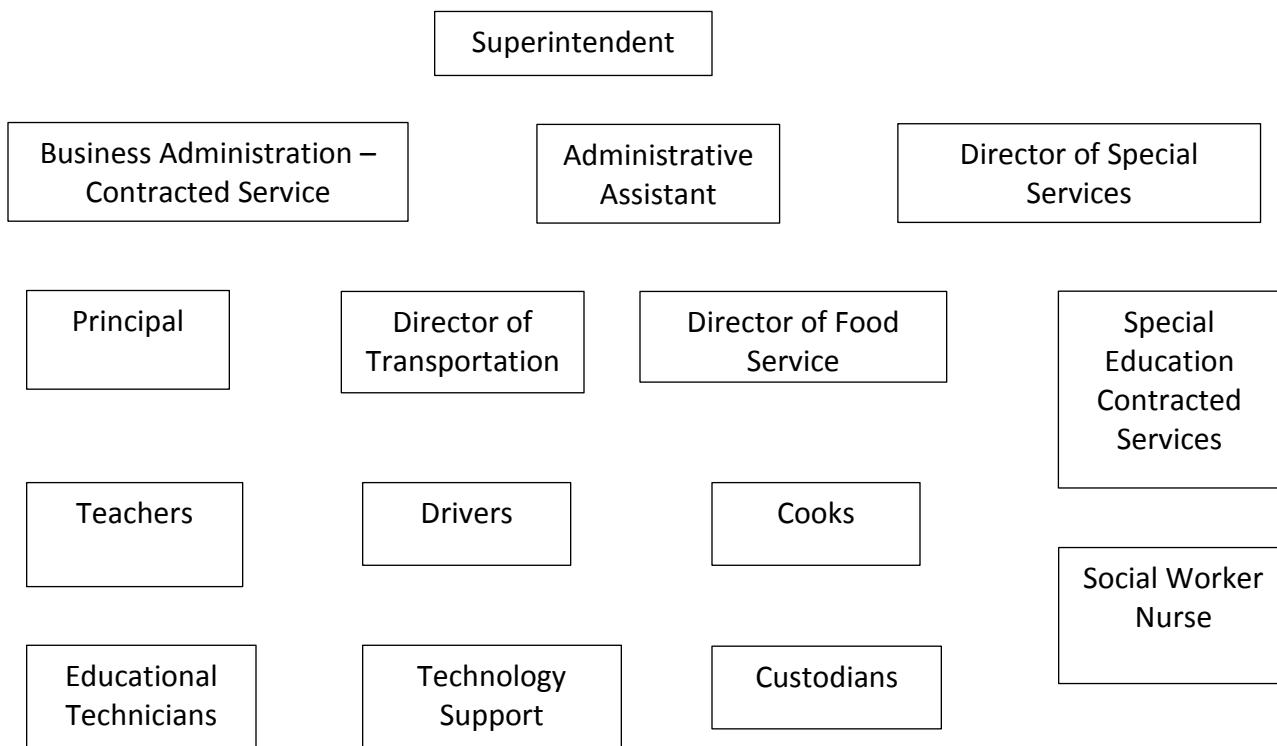
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
School Budget - \$	3,116,473	3,023,524	3,091,581	3,168,870	3,168,870	3,295,625
Sebago Budget - \$	5,276,576	5,174,230	5,373,436	5,528,250	6,202,909	6,310,366
% of Sebago Budget due to School	59	58	58	51	51	52

The years in **bold** are the years that the Sebago School Department has been in existence. In those 4 years the average percentage of the total Town budget due to school was 53%. In the 7 years that Sebago was part of SAD 61 that average was 59%.

Organizational Chart

In reviewing district documents, job descriptions, policies, and contracts, I developed the organizational chart below. The chart organized more by role than by supervisory groups.





Recommendations

These recommendations are not in priority order, and they should serve as a start for multiyear planning as the Sebago School Department looks to continue on the path to success and a sustainable future.

- Develop a multiyear capital improvement plan
- Develop a system for developing and managing budget that includes cost center managers, regular budget review meetings, a pre-approval process for all expenditures, and regular reporting to School Committee
- Study out of district requests from Sebago residents and out of district student placements to look at retaining more of our elementary school age children
- Ensure that all staff have annual supervision plans that include goals, evidence of progress towards goals, and regular written feedback
- Build a more comprehensive system for collecting, managing, and using evidence of student learning and social emotional growth
- Review current processes and structures for student support in Sebago Elementary School

- Explore collaboration with other school districts to best support students and district operations